



Funded by the
Erasmus+ Programme
of the European Union



Vocational Training Center for Undergraduate University Students and Teachers in Jordan (VTC)

Training Report

August 2017



1.Introduction

Workforce is the most important element of the production, the mainstay of achieving the objectives of the overall development, progress and welfare and provides a decent life for people in any society. The Arab world is characterized by its human resources and in particular a high proportion of young people compared with major regions in the world. Jordan's main wealth is mainly its human resources. With more than 30 universities with more than 250,000 students in Jordan, Jordan is among the highest university student/capita in the world. Although Jordanian universities provide excellent theoretical based education, Jordanian students and graduates have major deficiencies in skills and competencies needed by the market. This makes Jordanian graduates less competitive in regional and global markets.

Vocational education and training is an important element of the nation's education system. Unfortunately, the education system in Jordan and in most of the Arab World does not consider vocational training among its priorities; thus, students are graduated with major deficiencies in skills and competencies that are needed in the market. A thorough analysis of the current status of vocational training and rehabilitation in the Arab World shows that

- most of the Arab countries and its relationship to the requirements of the labor market (the problems and difficulties) have a lack of a unified Arab vision of the challenges facing education and training systems;
- a lack of studies about the realistic and integrated status and the requirements of Arab labor markets, both in the short term or long term;
- the training efforts and the possibilities are still scattered very broadly;
- the systems, capacities, specialties and curricula vary very strongly between the Arab countries;
- there is no deliberate and limited mechanism to finance various training processes, for basic training, pre-service training or during the service.
- there is a lack of attention to the continuous training of teachers, coaches and mentors for achieving the means of the applications and applying the methods of modern education and training.

Thus, the higher education in the Arab universities does not lead to solving the problem of young people through the provision of employment opportunities for them, but leads in most cases to increase their suffering by taking part in the unemployment queue which results in more frustration and misery.



There is no alternative to this situation but to adopt a policy of vocational training, rehabilitation and qualitative high level of vocational education by linking them with average university higher education, to identify specialties that can be linked and to develop the mechanisms and the conditions necessary for success.

VTC, is an EU funded project through Erasmus+ Project, that concentrates on providing Jordanian students with competencies and skills needed by the market. The project aims at institutionalizing vocational training within the Jordanian universities so that it becomes main component of students' life at the university. The project aims and objectives will be achieved via establishing vocational training centers at each JO universities. The centers will help in implanting and further development of students' skills and

competencies that are needed by the market. These centers will act as a bridge between the academic universities and the market.

The EU experience is a major component in the success of the VTC project. The EU countries in this project, such as Germany especially HTWK, Spain, Portugal and Slovakia have an excellent experience in the fields of vocational skills training project. These countries managed similar projects in other regions, and thus, and they can transfer the experience to Jordan.

This Quality plan, aims at developing a systematic, smooth, and effective plan to overseas the project activities and to ensure the attainment of all deliverables.

1.1 General objectives

The general objective of the project is the improvement of vocational education systems in Jordan in line with European standards and Bologna Declaration principles. Another target of this project is

Building a strong and deep connection between higher education, society and enterprises.
Specifics of

Target groups like students and teachers in Jordan.

1.2 Specific objectives

1. Establishing a training center to train skills for graduate / undergraduate university students.



2. Building a positive and productive relationship with EU-universities in the academic and cultural fields.
3. Transfer the EU-Experience in the areas of technical training, skills development and merge new generations in this experience.
4. Establishing a national network specializing in vocational training in Jordan.
5. Develop curricula materials in the areas of training and capacity development by majors.
6. Provide the student with skills and experiences related to problems that differentially affect people in Jordan and in developing countries.
7. Expose trainees to career options related to majors in community development and publication.

2. Training

Date and location: 17 – 22 April 2017 Portugal

Training participants: All Jordanian partners: Jordan University, Al al-Bayt University, Jordan University for Science and Technology, Muta University, German-Jordanian University, Al-Balqa University and Almottaheda Company.

Each partner participate with three member staff at least.

The participants was chosen according to criteria prepared by each partner.

3. Satisfaction questionnaire results

After the participants completed the training, the questionnaire was distributed a among them. The questionnaire composed of two parts, the first one measure the overall assessment of organization of the training session, while the second one is to measure the evaluation of quality of training session.

Sixteen participants was completed the questionnaire.

Regarding the overall assessment of organization of the training session (expectation, satisfaction and importance), the questionnaire results shows that most of the participants are happy with the all the parts of the training(i.e. general organization and logistics, topics and objectives fulfillment of the training session. While, regarding the evaluation



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of quality of training session, the questionnaire results shows that the participants slightly happy with most of the parts of this topic especially with (added value of interactions within the e-learning platform). Some of the participants does not give any evaluation for this part.



