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MID TERM REVIEW OF ECONOMIC OPPORTUNITIES FOR JORDANIAN YOUTH PROJECT (INJAZ III) PROGRAM

FINAL REPORT

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According to INJAZ III updated project review on June 2011, Jordanian youth are not active members of the economy due to unemployment and underemployment. This is caused by the fact that Jordanian youth are unaware of their personal and professional capabilities and potential, in addition to their modest capacities to compete for job opportunities or to open up their own businesses.

Within this background, INJAZ III aims at raising awareness of Jordanian youth on their personal and professional capabilities and potentials enhance the capacities and competitive advantage of Jordanian youth to enable them to enter the job market as qualified employees and business owners. INJAZ III is also aiming to help equip the Jordanian educational and youth development system to better answer the needs of youth employment, increase the involvement of the Jordanian private sector and the society in general in the development of youth and the enhancement of quality of education, and link the Jordanian youth to the job market and provide them with better employment opportunities.

This mid period impact evaluation report aims at assessing the extent to which INJAZ III was able to achieve its expected outcomes, identifying key strengths, weaknesses and gaps in all areas of programming, in addition to measuring the level of satisfaction of INJAZ stakeholders – youth, parents, private sector and partner organizations-.

This evaluation also aims at providing clear, evidence-based recommendations regarding the structure, content, sustainability, and approach of the program, including the program's operational and managerial capacity to expand to serve younger students and students with special needs.

The review of the Program focused on three main aspects:

- Achievements against expected outcomes.
- INJAZ III training curricula, approaches, and level of stakeholder's satisfaction
- Sustainability of the Program

The review highlighted the key strengths and challenges facing the Program with regards to each of the above mentioned areas, and provided a detailed recommendation that the research team believes it will strengthen the program's effectiveness and efficiency in achieving its current and future objectives in a more sustainable approach.

The review concluded that INJAZ continues to provide an important addition to enhancing Jordanian youth capabilities, interpersonal skills, and entrepreneurship, among other skills. It was clear that INJAZ programs grow the students' passion for success and provide them with practical experience and relevant knowledge that enables students in entering and better understanding the job market. Most of the students who attended

INJAZ training courses and programs expressed a high degree of satisfaction and their willingness to re-participate and enroll in INJAZ programs.

It is also important to highlight the enormous role INJAZ has played in promoting the concept of volunteerism among their students and the Jordanian community.

The assessment of INJAZ's old organizational structure, training programs and courses, and its sustainability, highlighted some challenges and bottle necks that could affect INJAZ overall achievements.

At the time of the assessment, the old organizational structure was assessed and it was recommended to replace it with the new one that was proposed by INJAZ team. The new structure of the program that was evaluated by the assessment team will significantly enhance and ease management operations and M&E functions of the program.

Furthermore, the assessment underscored that the current financial sustainability plan needs to be strengthened as it is more into cash flow parameter than an actual sustainability plan with actions, responsibilities, potential partners and a time frame.

Furthermore, it was noted that INJAZ higher management team entails highly qualified team members, however, the capabilities among certain staff of the management is still below the required capabilities and requirements of particular positions.

One interesting finding was that only 8 % of INJAZ students at universities are linking participation in INJAZ programs with “finding suitable job”, and only 10 % of university students link INJAZ programs with “establishing their own businesses”. The team believes that this finding should be further investigated by INJAZ team since two of INJAZ main objectives are employment and entrepreneurship.

The field survey has also shown that more than 65% of the students enrolled in INJAZ courses and programs at schools and universities have attended more than one of INJAZ courses. However, both the desk assessment and the field survey indicated the presence of duplication among some of INJAZ programs and courses..

It is also worth noting that the field survey with various stakeholders of the Program indicated a high level of satisfaction. However, it was noted that INJAZ did not conduct any impact assessment to its programs to measure the level of efficiency and effectiveness of its programs. This impact assessment will allow INJAZ to better understand if their programs are in line with the market needs and with INJAZ overall objectives.

Concerning the Volunteers in the program the assessment indicates that there is a criteria for selecting volunteers, however, INJAZ management should give particular attention to enhance the selection criteria and quality of volunteers and the training program provided to volunteers participating in the program.

Introduction

USAID in Jordan has been an active player and supporter of the Government of Jordan and other relevant stakeholders in improving the quality of education, increasing the business opportunities for Jordanians, enhancing the business environment for private sector development, in addition to USAID support to enhancing the Jordanians quality of lives through more efficient use of rare water resources, better health services, among other types of support.

USAID has heavily invested in enhancing the quality of graduates of the Jordanian schools system. In addition, USAID has supported the GoJ objectives to bridge the gap between market demand on employment and the quality of output of the educational and vocational training systems in the country. This is evident in the various USAID funded programs such as ERfKE I &II, Tatweer and Maharat programs, SABEQ, support to Ministry of labor, INJAZ program, among others.

Within this framework, in 1999, USAID provided a grant in the value of \$4.9 million to Save the Children Foundation to implement the Economic Opportunities for Jordanian Youth Program, which is known by INJAZ. INJAZ, which became a non-for-profit organization in 2001, aimed at building partnerships between local business leaders and educators to increase the capacity of youth to successfully enter the economy. In addition, INJAZ was designed to enhance young Jordanians self-esteem and competency to make the decision regarding their future career path. INJAZ supports preparing Jordanian youth as the future generation of professionals and entrepreneurs.

In addition to USAID previous support to INJAZ, and as a demonstration of the importance of youth community in building a better future for Jordan, USAID supported phase II (2004-2009) with a grant in the value of US\$ 5.8 million, and most recently phase III (2009-2014) with US\$ 10 million to support expanding the program's activities and initiatives to reach more students around the country.

Objectives of the Assessment:

The objectives of this assessment project can be summarized as follows:

- Assess the extent to which INJAZ achieved its expected outcomes, identifying key strengths, weaknesses and gap areas in all aspects of programming including the training programs and approaches.
- Assess the satisfaction level of INJAZ stakeholders – youth, parents, private sector, and partner organizations.
- Make clear, evidence-based recommendations regarding the structure, content, sustainability, and approach of the program.
- In addition, make recommendations on the program's operational and managerial capacity to expand and serve younger students and students with special needs.

Component One: INJAZ Organizational and Managerial Sustainability

The review of this component was conducted based on qualitative approach, focusing on the assessment of the technical capacity and financial sustainability of INJAZ, efficiency and use of resources, management style, effectiveness, stakeholders satisfaction, corporate governance, and evaluation of the performance management system.

For each component of the review, the team used various tools to ensure high quality and accuracy of results:

Organizational chart assessment:

- One to one interviews with INJAZ management were held:
 - Business Development Unit Director
 - Finance and Administration DirectorDuring these interviews all issues related to INJAZ strategic directions and objectives, and how the organization structure is aligned with the achievement of those objectives was assessed.
- Another two main positions were assessed by collecting their Curriculum vitas and their related job descriptions
 - Deputy CEO of Operations
 - Programs Development and Training Unit Manager.
- Both the current organization structure and the new proposed structure were assessed at the time of assessment.

Financial Sustainability Assessment:

- An evaluation of the financial sustainability of the program was conducted taking into consideration the required level of funding to sustain INJAZ activities, the secured funding, in addition to INJAZ proposed sustainability plan.

INJAZ performance management system and the monitoring and evaluation system:

- Several meetings were conducted with INJAZ key personnel, including the head of the Business Development Unit (BDU). BDU unit holds several mandates within INJAZ structure including the monitoring and evaluation responsibility.

Component Two: Curricula, Programs, and Approach Assessment

This study aimed to assess the demand for INJAZ III programs by the target groups, labor market, appropriateness of curricula quality, and relevance of training provided to the beneficiaries. Furthermore, the review provides recommendations for improving provision and delivery of curricula. It assesses effectiveness of INJAZ III training with respect to the current and projected economic and labor market situation, and suggests recommendations.

This review seeks to evaluate INJAZ III curricula and programs in terms of the following five criteria:

- Relevance to economic and social requirements:

This implies the relationship between INJAZ outputs and training objectives to economic and social requirements of the community, including:

- The degree to which students perceive the program to meet their educational and labor market objectives.
- The degree to which employers perceive the program as providing students with the knowledge, skills and attitudes required in the workplace.

- Effectiveness in achieving INJAZ objectives:

This implies the relationship between INJAZ objectives, and the degree to which the program is achieving these objectives:

- The flexibility of INJAZ programs and curricula development mechanism.
- The extent to which INJAZ increases students' employability and recruitment.
- The extent to which courses are responsive to the private sector and employer's needs.
- The extent to which the training is meeting the perceived educational needs of students for labor market entry.

- Efficiency in using resources:

- The degree to which INJAZ training programs are responding to the labor market demand (in terms of number and skill sets required)
- The extent to which INJAZ programs are developed based on demand driven approach.
- The degree of coordination between INJAZ and other educational and labor market stockholders.

It is important to highlight that if the system is not closely related to overall economic and social requirements of Jordanian economy then it does not matter whether it is effective or efficient.

It is also worth noting that INJAZ has introduced a set of new strategic objectives.

The efficient implementation to achieve these strategic objectives is expected to significantly enhance INJAZ programs in the following areas:

- 1) Ability to address National needs (Tailored programs based on actual needs)
- 2) Enhanced brand awareness and its relevance to society
- 3) Quality of Operations (Focus and Impact)

Component Three: Field Research

The methodology applied for the field survey was divided into three main phases:

- Preparation
- Fieldwork
- Data entry & analysis.

The following are the steps taken within each phase throughout the course of the study:

Preparation:

- Request and acquire students and partners database from INJAZ.
- Prepare the study segments according to the scope of work.
- Develop different sets of questionnaires; one for each segment (school students, university students, parents, private sector, public sector, teachers, volunteers).
- Identify research sample with size of more than 300 respondents within the different study segments.
- The sample represents three governorates: Amman, Irbid, and Maan.

Field Work:

- Recruit the researchers
- Train the researchers on the objectives of the questionnaires.
- Preliminary test of the questionnaires and amendment was conducted.
- Field work was commenced based on the distribution and geographic density of INJAZ activities in the last 2 years of INJAZ III.
- Data collection: Field visits to interview beneficiaries and stakeholders and fill the questionnaire. Telephone interviews were also used to complement the work.
- Invite beneficiaries and stakeholders and conduct focus group sessions.

Data Entry & Analysis

- Data entry of the collected information
- Data verification and validation (quality control)
- Data processing and analysis

Component One: INJAZ Organizational and Managerial Sustainability

1) Old Organizational structure

- a) 45% of the load of work under the old organizational structure was located under the Deputy CEO for Operations. The level of work load and its negative impact on the flexibility of decision making and monitoring efficiency were highlighted during several meeting with INJAZ staff.

Department	Finance and admin unit	Marketing and communication unit	Business development unit	Programs development and training unit	Deputy CEO for operations
Number of employees	11	5	6	4	28

- b) 22 employees out of the 28 staff under the Deputy CEO Operations are responsible for serving the majority of INJAZ beneficiaries, with the assistance of 3,358 volunteers all over the kingdom. Out of these 22 employees, 8 staff members are responsible for delivering the service to around 60,000 beneficiaries located in the mid area of Jordan, 6 staff members are responsible for delivering the service to around 25,000 beneficiaries located in the North area, and 7 staff members are responsible for delivering the services to around 25,000 beneficiaries located in the south area. The deputy CEO of operations is supervising the performance and managing the work of three area managers (Mid, North, and South areas) as well as the head office.
- c) The head office responsibilities are to plan, coordinate and to support the work of area managers, and to monitor their performance through reports on certain related KPI's. Accordingly, it is noted that this flow of work may cause delays in solving problems or in mitigating risks with regards to the planning and coordination of activities in the implementation phase.

2) New organizational structure

- a) One key reason for testing the new organizational structure is to evaluate the level of responsiveness of this structure to INJAZ new set of strategic objectives.

- b) As part of this assessment the team reviewed a new proposed organizational structure for INJAZ. The new organizational structure aims at meeting the new development in INJAZ scope and activities particularly in light of the introduction of new strategic objectives to INJAZ current programs and activities, in addition to enhance the efficiency and the flow of work within INJAZ program.
- c) The new organizational structure consists of INJAZ Board of Directors, CEO and three supportive unit heads and three directors for the different types of services INJAZ offer to their beneficiaries. In the new organizational structure, INJAZ assumed the following main advantages to be achieved:
 - 1. More focusing on services delivered to the beneficiaries
 - 2. Flexibility
 - 3. More efficiency
- d) The new proposed organizational structure eliminates some of the key bottle necks that exist in the current organizational structure. Under the new organizational structure, the load of work that was handled by the deputy CEO of Operations is distributed among the three area directors. Accordingly, moving INJAZ from centralized management structure into a decentralized one focusing on the services offered by INJAZ.
- e) Furthermore, the new organizational structure empowers the monitoring and evaluation system within INJAZ structure by moving the responsibility of monitoring and evaluation from the Deputy CEO of Operations to the three main new departments.

3) Competencies and skills:

- a) It was noted that there is a gap between job requirements and the skills and background for some staff in the management team. While INJAZ has provided training to minimize the above mentioned gap, the evaluation team believes that additional attention should be given to this particular issue.
- b) Due to the fact that INJAZ program lacks a Human resources specialist, INJAZ outsources for most of the human resources activities. Currently, Financial and Administrative Unit is handling HR responsibilities within INAJZ.
- c) The Business Development Unit Manager is handling the quality management system and the business development aspects, and **these two different roles require different competencies and skills.**

4) Corporate Governance

- a) Corporate governance in INJAZ is essential to ensure the success of achieving the program strategic objectives. The evaluation assessed the reporting process between INJAZ Board of Directors, CEO, and the department heads, and how it supports decision making process.
- b) KPI's are identified based on the meeting reports of executive team committees and Board meetings, where decisions are taken according to these KPI's.

5) Performance Management and KPI's

- a) INJAZ implements performance management system (balanced scorecard) to monitor the performance of the KPI's achievement. INJAZ KPIs are derived from its strategic objectives and their action plans. Evaluation of the KPI's serve as an input to the management review meetings.
- b) Originally, the balanced scorecard was designed to measure INJAZ impact on society, and other perspectives implementation of programs, sustainability, general operations, internal processes, and institutionalization.
- c) The distribution of the objectives inside the perspectives with their strategic maps are not well designed and need to be elaborated more to show the real cause and effect, lead and lag, effectiveness and efficiency relationships

6) Financial Sustainability

- a) The review team assessed the sustainability plan for INJAZ. It was clear that the proposed plan is very general and serves more as a cash flow estimation tool rather than a financial sustainability. The plan does not have a detailed action plan that highlights responsibilities and objectives by partner and stakeholder in a time frame approach.
- b) It was also noted that financial sustainability plan does not receive the required level of attention from INJAZ management. Much of the fundraising for the program is mainly dependent on Board Members contributions and personal initiatives.

- c) INJAZ networking with potential partners should be empowered. This includes public, semi-governmental, and private institutions.

Component Two: Curricula Assessment

1) Curricula, Learning materials and methods used for training

- a) Two methods for developing INJAZ curricula are followed:
1. Copied from international programs with few amendments
 2. Developed locally through:
 - Curricula and Training Unit
 - Programs Developer Committee in INJAZ
 - Discussion with students, parents, and volunteers.

It was clear that the curricula development process in INJAZ needs empowerment to meet the best practices in educational systems curricula development.

- b) High percentage of INJAZ activities are conducted through short training courses targeting grades 7– 10. Taking into consideration that grades 7- 10 includes the majority of INJAZ students, the time duration for each training program remains to be insufficient to ensure a proper transfer of knowledge and skills.
- c) The formulation for the curricula’s objectives are clearly identified; however, the following aspects were not properly articulated within the curricula:
- Practical
 - Knowledge
 - Behavioral
- d) Due to the fact that INJAZ did not yet conduct an impact assessment for its programs and courses to measure whether they meet market needs regarding employment and entrepreneurship; there is no evidence that the design of INJAZ courses and programs is demand driven.
- e) The curricula goes through a trial period before it is approved, starting with a market assessment to evaluate the market needs, after so, a Program Development Committee will be formulated to develop the material that will be later on tested on students. After the Committee meets to adjust and finalize the curricula, the Executive management team led by the CEO approves it.

The assessment of courses and programs can be summarized according to the following chart:

Key: P → **Positive indicators for both policy and practices**

B → **Sound base for development, but requires improvement**

N → **Needs fundamental review of policy and practice**

Key Performance Indicators:

Indicator	Relevance	Quality	Efficiency
Design of current training courses	B	B	P
Quality of training units	B	B	P
Trainer notes	B	P	P
Training material/resources	B	B	P
Training methods	B	P	P
Evaluation methods	B	B	P
Improving training curriculum	B	B	P

Industry linkages: Key performance indicators:

Indicator	Relevance	Quality	Efficiency
Industry linkage policy	B	P	B
Executive participation in industry linkage	B	P	B
Management staff participation in industry linkage	B	P	B
Institutions' participations in industry linkage	B	B	B
Use of advisory committees	P	P	B
Principals' participation in industry linkage	P	B	N
Trainees benefits resulting from industry linkage	P	B	N
Trainers' participation in industry linkage	B	B	B
Course renewal resulting from industry linkage	B	P	B

Facilities and Equipment:

Indicator	Relevance	Quality	Efficiency
Compatibility with training objectives	B	B	B
Compatibility with labor market	B	N	N
Maintenance	B	B	B
Safety practices	P	B	B
Sufficient for trainees use	B	N	N

Training Institutions staff/trainers/volunteers:

	Indicator	Relevance	Quality	Efficiency	
1	<u>Principals:</u>	• Academic/experience/profile	P	B	B
		• Leadership	P	B	B
		• Training institutions	B	B	B
		• management	B	B	N
		• Industry relationship	B	B	N
2	<u>Trainers/Volunteers:</u>	• Academic profile	B	N	B
		• Skill/experience/profile	B	N	B
		• Preparation for training	B	B	B
		• Management of classrooms and workshops	B	B	B
		• Participation in courses renewal	B	B	B
		• Work load	B	N/A	N/A
		• Evaluation methods	N	B	N
3	<u>Support staff:</u>	• Qualifications	P	B	B
		• Skill/experience/profile	P	B	B
		• Quality of services	P	B	B

- f) Every program has a package that includes various documents to be given to the volunteers
- Students book
 - Volunteers book
 - Guide manual for the volunteers
 - Students names
 - Stationary
 - Some tools for exercises
- g) Teaching methods used in delivering courses are based on the participation of students, team work activities, case studies, role playing, practical training, and lectures. For each 30 students there is a teacher or a volunteer.
- h) The majority of courses are for one hour a week, and for a period of 6 to 10 weeks. It was chosen to be one hour as a result of the agreement between INJAZ and the Ministry of Education.
- i) The students do not have the luxury of choosing from INJAZ courses, the same training is given to all class members.
- j) There is a life cycle for INJAZ courses, where the knowledge and know how is being transferred from one course to another and from school grade to the following grade.
- k) Extracurricular programs (inspirational) are focusing on career guidance and inspirational activities. Such programs attempt to grow the students' passion for success and promote them with practical experience and relevant knowledge. 11627 beneficiaries were able to attend inspirational programs (2010-2011) all over the Kingdom in which 239 volunteers were engaged in this process.
- l) INJAZ represents one of the important endeavors in introducing career guidance concepts in the Jordanian educational system. INJAZ Career Guidance consists of 10 activities targeting 7-11 grader students, as well as post-school education in community colleges and universities.
- m) The INJAZ Career Guidance program stemmed from the understanding that one of the major challenges facing Jordan is the mismatch between the output of the educational system and actual needs of the local and regional labor markets. Therefore, and as a result of the growing recognition amongst major stakeholders that career guidance should stand in the early years of education, psychological and educational counselors were hired in both the Ministry of Education (1 counselor for every 1,000 students) and universities (1 counselor for every 10,000). However, the ratio of counselors to students is not, in any way, sufficient

to provide the required quality of services, INJAZ could play a major role in advancing this type of program in a speedy fashion.

- n) The review team noted that INJAZ learning materials lack using sufficient learning aids. It became obvious, during the course of the study, that the material taught was not lacking in terms of concepts, however the deficiency lies in the techniques used to convey the concepts and their applications to the students. Therefore, INJAZ program is built around this idea, where it provided illustration kits to its volunteers (who work directly with students) for several subjects. For example, INJAZ provides a total of 2,799 illustration kits for school students and 676 kits for post-school stages, distributed as outlined in the tables below.

Training Material and Kits (Schools)

Course	PLP	PE	EFS	IMB	MTM	TTS	SSS	LCS	MMB	CC	EMC	TOTAL
No. of Kits	273	235	335	50	249	304	364	315	340	7	327	2799

Training Material and Kits (Higher Education)

Course	SSU	LCU	BE	EE	EMC-U	WIT	BEN	TEAM	Total
No	223	107	108	83	108	20	21	6	676

2) Trainers/Volunteers

- a) INJAZ has 3,358 volunteers, who attend several training courses geared to improve their skill level. In addition, INJAZ tries to improve the efficiency and effectiveness of the process by providing volunteers with supporting materials. However, it is important to realize that the culture of volunteerism in Jordan is still in its inception stages. Therefore, INJAZ should be applauded for its efforts in installing and advancing this new culture.
- b) It should be noted that despite all challenges, almost 15,000 volunteers were involved so far in the implementation of INJAZ project since its inception. However, the criteria for selecting the volunteers have been broad and generic. Therefore, these criteria were

scrutinized by the review team to assess their screening ability to ensure that the suitable volunteers are chosen.

- c) As mentioned above, volunteers are selected according to certain selection criteria. These criteria include (i) educational degree, (ii) years of experience, (iii) readiness and desire to volunteer, and (iv) knowledge in the field of training. However, these criteria were evaluated as to their ability to screen volunteers with the required set skills that are needed to perform the task assigned to them.
- d) INJAZ provides to volunteers a package that includes the required learning materials, guides, training aids, and other items required to conduct the training courses.
- e) Recruitment of volunteers is done through corporate reach-out campaigns, where INJAZ personnel provide a briefing on the objectives of the program and how it's implemented. Once the volunteers are selected, the recruitment process goes through the following activities:
 - Volunteers attend an orientation training
 - Volunteers are assigned to an institution, and course.
 - Continuous follow up with volunteers, teachers
 - Assessment of the quality of the outcome through M&E
- f) Introduction about INJAZ program and its objectives stated at the beginning of every volunteer manual is not consistent in all manuals. Therefore, it is advised to include the same introduction for all courses with minimal difference at the end of it.
- g) If programs are to be planned and conducted with optimum effectiveness, INJAZ must recruit higher quality, well-trained volunteers. Only those best qualified with proper education, experience, technical knowledge, skills, and pedagogical knowledge should be assigned to volunteer duties. For this reason, a carefully selected list of volunteers' prerequisites must be developed for each course. This will provide a firm base for identifying potential volunteers, screening records, interviewing and evaluating nominees and applicants, and making final selection decisions

3) Trainees/Students

- a) Through implementing various inspirational programs, INJAZ aims at helping in reducing unemployment rates among Jordanian youth, and increase the percentage of youth contribution in economic development. To achieve this goal, INJAZ new strategic

objectives offers capacity building courses, extra-curricular programs, in addition to entrepreneurship programs.

- b) The process for evaluating student performance exists, but needs to be upgraded to become a modular based programming. Currently, INJAZ utilizes a simple survey to evaluate students’ satisfaction and feedback.
- c) Through our field research it was stated that the number of students in most of the courses is adequate. However, some implied that the class is overcrowded.
- d) Two of INJAZ’s main objectives are employability, and entrepreneurship, therefore, it is important to note that only 8 % of INJAZ students at universities participate in INJAZ programs to “find a suitable job”, and 10 % participate to “establish their own businesses”. The team believes that this finding should be further investigated by INJAZ team since two of INJAZ main objectives are employment and entrepreneurship.

4) Relevance, Effectiveness, Efficiency, Impact, and Sustainability

a) Relevancy:

Findings Criteria	Desired Output	Challenges	Measures for Improvement
Consisting with USAID development policy	<ul style="list-style-type: none"> – The board and curricula development committees are fully aware of labor market needs, individual and social needs – INJAZ III courses are designed according to the various needs of trainees/students and community – Learning materials (kit)are reflecting the new curricula – The acquired competencies are leading trainees from academia to the world of work 	<ul style="list-style-type: none"> – Labor market needs are not fully identified – Curricula development committee has not enough time to introduce improvements – Learning materials should include knowledge, skills and attitudes required by employers – Education-industry interface need to be strengthened 	<ul style="list-style-type: none"> – Concentrate on capacity building programs addressing trainers/volunteers and curricula developers – Enhancing the role of Curricula Committees – Establish an efficient and effective model for education industry interface
Consisting with INLAZ III needs			
Consisting with labor market needs			
Consisting with individual needs			

b) Impact

Findings Criteria	Desired Output	Challenges	Measures for Improvement
<p>Improved employability led by improved training</p> <p>Interest awareness on needs of capacity development aiming at partnership with private sector</p> <p>Dissemination of Demand driven INJAZ III Training Program</p>	<ul style="list-style-type: none"> - Occupational, employable and internship skills are well acquired by beneficiaries - Trainees and other beneficiaries are fully aware of the advantages of capacity development - INJAZ III courses are recognized as means of community development - INJAZ III courses are attractive to students/ institutions and community 	<ul style="list-style-type: none"> - Basic skills and core competencies need to be well identified - INJAZ III courses delivered for students 7th, 8th, 9th, and 10th grades are too many and need to be condensed - INJAZ III need to establish an efficient model for dissemination 	<ul style="list-style-type: none"> - INJAZ III is advised to establish what can be called Job coffee where it can be used as comprehensive center for community development - INJAZ III courses could be accredited for better opportunities to higher education admission - Career Guidance Program should be evaluated to identify whether students are joining education streams according to their interests, capabilities and aptitudes.

c) Effectiveness

Findings Criteria	Desired Outputs	Challenges	Measures for Improvement
Fulfillment of achievements at the INJAZ purpose	A comprehensive monitoring and evaluation system in place.	Maximizing inputs from institutions and partners	Developing self-assessment tools and guidelines on institutional level are in place.
Enhancement of capacity through continuous monitoring and evaluation procedures	<p>Strategy for continuous training (LLL) Life Long Learning based on needs development and put into implementation.</p> <p>Qualified and competent INJAZ graduates provided.</p> <p>Quantitative and qualitative INJAZ outputs meeting the labor market and socio-economic requirements.</p>	<p>Wide range of training activities is required.</p> <p>Monitoring and evaluation system to be well established.</p> <p>New technological developments and community needs are expanding, need continuous improvements.</p>	<p>Developing enterprise and community based training courses to be delivered.</p> <p>Enhancing partnership in order to attract more volunteers, institutions and trainees to join INJAZ activities (Ajloun, Mafraq, and Jerash).</p>

d) Efficiency

Criteria	Findings	Desired Outputs	Challenges	Measures for Improvement
Inputs from INJAZ	<ul style="list-style-type: none"> - More inputs and contributions from institutions and partners. - More volunteers and readiness to cooperate with INJAZ - More capacity building programs targeting INJAZ staff, supportive personnel are offered. - New innovative courses and other activities are designed and delivered 	<ul style="list-style-type: none"> - Lack of financial resources provided by institutions - Volunteers incentives are not sufficient - Curricula, learning materials and guidelines need to be continuously updated. - Training facilities need to be improved. - Enhancing the employability of INJAZ graduates. 	<ul style="list-style-type: none"> - Developing and updating the INJAZ training courses curricula according to the current community needs. - Allocating more funds for the improvement of training. - Establish innovative incentive measures to attract more competent volunteers and institutions. - Establish strong linkages with private sector to increase the employability of INJAZ graduates. - Design un-fragmented training courses. 	
Inputs from institutions				
Inputs from enterprise				
Activities and out puts				

e) Sustainability

Findings Criteria	Desired Outputs	Challenges	Measures for Improvement
INJAZ model has been much empowered	<p>INJAZ quality of operations and brand equity are increasingly improved.</p> <p>Focus on programs supported by the private sector.</p> <p>Utilize curricula for sustainability and source of funds.</p> <p>Manage strategic partnerships and explore new partnership opportunities.</p> <p>Position INJAZ as the informal education choice for the government.</p>	<p>Enhancing INJAZ school adoption program and partnership in order to increase the number of institutions participating in various activities.</p> <p>Career awareness programs on travel and tourism business are extensively needed for some governorates (Ajloun, Jerash, Balqa, etc...).</p> <p>Strengthening the roles of the Board of Directors and Board of Committees as part of INJAZ sustainability.</p>	<p>Expand the program vertically and horizontally to reach a higher number of beneficiaries.</p> <p>Building partner capacities to support youth, strengthen the foundation of INJAZ work and ensuring wider ownership and support for youth economic education.</p> <p>Employ funds raised to enhance the learning environment in schools (SAP Golden Package)</p> <p>Effective awareness on CSR and volunteerism among the corporations and society.</p> <p>Involve students in practical on the job experience.</p>
Partnership with enterprises / institutions enhance			
Training services are generating revenues.			
Training services are deepening investment in people.			

