Promoting Youth Employment in Remote Areas in Jordan / Job-Jo Project Number: 598428-EPP-1-2018-JO-EPPKA2-CBHE-JP Work Package 4 – Quality





Co-funded by the Erasmus+ Programme of the European Union

Evaluation Report of the

UCY Training sessions: 26th to 28th November 2019









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1. Introduction

This report concerns the training sessions that took place in Nicosia, between the 26th and the 28th of November 2019.

The Job-Jo Project, under the name "Promoting youth employment in remote areas in Jordan / Job-Jo", and number 598428-EPP-1-2018-1-JO-EPPKA2-CBHE-JP, has an Erasmus + Grant and is expected to be developed for 36 months (between 15 November 2018 and 14 November 2021). Its aim is to promote employment in Jordan poor remote areas. It proposes the (re)qualification of unemployed graduate young people, with a special focus on women. By itself, the project will set a network of stakeholders supported by the common goal of the promotion of employment. The Project visibility is locally supported by the Business Service Network Bureau (BSNB, in five Jordan Universities) and reinforced by the Job-Jo Website. Organized in six Work Packages (Preparation, Development, Quality, Dissemination and Exploitation and Management), the Project Coordinator, Mutah University, has attributed their coordination to some of the partners (Table 1).

Co-beneficiary Institutions	Initials	City / Country	Work Package Coordination
AL-HUSSEIN BIN TALAL UNIVERSITY	AHU	MA'AN / JO	
GREATER ALKARAK MUNICIPALITY	GKM	ALKARAK / JO	
HOCHSCHULE FUR TECHNIK WIRTSCHAFT UND KULTUR LEIPZIG	HTWKL	LEIPZIG / DE	Development (WP2)
INSTITUTO SUPERIOR DE LEIRIA - ISLA LEIRIA	ISLA	LEIRIA / PT	Quality (WP4)
Int@E UG	Int@E	LEIPZIG / DE	
JORDAN UNIVERSITY OF SCIENCE AND TECHNOLOGY	JUST	IRBID / JO	Networking, Start-up activities (WP2)
MINISTRY OF PUBLIC WORKS AND HOUSING	MPWH	AMMAN / JO	
TAFILA TECHNICAL UNIVERSITY	TTU	TAFILA / JO	
UNIVERSITY OF CYPRUS	UC	NICOSIA / CY	Development (WP3) Co-leadership of WP4
UNIVERSITY OF JORDAN	UJ	AMMAN / JO	Dissemination & Sustainability (WP5)
Projec	ct Coordina	tor	
MUTAH UNIVERSITY LTD	MU	KARAK / JO	Management (WP6)

Table 1. Job-Jo Partners and Work Packages Coordination





2. Training sessions

The training sessions are an essential aspect of the Job-Jo project. The project contemplates two kinds of training: one for trainers and another for trainees. UCY oversees the final plan of training sessions, which depends on the needs identified by JUST.

The identification of the training sessions is in Table 2. UCY prepared a total of 12 events, distributed equally along the three training days, whose duration varied between 45 minutes to 3,5 hours.

Session Identification	Trainer/Presenter	Duration
Day 1: Tuesda	y 26-11-2019	
Web usability and accessibility	Alexandros Yeratziotis	1h15m
Web Technologies	Achilleas Achilleos	1h30m
HTML practical – Building your online CV	Evangelia Vanezi	1h15m
Google Forms	Achilleas Achilleos	1h30m
Day 2: Wednes	day 27-11-2019	
UCY library tour		45m
Advanced multimedia collaboration lab tour & Augmented reality mobile apps for student learning experience enhancement	Kalia Christou & Petros Louca	45m
Skills in Job Planning - Skills and the future of work	Ioustini Pilidi	1h15m
Intro to 3D Print and Design	Odysseas Economides	3h30m
Day 3: Thursda	ay 28-11-2019	
Gamification and Kahoot	Georgia Kapitsaki	1h
Blackboard LMS - Functionalities and usage at UCY	George Kappos	1h30m
Wix cloud-based development platform - Building and managing a website	Constantinos Xenofontos & Marios Kyprianou	1h
MS Excel functions	Christos Mettouris	1h

Table 2. Sessions Identification: Name, Trainer/Presenter and Duration





3. Training Evaluation Survey

The survey, specifically designed to this Project by the ISLA Quality Team (ANNEX 3), aims to measure the first level of Kirkpatrick Model: reaction. In fact, the question to answered by Kirkpatrick first level is "How do trainees react to the program, or better, what is the measure of customer satisfaction?" (Kirkpatrick & Kirkpatrick, 2005, p. 5). This concern guided the elaboration of the questions directed to the training contents and to the way the trainer/speaker transmitted them.