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Annex D

Satisfaction Questionnaire for Services Delivered: Training

To be delivered to: training participants

Activity: training

Date and location: 17 - 22 April 2017, Portugal



QUESTIONNAIRE1

Overall assessment of organization of the training session

1	EXPECTATION [1..6]	SATISFACTION [1..6]	IMPORTANCE [1..6]
1.1 General organization and logistics of the training session	5	5	4
1.2 Topics of the training session	5	5	5
1.3 Objectives fulfillment	5	6	5

2	EXPECTATION [1..6]	SATISFACTION [1..6]	IMPORTANCE [1..6]
2.1 Trainers	5	6	5
2.2 Incisiveness of topics	5	5	5
2.3 Use of technical resources	4	5	5
2.4 Involvement of trainees	6	6	6
2.5 Effectiveness of methodology	5	5	6
2.6 Usefulness of training materials	5	6	6
2.7 Added value of interactions within the e-learning platform	5	5	5
2.8 Relevance to the trainees' professional growth	5	6	6



QUESTIONNAIRE2

Overall assessment of organization of the training session

1	EXPECTATION [1..6]	SATISFACTION [1..6]	IMPORTANCE [1..6]
1.4 General organization and logistics of the training session	4	6	4
1.5 Topics of the training session	5	5	6
1.6 Objectives fulfillment	5	6	5

Evaluation of Quality of training session

2	EXPECTATION [1..6]	SATISFACTION [1..6]	IMPORTANCE [1..6]
2.9 Trainers	6	4	5
2.10 Incisiveness of topics	4	5	5
2.11 Use of technical resources	5	5	5
2.12 Involvement of trainees	6	6	6
2.13 Effectiveness of methodology	4	5	6
2.14 Usefulness of training materials	6	6	6
2.15 Added value of interactions within the e-learning platform	5	4	5
2.16 Relevance to the trainees' professional growth	5	6	6



QUESTIONNAIRE3

Overall assessment of organization of the training session

1	EXPECTATION [1..6]	SATISFACTION [1..6]	IMPORTANCE [1..6]
1.7 General organization and logistics of the training session	6	5	5
1.8 Topics of the training session	5	6	6
1.9 Objectives fulfillment	5	6	5

Evaluation of Quality of training session

2	EXPECTATION [1..6]	SATISFACTION [1..6]	IMPORTANCE [1..6]
2.17 Trainers	5	4	5
2.18 Incisiveness of topics	5	5	5
2.19 Use of technical resources	6	6	5
2.20 Involvement of trainees	6	6	6
2.21 Effectiveness of methodology	4	4	6
2.22 Usefulness of training materials	5	6	6
2.23 Added value of interactions within the e-learning platform	5	5	5
2.24 Relevance to the trainees' professional growth	5	5	6



QUESTIONNAIRE4

Overall assessment of organization of the training session

1	EXPECTATION	SATISFACTION	IMPORTANCE
	[1..6]	[1..6]	[1..6]
1.10	General organization and logistics of the training session	6	6
1.11	Topics of the training session	6	5
1.12	Objectives fulfillment	5	5

Evaluation of Quality of training session

2	EXPECTATION	SATISFACTION	IMPORTANCE
	[1..6]	[1..6]	[1..6]
2.25	Trainers	5	6
2.26	Incisiveness of topics	5	5
2.27	Use of technical resources	5	5
2.28	Involvement of trainees	5	6
2.29	Effectiveness of methodology	5	6
2.30	Usefulness of training materials	5	5
2.31	Added value of interactions within the e-learning platform	4	4
2.32	Relevance to the trainees' professional growth	6	5



QUESTIONNAIRE5

Overall assessment of organization of the training session

1	EXPECTATION	SATISFACTION	IMPORTANCE	
	[1..6]	[1..6]	[1..6]	
1.13	General organization and logistics of the training session	4	5	4
1.14	Topics of the training session	5	5	5
1.15	Objectives fulfillment	4	4	5

Evaluation of Quality of training session

2	EXPECTATION	SATISFACTION	IMPORTANCE	
	[1..6]	[1..6]	[1..6]	
2.33	Trainers	5	5	4
2.34	Incisiveness of topics	4	5	4
2.35	Use of technical resources	5	5	4
2.36	Involvement of trainees	5	4	4
2.37	Effectiveness of methodology	3	3	3
2.38	Usefulness of training materials	6	4	4
2.39	Added value of interactions within the e-learning platform	-	-	-
2.40	Relevance to the trainees' professional growth	5	5	5



QUESTIONNAIRE6

Overall assessment of organization of the training session

1	EXPECTATION	SATISFACTION	IMPORTANCE	
	[1..6]	[1..6]	[1..6]	
1.16	General organization and logistics of the training session	4	5	4
1.17	Topics of the training session	5	4	5
1.18	Objectives fulfillment	4	3	5