Component Three: Field Research (*Annex I: Detailed Field Survey*)

This component covered INJAZ School and University students, their parents, their teachers, INJAZ volunteers, and INJAZ partners in the public and private sector.

These groups were reached through the use of two research tools:

- 1) Survey questionnaires
The survey questionnaires provided quantitative indicators of the perception, experience, and satisfaction levels of the target groups in many aspects like: program objectives, timing, trainer, and training materials.
- 2) Focus groups. The focus groups provided the qualitative details that cannot be reached through the use of a survey and would also serve to verify the survey's findings.

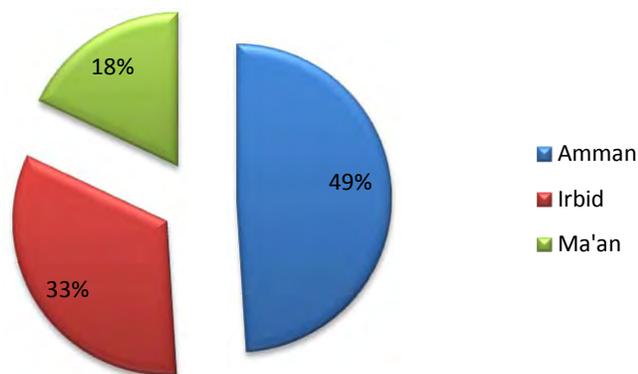
1) INJAZ Schools Students

Section One: General information

SCHOOL STUDENTS BY GOVERNORATE

School students who responded to the survey are distributed among three governorates: 49% of them live in Amman, 33% live in Irbid, and 18% live in Maan.

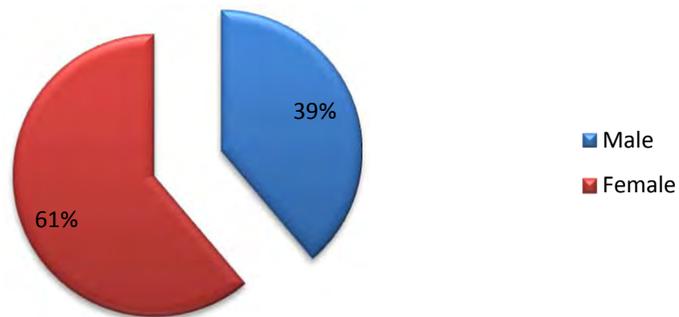
Figure 1: Respondents by Governorate



GENDER OF SCHOOL STUDENTS

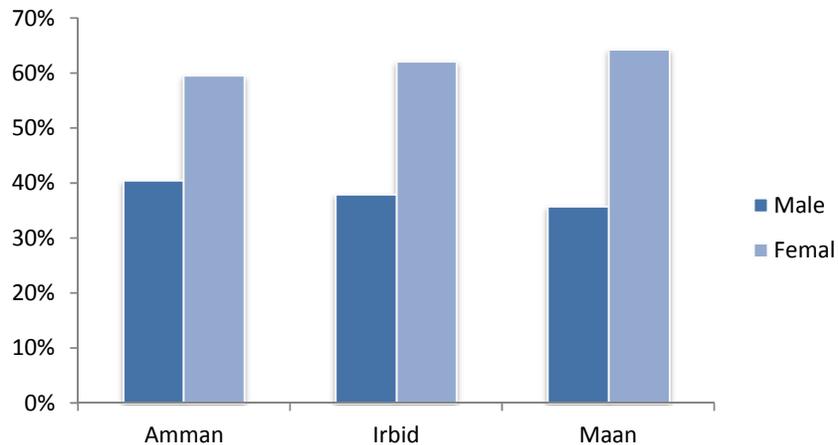
The survey included school students of both genders. Among the 152 respondents, sixty one percent (61%) were females, while thirty-nine percent (39%) were males. This comes in conformity with the fact that INJAZ program focuses on gender issues and support girls schools as well as boys.

Figure 2: Gender



By analyzing the gender data by governorate, it was found that female participation is more across all governorates. Specifically, female participation is more in Maan (64%) than in Irbid (62%) and Amman (59%), but all are around (60%).

Figure 3: Gender by Governorate

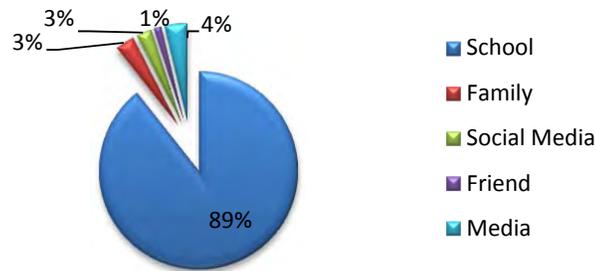


Section Two: Students experience with INJAZ program in school

MEANS BY WHICH STUDENTS HEAR ABOUT INJAZ PROGRAMS

Most school students (89%) have heard about INJAZ courses and extracurricular programs from their schools' principals or school administration. Other methods like family, social media, friends, and regular media don't contribute much in this regards.

Figure 5: Means by which students hear about INJAZ Programs

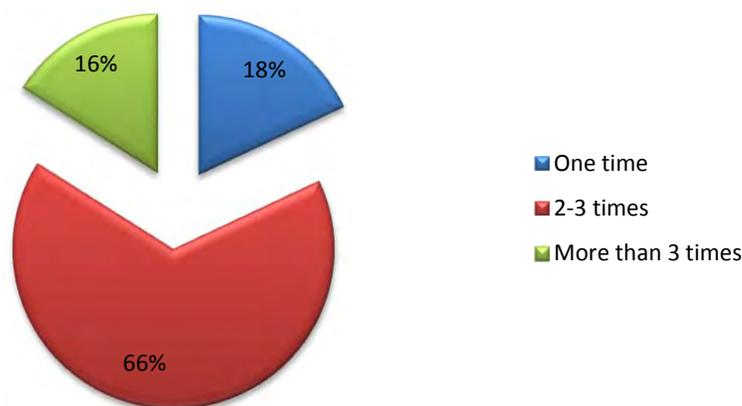


The analysis reveals that all responding students in Amman, Irbid and Maan have heard about INJAZ programs mostly 'in School'. Also, the students say that they have heard about it from 'Family members' equally in the said governorates. It is clear that 'Social Media' and 'Friend' are more effective in promoting for INJAZ in Amman than in Irbid or Maan. 'Traditional Media' like TV, radio, and daily newspapers, are effective more in Amman and Maan but not effective at all in Irbid.

AVERAGE AND NUMBER OF TIMES OF PARTICIPATIONS IN INJAZ PROGRAMS

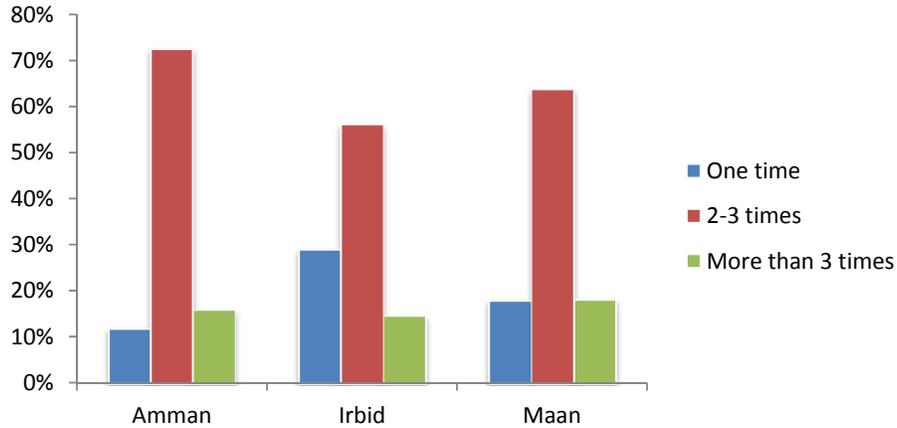
(66%) of school students have participated two-to-three times in INJAZ school programs. The remaining (34%) is divided as follows: (18%) have participated only once; while the (16%) of responding students have participated more than three times.

Figure 9: Number of times of participation in INJAZ Programs



Most of INJAZ graduates from the three governorates have attended INJAZ courses ‘two-to-three times’. Single-time participants are more in Irbid (29%) than in Maan (18%) and Amman (16%). However, students who say that they have participated in INJAZ programs ‘More than 3 times’ were higher in Maan (18%) than in Amman (16%) and Irbid (12%).

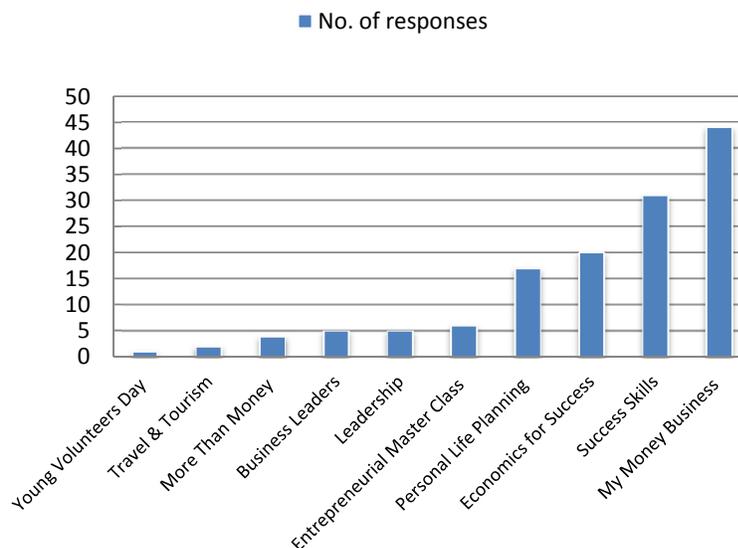
Figure 10: Number of Participations by Governorate



STUDENTS ENROLLMENT IN SEVERAL CURRENT PROGRAMS OF INJAZ

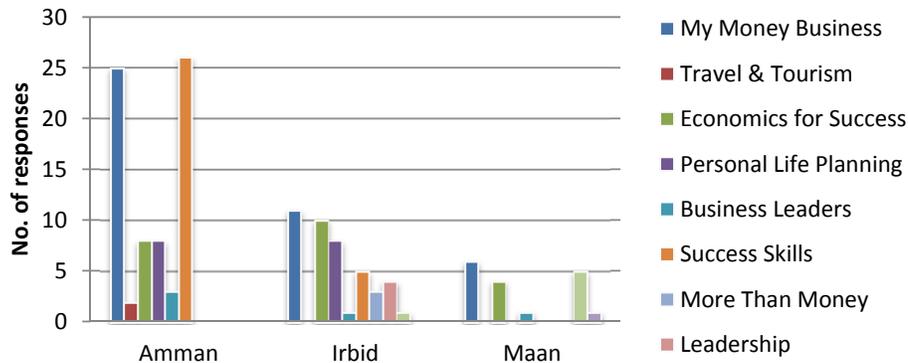
Currently, school students are enrolled in several of INJAZ courses and programs. The most courses enrolled in are: *My Money Business*, *Success Skills*, and *Economics for Success* respectively. The figure below shows the current school courses being attended.

Figure 11: Current school courses and programs enrolled in



Below is a representation of the courses that students are enrolled in currently, based on governorate. The overall number of courses currently attended is the highest in Irbid (9 INJAZ courses), then in Amman (6 courses) and in Maan (5 courses). Amongst the most attended courses, ‘My Money Business’ is currently demanded more in Amman (25 responses) than in Irbid (11 responses) and in Maan (6 responses). ‘Success Skills’ is mostly attended in Amman (26 responses), then in Irbid (5 responses), but it is not being held currently in Maan. ‘Economics for Success’ is being held in all three governorates, but it is mostly attended in Irbid (10 responses).

Figure 12: Current school courses and programs enrolled in



REASON FOR ENROLMENT IN INJAZ PROGRAMS

About (37%) of the 152 surveyed school students stated that they participated in INJAZ courses and programs to improve their skills; 31% because they like to learn; and 17% as per a request from their school administrators or principals. The remaining 15% is divided among 8% of students who want to join their participating friends; 4% students who plan to start their own businesses; and finally 3% students who hope to find a suitable job in the future.

Figure 13: Reason for enrolment in INJAZ programs

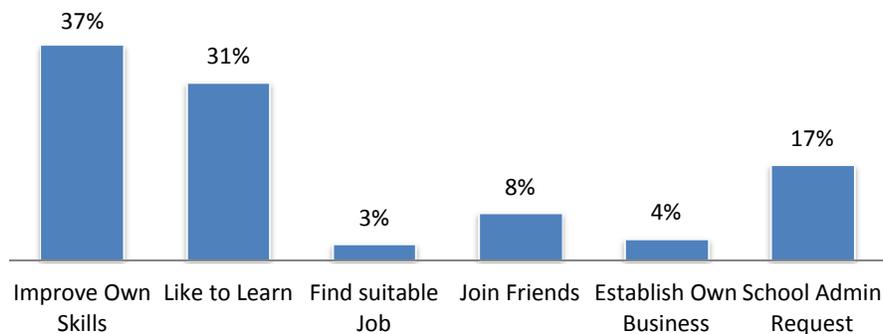
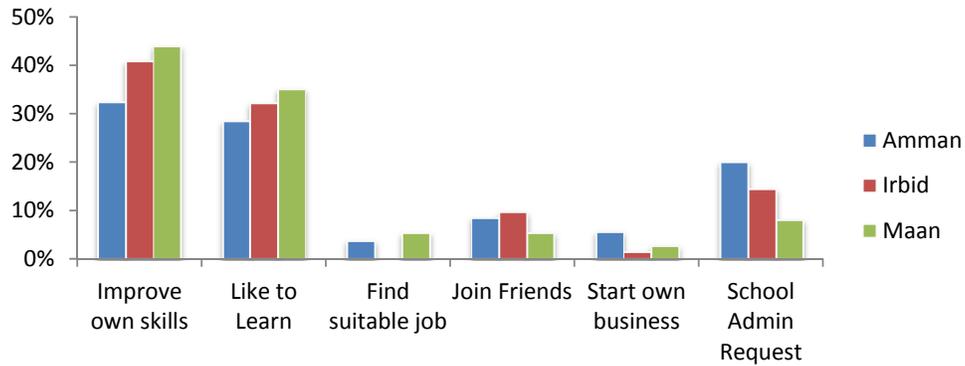


Figure 14: Reason for Enrolment by Governorate



FOCUS OF TRAINING

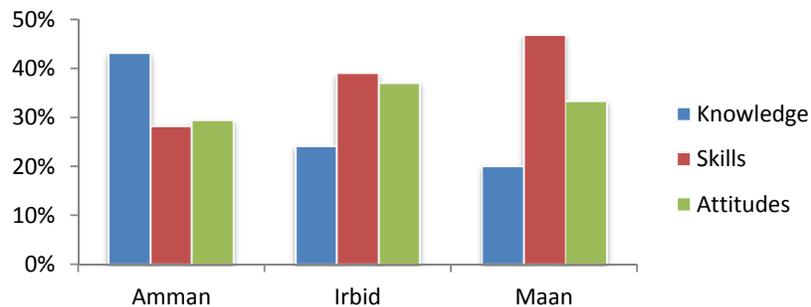
(33%) of school students say that the course training focus is on ‘Knowledge’; 34% say it is on ‘Skills’; and the last 32% on Attitudes.

Figure 16: Focus of Training



When we analyze the training focus data for Maan, Irbid and Amman; Amman students state that the focus is mostly on ‘Knowledge’; while Irbid students tend to believe that the training is focused more on ‘Behavior’. On the other hand, Maan student state that INJAZ training courses and programs are more focused on ‘Skills’.

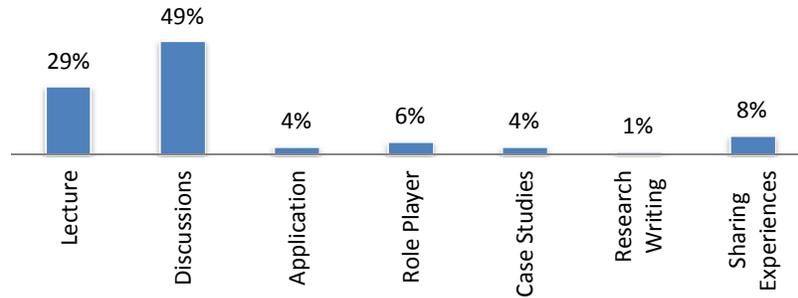
Figure 17: Training focus by Governorate



TRAINING METHOD

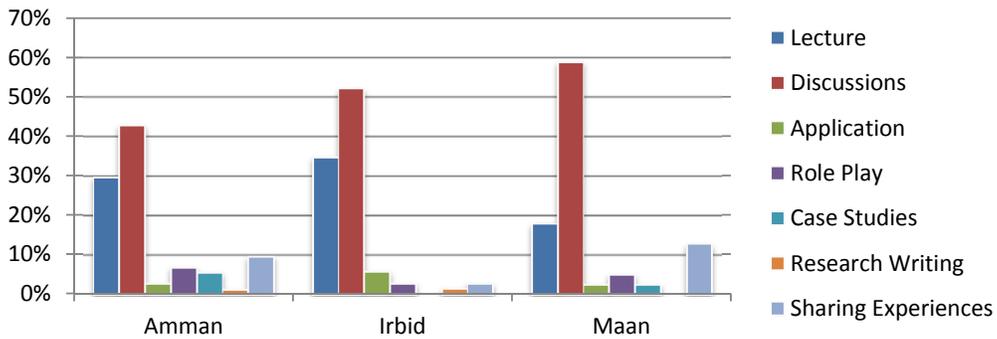
(49%) of respondents state that volunteers use 'Discussions' as a training method; while (29%) say it is 'Lecture'. The remaining responses were diversified between: 'Case Study', 'Role Playing', 'Knowledge Applying', 'Research Writing' and 'Experiences Sharing'.

Figure 18: Training Method Used



Training methods used in the governorates are illustrated below. From the data analysis we found the following interesting facts: 'Lecturing' is mostly used in Irbid, and students who 'apply what they learn from lecture' are mostly there. 'Discussions and Dialogue' are significantly used in Maan. Also, volunteers in Maan 'share their experiences' more than in Amman and Irbid.

Figure 19: Training Method used by governorate

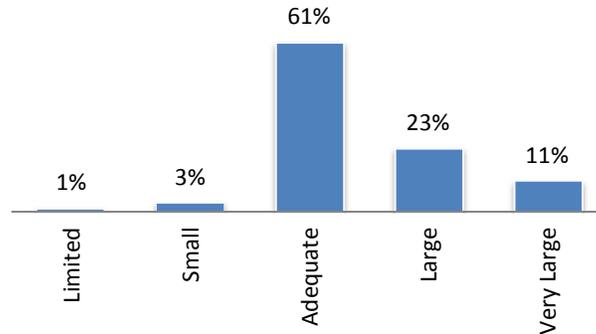


Section Three: Students Evaluation of INJAZ Program in school

NUMBER OF STUDENTS IN EACH COURSE

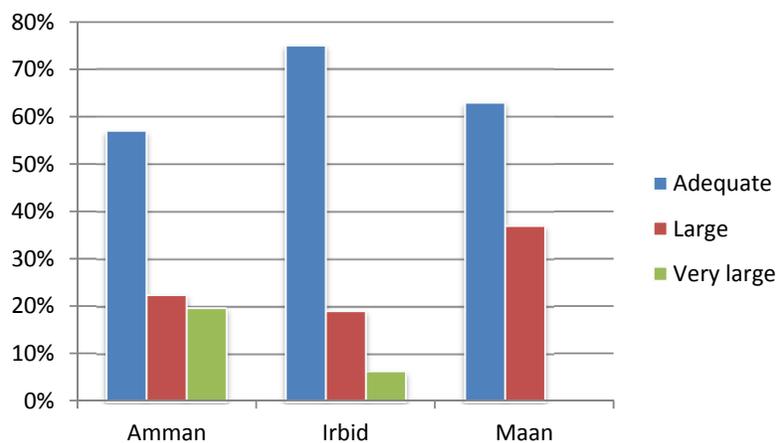
In INJAZ school courses, the number of students per class varies. (61%) of respondents say it is 'Adequate', while thirty four percent (34%) say classes are crowded. Only four percent (4%) say that the number is small or limited. In principle, INJAZ courses in schools are applied to full class.

Figure 20: Number of attending students per class



When we analyze the above data by governorate, we find the following: students who feel that the class size is 'Adequate' are mostly Irbid students; students who feel it is 'Large' are Maan students. Students who believe class size is 'Very large' are more in Amman.

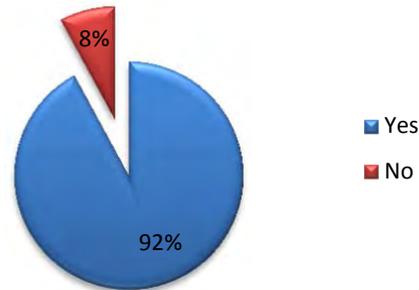
FIGURE 21: NUMBER OF STUDENTS PER CLASS BY GOVERNORATE



CLARITY OF COURSE OBJECTIVES

Learning objectives are usually mapped to knowledge, skills and attitudes of learners. Ninety two percent (92%) of school students say that volunteers clarify the learning objective of each course/program at the beginning of class; while 8% do not agree to that.

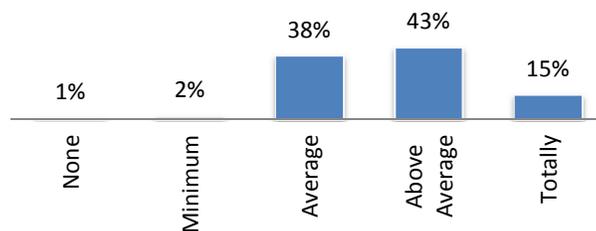
Figure 22: Learning Objectives stated and clarified at begginign of course



ACHIEVEMENT OF INJAZ PROGRAMS OBJECTIVES

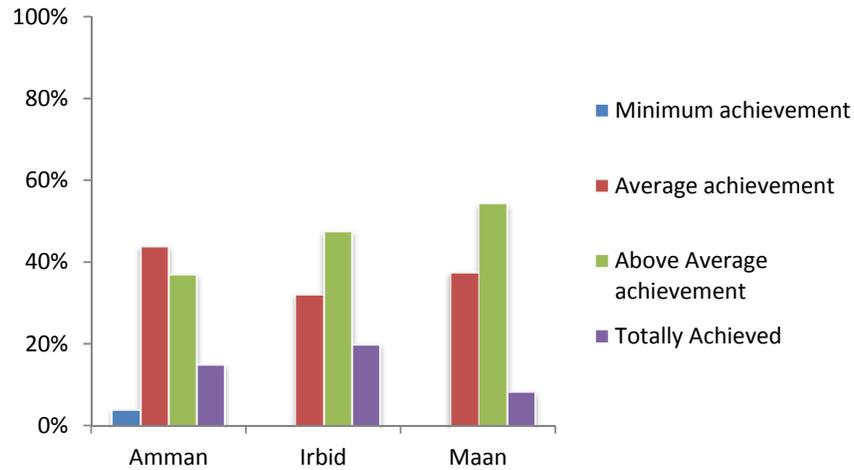
When asked to what degree school students believe INJAZ program objectives were achieved, their answers come as follows: 15% believe the objectives were fully achieved; 43% believe they were achieved to high degree; 38% believe they were achieved on average level. A low percent (3%) say that the objectives were either somehow achieved or not achieved.

Figure 23: Achievement of INJAZ Program Objectives



The majority of students in both Maan (54%) and Irbid (48%) see that programs objectives were achieved to above average level; the majority of Amman students (44%) believe they were achieved to average level. School students who believe the objectives are totally achieved are Irbid students mostly.

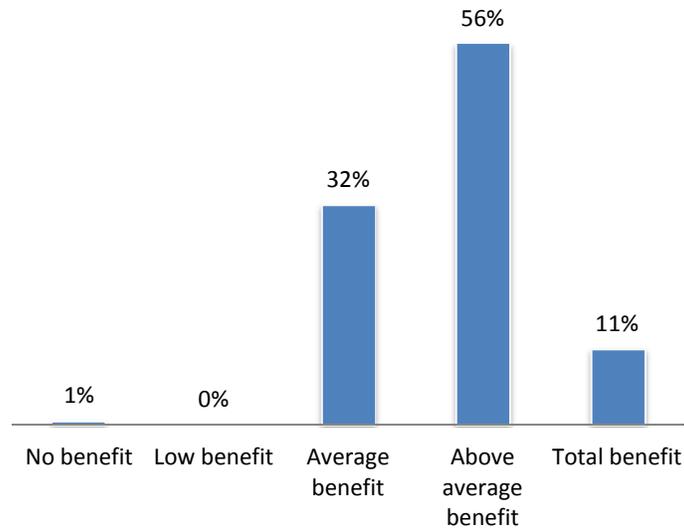
Figure 24: Achievement of INJAZ Program Objectives by governorate



EVALUATION OF DEGREE OF STUDENTS BENEFIT

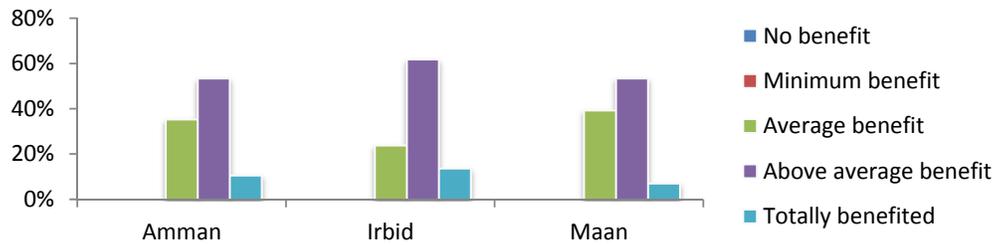
The majority of school students (88%) feel that they have benefited largely from INJAZ programs. Another eleven (11%) believe the benefit was huge.

Figure 25: Student degree of benefit



As we look further into the governorate data, we find that students who believe that INJAZ programs have average benefit are more in Maan. Moreover, the majority of Irbid and Amman students share the belief that the programs have benefited them on above average levels. Finally, cross those surveyed, Irbid students are more to find that INJAZ programs have benefitted them to a large extent than in Amman and Maan.

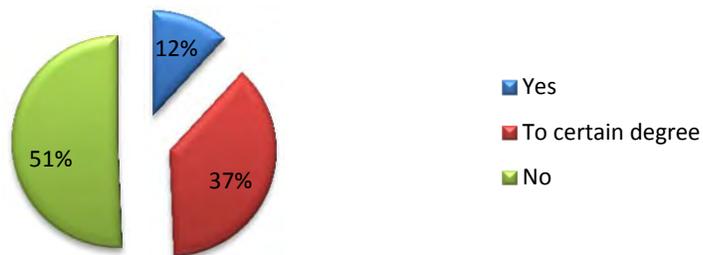
Figure 26: Student degree of benefit by governorate



DUPLICATION OF PROGRAM TOPICS

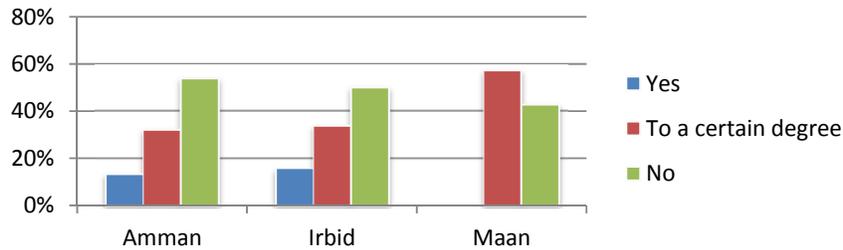
To assess whether INJAZ programs have duplication in topics covered, we asked the school students to determine their beliefs in this regards. The results were as follows: 51% of students say ‘No’, that there are not any duplicated topics, 37% believe some topics are repeated to a certain degree. The remaining 12% believe INJAZ topics are indeed repetitive.

Figure 27: Duplications in INJAZ program topics



In terms of duplicated programs, the majority of Amman students answer negatively; they don't feel the topics are duplicate or repeated. However, the majority of Maan students believe their programs are repeated to a certain degree. Moreover, most of the students who answer positively are Irbid students.

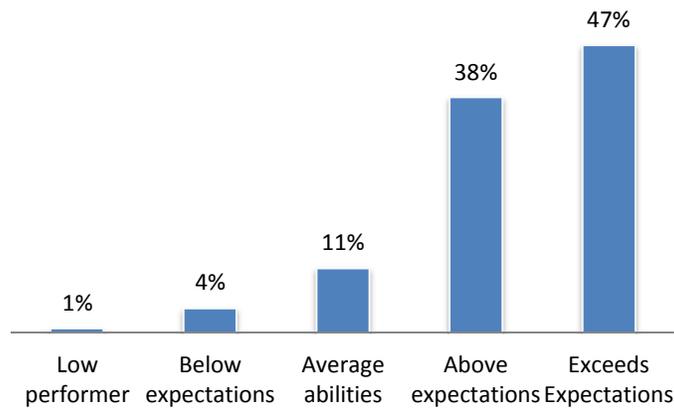
Figure 28: Duplications in INJAZ program topics by governorate



EVALUATION OF VOLUNTEER'S ABILITIES

High percent (i.e. 49%) of school students believes that volunteers are capable and have above average abilities. Not only that, 47% believes that the volunteers exceed their expectations in terms of abilities.