Each training session has the same evaluative questions and a final question assesses the global degree of satisfaction. The response scale is between 1-*Totally Disagree* and 4-*Totally Agree* for the eight main questions and between 0-*Not at all satisfied* to 8-*Totally satisfied* for the Global Evaluation question. UCY training sessions include one visit whose relevance is assessed in a 7-points scale, from 0-*Not at all relevant* to 6-*Extremely relevant*.

3.1. Dissemination of the Survey and Respondents

The survey was distributed online (in Google Forms, see ANNEX 3) and its link sent to the Project Coordinator and to the UCY coordinator to be distributed to the training participants at the end of each training day. The online arrangement was such that every session is independently evaluated for its content (e. g. *"The presentation/training subject is relevant to the Job Jo project"* or *"The audio-visual materials were effective"*) and its speaker/trainer ability to present and capture participants attention and interest (e. g. *"The objective of the presentation/training were clearly stated by the speaker/trainer"* or *"The speaker/trainer made a fluent and interesting presentation"*).

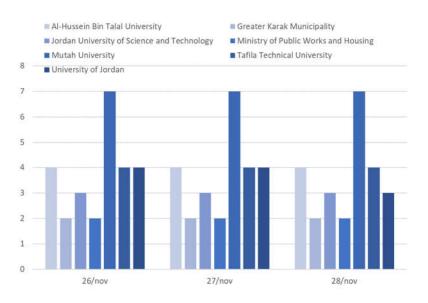


Figure 1. Participants in UCY Training Sessions





There were 26 participants in the first two days and 25 in the last one (see Figure 1 for its distribution between Job-Jo partners; attendance sheets are in ANNEX 2) but two persons did not assess the last day training sessions. In sum, the data presented in this report relates to 26 responses for the 26th and 27th and 23 for the 28th of November.

The participants are Jordanian members of project partners', that will be enrolled as trainers (of local trainers or of trainees).

3.2 Results

From our Global Evaluation question ("All considered, how satisfied are you with this training session (26-28 of November 2019)?", see ANNEX 1), we can conclude that the training was perceived as very satisfying: M=6,87, SD=2,13. In fact, 62% rated it in the top positive side of the response scale (between the 7 and 8).

Since there were several training sessions and one visit, the data collected is of some length. We decided, therefore, to present here the synthesis and make the remaining data, namely its separation between the session content and the trainer perceived efficacy, available in the ANNEX 1.

In Figure 2 we can see the distribution of responses in each training session (aggregated data, expressed in percentages since the amount of respondents is dissimilar in the three sessions). The darker areas correspond to more favorable evaluations.

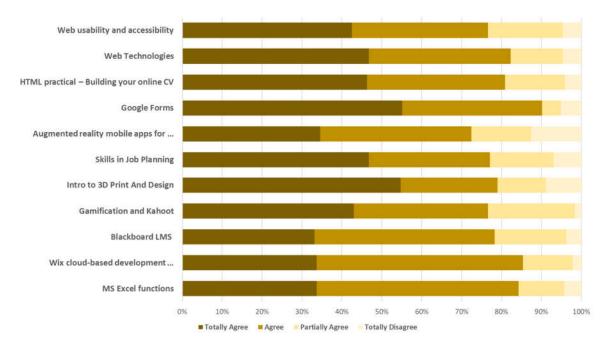


Figure 2. Percentual Distribution of Responses by Training Session.

It is clear that more than 70% of participants have a positive perception of the training received. The *"Augmented reality mobile apps for student learning experience"*





enhancement" session has the least favorable evaluation and the "Google Forms" has the most favorable. It must be stressed that all topics have a mean evaluation above the mean of the response scale, as can be seen in *Table 3*. As expected, from the data presented in Figure 2, *Google Forms* (M = 3,47; DP = 0,59), *Web Technologies* (M = 3,31; DP = 0,66) and *Intro to 3D Print And Design* (M = 3,31; DP = 0,85) have the highest mean evaluation.