Evaluation of Quality of training session

2	EXPECTATION	SATISFACTION	IMPORTANCE	
	[1..6]	[1..6]	[1..6]	
2.41	Trainers	5	5	4
2.42	Incisiveness of topics	3	5	4
2.43	Use of technical resources	5	3	5
2.44	Involvement of trainees	3	4	3
2.45	Effectiveness of methodology	5	4	4
2.46	Usefulness of training materials	5	6	5
2.47	Added value of interactions within the e-learning platform	3	5	6
2.48	Relevance to the trainees' professional growth	5	5	4



QUESTIONNAIRE7

Overall assessment of organization of the training session

1	EXPECTATION	SATISFACTION	IMPORTANCE
	[1..6]	[1..6]	[1..6]
1.19	General organization and logistics of the training session	6	6
1.20	Topics of the training session	5	6
1.21	Objectives fulfillment	5	6

Evaluation of Quality of training session

2	EXPECTATION	SATISFACTION	IMPORTANCE
	[1..6]	[1..6]	[1..6]
2.49	Trainers	6	6
2.50	Incisiveness of topics	6	6
2.51	Use of technical resources	6	6
2.52	Involvement of trainees	6	6
2.53	Effectiveness of methodology	5	6
2.54	Usefulness of training materials	6	6
2.55	Added value of interactions within the e-learning platform	2	6
2.56	Relevance to the trainees' professional growth	5	6



QUESTIONNAIRES

Overall assessment of organization of the training session

1	EXPECTATION	SATISFACTION	IMPORTANCE
	[1..6]	[1..6]	[1..6]
1.22	General organization and logistics of the training session	5	5
1.23	Topics of the training session	5	5
1.24	Objectives fulfillment	5	5

Evaluation of Quality of training session

2	EXPECTATION	SATISFACTION	IMPORTANCE
	[1..6]	[1..6]	[1..6]
2.57	Trainers	5	6
2.58	Incisiveness of topics	5	6
2.59	Use of technical resources	5	4
2.60	Involvement of trainees	5	4
2.61	Effectiveness of methodology	5	6
2.62	Usefulness of training materials	5	6
2.63	Added value of interactions within the e-learning platform	5	4
2.64	Relevance to the trainees' professional growth	5	5



QUESTIONNAIRE9

Overall assessment of organization of the training session

1	EXPECTATION	SATISFACTION	IMPORTANCE
	[1..6]	[1..6]	[1..6]
1.25	General organization and logistics of the training session	5	5
1.26	Topics of the training session	5	5
1.27	Objectives fulfillment	6	6

Evaluation of Quality of training session

2	EXPECTATION	SATISFACTION	IMPORTANCE
	[1..6]	[1..6]	[1..6]
2.65	Trainers	6	6
2.66	Incisiveness of topics	5	5
2.67	Use of technical resources	5	5
2.68	Involvement of trainees	5	5
2.69	Effectiveness of methodology	5	5
2.70	Usefulness of training materials	5	5
2.71	Added value of interactions within the e-learning platform	5	5
2.72	Relevance to the trainees' professional growth	5	5



QUESTIONNAIRE10

Overall assessment of organization of the training session

1	EXPECTATION	SATISFACTION	IMPORTANCE	
	[1..6]	[1..6]	[1..6]	
1.28	General organization and logistics of the training session	5	6	6
1.29	Topics of the training session	6	6	6
1.30	Objectives fulfillment	5	6	6

Evaluation of Quality of training session

2	EXPECTATION	SATISFACTION	IMPORTANCE	
	[1..6]	[1..6]	[1..6]	
2.73	Trainers	6	6	6
2.74	Incisiveness of topics	5	6	6
2.75	Use of technical resources	6	5	5
2.76	Involvement of trainees	4	5	5
2.77	Effectiveness of methodology	5	6	6
2.78	Usefulness of training materials	5	6	6
2.79	Added value of interactions within the e-learning platform	-	-	-
2.80	Relevance to the trainees' professional growth	6	6	6



QUESTIONNAIRE11

Overall assessment of organization of the training session

1	EXPECTATION	SATISFACTION	IMPORTANCE	
	[1..6]	[1..6]	[1..6]	
1.31	General organization and logistics of the training session	5	5	5
1.32	Topics of the training session	6	6	6
1.33	Objectives fulfillment	5	6	6

Evaluation of Quality of training session

2	EXPECTATION	SATISFACTION	IMPORTANCE	
	[1..6]	[1..6]	[1..6]	
2.81	Trainers	5	6	6
2.82	Incisiveness of topics	5	6	6
2.83	Use of technical resources	5	5	5
2.84	Involvement of trainees	5	5	4
2.85	Effectiveness of methodology	5	6	6
2.86	Usefulness of training materials	5	5	6
2.87	Added value of interactions within the e-learning platform	5	-	4
2.88	Relevance to the trainees' professional growth	5	5	6