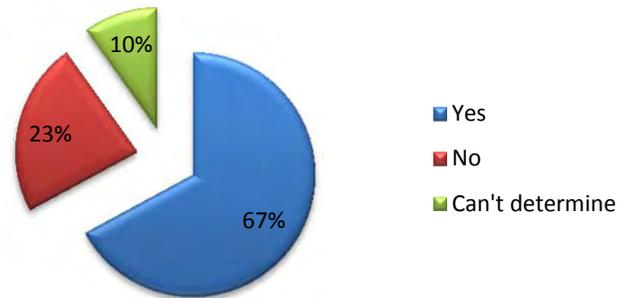
Figure 29: Evaluation of Volunteer's Abilities



PROGRAM DURATION

67% of surveyed students find INJAZ program's duration enough to learn the required skills, while 23% of them have opposite opinion. 10% of the students can't determine if program's duration is sufficient or not.

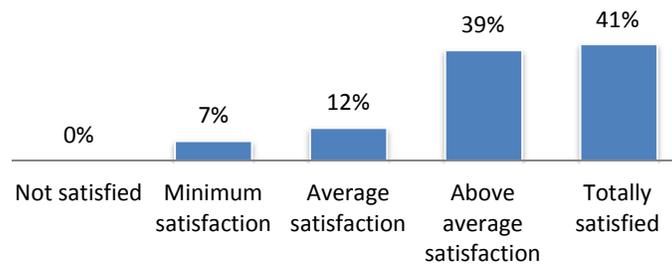
Figure 31: Sufficiency of program duration



QUESTION 26: OVERALL SATISFACTION OF INJAZ PROGRAMS IN SCHOOL

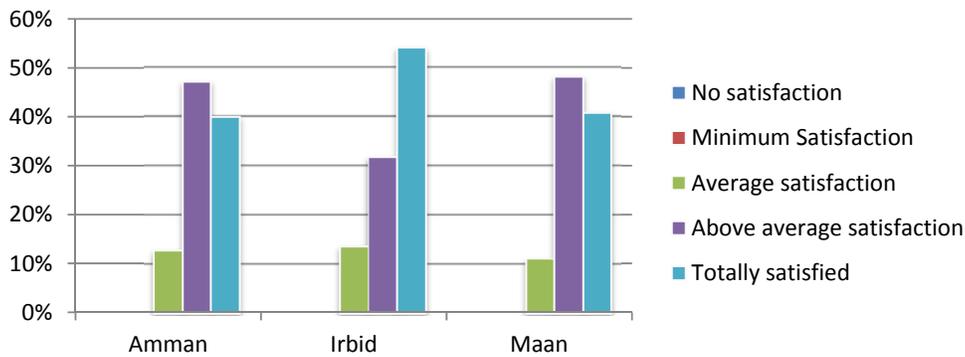
Overall satisfaction of INJAZ programs in school includes factors like: topic, volunteer, training material, training methods, and other. Around (80%) of school students express high degree of satisfaction about the program. The remaining 20% express minimum or average satisfaction.

Figure 32: Overall satisfaction



Amongst governorates students, our findings are as follows: school students who are satisfied most on average level are in Irbid. Furthermore, most students in Maan state that they have above average overall satisfaction. Not only that, but in Irbid the highest percentage of surveyed students are 'totally satisfied' about INJAZ programs. Compared to other, Amman has the lowest satisfaction levels.

Figure 33: Overall satisfaction by governorate



WILLINGNESS TO PARTICIPATE AGAIN

With apparent overall satisfaction about INJAZ programs, all school students in the survey express their willingness to re-participate and enroll in INJAZ programs in the future.

ADVISE CLASSMATES TO PARTICIPATE IN INJAZ PROGRAMS

100% stated that they would advise classmates to participate in INJAZ programs.

1SUMMARY OF INJAZ PROGRAM STRENGTHS AND WEAKNESSES

Below is a summary of the programs strengths and weaknesses according to participating school students in the survey.

Table 4: Program Strengths and Weaknesses- Students

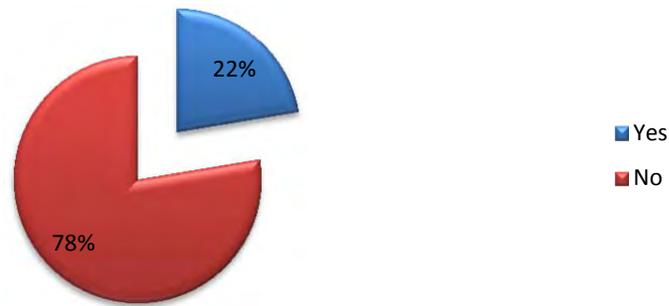
Strengths	Weaknesses
<ol style="list-style-type: none"> 1. Program Objectives <ol style="list-style-type: none"> 1.1 Works on our Personal attributes 1.2 Familiarise us with Labor Market and its required skills 1.3 Enhance our Knowledge level 2. Training Methods used <ol style="list-style-type: none"> 2.1 Discussions 2.2 Teamwork 2.3 Are interactive 3. Volunteers <ol style="list-style-type: none"> 3.1 Information smoothly conveyed 3.2 Capable volunteers 4. Topics content <ol style="list-style-type: none"> 4.1 Interesting, we learn new things 4.2 We form new ideas 4.3 Information needed in our daily lives 	<ol style="list-style-type: none"> 1. Program Duration: some students evaluate the program duration as not enough to acquire knowledge and see this as a weakness. 2. More theory than application. Students express their passion to apply what they learn in calss. 3. Excess number of students in each class.

Section Four: Students experience with INJAZ Extra Curricula programs in school

EVER PARTICIPATED IN EXTRA CURRICULA PROGRAMS

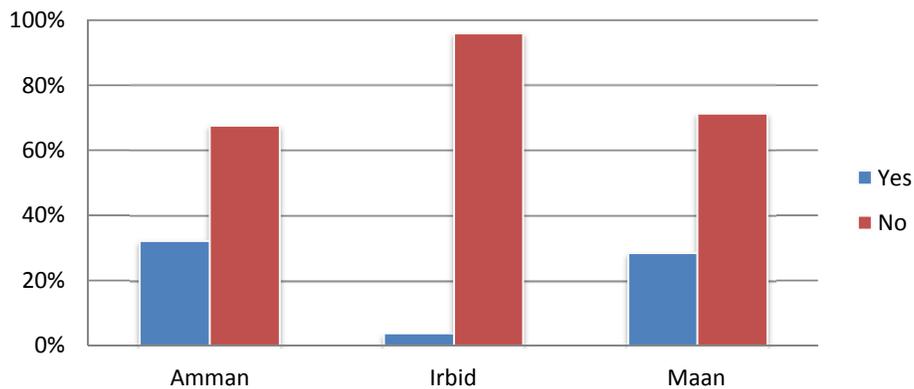
Not so many school students have previously participated in INJAZ extra curricula programs. Only 22% say they had; while 78% said that they are currently enrolled in such programs.

Figure 34: Ever participated in extra curricula programs



More specifically, those students who have not previously participated in INJAZ extra curricula programs are mostly from Irbid. Proportion of students who answered positively was mostly from Amman then Maan.

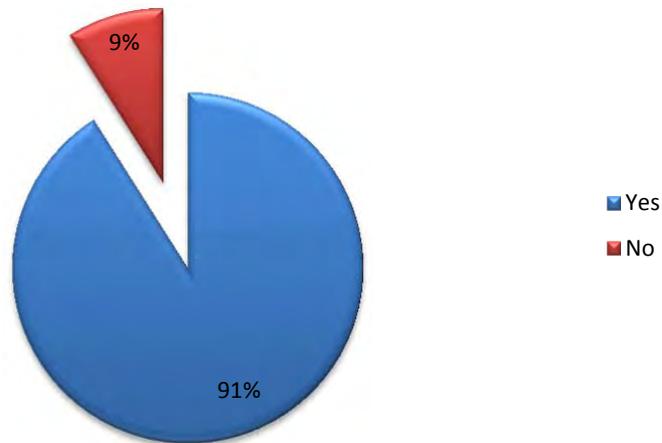
Figure 35: Ever participated in extra curricula programs



EXTRA CURRICULA PROGRAMS OBJECTIVES CLARIFIED

The majority of school students (91%) say that programs objectives were clarified to them at the beginning of the program. The remaining 9% don't agree; 70% of them were Amman students, and 30% were Maan students.

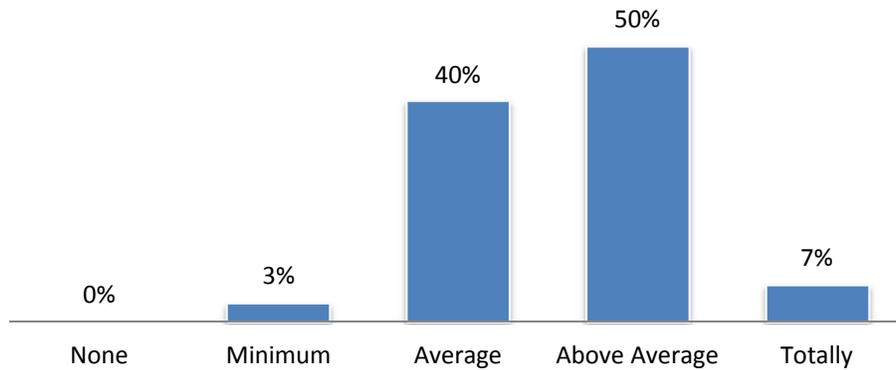
Figure 36: Objectives clarified



ACHIEVEMENT OF INJAZ EXTRA CURRICULA PROGRAMS OBJECTIVES

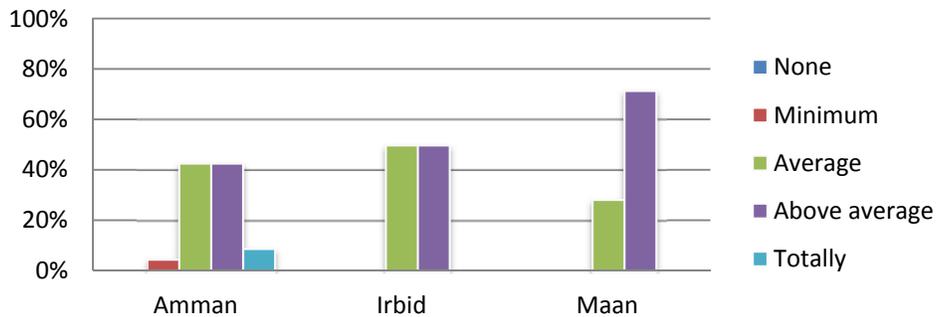
Most students (90%) see that INJAZ extra curricula programs objectives are achieved to average and above average levels. Also, another seven percent of the surveyed students see that the objectives are totally achieved. Only 3% of the survey students see that minimum objectives are achieved.

Figure 37: Objectives Achievement



Analyzing the data by governorate reveals that 71% of Maan students evaluate the achievement of objectives on above average level; while 50% of Irbid students and 43% of Amman students have the same evaluation. Nine percent (9%) of Amman students answered that objectives were totally achieved.

Figure 38: Objectives Achievement by governorate

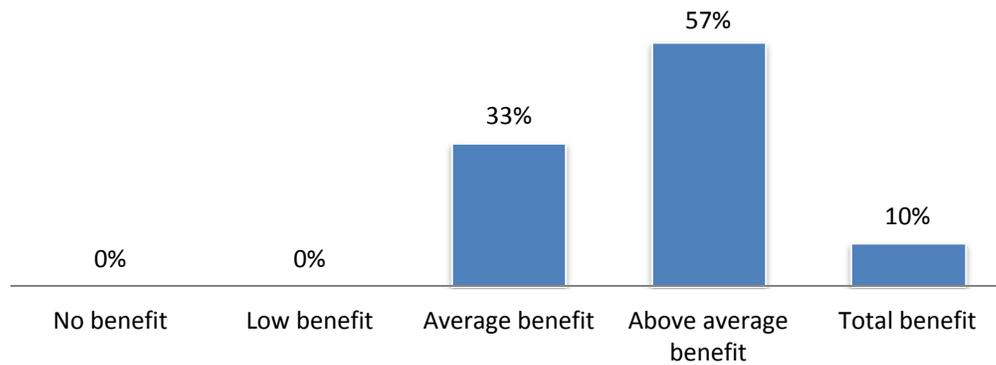


EVALUATION OF THE DEGREE OF STUDENTS' BENEFIT

A high percentage of around 90% feel that extra curricula programs are beneficial. Another 10% of students believe that the benefit is very significant.

Ninety percent of students who evaluate the benefit as average were Amman students; and ten percent were from Irbid. On the other hand, students who said the benefit was on above average level were 50% from Amman; 40% from Irbid; and 10% from Maan.

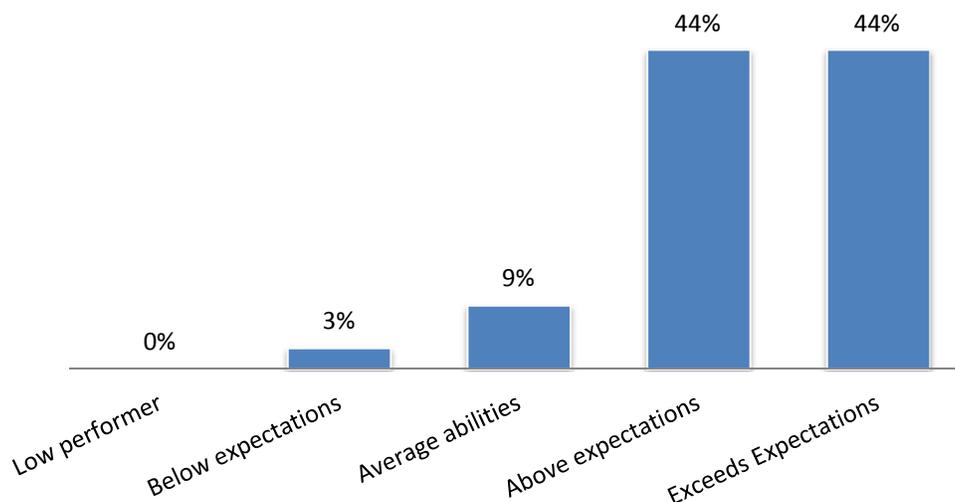
Figure 39: Student benefits



EVALUATION OF EXTRA CURRICULA PROGRAMS' VOLUNTEERS ABILITIES

Forty four percent (44%) find that the volunteers have above expectations capabilities for teaching. Yet another Forty four percent (44%) find that volunteers have exceeded their expectations when they attended their training sessions.

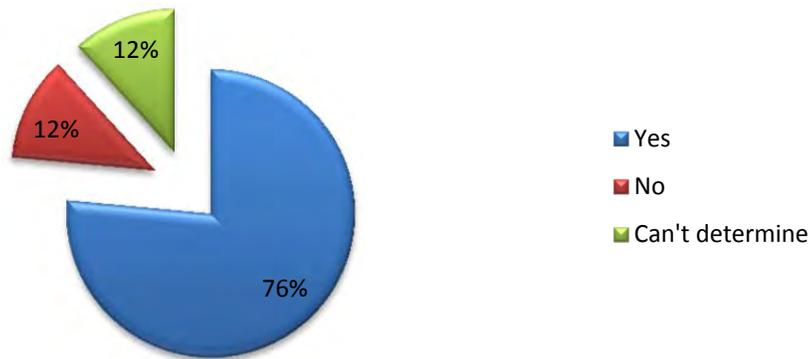
Figure 40: Evaluation of volunteers abilities



EXTRA CURRICULA PROGRAM DURATION

Seventy six percent (76%) of students find extra curricula programs duration enough to gain the required knowledge. Twelve percent (12%) of survey students have opposite opinion. The remaining Twelve percent (12%) can't determine that.

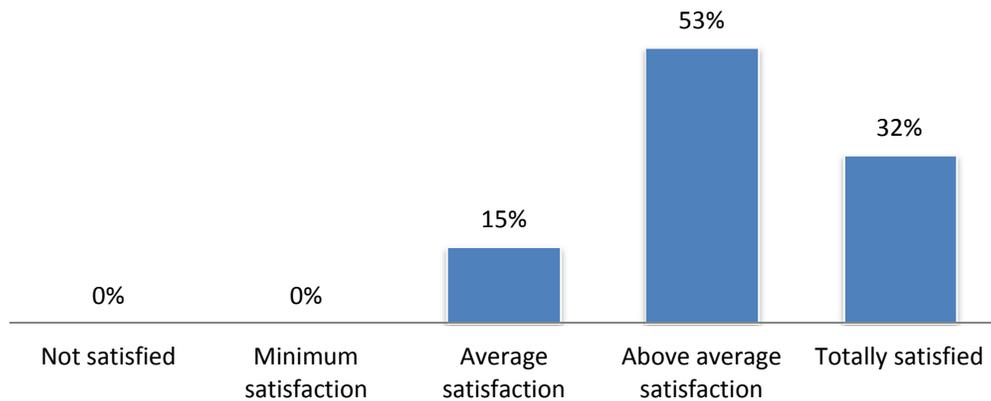
Figure 42: Sufficiency of program duration



OVERALL SATISFACTION – EXTRA CURRICULA PROGRAMS

Overall satisfaction levels of extra curricula programs are high. Thirty two percent (32%) of survey students are 'Totally satisfied'. Around sixty eight percent (68%) is divided between having average and above average satisfaction levels of the program.

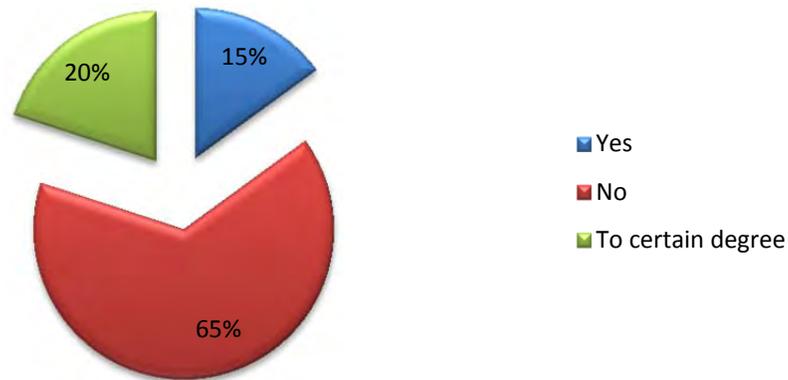
Figure 43: Overall satisfaction



DUPLICATION OF INJAZ PROGRAMS

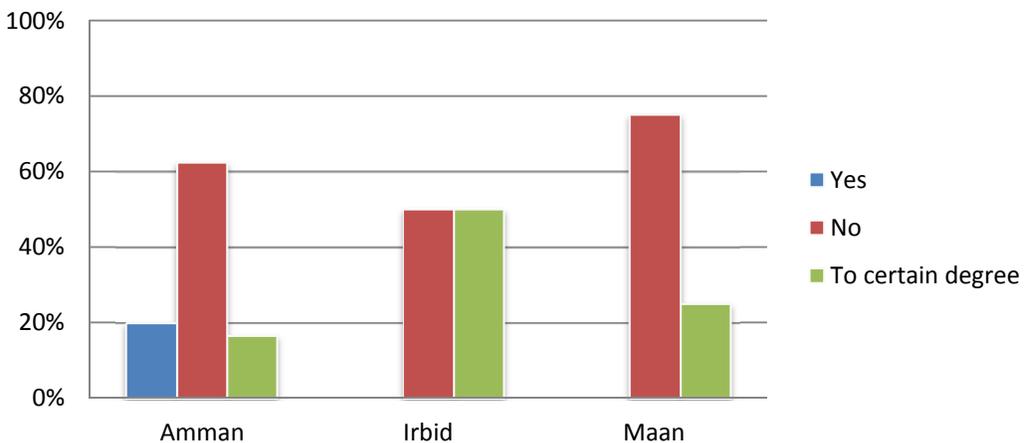
Most of the surveyed school respondents (65%) believe that there are not any repeated programs within INJAZ; 20% believe so to a 'certain extent', while the remaining 15% state that there are duplications in the programs.

Figure 44: Duplication of Extra Curricula programs in school



By governorate, those students who didn't find that INJAZ programs are repeated were more in Maan (75%), then Amman (63%) and lastly in Irbid (50%). Furthermore, in Irbid, 50% of students said that there is duplication to 'a certain degree'. However, in Amman, 20% believe that there are duplications.

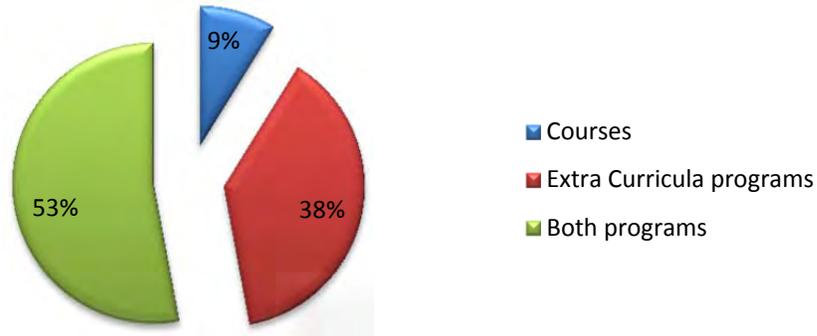
Figure 45: Duplication of Extra Curricula programs in school



PREFERENCE OVER INJAZ COURSES V.S. EXTRA CURRICULA

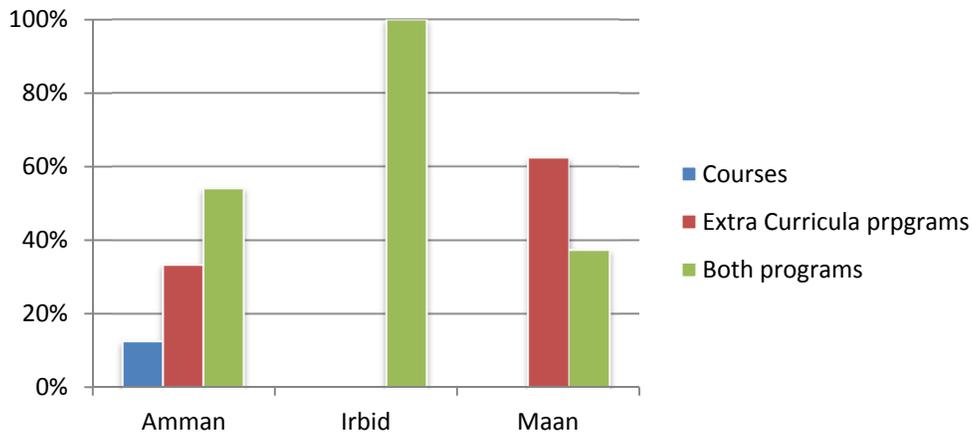
Nine percent only answered that they prefer INJAZ school ‘Courses’; 38% prefer ‘Extra Curricula’ programs, and 53% say they are willing to participate in both programs.

Figure 46: Program Preference



The governorate analysis shows that: In Irbid, all students state that they like to participate in ‘both programs’. Most of Maan students state that they prefer the ‘extra curricula programs’, and some percentage prefers ‘both’. Finally, in Amman, student preferences were diversified, but most of the students there say they like ‘both programs’.

Figure 47: Program Preference by governorate



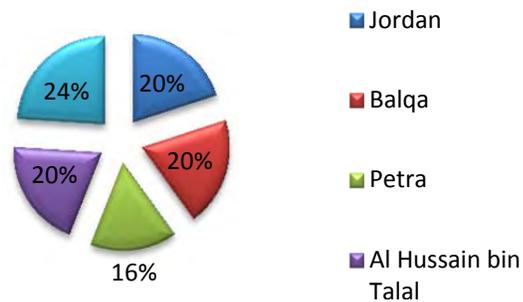
Do you advise your colleagues participate in INJAZ Extra Curricula programs?

Almost all school students advise their colleagues participate in INJAZ Extra Curricula programs.

UNIVERSITY ATTENDED

The survey covers university students from both public and private universities. The university they attend can be seen in the below figure.

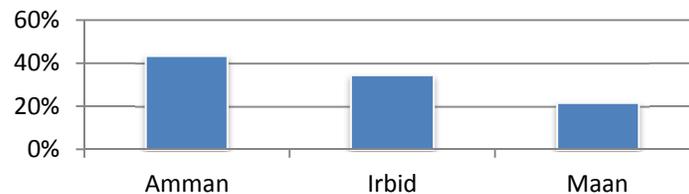
Figure 48: University attended by survey students



STUDENTS BY GOVERNORATE

University students in this survey are from three governorates: Amman (43%), Irbid (35%) and Maan (22%)

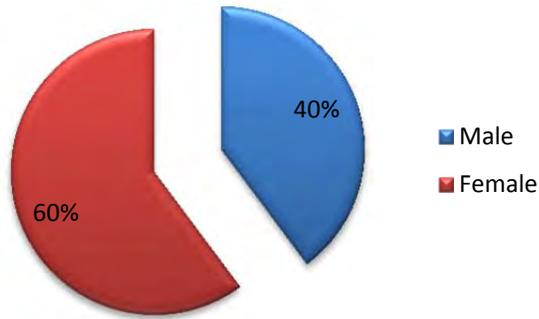
Figure 49: University students by governorate



STUDENT GENDER

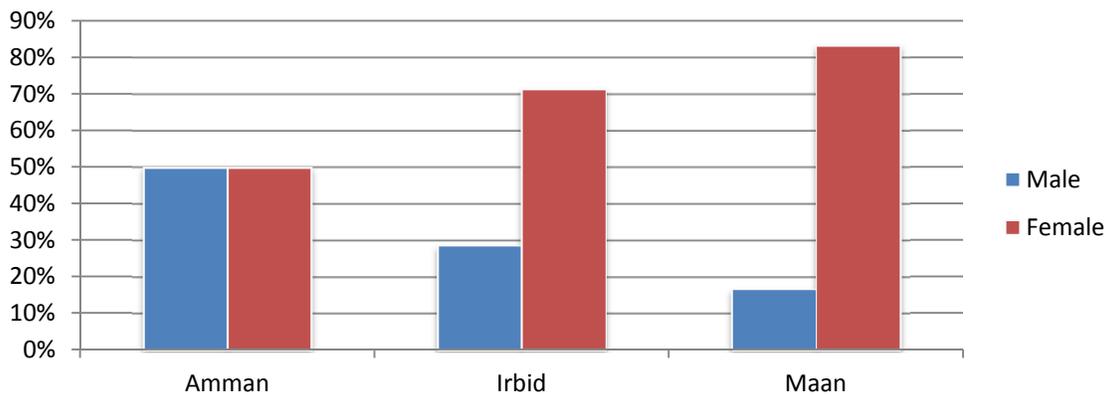
The survey includes university students of both genders. Sixty percent of respondents were females; while the forty percent were males. This comes in conformity with the fact that INJAZ program focus on gender issues (i.e. targeting females in schools and universities).

Figure 50: Students gender



Governorate data reflects the same fact above, female participation in this survey is the most amongst the three governorates of Maan, Irbid, and Amman, with more female participants in Maan than in Irbid and in Amman.

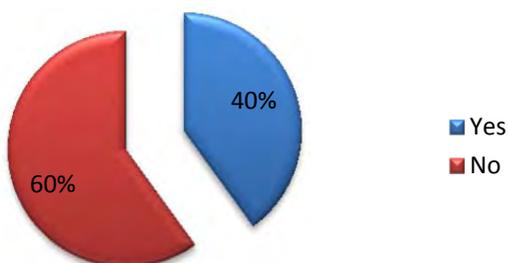
Figure 51: University students gender by governorate



EVER PARTICIPATED IN ANY OF INJAZ SCHOOL PROGRAMS

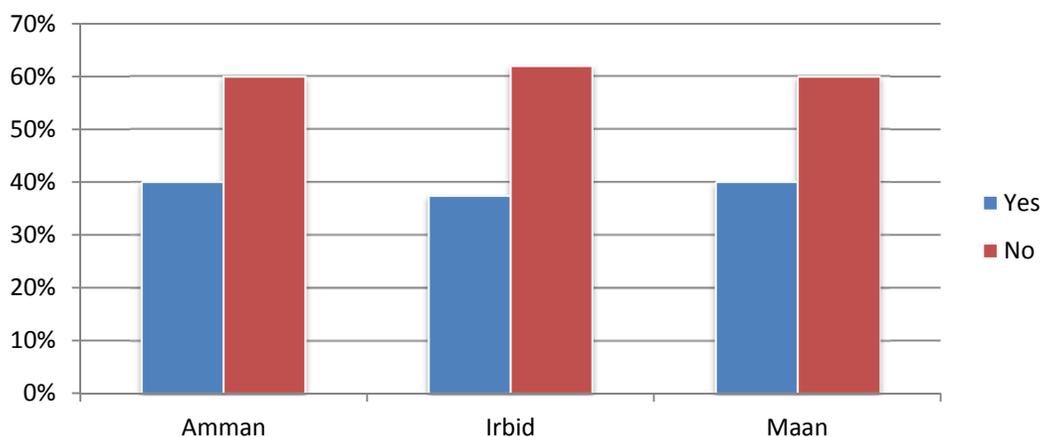
Only 40% have participated in any of INJAZ programs while they were in High School, while the other 60% have not.