	Mean	Std. Dev.
Web usability and accessibility	3,21	0,61
Web Technologies	3 <i>,</i> 31	0,66
HTML practical – Building your online	3 <i>,</i> 29	0,67
Google Forms	3 <i>,</i> 47	0,59
Augmented reality mobile apps for	2,99	0,90
Skills in Job Planning	3,23	0,82
Intro to 3D Print And Design	3 <i>,</i> 31	0,85
Gamification and Kahoot	3,18	0,71
Blackboard LMS	3 <i>,</i> 08	0,72
Wix cloud-based development	3,17	0,65
MS Excel functions	3,14	0,66

Table 3. Evaluation Descriptive Statistics by Training Session: Mean and Standard Deviation.

All items Mean and Standard Deviation are in Table 5. The data is descendent ordered to a better grasp of their perceived efficiency.

4. Conclusion

The data collected allow us to say that participants were satisfied with what they experienced. As we can see in *Table 5*, the Google Forms "audio-visual materials" and "timing and duration", are the top two items with an almost consensual mean of 3,58.

As to the relevancy to the project (first question of the questionnaires) *Google Forms, Web Technologies* and *HTML practical – Building your online CV* have the highest mean; as to the theory/practical connection, *Google Forms, Wix cloud-based development platform - Building and managing a website* and *Web usability and accessibility* are the top three. Since UCY participants are trainers, relevancy to the Job-Jo project and practicality are relevant aspects.

Also noteworthy, the visit prepared by UCY is perceived as *Relevant to the Job-Jo project* (M = 5,11; DP = 0,95, see *Table 5*).





ANNEX 1: Discriminated Data





Table 4. Aggregated data for Session Content and Trainer: Response Distribution in Percentage, Mean and Standard Deviation.

	Totally		Partially	Totally		
	Agree	Agree	Agree	Disagree	Mean	Std. Dev.
Web usability and accessibility	43,9%	38,3%	12,1%	5,6%	3,27	0,68
Web usability and accessibility Trainer	41,1%	29,9%	25,2%	3,7%	3,14	0,77
Web Technologies	43,9%	43,9%	7,5%	4,7%	3,31	0,66
Web Technologies Trainer	49,5%	27,1%	18,7%	4,7%	3 <i>,</i> 34	0,63
HTML practical – Building your online CV	50,5%	34,6%	10,3%	4,7%	3 <i>,</i> 38	0,68
HTML practical – Building your online CV Trainer	42,1%	34,6%	19,6%	3,7%	3,21	0,73
Google Forms	57,9%	35,5%	1,9%	4,7%	3 <i>,</i> 54	0,59
Google Forms Trainer	52,3%	34,6%	7,5%	5,6%	3,40	0,71
Augmented reality mobile apps for	32,7%	38,3%	17,8%	11,2%	2,98	0 <i>,</i> 85
Augmented reality mobile apps for Trainer	36,4%	37,4%	12,1%	15,0%	2,99	0,96
Skills in Job Planning	48,6%	27,1%	18,7%	5,6%	3,25	0,82
Skills in Job Planning Trainer	44,9%	33,6%	13,1%	8,4%	3,21	0,85
Intro to 3D Print And Design	55,1%	24,3%	9,3%	11,2%	3,33	0 <i>,</i> 86
Intro to 3D Print And Design Trainer	54,2%	24,3%	15,0%	6,5%	3,30	0,94
Gamification and Kahoot	48,9%	26,1%	22,8%	2,2%	3,22	0 <i>,</i> 83
Gamification and Kahoot Trainer	37,0%	41,3%	20,7%	1,1%	3,14	0,73
Blackboard LMS	33,7%	38,0%	22,8%	5,4%	3 <i>,</i> 00	0,84
Blackboard LMS Trainer	32,6%	52,2%	13,0%	2,2%	3,15	0,64
Wix cloud-based development	30,4%	51,1%	16,3%	2,2%	3,10	0,71
Wix cloud-based development Trainer	37,0%	52,2%	8,7%	2,2%	3,24	0,65
MS Excel functions	38,0%	45,7%	14,1%	2,2%	3,20	0,73
MS Excel functions Trainer	29,3%	55,4%	8,7%	6,5%	3,08	0,76