QUESTIONNAIRE12

Overall assessment of organization of the training session

1	EXPECTATION	SATISFACTION	IMPORTANCE	
	[1..6]	[1..6]	[1..6]	
1.34	General organization and logistics of the training session	6	4	6
1.35	Topics of the training session	5	4	6
1.36	Objectives fulfillment	6	5	6

Evaluation of Quality of training session

2	EXPECTATION	SATISFACTION	IMPORTANCE	
	[1..6]	[1..6]	[1..6]	
2.89	Trainers	5	5	6
2.90	Incisiveness of topics	5	6	5
2.91	Use of technical resources	4	4	4
2.92	Involvement of trainees	5	5	6
2.93	Effectiveness of methodology	6	6	4
2.94	Usefulness of training materials	5	5	5
2.95	Added value of interactions within the e-learning platform	-	-	-
2.96	Relevance to the trainees' professional growth	5	4	4



QUESTIONNAIRE13

Overall assessment of organization of the training session

1	EXPECTATION	SATISFACTION	IMPORTANCE	
	[1..6]	[1..6]	[1..6]	
1.37	General organization and logistics of the training session	6	3	6
1.38	Topics of the training session	5	3	5
1.39	Objectives fulfillment	6	2	5

Evaluation of Quality of training session

2	EXPECTATION	SATISFACTION	IMPORTANCE	
	[1..6]	[1..6]	[1..6]	
2.97	Trainers	6	3	6
2.98	Incisiveness of topics	4	5	5
2.99	Use of technical resources	6	3	2
2.100	Involvement of trainees	6	2	6
2.101	Effectiveness of methodology	6	3	6
2.102	Usefulness of training materials	6	3	3
2.103	Added value of interactions within the e-learning platform	-	-	-
2.104	Relevance to the trainees' professional growth	4	2	4



QUESTIONNAIRE14

Overall assessment of organization of the training session

1	EXPECTATION	SATISFACTION	IMPORTANCE	
	[1..6]	[1..6]	[1..6]	
1.40	General organization and logistics of the training session	5	4	5
1.41	Topics of the training session	6	4	5
1.42	Objectives fulfillment	5	5	5

Evaluation of Quality of training session

2	EXPECTATION	SATISFACTION	IMPORTANCE	
	[1..6]	[1..6]	[1..6]	
2.105	Trainers	5	5	5
2.106	Incisiveness of topics	4	4	5
2.107	Use of technical resources	6	4	4
2.108	Involvement of trainees	5	5	5
2.109	Effectiveness of methodology	6	5	6
2.110	Usefulness of training materials	5	5	5
2.111	Added value of interactions within the e-learning platform	-	-	-
2.112	Relevance to the trainees' professional growth	5	4	5



QUESTIONNAIRE15

Overall assessment of organization of the training session

1	EXPECTATION	SATISFACTION	IMPORTANCE	
	[1..6]	[1..6]	[1..6]	
1.43	General organization and logistics of the training session	5	5	6
1.44	Topics of the training session	5	5	6
1.45	Objectives fulfillment	6	5	5

Evaluation of Quality of training session

2	EXPECTATION	SATISFACTION	IMPORTANCE	
	[1..6]	[1..6]	[1..6]	
2.113	Trainers	6	5	6
2.114	Incisiveness of topics	6	5	6
2.115	Use of technical resources	5	6	6
2.116	Involvement of trainees	6	5	6
2.117	Effectiveness of methodology	5	5	5
2.118	Usefulness of training materials	5	5	5
2.119	Added value of interactions within the e-learning platform	6	5	6
2.120	Relevance to the trainees' professional growth	5	5	6



QUESTIONNAIRE16

Overall assessment of organization of the training session

1	EXPECTATION	SATISFACTION	IMPORTANCE	
	[1..6]	[1..6]	[1..6]	
1.46	General organization and logistics of the training session	5	6	6
1.47	Topics of the training session	5	5	5
1.48	Objectives fulfillment	6	6	6

Evaluation of Quality of training session

2	EXPECTATION	SATISFACTION	IMPORTANCE	
	[1..6]	[1..6]	[1..6]	
2.121	Trainers	5	5	6
2.122	Incisiveness of topics	4	5	5
2.123	Use of technical resources	5	4	5
2.124	Involvement of trainees	5	5	4
2.125	Effectiveness of methodology	6	5	4
2.126	Usefulness of training materials	4	4	4
2.127	Added value of interactions within the e-learning platform	6	6	6
2.128	Relevance to the trainees' professional growth	6	5	6