Figure 52: Ever enrolled in INJAZ school programs



Most university students who participated previously in INJAZ school programs equally come from Maan and Amman. However, those who have not are more in Irbid.

Figure 53: Ever enrolled in INJAZ school programs by governorate

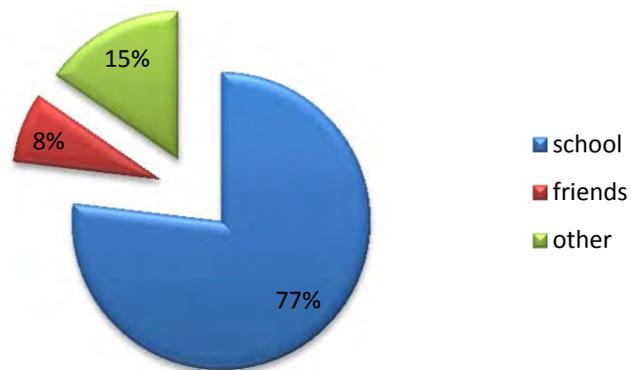


Section Two: University Students experience with INJAZ program while in schools

MEANS OF HEARING ABOUT THE PROGRAM WHILE IN SCHOOL

Most survey university students (77%) state that they heard about the school programs while they were in high school. Eight percent (8%) have heard about it from friends. The remaining fifteen percent (15%) heard about it by other means.

Figure 54: Means of hearing about INJAZ



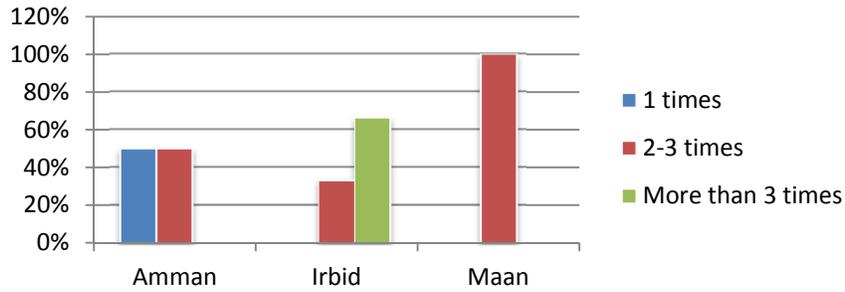
Cross governorates, university students who have heard about INJAZ school programs from 'School' were divided as follows: 45% from Amman; 22% from Irbid; and 33% from Maan. The 8% who heard about it through a friend are Amman students.

AVERAGE NUMBER OF TIMES OF PARTICIPATION IN INJAZ SCHOOL PROGRAMS

We asked the 23 university-student respondents about how many times they have participated in INJAZ school programs. On average, they survey students participated **Three (3)** times while they were in high school.

In Irbid, it is noticed that the number of times of participation in INJAZ school programs exceed 3 times. Most students in Maan have participated 2-3 times. Amman students' participation ranged from 1-3 times.

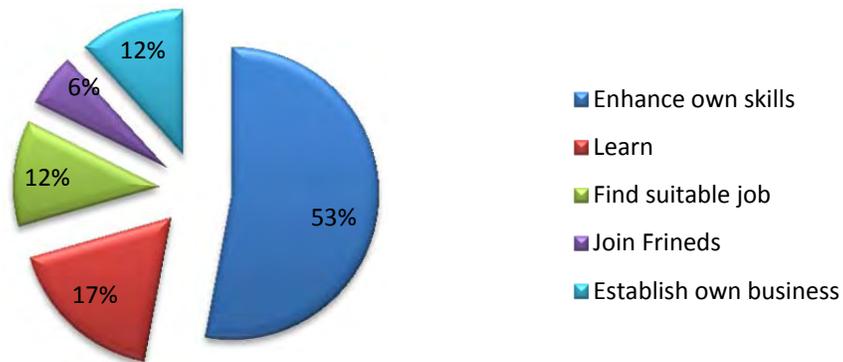
Figure 55: Average number of participation by governorate



REASON FOR ENROLLING

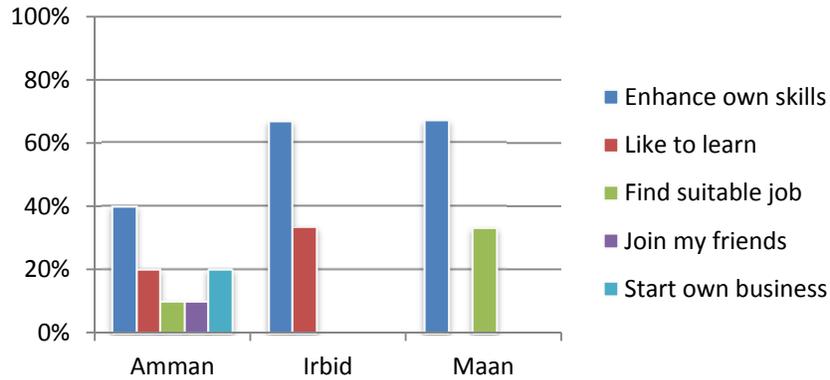
Fifty three percent (53%) of university students have enrolled in INJAZ school programs and courses to improve different skills. There were other reasons for that such as: ‘love to learn’, ‘find suitable job’, ‘join participating friends’, and ‘establish own business’. These responses had the following shares respectively: 17%, 12%, 6%, and 12%.

Figure 56: Reason for participation



In Maan, university students join INJAZ programs while in school to ‘find a good job in the future’. Most students in Irbid and Maan share the same reason for participation being ‘to improve their own skills’. Students who ‘Love to learn’ the most are reported to be in Irbid.

Figure 57: Reason of participation while in school by governorate

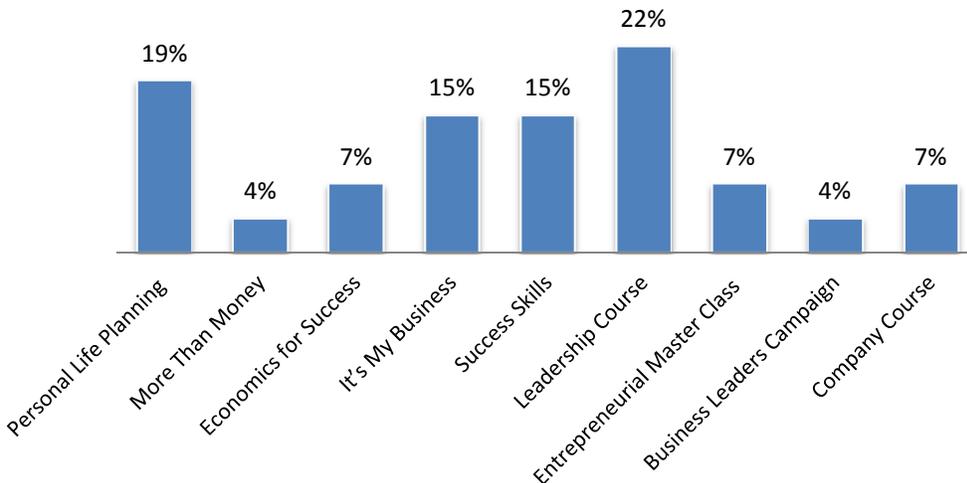


Two of INJAZ’s main objectives are employability, and entrepreneurship, therefore, it is important to note that 12 % of INJAZ students at universities participate in INJAZ programs to “find a suitable job”, and 12 % participate to “establish their own businesses”. Moreover, students who want to ‘find a suitable job’ are also found more in Maan than the other governorates. However, the survey finds that students who join INJAZ because they want to ‘start their own business’ are more in Amman than in Irbid and Maan

PROGRAMS ENROLLED IN WHILE IN SCHOOL

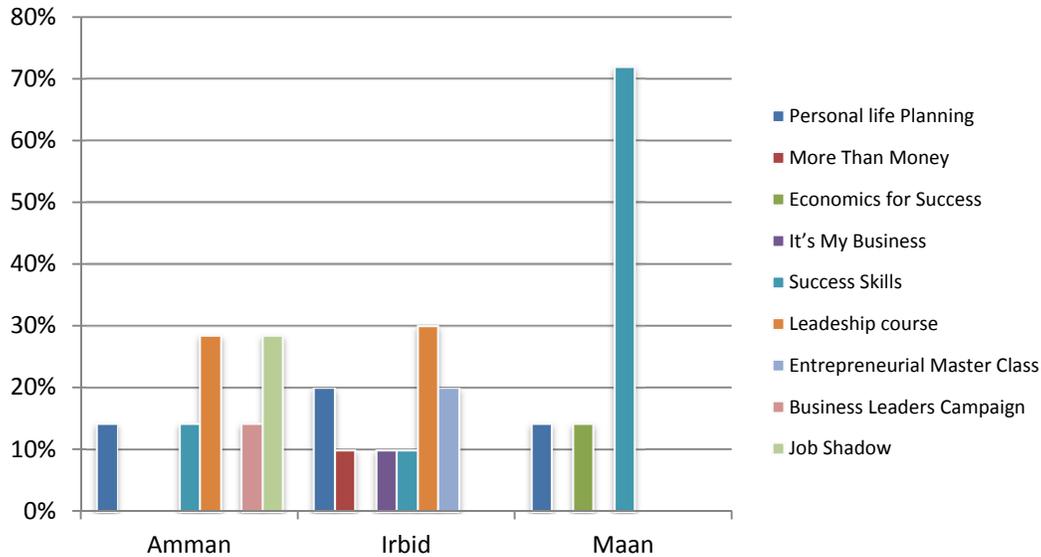
University students state that they have participated in several INJAZ programs while in high school. The most ranking are ‘Leadership’ and ‘Personal Life Planning’.

Figure 58: INJAZ school programs attended



'Personal Life Planning' and 'Leadership' are most attended in Irbid. 'Success Skills' course is mostly attended in Maan. Job placement activities like 'Job Shadowing' are mostly effective in Amman.

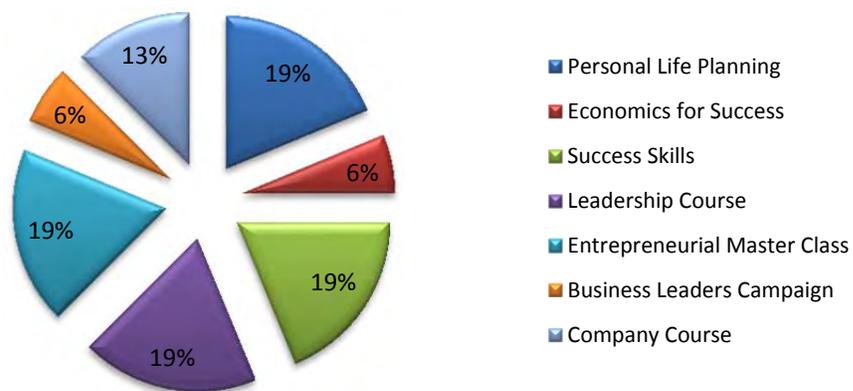
Figure 59: INJAZ school programs attended by governorate



PROGRAMS THAT HAVE IMPACTED UNIVERSITY STUDENTS

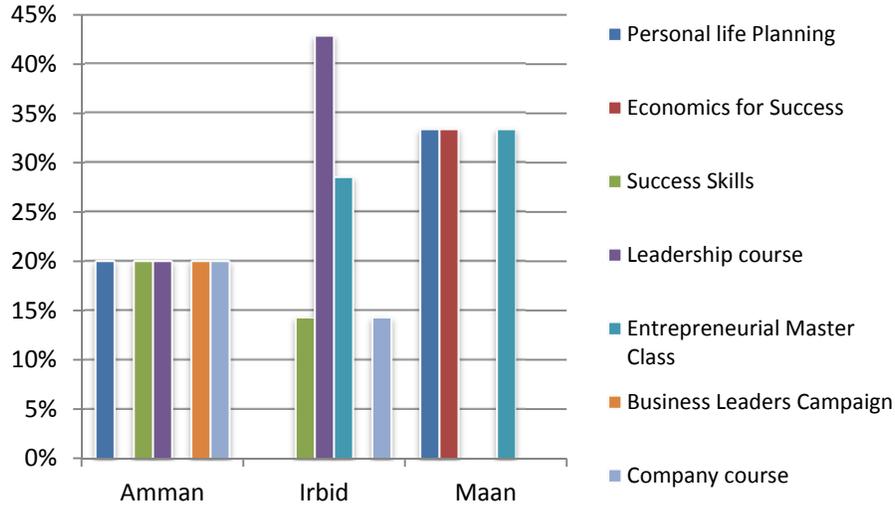
It is clear from the below figure that several INJAZ school programs have impacted university students and they still recall what they learnt from schools. Our survey of university students reveals that courses like 'Personal Life Planning', 'Success Skills', 'Leadership', and 'Entrepreneurial Master Class' have equally highly impacted those students. Other programs such as: 'Economics for Success', 'Business Leaders Campaign', and 'Company Course' have impacted them but in a less extent.

Figure 60: INJAZ school programs that have impact



Looking further into the governorate level data, we find that all illustrated courses below have impacted Amman students and Maan students equally. Two courses have impacted Irbid students highly: ‘Leadership course’ and ‘Entrepreneurial Master Class’.

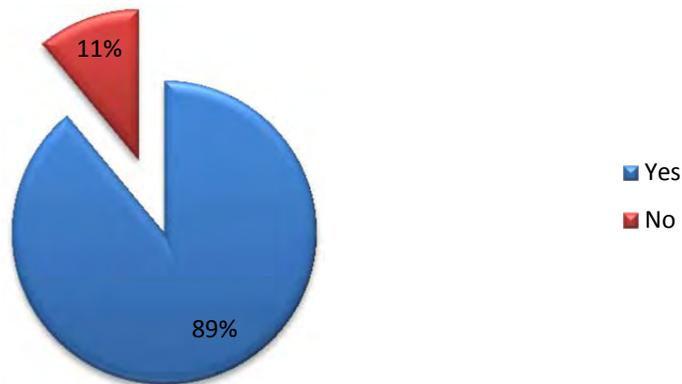
Figure 61: University student’s responses by governorate



PROGRAM OBJECTIVES CLARIFIED

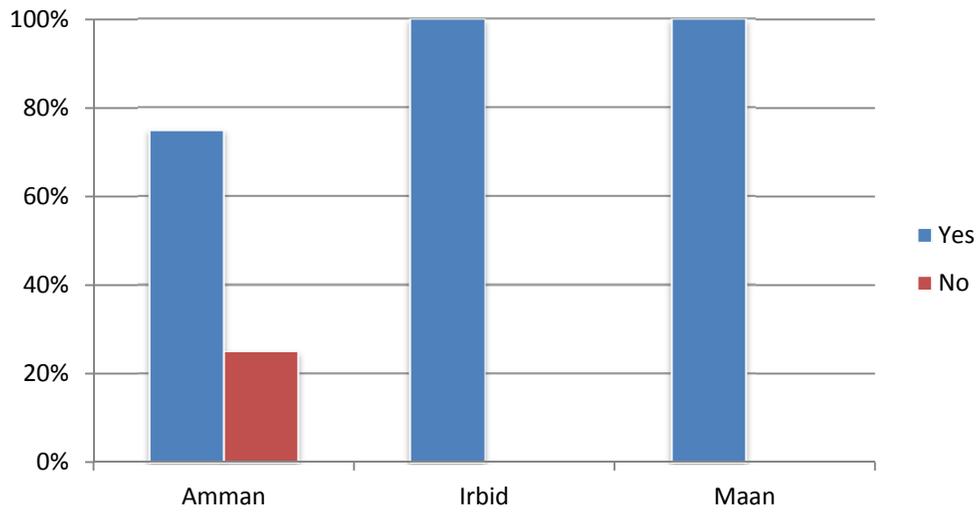
Eighty nine percent (89%) of surveyed university students stated that volunteers used to clarify program objectives while taking programs and courses in schools. The remaining 12% don’t agree to that.

Figure 64: Objectives Clarified



All surveyed students in Irbid and Maan stated that INJAZ program objectives are being clarified to them at the beginning of courses. In Amman, 25% answer negatively, but the remaining 75% agree with their colleagues in other governorates.

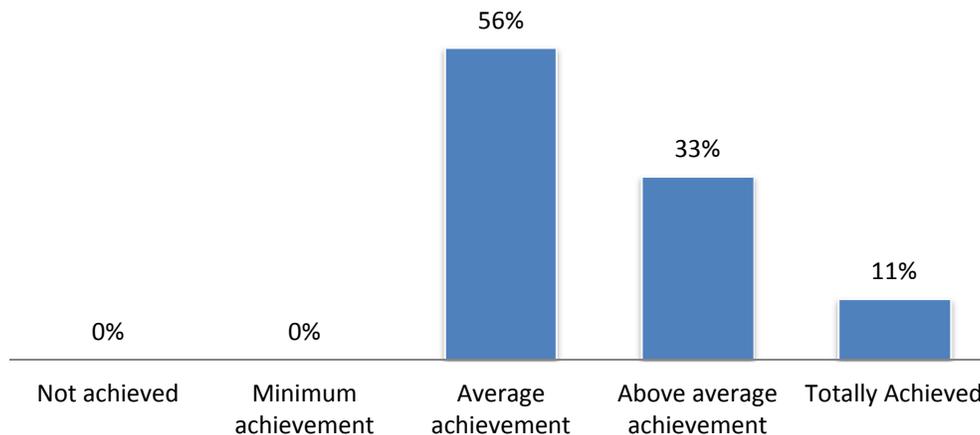
Figure 65: Programs objectives clarified by governorate



OBJECTIVES ACHIEVEMENT

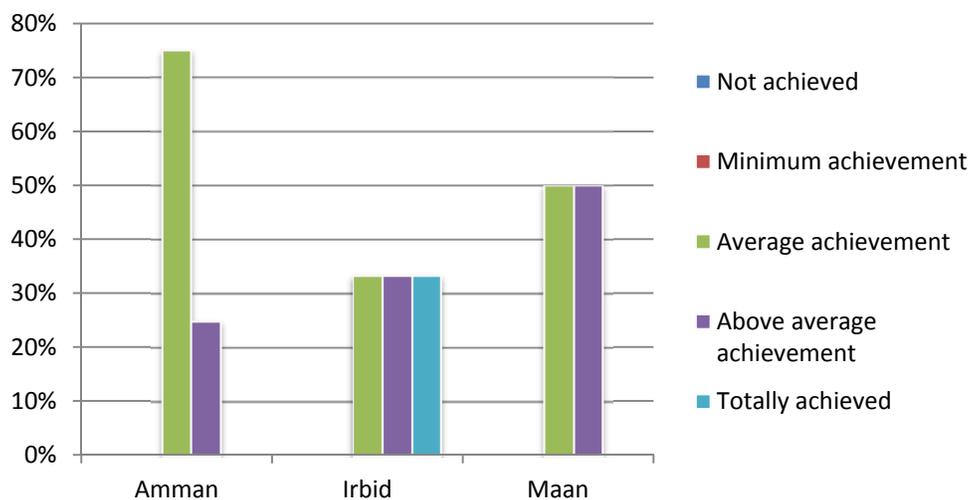
University students who have attended INJAZ school courses and programs believe that INJAZ program objectives are achieved to a high degree.

Figure 66: INJAZ program objectives achievement



Most of Amman university students believe that INJAZ objectives in schools are achieved on average level. Irbid students' opinion varied between 'Average', 'Above average, and 'Total achievement'. The same applies to Maan students except that they believe programs objectives are achieved on above average level or totally achieved.

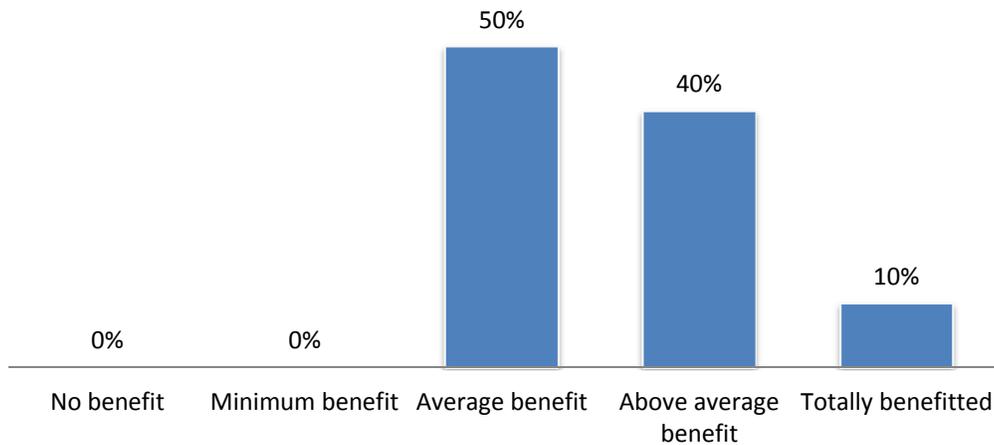
Figure 67: Achievement of INJAZ programs objectives in the governorates



PROGRAM BENEFIT

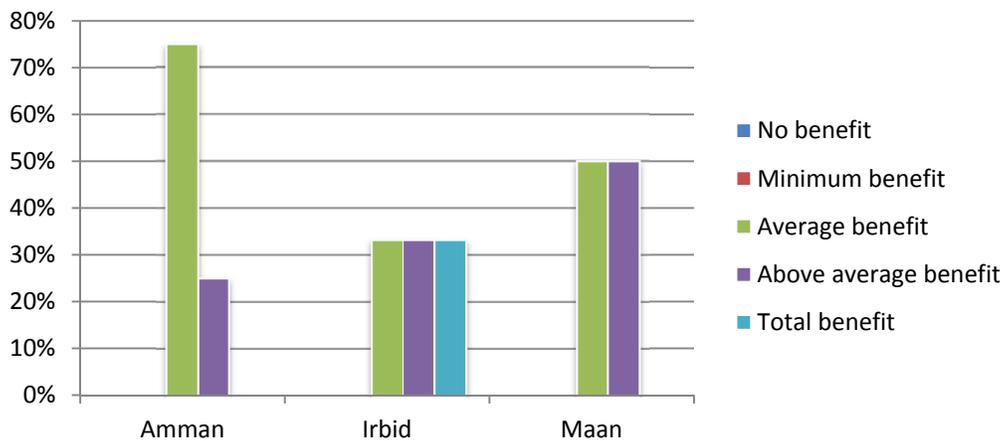
Most university students stated that they have benefitted from INJAZ school programs. Fifty percent gained 'Average benefit'; forty percent gained 'Above average benefit'; and ten percent have gained 'Maximum or Total benefit'.

Figure 68: Student level of benefit



Most of the responses by governorate reveal that students tend to believe that they have benefitted from INJAZ programs on 'average' and 'above average' levels. Some exception in Irbid is that 33% of surveyed students believe that they have completely benefitted from their participation in the programs.

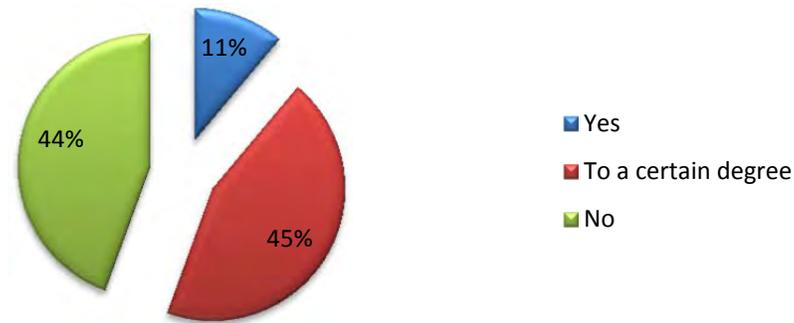
Figure 69: Student level of benefit by governorate



TOPICS DUPLICATION

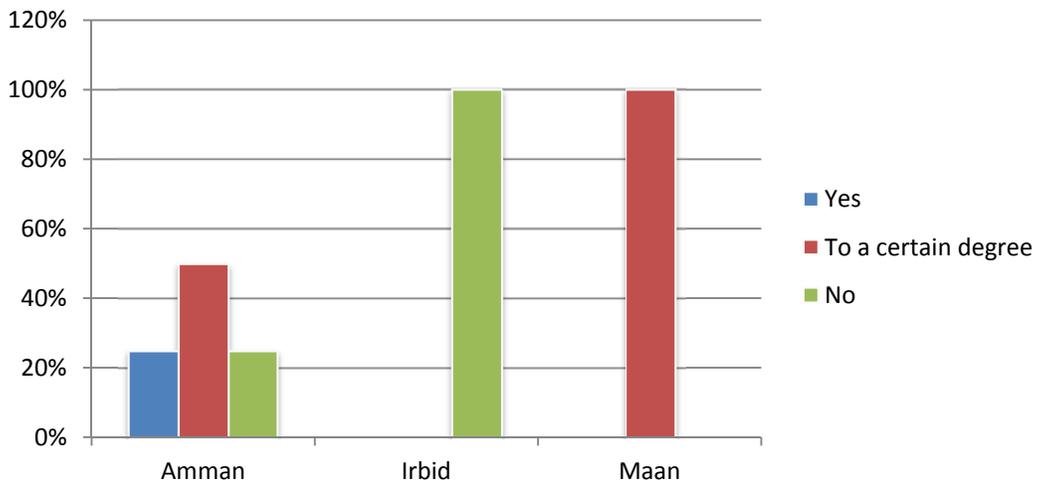
Eleven percent (11%) of university students believes that INJAZ school programs are duplicated. Forty four percent don't believe so; while forty five percent (45%) believe that the programs and topics are repeated to a certain extent.

Figure 70: Topics Duplicated



A proportion of Maan and Amman students feel that INJAZ programs have duplicate and repeated topics. Irbid students don't tend to agree with that; they feel that the topics are new every time. A percentage of 25% of Amman students don't agree. They feel that new programs and courses need to be added.

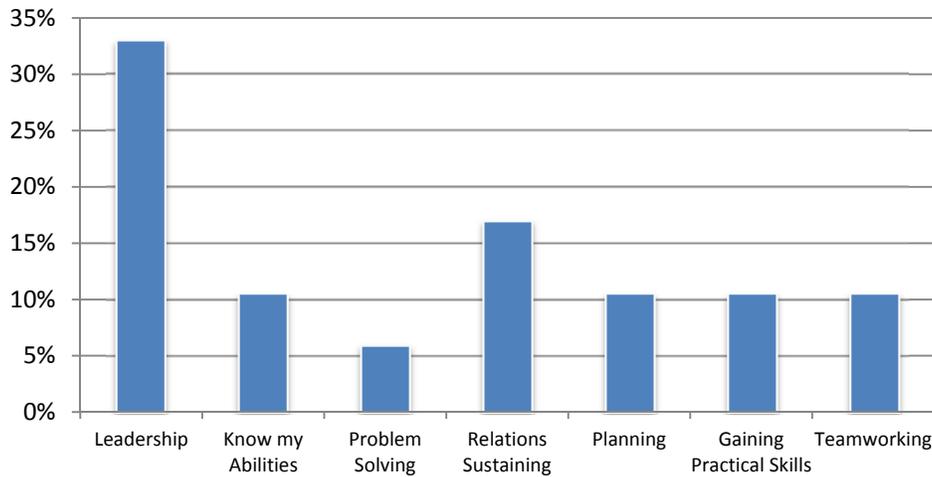
Figure 71: Topics Duplicated by governorate



PERSONAL ATTRIBUTES IMPACTED

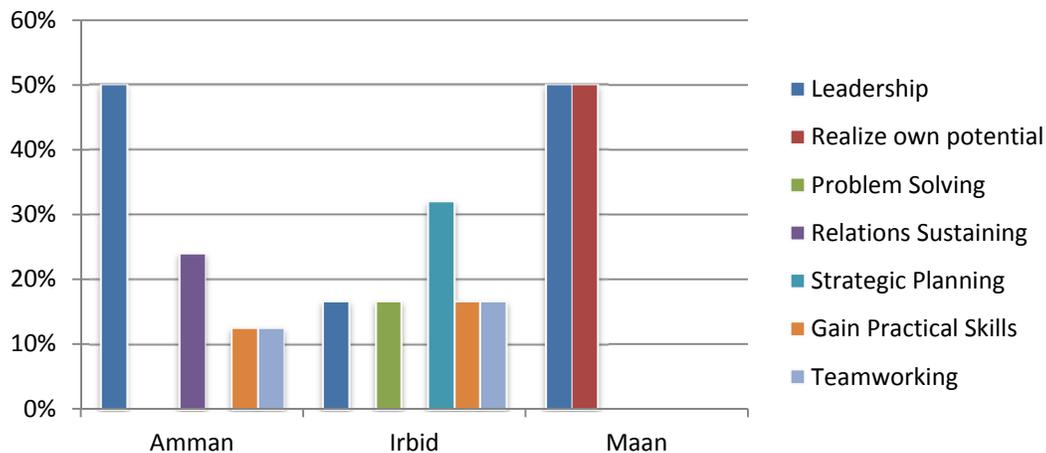
When asked about the impact on personal qualities that INJAZ program has on students, university-students answered as follows: ‘Leadership: 32%’, ‘Relationship Building: 16%’. Other qualities are impacted as well. Examples being: ‘Know my Abilities’, ‘Planning’, ‘Team working’, and ‘Gaining Practical skills’.