Table 5. Descriptive Statistics of Questionnaires Items: Mean and Standard Deviation

		Mean	Std. Deviation
Google Forms	The audio-visual materials were effective	3,58	0,58
Google Forms	The presentation/training timing and duration are adequat	3,58	0,58
Google Forms	The presentation/training subject is relevant to the Job Jo	3,54	0,71
HTML practical – Building your online CV	The audio-visual materials were effective	3,50	0,71
Google Forms	The speaker/trainer made a fluent and interesting present	3,46	0,76
Google Forms	The documents/training material provided are useful	3,46	0,71
Web Technologies	The audio-visual materials were effective	3,42	0,70
Google Forms	The theory/practical connections were clearly stated and i	3,42	0,81
Google Forms	There was enough opportunity to interact between the spo	3,38	0,75
Intro to 3D Print And Design	The presentation/training timing and duration are adequat	3,38	0,80
Web Technologies	The presentation/training subject is relevant to the Job Jo	3,38	0,75
Intro to 3D Print And Design	The audio-visual materials were effective	3,38	0,80
HTML practical – Building your online CV	The presentation/training subject is relevant to the Job Jo	3,38	0,85
Google Forms	The objectives of the presentation/training were clearly sta	3,35	0,75
Web Technologies	There was enough opportunity to interact between the spe	3,35	0,89
Web Technologies	The presentation/training timing and duration are adequat	3,35	0,63
Intro to 3D Print And Design	There was enough opportunity to interact between the spe	3,35	0,98
Web Technologies	The objectives of the presentation/training were clearly sta	3,31	0,74
Web Technologies	The speaker/trainer made a fluent and interesting present	3,31	0,84
HTML practical – Building your online CV	The presentation/training timing and duration are adequat	3,31	0,68
HTML practical – Building your online CV	The objectives of the presentation/training were clearly sta	3,31	0,84
Web usability and accessibility	The presentation/training subject is relevant to the Job Jo	3,31	0,74
Web usability and accessibility	The presentation/training timing and duration are adequat	3,31	0,84
HTML practical – Building your online CV	The documents/training material provided are useful	3,31	0,79
Skills in Job Planning	The audio-visual materials were effective	3,31	0,79
Intro to 3D Print And Design	The objectives of the presentation/training were clearly sta	3,31	1,05
Intro to 3D Print And Design	The speaker/trainer made a fluent and interesting present	3,31	0,93
Wix cloud-based development	The theory/practical connections were clearly stated and i	3,30	0,76
Wix cloud-based development	There was enough opportunity to interact between the spe	3,30	0,63
MS Excel functions	The audio-visual materials were effective	3,30	0,70
Web usability and accessibility	The theory/practical connections were clearly stated and i	3,27	0,83
Intro to 3D Print And Design	The presentation/training subject is relevant to the Job Jo	3,27	0,96
Intro to 3D Print And Design	The documents/training material provided are useful	3,27	0,96
Skills in Job Planning	The presentation/training subject is relevant to the Job Jo	3,27	0,92
Skills in Job Planning	The objectives of the presentation/training were clearly sta	3,27	0,96
Web usability and accessibility	The audio-visual materials were effective	3,27	0,78
Skills in Job Planning	The theory/practical connections were clearly stated and i	3,27	0,87
Gamification and Kahoot	The documents/training material provided are useful	3,26	0,92
Gamification and Kahoot	The presentation/training timing and duration are adequat	3,26	0,86
Blackboard LMS	There was enough opportunity to interact between the spe	3,26	0,62
Intro to 3D Print And Design	The theory/practical connections were clearly stated and i	3,23	0,95
Skills in Job Planning	The presentation/training timing and duration are adequat	3,23	0,91
HTML practical – Building your online CV	There was enough opportunity to interact between the sp	3,23	0,82
Wix cloud-based development	The speaker/trainer made a fluent and interesting present	3,22	0,67
Blackboard LMS	The speaker/trainer made a fluent and interesting present	3,22	0,67

Note. Response scale varies between 1 (Totally Disagree) and 4 (Totally Agree).