Figure 72: Personal Characteristics impacted by INJAZ programs



‘Leadership’ is one of the most personal attributes impacted by INJAZ program in the governorates of Amman, and Maan. Most students there state the same. The second most impacted quality in Amman is ‘building and sustaining relationships’; while in Maan, it is ‘realizing own potential’. In Irbid, most students identify the ability of ‘strategically planning’ is the personal quality that is affected by enrolling in INJAZ programs.

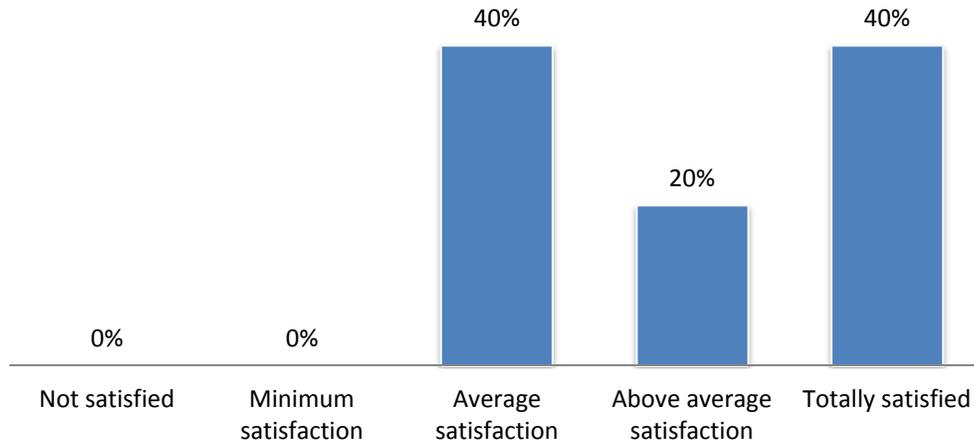
Figure 73: Personal Characteristics impacted by governorate



OVERALL SATISFACTION- UNIVERSITY STUDENTS

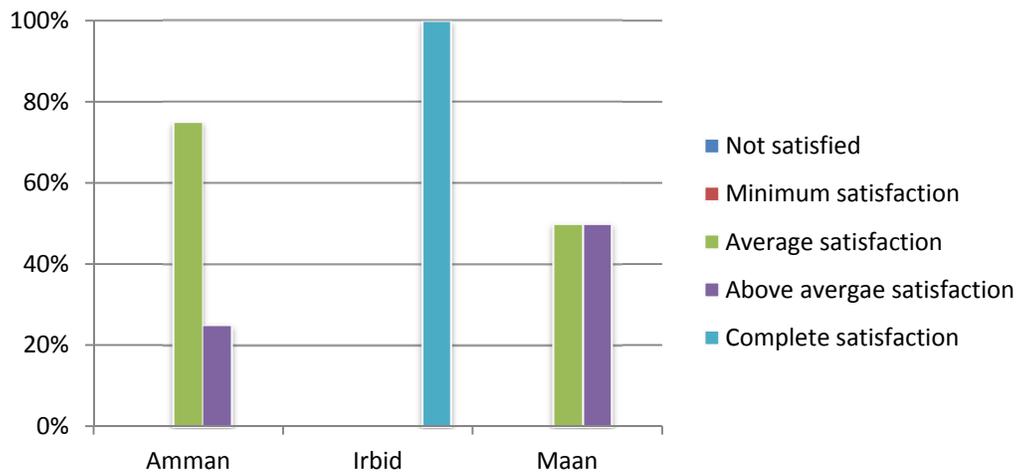
It is obvious from the below figure, that the satisfaction level of INJAZ school programs amongst university students varied between average satisfaction (40%), above average satisfaction (20%), and 'maximum or total satisfaction (40%).

Figure 74: Overall satisfaction level



Irbid university student expressed complete satisfaction of INJAZ programs. Students' opinions in Amman and in Maan were divided between 'satisfied on average and above average levels'.

Figure 75: Overall satisfaction level by governorate

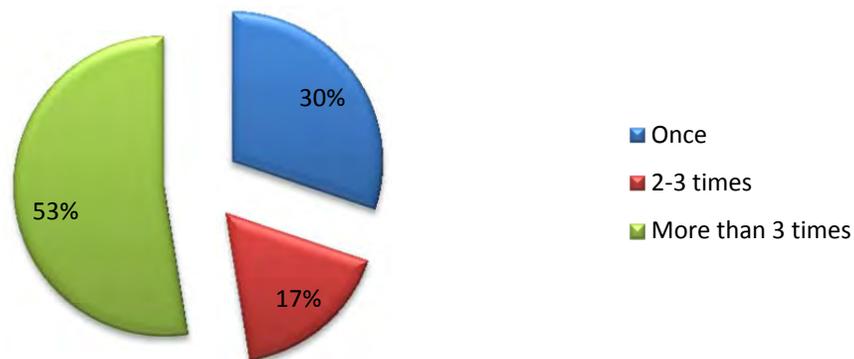


Section Three: Students experience with INJAZ programs in university

NUMBER OF TIMES UNIVERSITY STUDENTS ENROLLED IN INJAZ UNIVERSITY PROGRAMS

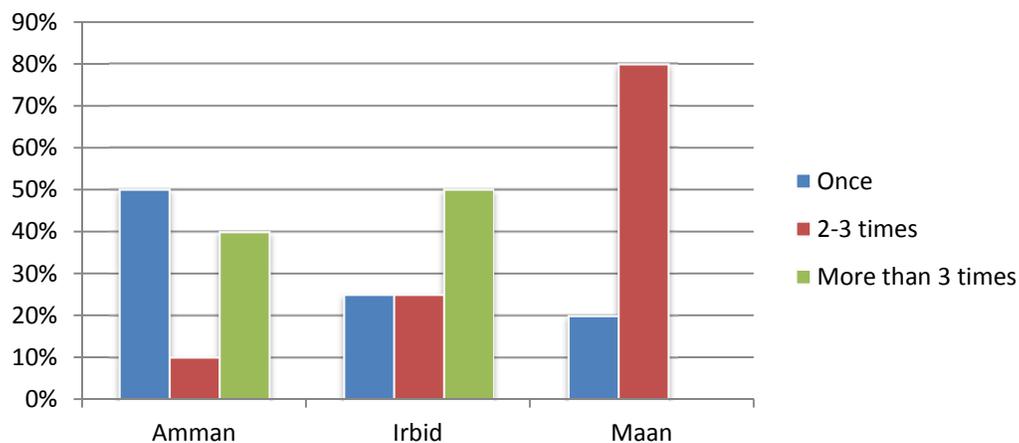
The average number of times university students attended INJAZ university programs is four (4). The majority of students have previously attended 'more than 3 times'. Thirty percent have participated 'Only once'. And, 17% have participated two-to-three times.

Figure 76: Number of times of participation



When we analyze the data by governorates, it is found that most of Amman surveyed students have attended only once; students in Irbid have attended more than 3 times; while most of Maan students have participated two-to-three times.

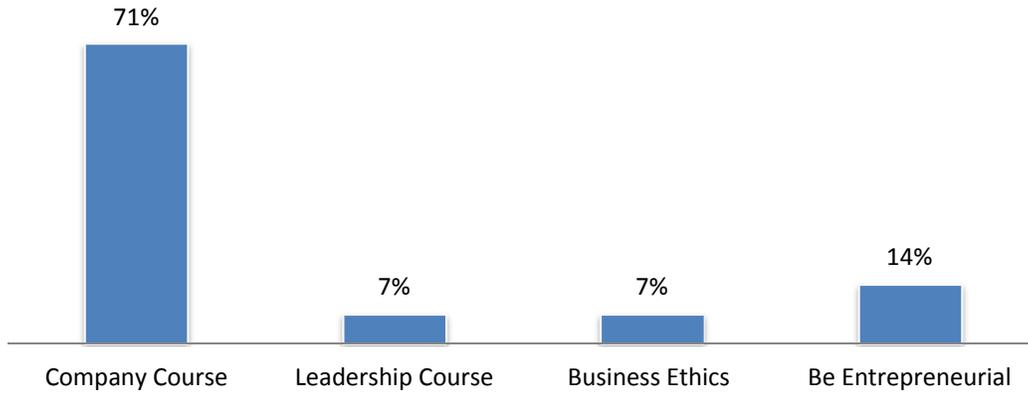
Figure 77: Number of participation by governorate



CURRENTLY ENROLLED IN PROGRAMS

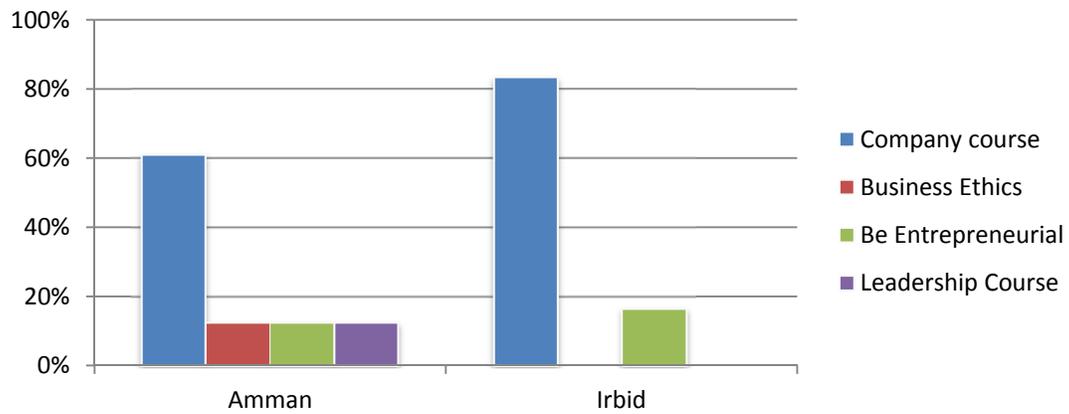
The most enrolled in program by university students is 'Company Course', followed by 'Be Entrepreneurial'.

Figure 78: Current programs



Most of Amman and Irbid university students are currently enrolled in the 'Company course'. The second most attended course for Irbid students is 'Be Entrepreneurial'. Three other courses are taken in equal fraction in Amman; 'Be Entrepreneurial', 'Business ethics' and 'Leadership course'.

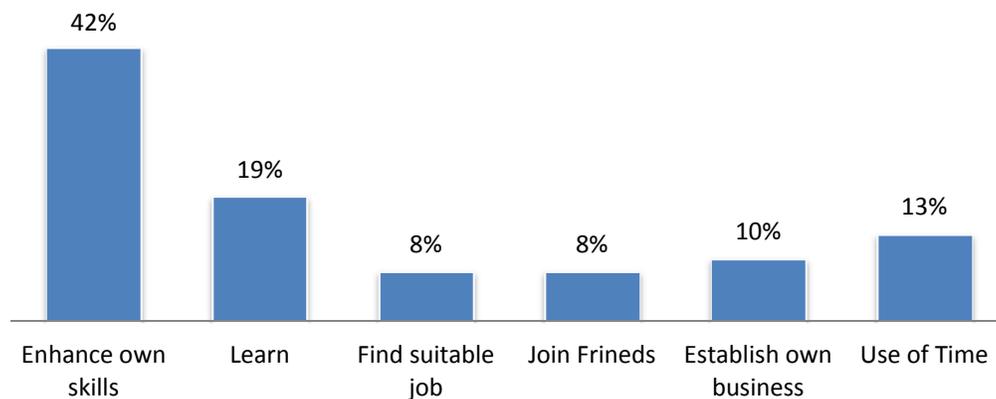
Figure 79: Current programs by governorate



REASON FOR ENROLLING IN INJAZ UNIVERSITY PROGRAMS

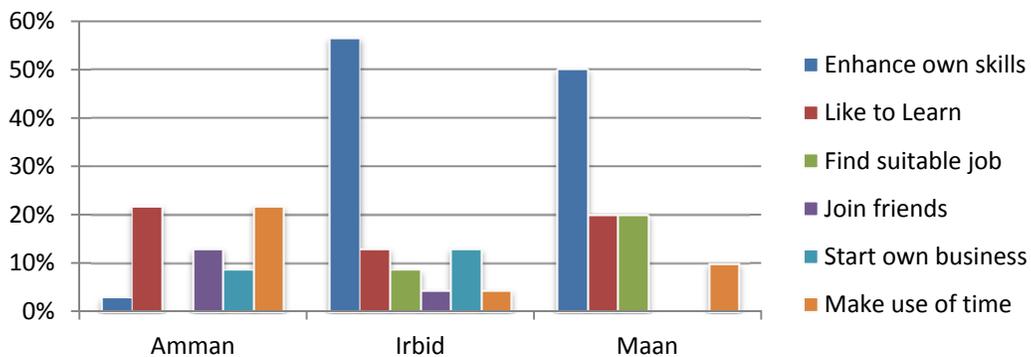
Most university students in this survey (42%) enroll in INJAZ programs in university to ‘improve certain skills’. INJAZ objectives of employability and entrepreneurship were not key objectives of attending the courses. The next major reasons for that are ‘like to learn’, and ‘make good use of time’. Some students attend the programs because they want to ‘establish their own businesses’, or ‘to find a suitable job’, or just to ‘join some attending friend’.

Figure 80: Reasons for participating



The most reasons mentioned by survey students in Irbid and Maan why they participate in INJAZ programs are ‘enhance own skills’ and ‘like to learn’. In Amman, some students share that reason with their colleagues in other governorates. And, they add ‘to make better use of time’.

Figure 81: Reasons for participating by governorate

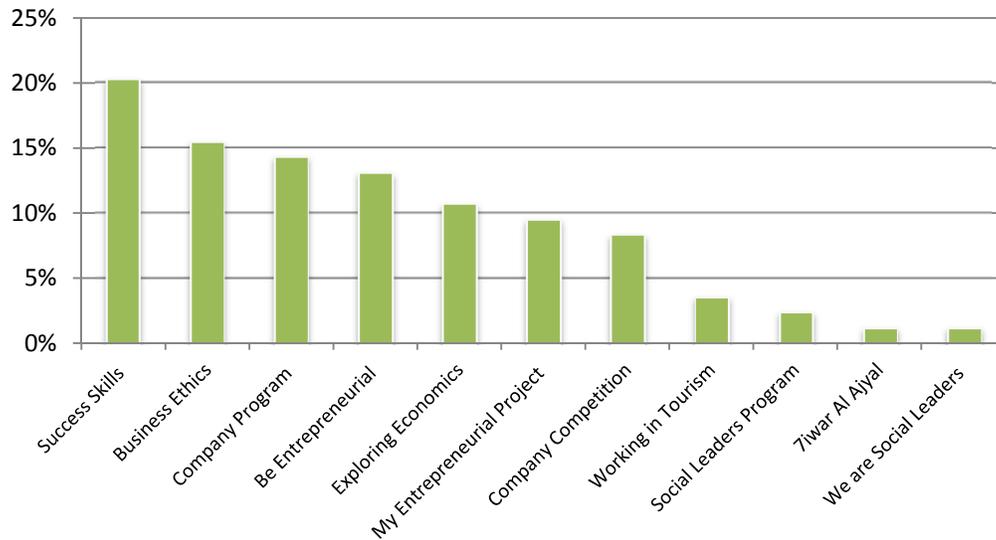


As seen above the percent of people joining to ‘finding suitable job’ and ‘start own business’ is very low taking into consideration that these are university students who will be hired very soon, and that INJAZ provides entrepreneurial and inspirational programs that encourages youth entrepreneurs to establish their own business.

EVER ENROLLED IN PROGRAMS

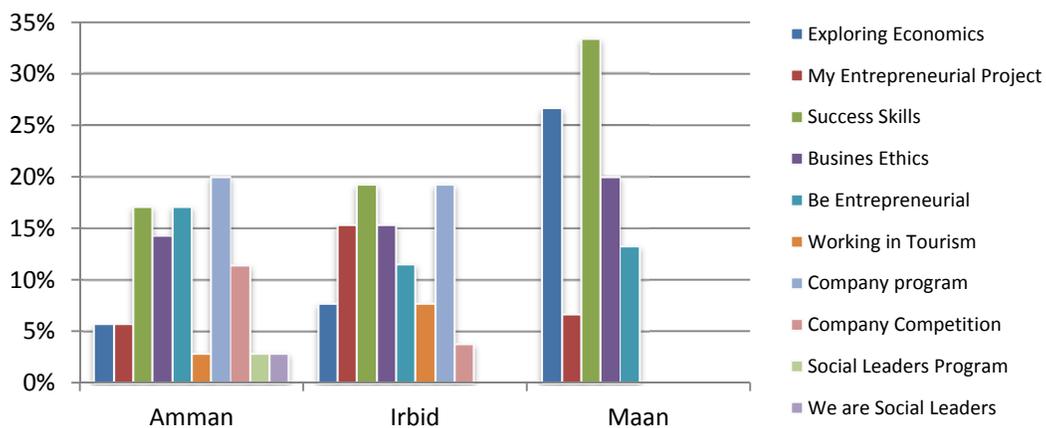
'Success Skills' is the highest attended INJAZ program by university students based on our survey. Next comes 'Business Ethics', 'Company Program', and 'Be Entrepreneurial'. Other courses were attended as well but with lesser frequency. Examples are: 'Social Leaders Program', '7iwar Al Ajyal', and 'We are social leaders'.

Figure 82: INJAZ university ever enrolled in programs



Based on our survey, 'Success Skills' and 'Business Ethics' are mostly attended in Maan compared to Amman and Irbid. 'Company program' is most attended in Amman then Irbid, but is not being held in Maan. For the program 'Be Entrepreneurial' it is mostly held in Amman, then Irbid and Maan.

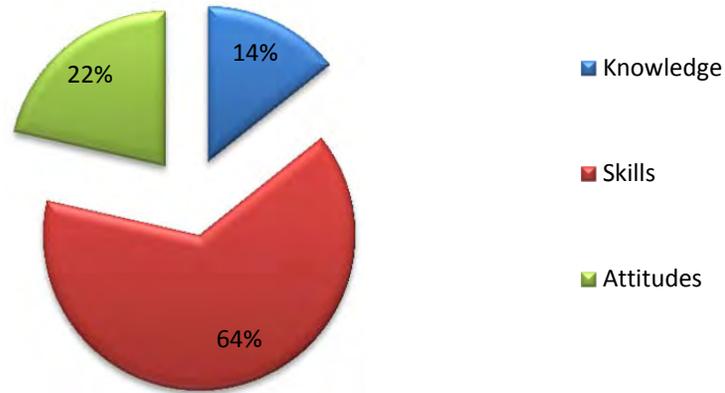
Figure 83: University students responses by govdenorate



FOCUS OF TRAINING MATERIAL

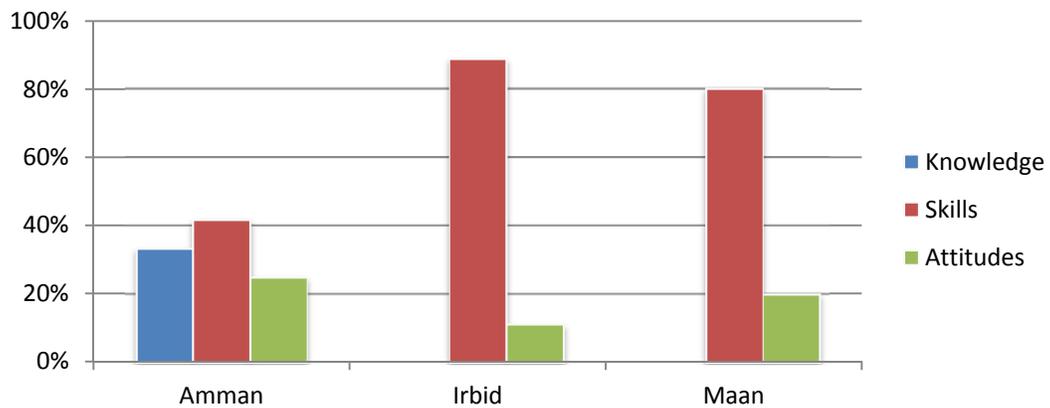
Volunteers try to focus on different competencies. University-students noted that ‘Skills’ (64%) is the most focused on competency, followed by ‘Attitudes or Behaviors’ (22%), and ‘Knowledge’ (14%).

Figure 86: Trainig Focus



‘Skills’ are the most competencies focused on during INJAZ university programs in Maan and Irbid. After that –as stated by survey students- are ‘Attitudes’. In Amman, INJAZ focuses on knowledge, skills and attitudes with slight differences.

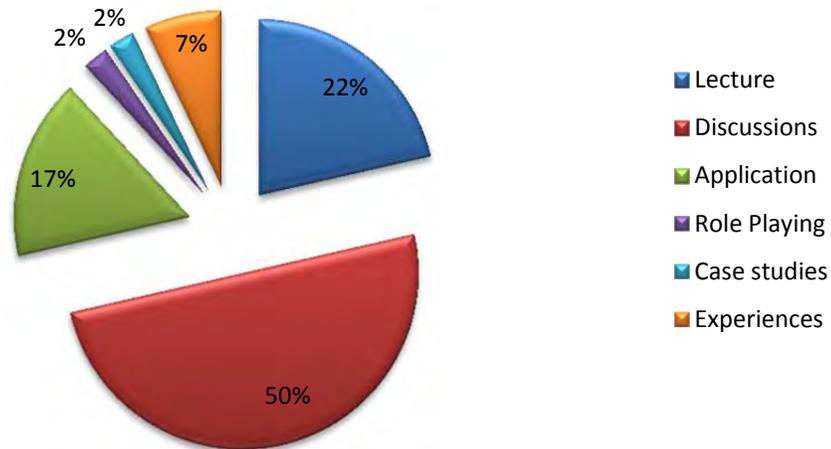
Figure 87: Training focus by governorate



TRAINING TECHNIQUES OR METHOD

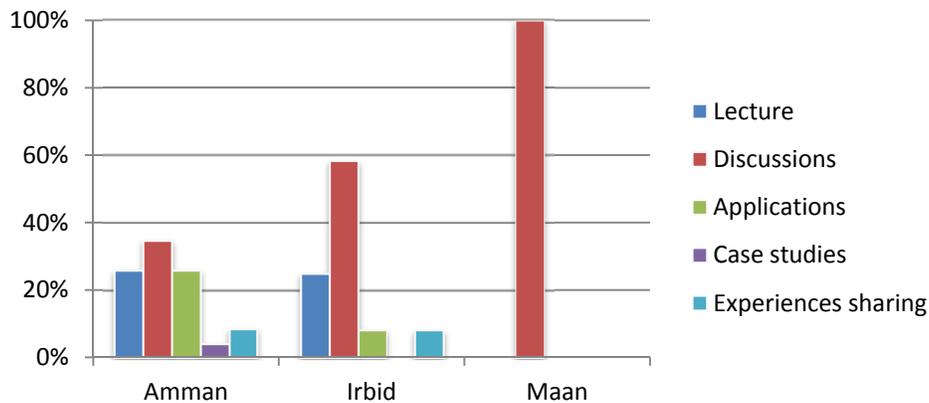
Volunteers employ several training methods when teaching INJAZ university programs. Most students (50%) say that ‘Dialogue or discussions’ method is used. The next major methods used are ‘Lecture’ and ‘Applying Knowledge by doing exercises or so.’

Figure 88: Type of training method used



Survey data by geography reveals that ‘Discussions’ as a method compared to other training methods is largely used in Maan, then Irbid and Amman. Students in Amman report that ‘Lectures’ are moderately used in training sessions. However, they somehow apply what they learn in theory by ‘working out exercises’ – as they state.

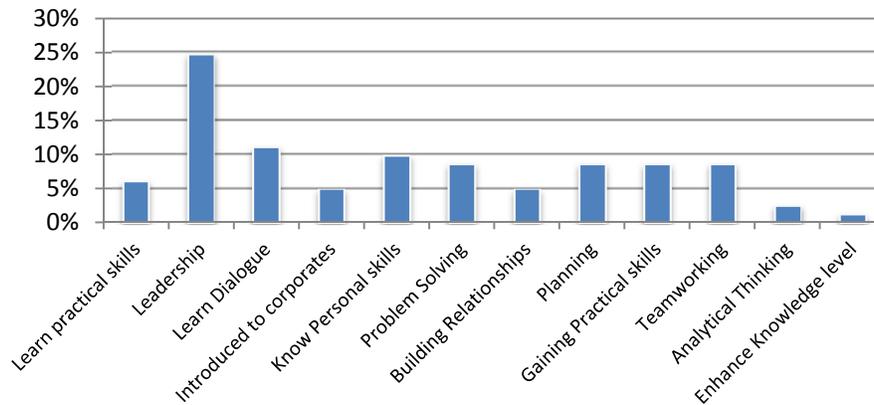
Figure 89: Type of training method used by governorate



PERSONAL QUALITIES IMPACTED

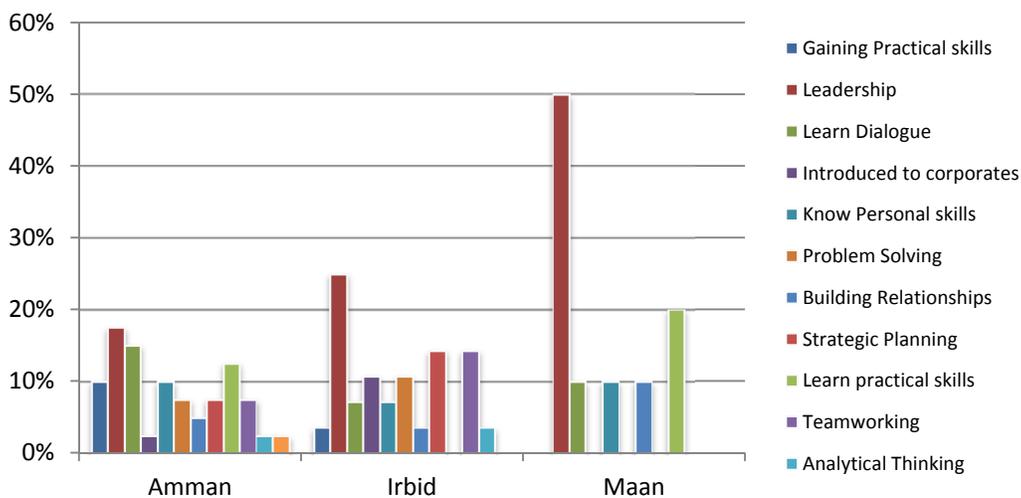
INJAZ university programs have impact on personal characteristics of students. The surveyed university students state that 'Leadership' is the highest impacted aspect, followed by 'Dialogue support', and 'Knowing personal skills and abilities'.

Figure 90: Student qualities impacted



When analyzing the data by governorate, we find that 'Leadership' and 'Learn Practical Skills' are the most affected personal characteristics as stated by Maan students. 'Learning to have dialogue and leadership are reported by Amman university students to be the most affected. Moreover, 'Realizing personal skills and abilities' is said to be affected by both Amman and Maan students.

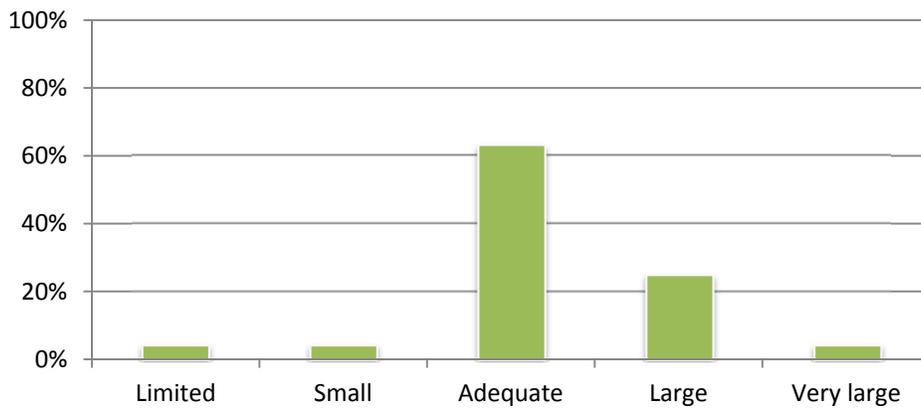
Figure 91: Personal qualities by governorate



NUMBER OF ATTENDING STUDENTS PER SESSION

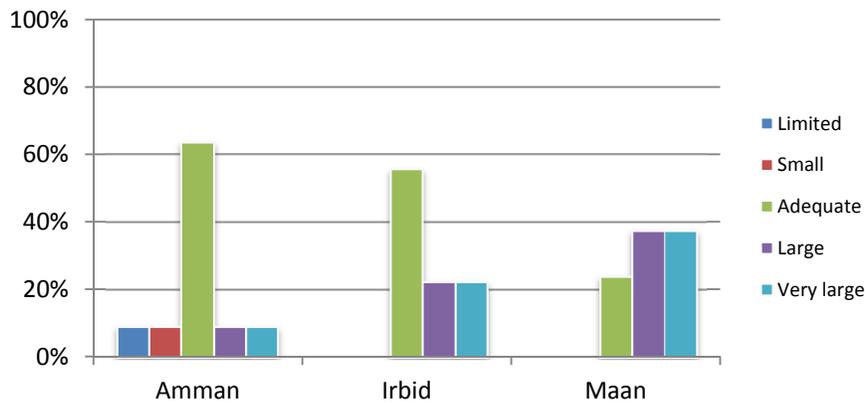
Sixty three percent (63%) of respondents say that the number of students per INJAZ class is adequate, while (25%) believe it is 'Large'. Four percent (4%) say that the number of students per session should be reconsidered and they feel sessions are crowded. This been said, 8% say class size is small or even limited.