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		Mean	Std. Deviation
MS Excel functions	The presentation/training timing and duration are adequat	3,22	0,74
Web Technologies	The documents/training material provided are useful	3,19	0,75
HTML practical – Building your online CV	The theory/practical connections were clearly stated and i	3,19	0,85
Skills in Job Planning	The documents/training material provided are useful	3,19	0,90
Skills in Job Planning	There was enough opportunity to interact between the spe	3,19	0,94
Web usability and accessibility	The documents/training material provided are useful	3,19	0,85
Wix cloud-based development	The audio-visual materials were effective	3,17	0,72
Gamification and Kahoot	The presentation/training subject is relevant to the Job Jo	3,17	0,89
Wix cloud-based development	The documents/training material provided are useful	3,17	0,83
Gamification and Kahoot	The audio-visual materials were effective	3,17	0,89
Gamification and Kahoot	There was enough opportunity to interact between the sp	3,17	0,78
Gamification and Kahoot	The theory/practical connections were clearly stated and i	3,17	0,78
Web Technologies	The theory/practical connections were clearly stated and i	3,15	0,92
Web usability and accessibility	The objectives of the presentation/training were clearly sta	3,15	0,92
MS Excel functions	The documents/training material provided are useful	3,13	0,81
MS Excel functions	The presentation/training subject is relevant to the Job Jo	3,13	0,81
Gamification and Kahoot	The speaker/trainer made a fluent and interesting present	3,13	0,76
Blackboard LMS	The presentation/training timing and duration are adequat	3,13	0,76
MS Excel functions	The speaker/trainer made a fluent and interesting present	3,13	0,76
Wix cloud-based development	The objectives of the presentation/training were clearly sta	3,13	0,76
Blackboard LMS	The theory/practical connections were clearly stated and i	3,13	0,76
Skills in Job Planning	The speaker/trainer made a fluent and interesting present	3,12	0,82
HTML practical – Building your online CV	The speaker/trainer made a fluent and interesting present	3,12	0,71
Wix cloud-based development	The presentation/training subject is relevant to the Job Jo	3,09	0,79
MS Excel functions	The objectives of the presentation/training were clearly sta	3,09	0,90
Gamification and Kahoot	The objectives of the presentation/training were clearly sta	3,09	0,85
Web usability and accessibility	There was enough opportunity to interact between the spo	3,08	0,80
Web usability and accessibility	The speaker/trainer made a fluent and interesting present	3,08	0,84
Augmented reality mobile apps for	The presentation/training timing and duration are adequat	3,08	0,93
MS Excel functions	There was enough opportunity to interact between the spo	3,04	0,82
MS Excel functions	The theory/practical connections were clearly stated and i	3,04	0,77
Blackboard LMS	The audio-visual materials were effective	3,04	0,88
Augmented reality mobile apps for	The documents/training material provided are useful	3,04	0,96
Augmented reality mobile apps for	The objectives of the presentation/training were clearly sta	3,04	1,00
Augmented reality mobile apps for	There was enough opportunity to interact between the spin	3,04	1,08
Augmented reality mobile apps for	The speaker/trainer made a fluent and interesting present	3,00	1,02
Blackboard LMS	The objectives of the presentation/training were clearly sta	3,00	0,85
Augmented reality mobile apps for	The audio-visual materials were effective	2,96	0,82
Wix cloud-based development	The presentation/training timing and duration are adequat	2,96	0,64
Blackboard LMS	The documents/training material provided are useful	2,91	1,00
Blackboard LMS	The presentation/training subject is relevant to the Job Jo	2,91	0,95
Augmented reality mobile apps for	The theory/practical connections were clearly stated and i	2,88	0,95
Augmented reality mobile apps for	The presentation/training subject is relevant to the Job Jo	2,85	1,05
Visit		5,12	0,95
Global Evaluation		6,09	2,13

Note. Response scale varies between 1-Totally Disagree) and 4-Totally Agree for the majority of the items except for the Global Evaluation (varies from 0-Not at all satisfied to 8-Totally satisfied) and Visit (varies from 0-Not at all relevant to 6-Extremely relevant).





ANNEX 2: Attendance Sheets

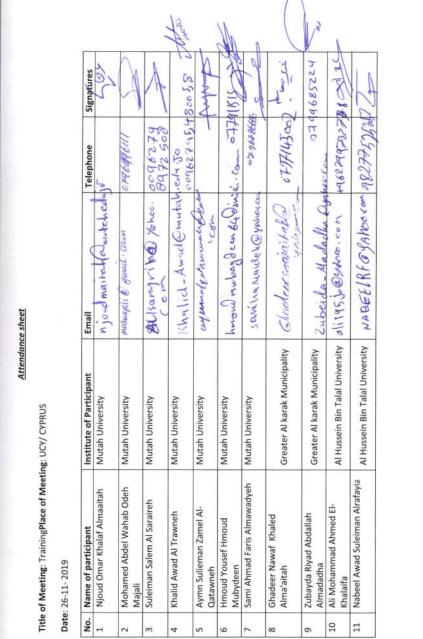


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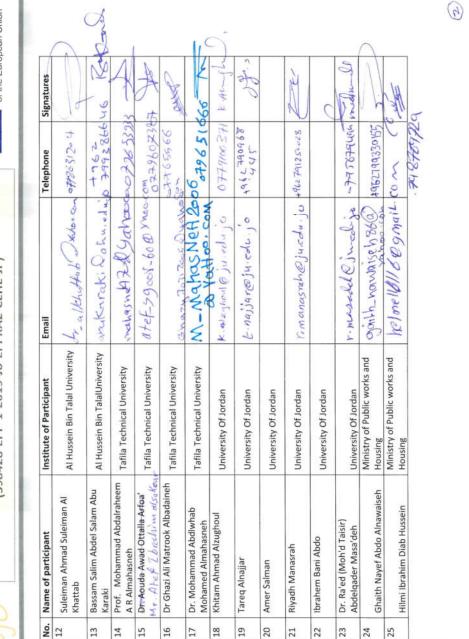
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	Name of participant Hilmi Ibrahim Diab Hussein Asmahan Mohammad Suleiman Alomari Ola Fayiz Mohammad Alnaser Sahem Ibraheem Kayed Obaidat Hassan Mahmoud Ali Al-Zou'bi	
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9	Hmoud Yousef Hmoud Mubydeen	Mutah University	hunsver milary down 64 6	072916151	Se do
2	Sami Ahmad Faris Almawadyeh	Mutah University	s and we waited grove can	Address of the w	2.00
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6	Zubayda Riyad Abdallah Almadadha	Greater Al karak Municipality	ZUREICA MANANANA SAMA SA PERSON	NA.CAN 01996	Surrau
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No. Name	Name of participant	Institute of Participant	Email	Telephone	Signatures	
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ANNEX 3: Evaluation Survey





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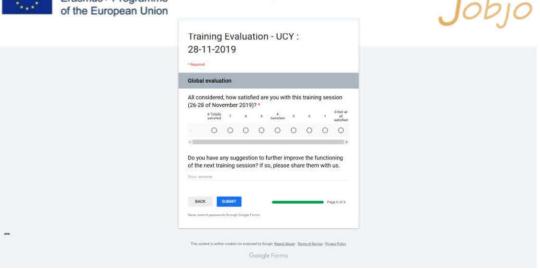
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		Training E 28-11-201		ion - UC	Y :		
		* Required					
		Thursday 28-11-	2019: MS E	ixcel function	s		
		The MS Excel functione 15:00	sension was inv	orsitored by Christon	Mettouris, be	tween 14.00 and	
		Please indicate how do	you evaluate the	e presentation/hiain	ing session ar	of its speaker/trainer	
		Evaluation of the		CONTRACTOR INCOMENDATION OF			
			Totally Disagree	Partially Agree	Agree	Totally Agree	
		The presentation/training subject is relevant to the Job Jo Project	0	0	0	0	
		The documents/training material provided are useful	0	0	0	0	
		The sublic-visual materials searce effective	0	0	0	0	
		The presentation/training Sming and duration are adequate	0	0	0	0	
-		Evaluation of the speaker/trainer * Totally Designer Partially Ages			Agree	Totally Agree	
		The objectives of the presentation/training were clearly stated by the speaker, trainer	0	0	0	0	
		The speaker/holixer made a fluent and interesting presentation	0	0	0	0	
		The theory/practical convections were clearly stated and disptrated by the speaker/trater	0	0	0	0	
		There was ansugh opportunity to interact between the special between the special trainer and the trainers	0	0	0	0	
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