Figure 92: Opinion on number of students per class



Based on the geographic distribution of university students, we find that students who find the size of class as 'adequate' most are in Amman. Maan students in the other hand, feel that the number of students per INJAZ session is mostly 'large' or even 'very large'. Most students in Irbid believe that the sessions' size is adequate.

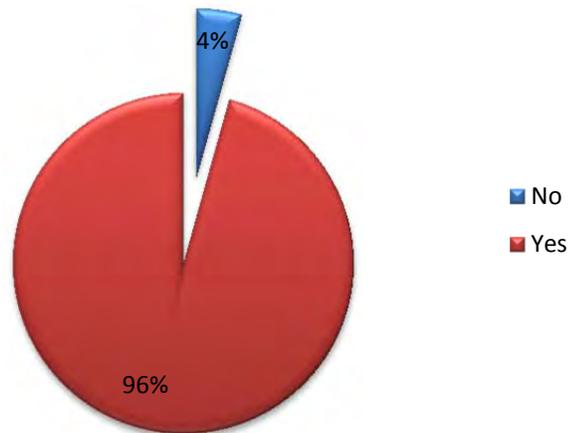
Figure 93: Opinion on number of students per class



PROGRAM OBJECTIVES CLARIFIED

Almost all university students (94%) agree that volunteers state program objectives at beginning of sessions. Only 4% don't seem to agree to this fact. This case is found in Amman governorate.

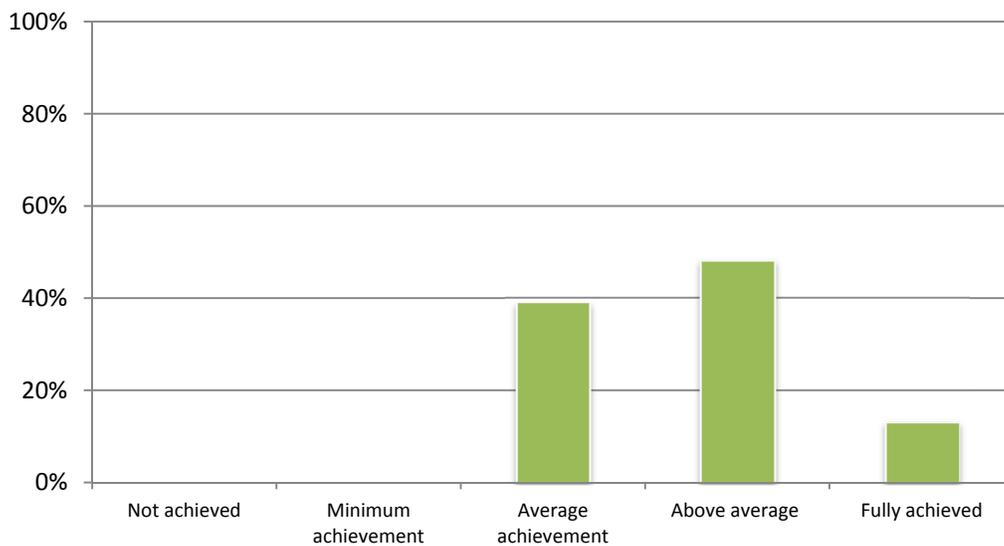
Figure 94: Program Objectives clarified by volunteers



ACHIEVEMENT OF INJAZ UNIVERSITY PROGRAM OBJECTIVES

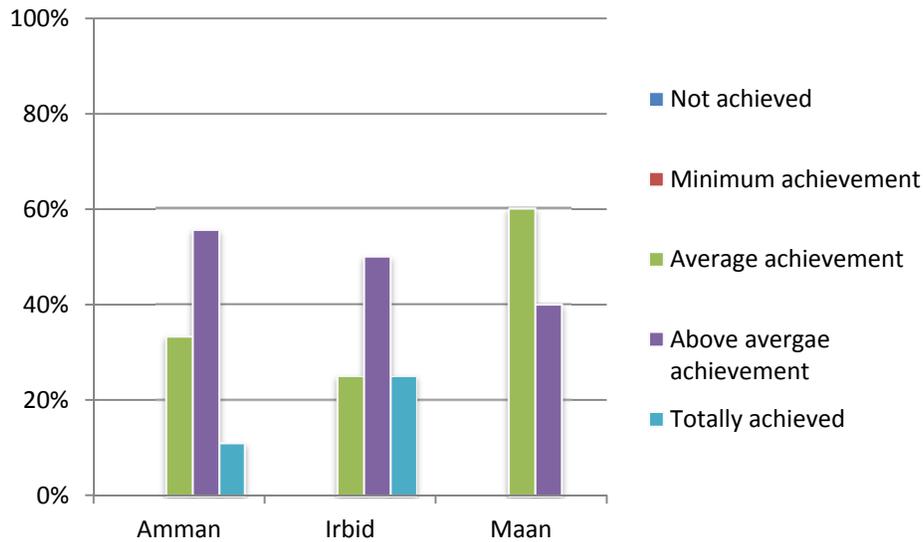
Eighty seven percent (87%) of university students surveyed feel that INJAZ program objectives are either achieved to an average or above average. Moreover, thirteen percent (13%) believe that those objectives are totally or fully achieved.

Figure 95: Objectives Achievement



When we analyze the above data by governorates, the results reveal that most of Maan university students believe that INJAZ programs objectives were achieved to an average level. Furthermore, students of Amman and Irbid believe that the objectives were achieved on above average levels.

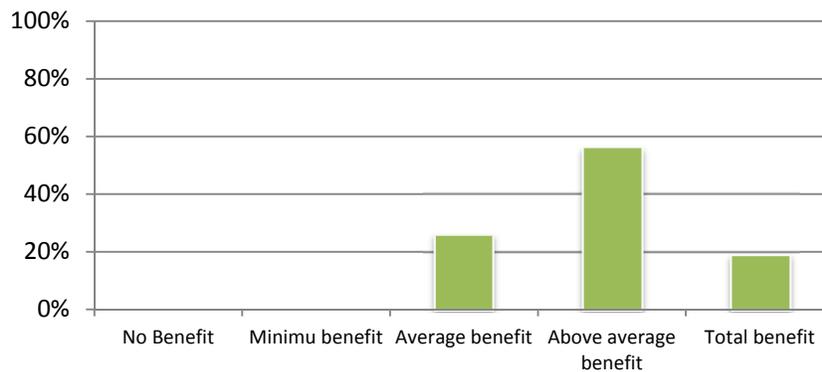
Figure 96: Objectives Achievement



EVALUATION THE DEGREE OF UNIVERSITY STUDENTS BENEFIT

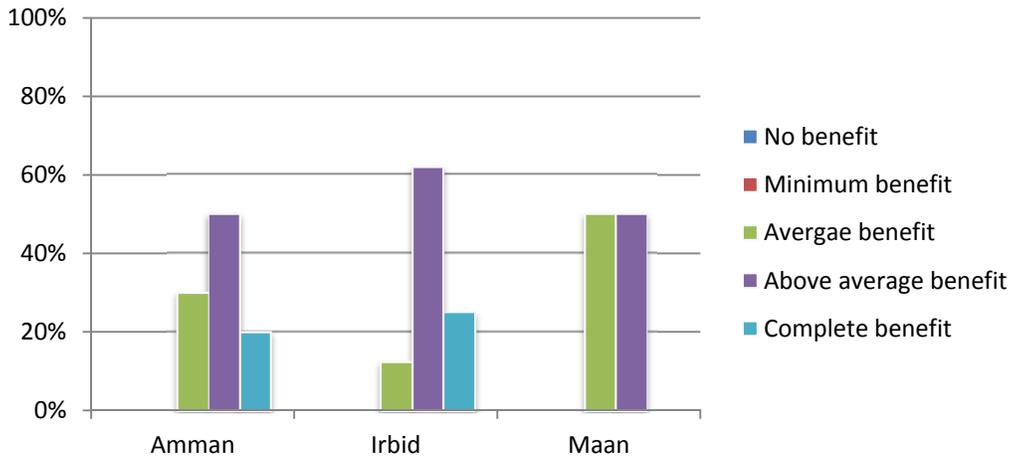
The majority of school students (82%) feel that they have benefitted largely from INJAZ programs. Another eleven (19%) believe the benefit was huge.

Figure 97: Degree of student benefit



Most of university students in the three governorates of Amman, Irbid and Maan say that INJAZ programs have average and above average benefits. Some proportion of these students (around 20%) in Amman and in Irbid state that they completely benefitted from the programs.

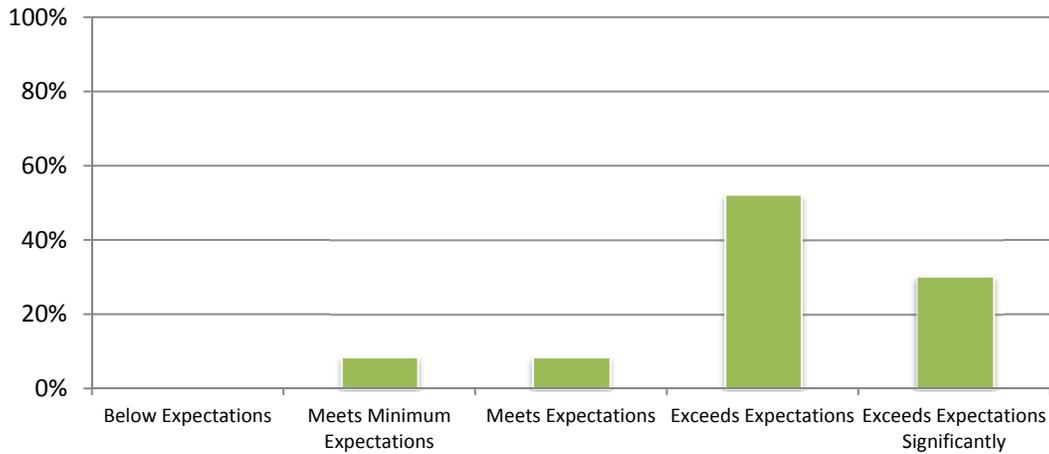
Figure 98: Degree of student benefit



EVALUATION OF VOLUNTEERS

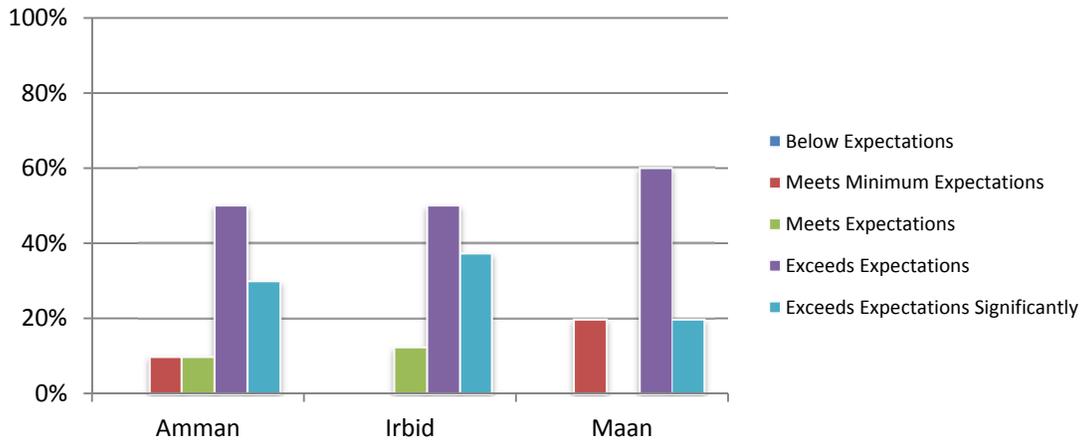
While 82% of surveyed university students believe that volunteers' performance in sessions exceeds or significantly exceeds expectations, 9% of them see that volunteers' performance 'meets minimum expectations'. The remaining 9% states that volunteers' performance 'meets their expectations'.

Figure 99: Evaluation of volunteers performance



By geography, students who most say that volunteer’s performances are above expectations are Maan students. Some fractions of university students in all three governorates say that volunteers performance are considered as ‘significantly exceed expectations’.

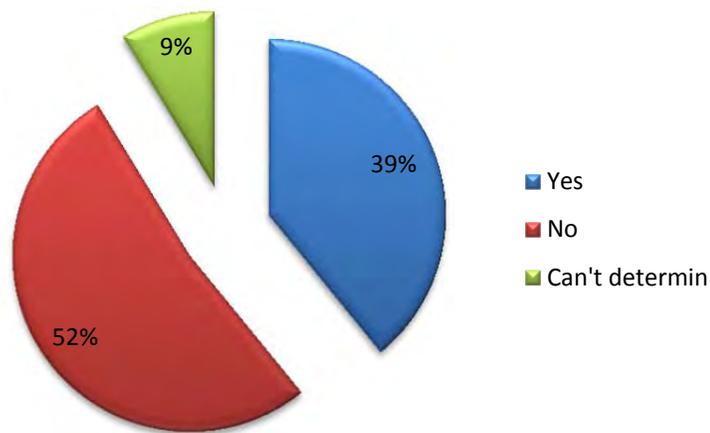
Figure 100: Evaluation of volunteer’s performance by governorate



PROGRAM DURATION SUFFICIENCY

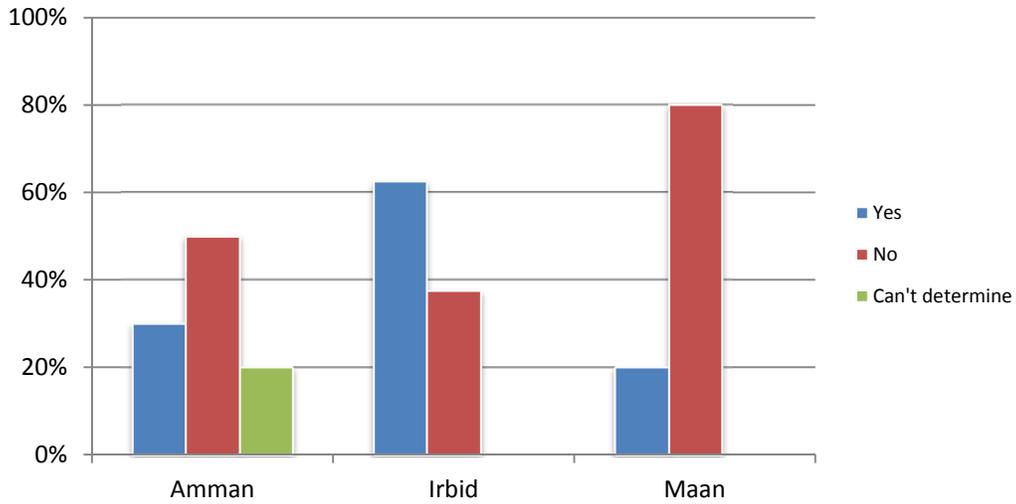
Thirty nine percent (39%) of surveyed students feel that program duration is adequate to learn the program subject, while fifty two percent (52%) don’t believe so. Nine percent (9%) of the survey students can’t determine that.

Figure 102: Program duration enough to acquire knowledge



By governorate, Maan students are the most to state that programs’ duration is not enough to learn the required skills. Of those who answered positively, Irbid students were the most to believe so.

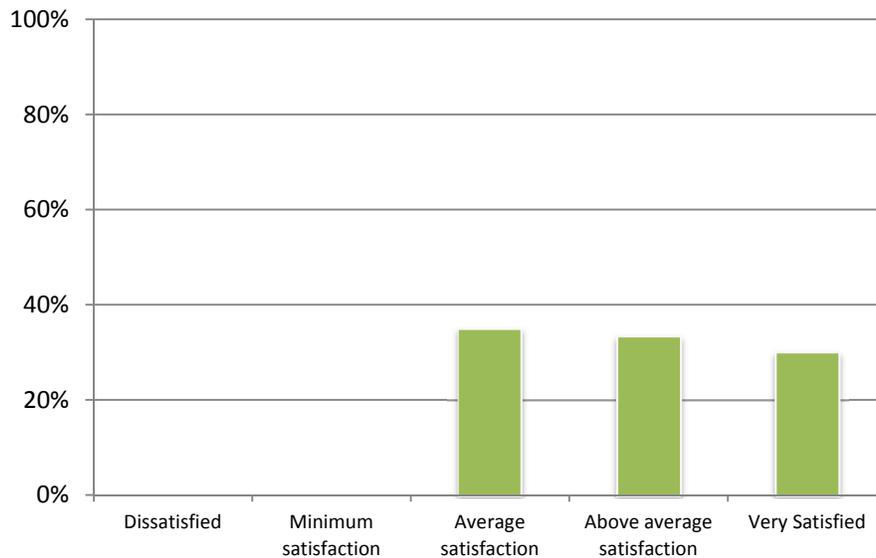
Figure 103: Program duration sufficiency by governorates



OVERALL SATISFACTION

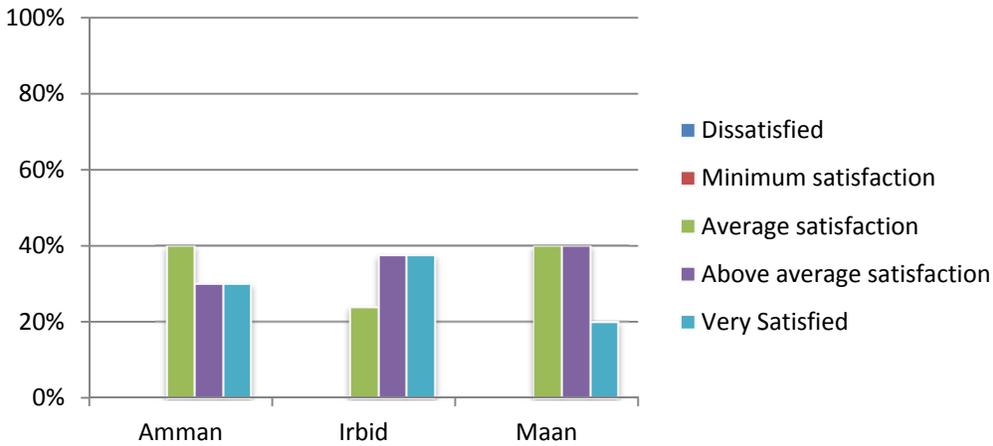
When evaluating the overall satisfaction of INJAZ university students, we found out that 35% believe that their satisfaction was average; 33% percent says it is of above average, and 30% of all students are very satisfied INJAZ programs at university.

Figure 104: Overall university students satisfaction



Governorate data reveals that Maan students and Amman students are most to state that the program is satisfying on average levels. A percentage of 38% of Irbid students expressed extreme satisfaction.

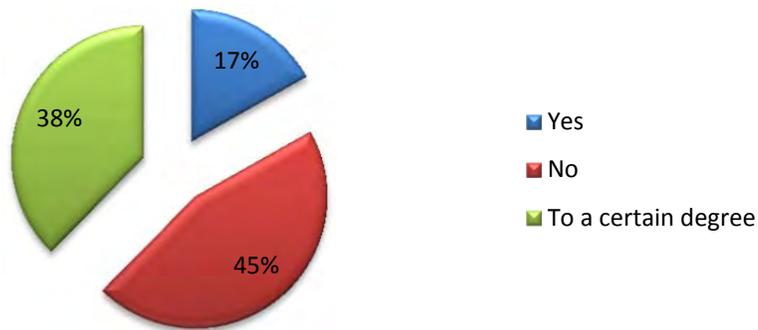
Figure 105: Overall university student’s satisfaction by governorate



DUPLICATION IN PROGRAM TOPICS

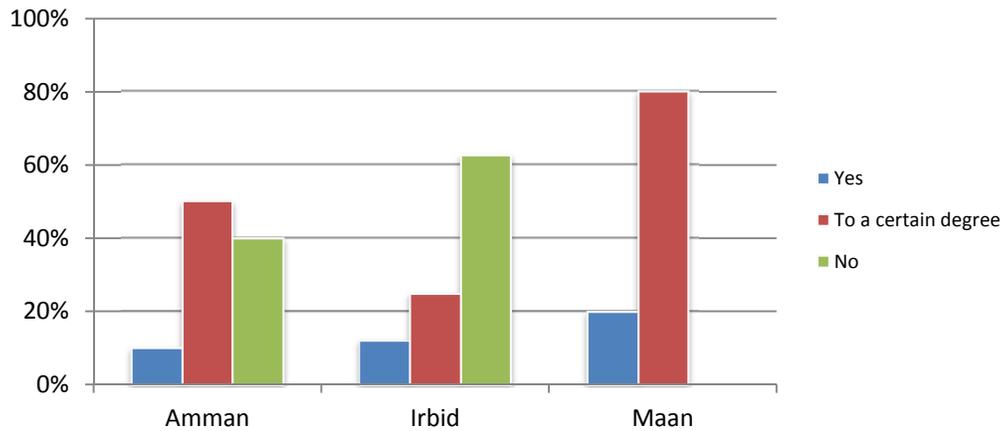
Forty five percent (45%) of surveyed university students don’t see there is duplication in INJAZ university program topics, seventeen percent (17%) do. Thirty eight percent (38%) of surveyed students can’t determine that.

Figure 106: Duplicated topics



Most of students who answered negatively to this question are found in Irbid, followed by Amman students. As for Maan students, they tend to largely believe that INJAZ topics are duplicated to a certain extent.

Figure 107: Duplicated topics answers by governorate



WILLINGNESS TO RE-PARTICIPATE

Almost 100% of respondents state that they are willing to re-participate in INJAZ university programs in the future.

RECOMMEND INJAZ UNIVERSITY PROGRAMS TO CLASSMATES

With more than 50% of responses who expressed overall satisfaction of INJAZ programs of high degrees, university student respondents state that they will recommend INJAZ university programs to classmates.

SUMMARY OF INJAZ PROGRAM STRENGTHS AND WEAKNESSES

Below is a summary of the programs strengths and weaknesses according to participating university students in the survey.

Table 5: Program Strengths and Weaknesses- university students

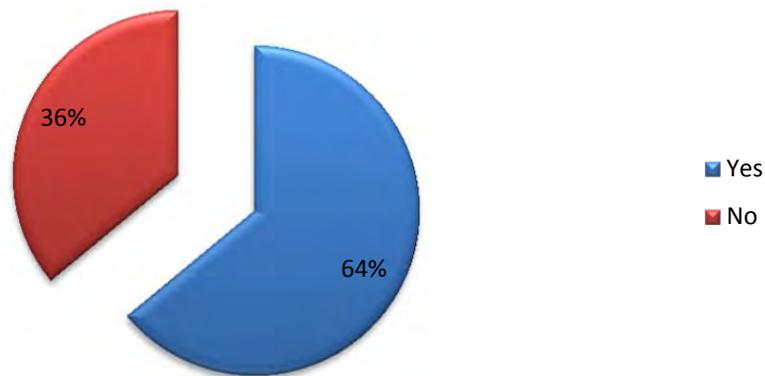
Strengths	Weaknesses
<p>1. Training Methods Used “We use discussions, and real life examples” “Volunteers engage us in discussions” “We learn to interact” “we learn teamworking”</p> <p>2. Volunteers “Volunteers share their experiences” “Information smoothly conveyed” “Capable & Knowledgable volunteers” “Volunteers assist in meeting prgram objectives”</p> <p>3. Topics content “We discover our potential” “We learn how to be creative” “Information that we need in our daily lives” “Practicle information”</p> <p>4. Target Students “Focused on Students and their abilities” “Good attention to the students” “Targets the Youth”</p>	<p>1. Program Duration: some students evaluate the program duration as not enough to acquire knowledge and see this as a weakness.</p> <p>2. More theory than application. University Students express their interest in applying what they learn in calss by attending coop programs- for example.</p> <p>3. Some Topics are repetitive. University students like to see New Subjects and Update of existing topics.</p>

Section Four: Students experience with INJAZ extra curricula programs in university

EVER PARTICIPATED IN INJAZ EXTRA CURRICULA PROGRAMS

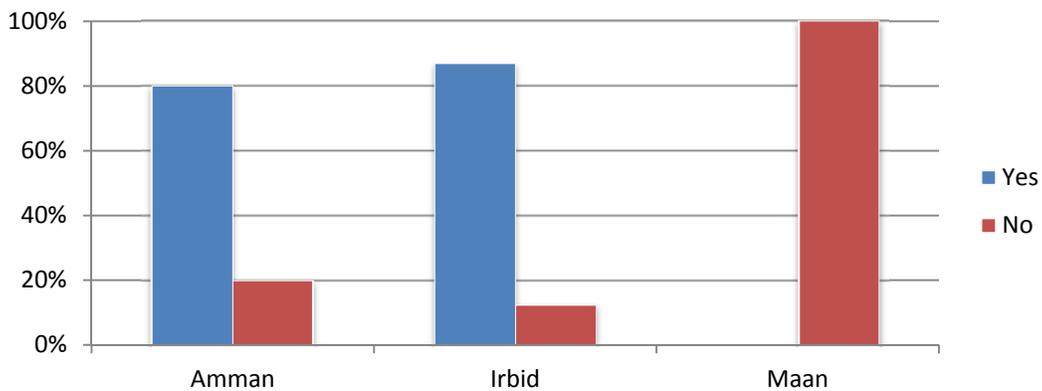
Sixty four percent (64%) only of surveyed university students have participated in extra curricula programs. The remaining thirty six percent (36%) are currently enrolled in these programs.

Figure 108: Ever participated in INJAZ extra curricula programs



As shown below, Maan students have not previously participated in INJAZ extra curricula programs. The most students who report they had are Irbid students followed by Amman students.

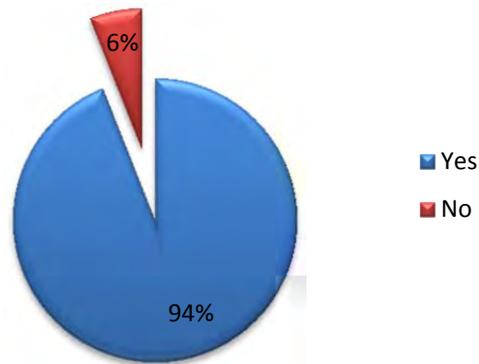
Figure 109: Ever participated student by governorate



EXTRA CURRICULA PROGRAM OBJECTIVES CLARIFIED- ANALYSIS BY SEGMENT AND GOVERNORATE

Ninety four percent (94%) of surveyed university students state that volunteers clarify program objectives at beginning of sessions. Six percent (6%) only have opposite opinion. One exceptional case is found in Amman governorate.

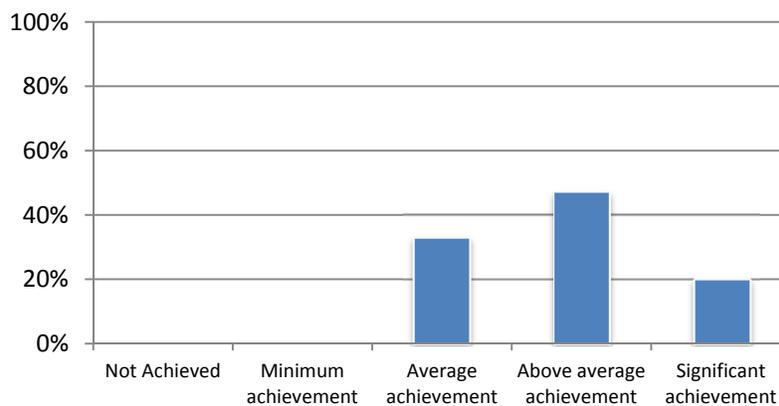
Figure 110: Objectives clarified



: ACHIEVEMENT OF INJAZ EXTRA CURRICULA PROGRAM OBJECTIVES

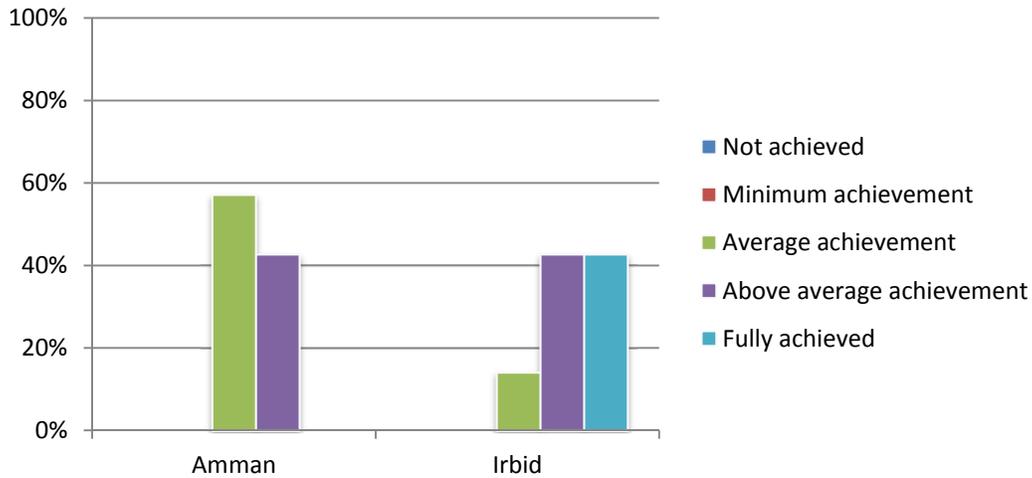
Sixty seven percent (67%) of university students surveyed feel that INJAZ extra curricula program objectives are either achieved to above average extent or significantly achieved. Thirty three percent only (33%) believe that those objectives are achieved.

Figure 111: Objectives achieved



Based on governorate data, Amman students mostly state that INJAZ extra curriculum program objectives are achieved on average level. However, (43%) of Irbid students tend to believe that those objectives are fully achieved.

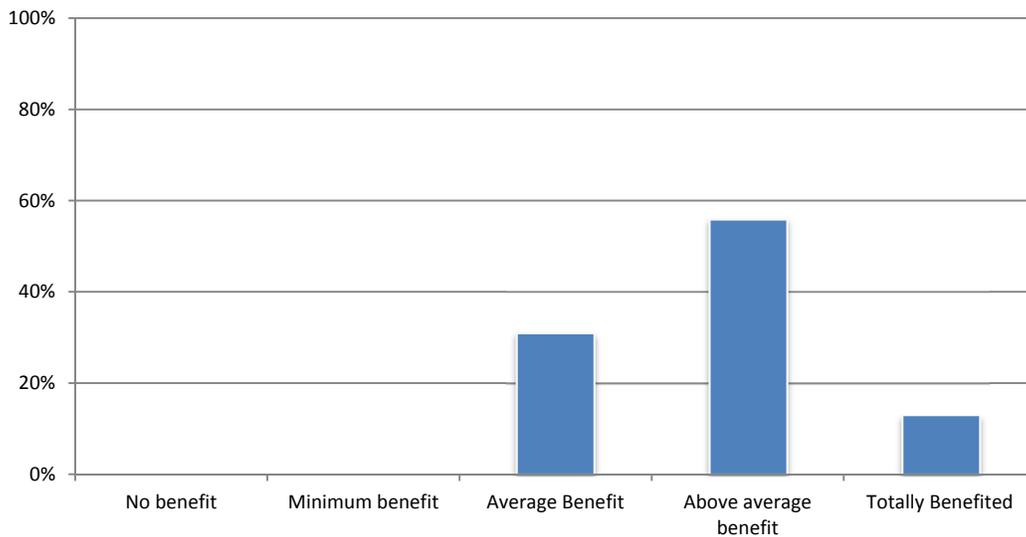
Figure 112: Objectives achievement by governorate



EVALUATION OF THE EXTENT OF UNIVERSITY STUDENT'S BENEFIT

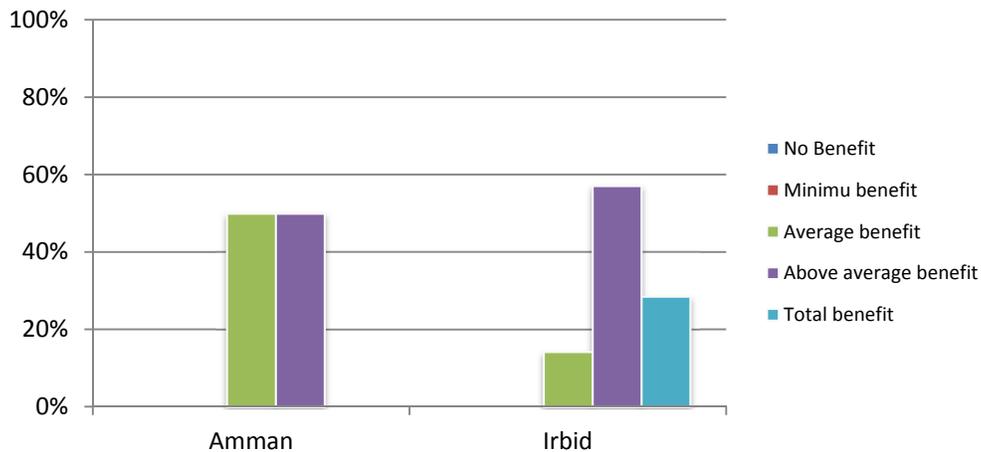
The majority of surveyed students (87%) feel that they have benefited largely from INJAZ programs. Another thirteen (13%) believe the benefit was huge.

Figure 113: Student degree of benefit of extra curricula programs



While Amman students stated that INJAZ extra curricula programs have average or above average benefits, most of Irbid students in this survey report that their benefit of INJAZ extra curricula programs is on above average level.

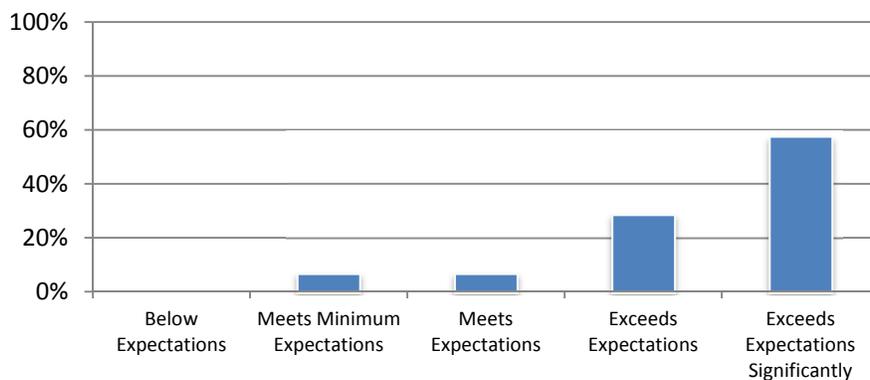
Figure 114: Degree of benefit by governorate



EVALUATION OF VOLUNTEER'S ABILITIES

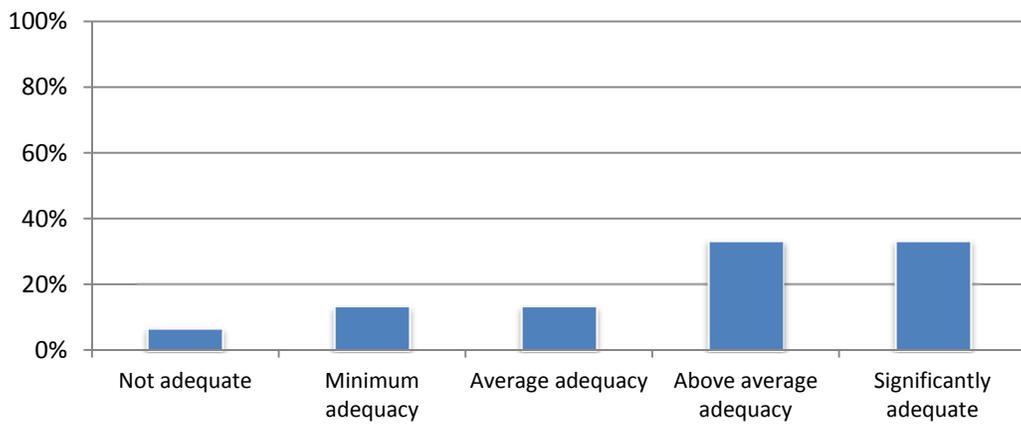
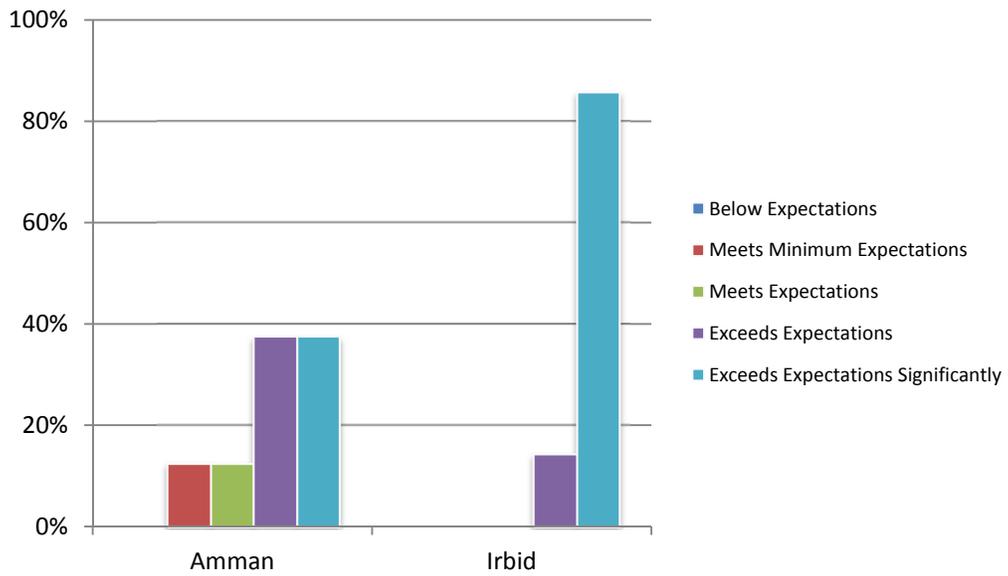
University-students surveyed stated that they are impressed with INJAZ volunteer's abilities. By looking at the graph below, it is evident that around eighty six percent (86%) of respondents believe that volunteer's abilities have exceeded their expectations. The remaining fourteen percent (14%) state that volunteers either meet expectations or meet only minimum expectations.

Figure 115: Volunteers abilities



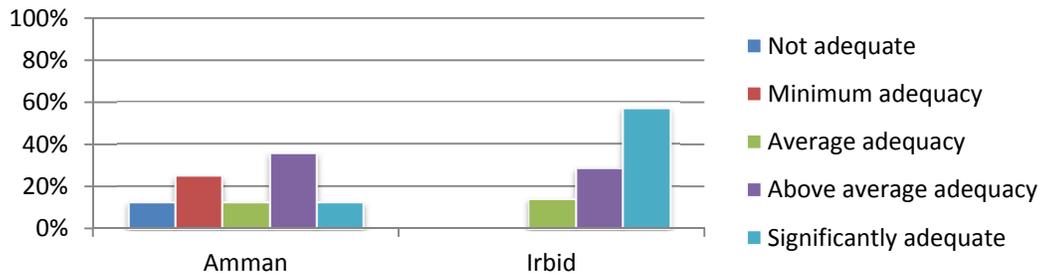
Student responses within Amman governorate varied for this question; their answers range from 'meet minimum expectations' to 'exceed expectations significantly'. However, most of Irbid students state that volunteers' performance 'exceeds expectations significantly'.

Figure 116: Volunteers abilities responses by governorate



The governorate analysis for extra curricula programs reveals that university students of Amman have various opinions regarding the adequacy of session's facilities. Nevertheless, they tend to believe that they are adequate on above average levels. Further, some of Amman university-students feel that the facilities are not adequate. On the other hand, the majority of Irbid students find the facilities significantly adequate.

Figure 118: Facilities evaluation by governorate



EXTRA CURRICULA PROGRAM DURATION

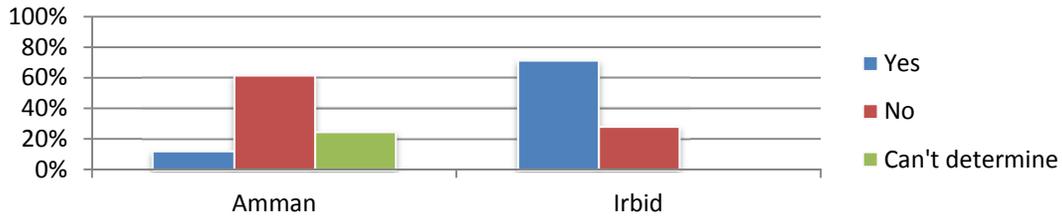
Forty percent (40%) of surveyed university students find INJAZ extra curricula program's duration enough to learn the required skills, while forty seven percent of them have opposite opinion. Thirteen percent (13%) of the students can't determine if program's duration is sufficient or not.

Figure 119: Sufficiency of program duration



Compared to Amman university students, the majority of Irbid university students think that extra curricula program duration is sufficient to learn the required skills. Moreover, a good percentage of Amman students couldn't determine the sufficiency of time.

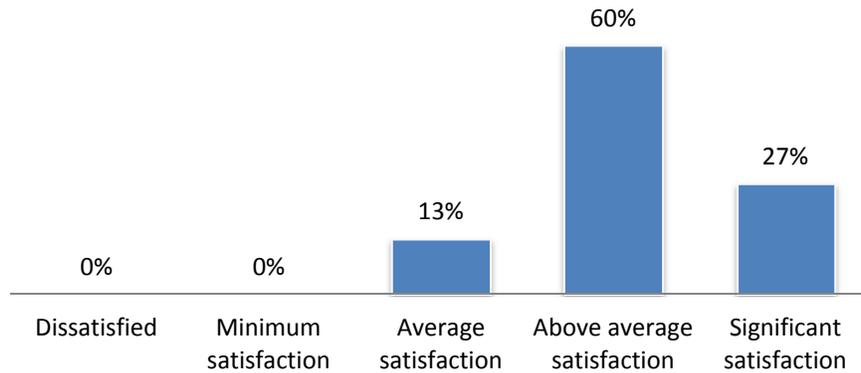
Figure 120: Sufficiency of program duration by governorate



OVERALL SATISFACTION OF EXTRA CURRICULA PROGRAMS

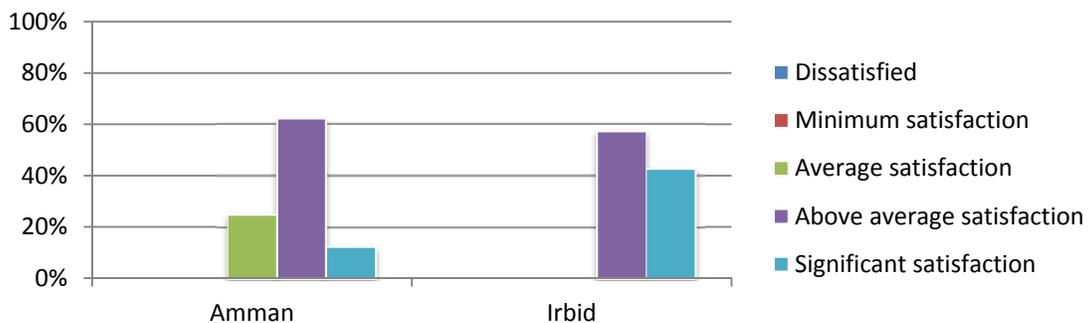
While most university-students surveyed (96%) state and express overall satisfaction of INJAZ University programs as being average, above average or even significantly satisfying, four percent (4%) only feel that these programs give them minimum satisfaction.

Figure 121: Overall university students' satisfaction



Students who evaluate the overall satisfaction of extra curricula programs as ‘satisfying on above average level’ are slightly more in Amman than in Irbid. There is an additional category of Amman students who evaluate their satisfaction level as ‘average’. Students with ‘significant level of overall satisfaction’ are mostly in Irbid.

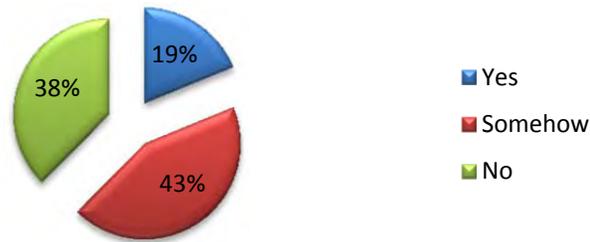
Figure 122: Overall university students' satisfaction by governorate



DUPLICATION OF PROGRAM TOPICS

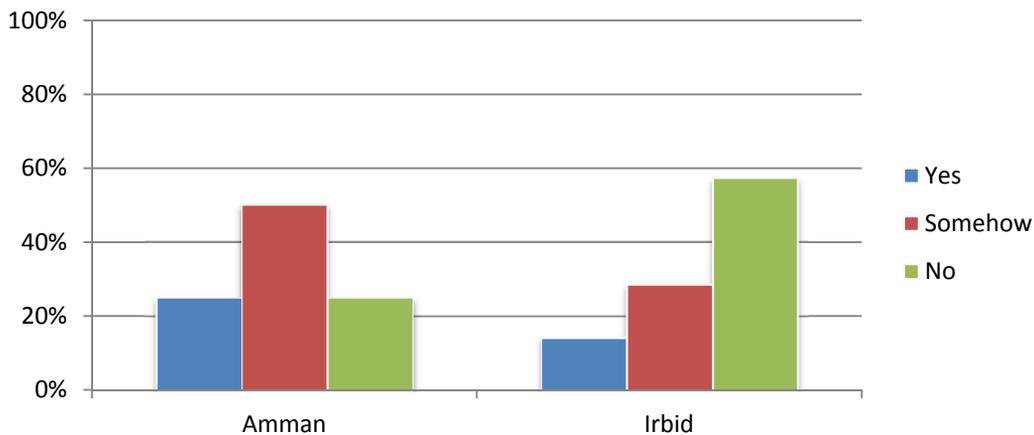
To assess whether INJAZ extra curricula programs have duplication in topics covered, we asked the university students to determine their beliefs in this regards. The results were as follows: 38% of students say 'No': there are not any duplicated topics. Forty three percent (43%) believes some topics are repeated to a certain degree. The remaining 19% believes INJAZ extra curricula topics are indeed repetitive.

Figure 123: Duplications in INJAZ extra curricula program topics



Twenty five percent of Amman university students think that topics and programs are repetitive; while 14% of Irbid students believe the same. Students who believe there is some duplication were 50% of Amman students versus 29% of Irbid students.

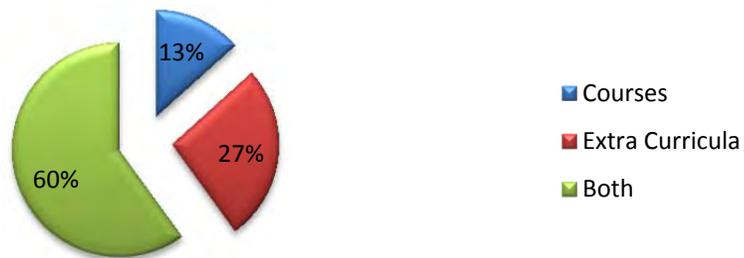
Figure 124: Duplications in INJAZ extra curricula program topics



COURSES V.S. EXTRA CURRICULA PROGRAMS- ANALYSIS BY SEGMENT AND GOVERNORATE

The survey asks university students to determine their preference between INJAZ courses and extra curricula programs. Sixty percent (60%) responds that they prefer both types (courses and programs). Twenty seven percent (27%) prefer extra curricula programs, while thirteen percent (13%) prefer courses.

Figure 125: Duplications in INJAZ extra curricula program topics



The percentages of responses are identical in the governorates of Amman and Irbid.

2) Public Sector

Summary of Public Sector survey data findings:

We have designed a customized questionnaire for the public sector institutions. Our researchers visited the following public sector entities for data collection purposes:

- **Ministry of Education**
- **King Abdullah II Fund for Development**
- **Ministry of Labor**

These public sector enterprises are considered partners to INJAZ Program in Jordan. They support the work of INJAZ programs in many ways. Sometimes they facilitate fund to the program through international relations.

Through our discussion with these entities the following was learnt:

1. INJAZ program objectives are mapped to National Education Plan objectives and assist in achieving national goals and objectives to above average degree.
2. When asked about the extent to which INJAZ program responds to public sector needs, respondents state the extent is of high degree.
3. INJAZ programs bridge the labor market skills needs.
4. The number of beneficiaries according to respondents is above expectations.
5. When asked to evaluate INJAZ Graduates (school and university students) readiness to enter the labor market, public sector respondents see that INJAZ graduates are ready to a great extent.
6. All public sector respondents support the idea of INJAZ programs become part of the national school and university curriculum.
7. When asked about their opinion on whether INJAZ graduates have different qualities or skills than Non-INJAZ graduates, all respondents answered positively. They agree that this is true. Below is a list of INJAZ graduate characteristics –from their point of view:
 - 7.1 Personal Qualities: confidence, self-relying, knowledgeable, good time management, understands team working, good communicators.
 - 7.2 Aware of labor market and labor market needs, and understands field work.
8. Extra training and competencies the respondents like to be added to INJAZ programs:
 - 8.1 More computerized learning.
 - 8.2 More ‘English Language’ programs, specifically ‘Conversational’.
 - 8.3 Programs in Local & Community Development.

8.4 More Vocational programs (example: Tourism and Hospitality, Goldsmith)

9. Representatives of the public sector (survey participants) are aware of Youth training and employment programs in Jordan. We asked them to list down INJAZ Program special characteristics. The results are as follows:
 - 9.1 INJAZ program target is not specific like other traditional training programs.
 - 9.2 Contrary to other training programs, INJAZ programs learning objectives aim at developing several competencies, and not limited ones.
 - 9.3 INJAZ program is Non-profit and National in nature.
 - 9.4 INJAZ programs equip students to be ready to labor market.
10. Respondents don't see that INJAZ programs and topics are duplicated. Also, they don't see there is any contradiction between INJAZ programs and Ministries of Education and Higher Education programs.
11. Summary of INJAZ Program strengths and weaknesses according to public sector survey respondents:

Table 6: Program Strengths and Weaknesses- Public sector

Strengths	Weaknesses
<ol style="list-style-type: none"> 1. INJAZ program ability to foster 'change' within certain restrictions 2. INJAZ ability to attract students to attend the programs. 3. Highly capable volunteers 4. Comprehensive content 5. The Competencies that INJAZ program aim at enhancing 6. INJAZ being non traditional program for students 7. INJAZ program management and coordination 	<ol style="list-style-type: none"> 1. Some programs and course are not updated in regular basis, and someomtes they do not suite Jordan Labor Market. 2. Sometimes the prgrams are more theoretical than applied. No practical training to apply what is learnt in class is considered a weakness. 3. Non commitment of some shortlisted volunteers.

12. We ask the respondents to describe the optimal approach to implement INJAZ Program. The respondents replies were as follows:
 - 12.1 Conduct Labor Market Learning Needs Assessment studies and create training programs based on the study results,

- 12.2 Involve the students in coop training and field work,
- 12.3 Create incentives to students and volunteers
- 12.4 More use of technology in the learning process

3) Private Sector enterprises

Summary of Private Sector survey data findings:

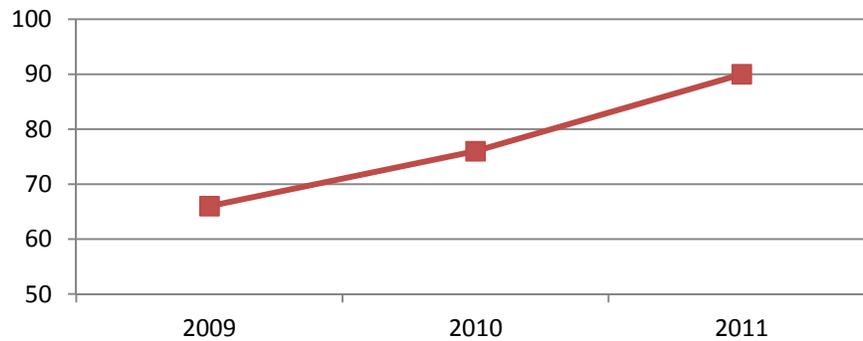
A special data collection tool was designed and used in the research phase of this study. Below is a descriptive analysis of the private sector survey data.

1. The survey targeted eighteen (18) private sector companies; Public shareholding (8), Private shareholding (5), Limited Liability (5).
2. Based on industry, five (5) companies are commercial, eleven (11) are services, and two are manufacturing.
3. All the survey companies have volunteers to support INJAZ program. Average number of volunteers from the surveyed companies is thirty four (34).
4. The oldest experience for the responding companies was in 2001 and the recent one is in 2011.
5. Examples of INJAZ programs that these companies participated in can be found in the below table:

Table 7: Private sector programs participation

▪ Personal Life Planning	▪ Company Program
▪ Job Shadow	▪ Success Skills
▪ Economics for Success	▪ Leadership Course
▪ Young Volunteers Day	

6. According to the surveyed companies, the number of employees who volunteer with INJAZ program has increased in the last three years. The number was 66, 76, and 90 in 2009, 2010 and 2011 respectively. Figure 126: No. of employee volunteers: 2009-2011



7. Private sector companies interact with INJAZ Program through ‘Meetings’, ‘Attending INJAZ Programs’, and through ‘Information and data exchange’.
8. When we asked these companies how they participate in INJAZ programs, responses were as follows:

Table 8: Private sector programs participation

Service	Percentage of Responses
Adopt a school	17%
Employ INJAZ graduates	7%
Host field visits	17%
Offer training services	50%
Job Shadowing	10%

- These companies are engaged in INJAZ program in different ways. Interestingly, fifty percent (50%) of the survey responding companies state that they ‘train INJAZ students’. on the other hand, as seen above ‘students’ Surveys’ revealed the need for more practical and coop training.

Seventeen percent of the responding companies ‘Adopt schools’, seventeen percent of these private companies ‘Host INJAZ-students field visits’. Seven percent of the

responding companies state that they have employed INJAZ Program graduates. The remaining ten percent state that they offer 'Job Shadowing' services.

- The reasons for supporting and participating in INJAZ programs are as follows:

Table 9: Private sector programs participation

Reason	Percentage of Responses
Corporate Social Responsibility	60%
Invest in Human Capital	11%
Research and Development	11%
Marketing Channel	18%

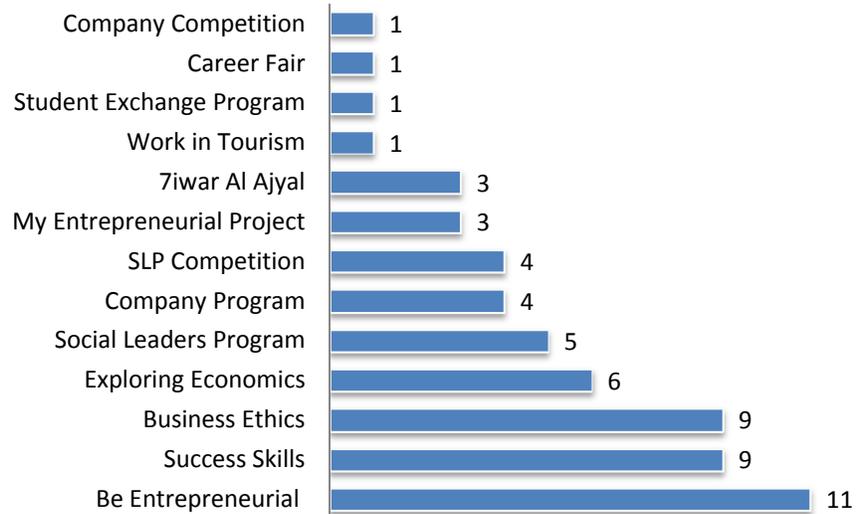
- Training that is supported by the surveyed private sector companies:

Table 10: Private sector programs participation

Stage	Percentage of Responses
School	53%
College	17%
University	30%

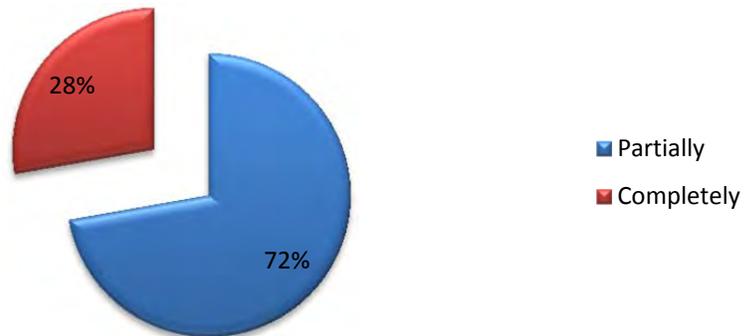
- The survey asks companies respondents to identify INJAZ programs and courses they wish their employees have attended during high school and/or university. We summaries their answers in the following graph. 'Be Entrepreneurial' was respondent's first choice, followed by 'Success Skills' and 'Business Ethics'. Programs like 'Exploring Economics', 'Social Leaders', 'Company Program', and 'SLP Competition' rank second. Many other programs were also picked but with less percentages.

Figure 127: INJAZ programs you wish your employees have attended



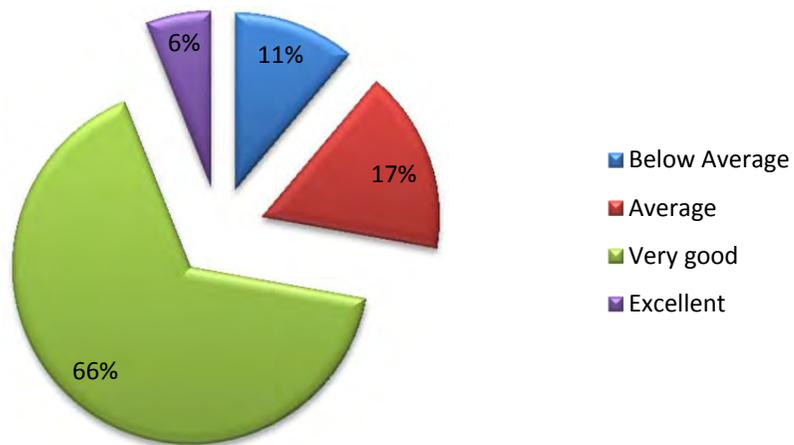
When we ask private sector companies about their opinion on how INJAZ programs suite their skills-needs, a percentage of seventy two (72%) of responses say ‘INJAZ programs **partially** suit our knowledge and skills needs’. The remaining twenty eight percent (28%) say that these programs ‘**completely** suite our needs’.

Figure 128: Suitability of INJAZ programs in private sector



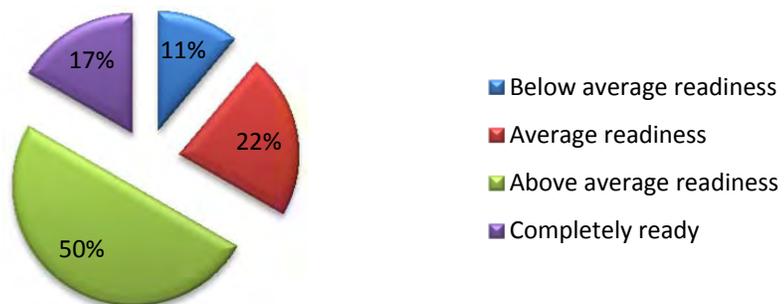
12. Six percent (6%) of respondents evaluate INJAZ graduates overall level as 'Excellent', 67% as 'Very Good', 17% say it is 'Average', and 11% state it is 'Below Average'.

Figure 129: Evaluation of graduates overall levels



On the readiness of INJAZ graduates to labor market, 17% of private companies respondents state that graduates are 'completely ready', 50% state they are 'ready', 22% say the level of readiness is 'Average'; while 11% say it is below average.

Figure 130: Evaluation of graduates overall levels



13. Respondents significantly see that INJAZ graduates have different qualities than their colleagues at work. Below we list these qualities based on respondents' opinion.

Table 11: Qualities of INJAZ graduates in Private sector companies

QUALITIES OF INJAZ GRADUATES COMPARED TO OTHER EMPLOYEES IN PRIVATE SECTOR COMPANIES	
Labor Market Awareness	<ul style="list-style-type: none"> - ready to enter the labor market - aware of labor market needs - equipped with required skills - have previously taken on-the-job training
Competencies	<ul style="list-style-type: none"> - committed and serious about work - knowledgeable - have benefited from volunteers experiences - have management skills
Personal Qualities	<ul style="list-style-type: none"> - have vision - are organized - Ambitious and Aspired

14. Private sector representatives generally suggested the following skills/programs they like to see added to INJAZ program:

- 14.1 Emotional Intelligence
- 14.2 Meeting Management
- 14.3 Functional Competencies (Accounting, Finance, Human Resources...etc.)
- 14.4 Time Management
- 14.5 Enhance and pay more attention to 'Success Skills' program.

15. Private sector representatives sate that their companies:

- Will continue to support INJAZ program;
- Will advise other private sector companies participate in the program
- Will advise other private sector companies employ INJAZ graduates.

16. Around 60% of representatives of private sector companies sate that they are aware of other similar National programs and projects (like: Jordan Now, Maharat, and other) to INJAZ program.
17. We ask respondents to list the different features of INJAZ program than other training programs in Jordan. Their replies were as follows:
- 17.1 INJAZ program is comprehensive: Diverse subjects and topics
 - 17.2 INJAZ Volunteers (trainers) abilities and experiences
 - 17.3 INJAZ targets young students at early stages of their lives
 - 17.4 INJAZ training programs are Labor Market tailored
 - 17.5 Continuous communication with companies
 - 17.6 The professional relation INJAZ program has with the Ministry of Education, and the schools in Jordan.
18. Summary of INJAZ program strengths and weaknesses according to private sector survey respondents:

Table 12: Private sector programs participation

Strengths	Weaknesses
<ul style="list-style-type: none"> 1. Program Objectives 2. The target group (students) 3. Geographic spread 4. Personnel: volunteers and coordinators 5. It engages many stakeholders 	<ul style="list-style-type: none"> 1. Program timing 2. Doesnot reach un-prevedged areas 3. Sometimes volunteers are not well selected 4. Sessions facilties in universities sometimes do not meet the needs

19. Finally, they survey ask private sector representatives say their opinion on how to best implement INJAZ program. Their opinions were as follows:
- 19.1 More programs' awareness sessions to companies.
 - 19.2 Selection of volunteers to be based on a clear set of standards.
 - 19.3 More application than theory and lectures.
 - 19.4 Increase the number of participating companies.
 - 19.5 Include Private-Schools in the target group.
 - 19.6 Accredit INJAZ courses by local universities.
 - 19.7 Offer trainees certificates to motivate them.
 - 19.8 Regularly update INJAZ programs and courses.

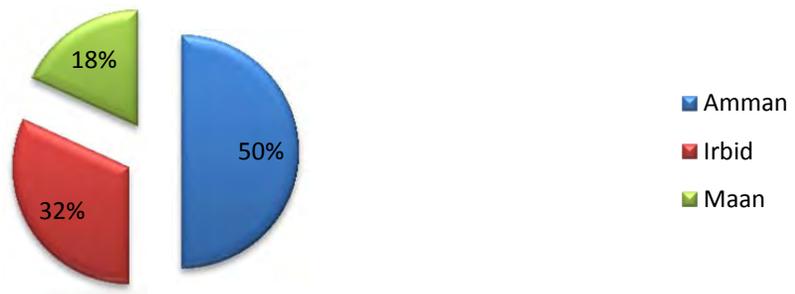
4) Parents

Section One: General information

PARENTS GEOGRAPHIC LOCATION

The researchers interviewed and collected data on 22 Parent. Their geographic location is illustrated in the figure below.

Figure 131: Parent's location



Section Two: Parents evaluation of INJAZ program

EVER HEARD ABOUT INJAZ?

All responding parents replied positively. They know about INJAZ program.

MEANS OF HEARING ABOUT THE PROGRAM

Parents of INJAZ students hear about the program through different means. Eighty two percent of responding parents in our survey state that that they heard about INJAZ from their participating sons and daughters (82%). Others state that they heard about it through traditional media (9%), or friends (4%). Others mentioned that they heard about it from 'Internet' or 'School'.

Figure 133: Parent level of education



All surveyed parents in Maan and Irbid heard about the program from their participating sons and daughters, Amman parents share that fact. Moreover, friends and traditional media are also effective means of communication in Amman governorate.

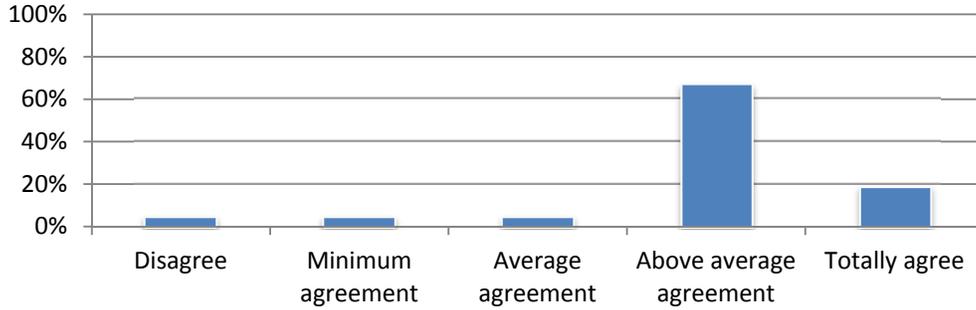
HAVE YOUR CHILDREN PARTICIPATED IN ANY OF INJAZ PROGRAMS?

All surveyed parents answered positively. At least one of their children has participated in INJAZ programs and activities.

INJAZ PROGRAM IMPACT YOUR CHILDREN

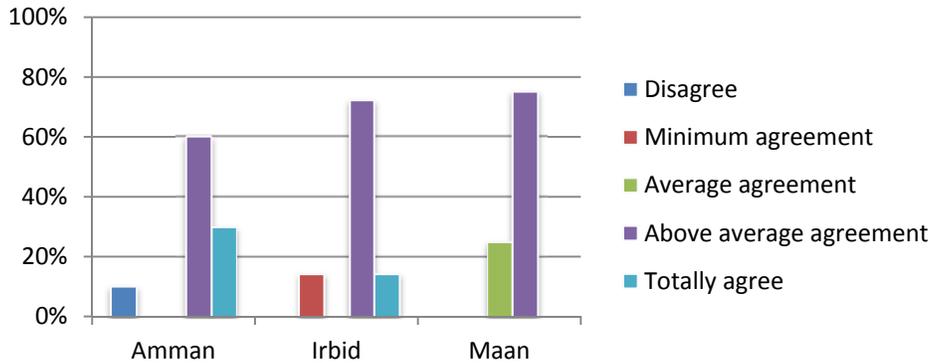
Sixty seven percent of parents (67%) agree that INJAZ had a great impact on their children, while nineteen percent (19%) totally agree. Ten percent (10%) were between agreeing on average or slightly agree. Five percent (5%) only disagree with other parents.

Figure 134: INJAZ program has impacted your sons and daughters



Thirty percent (30%) of Amman parents and 14% of Irbid parents in this survey totally agree that INJAZ programs impact their children. Parents who agree on above average level are more in Maan (75%), followed by Irbid and Amman. Small percentages in Amman (10%) and Irbid (14%) minimally agree or disagree with other parents.

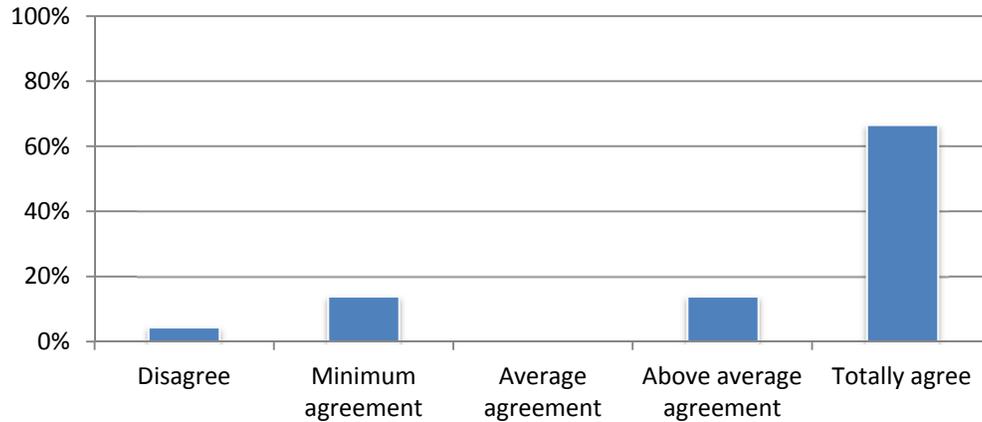
Figure 135: Parents opinion by geography



EXTENT OF IMPACT ON YOUR CHILDREN'S PERSONALITY

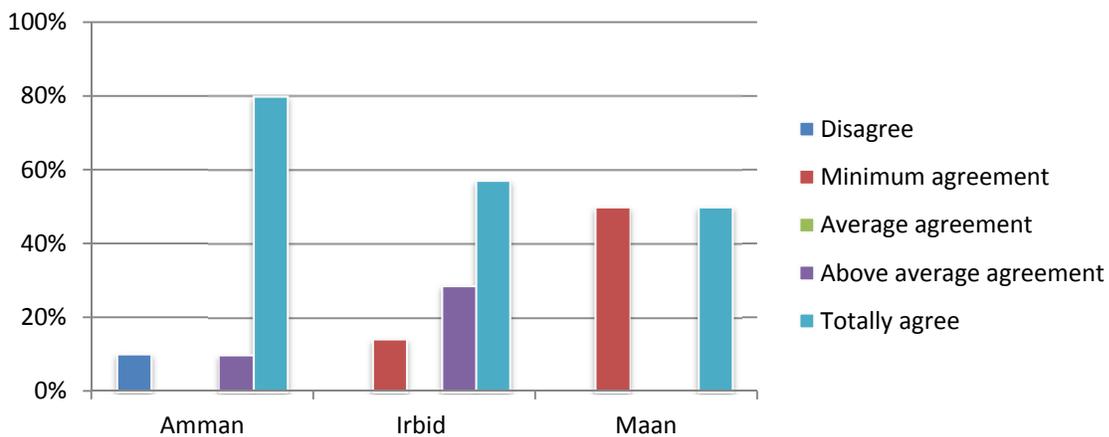
Eighty one percent (81%) of responding parents stated that they highly agree that INJAZ program had an impact on their children's personalities. Fourteen percent somehow disagree to this fact, and 5% totally disagree.

Figure 136: INJAZ program has impacted your sons and daughters personality



The governorates analysis shows that 80% of Amman parents totally agree that INJAZ had an impact on their children's personalities; while in Irbid they were 57% and 50% in Maan. Half of Maan parents agree to minimum degree that there is impact. Ten percent of Amman parents disagree that any impact exists.

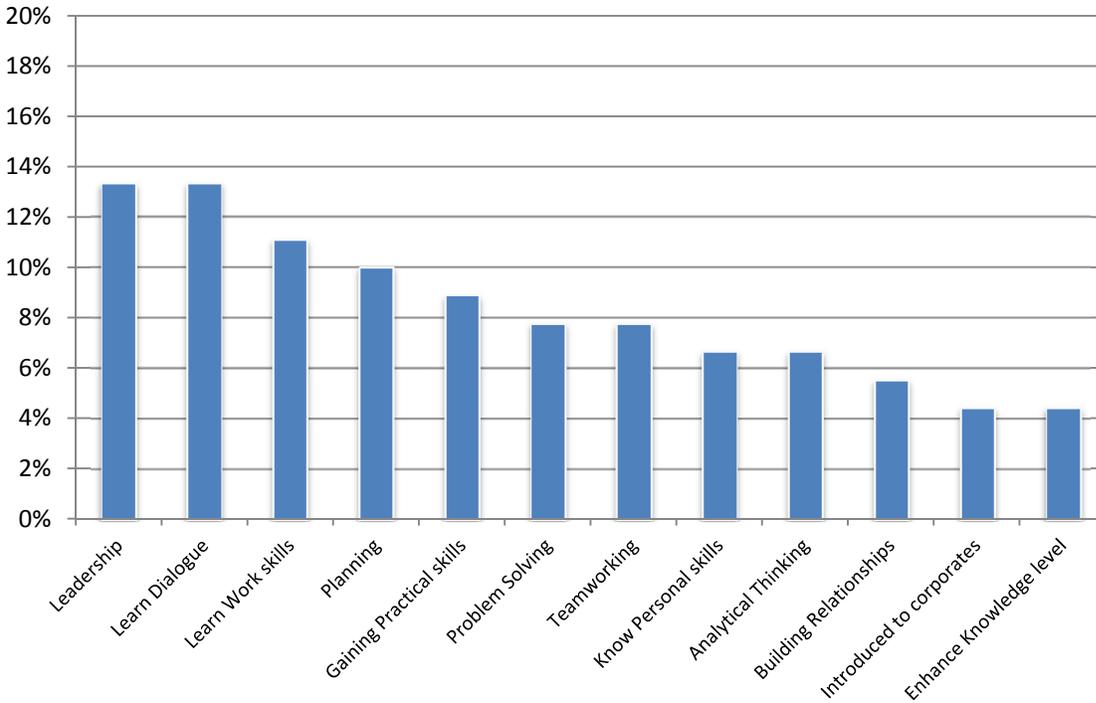
Figure 137: Parents opinions by governorate



CHILDREN'S PERSONAL ASPECTS IMPACTED

Parents state that the program has affected several characteristics of their attending children mainly: 'Their Leadership skills', 'Ability to have discussions', and 'Learning work skills'. Other characteristics can be shown in the figure below.

Figure 138: Personal Aspects that INJAZ program impacts



The table below illustrates the analysis of parent’s opinions around their participating children’s personal attributes that has been affected the most by INJAZ programs.

Table 13: Children’s aspects impacted

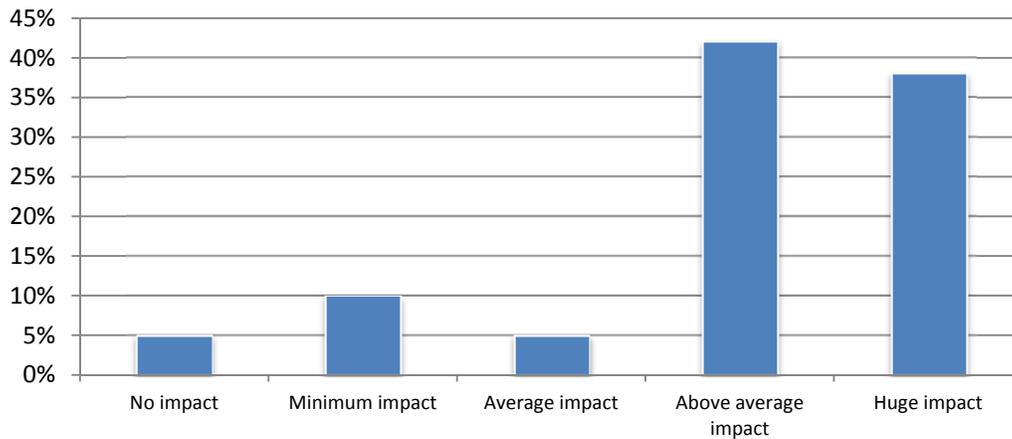
(%)			
Governorate			
Personal Quality	Amman	Irbid	Maan
Learn Work skills	10%	5%	15%
Leadership	14%	16%	10%
Learn Dialogue	16%	16%	5%
Planning	4%	5%	5%
Gaining Practical skills	8%	5%	5%
Problem Solving	8%	5%	10%
Teamworking	6%	5%	5%
Know Personal skills	6%	21%	10%
Analytical Thinking	10%	0	15%
Building Relationships	6%	11%	10%
Introduced to corporates	8%	5%	5%
Enhance Knowledge level	4%	5%	5%

- ‘Learn work environment skills and requirements’ is reported as the most impacted personal aspect of children of Maan parents, followed by Amman then Irbid parents.
- ‘Ability to lead’ ranked highest by Irbid parents.
- ‘Learn to have discussions and dialogue skills’ is the third reported most personal quality impacted by Amman and Irbid parents.

INJAZ PROGRAM INFLUENCE YOUR CHILDREN'S ACADEMIC PERFORMANCE

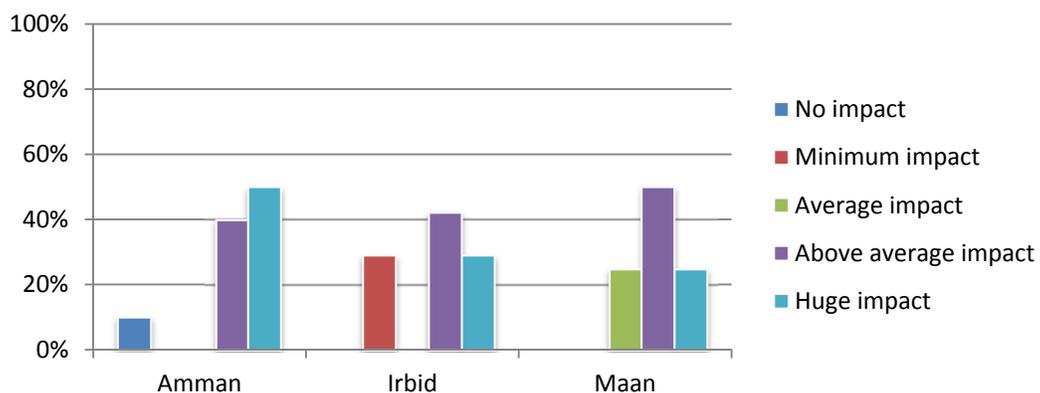
In their opinion of whether INJAZ program had influenced student's academic performance, 80% of the responding parents seem to agree to a big extent; 5% agree on average level; and the remaining 15% was divided between no impact at all (5%) and some impact (10%).

Figure 139: Impact on participating children academic performance



Parents who believe that INJAZ had huge impact on their children academic performance were 50% in Amman; 29% in Irbid and 25% in Maan. Fifty percent (50%) of Maan parents and 42% of Irbid parents believe that there was above average impact. Respondents who believe that INJAZ had no impact were 10% of Amman parents.

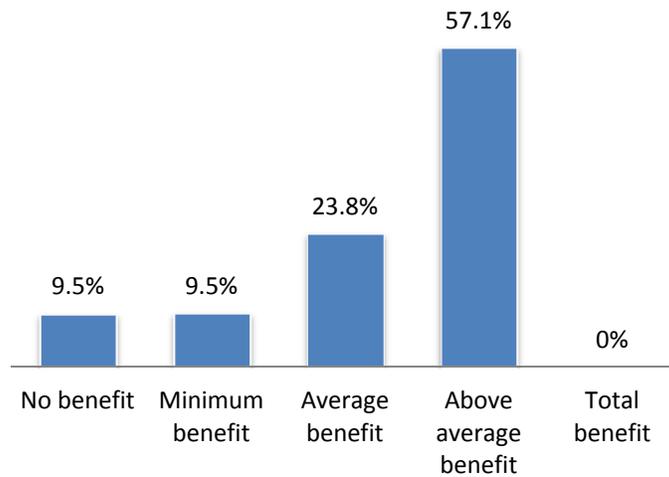
Figure 140: Parents opinions by governorate



INJAZ PROGRAM BENEFIT ON CHILDREN- ANALYSIS BY SEGMENT AND GOVERNORATE

Eighty percent (80%) of parents in this survey believe that there is average and above average benefit to the program. Another 10% believe that the benefit is minimal. And, the remaining 10% believe that the program brings no benefit. Parents who see minimum benefit or no benefit are mainly Maan parents.

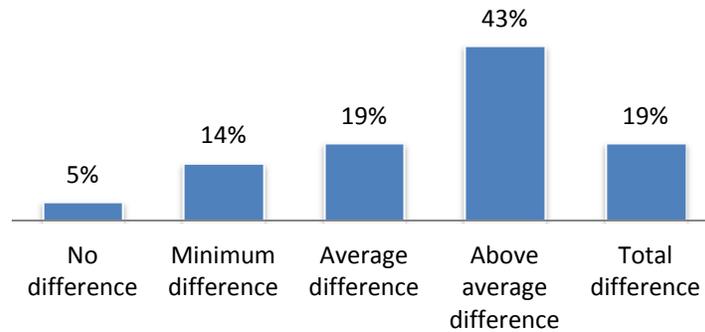
Figure 141: INJAZ program benefits children



BEHAVIORAL CHANGE ON INJAZ STUDENTS - ANALYSIS BY SEGMENT AND GOVERNORATE

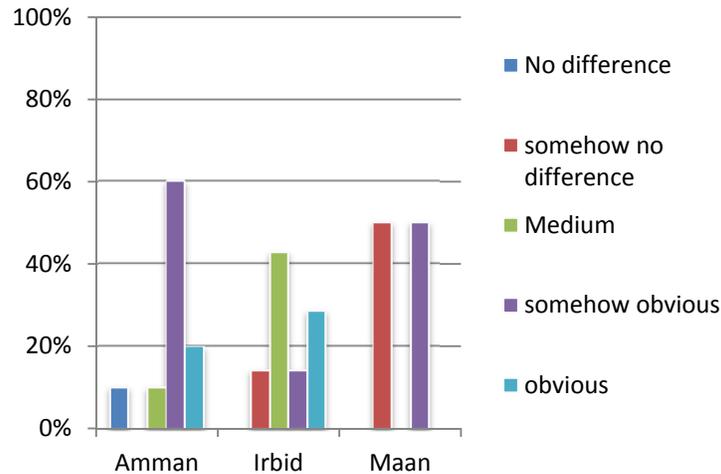
Regarding the difference of INJAZ students' attitudes and behaviors compared to other students, 62% of the responding parents noticed a big difference. Another 33% noticed some difference. Five percent of parents see no difference at all.

Figure 142: INJAZ students behave differently



While none of Maan parents see obvious differences in INJAZ students' behaviors; 29% of Irbid parents and 20% of Amman parents see there is. Sixty percent (60%) of Amman parents and 50% of Maan parents believe that the difference is somehow obvious. Parents who see no difference at all were 10% of Amman ones.

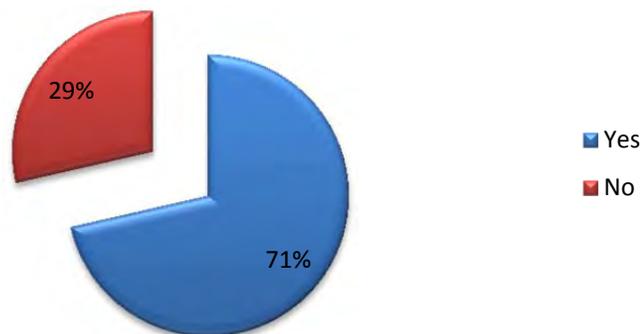
Figure 143: Parents opinion by governorate



INJAZ PROGRAM CAN BE PART OF THE ACADEMIC CURRICULUM- ANALYSIS BY SEGMENT AND GOVERNORATE

Seventy one percent (71%) of parents support the idea that INJAZ programs and courses become part of their children academic curriculum. However, 29% do not support this idea. Such response comes from parents in Amman, Irbid, and Maan equally.

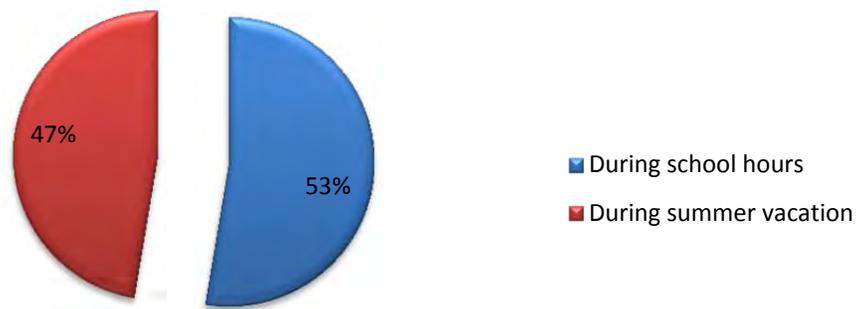
Figure 144: Parents who support the idea INJAZ program be part of the curriculum



BEST TIME TO PARTICIPATE IN INJAZ PROGRAMS

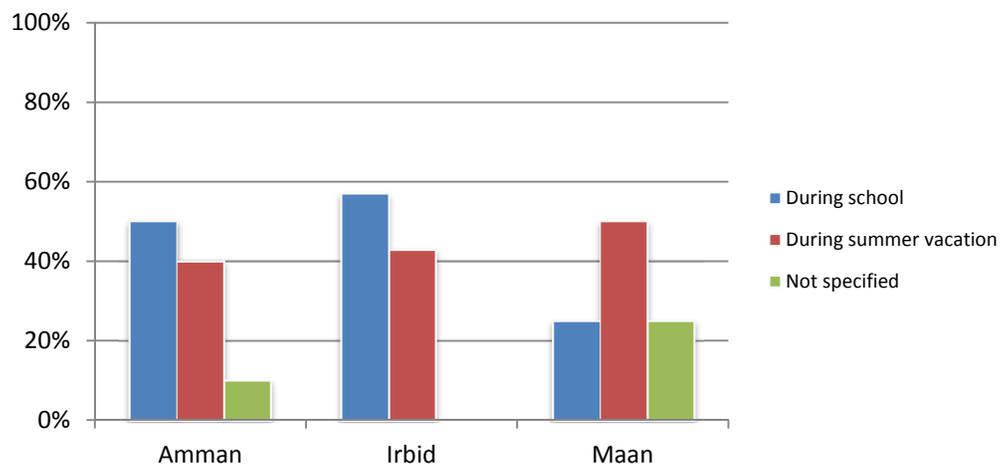
Parents' opinions regarding the best time to participate in INJAZ programs and courses were divided in the survey data; 47% said 'During summer vacations' and the other 53% said 'During school time'.

Figure 145: Best time to attend INJAZ programs



Fifty percent (50%) of Amman parents and (57%) of Irbid parents in the survey see that it is better to execute INJAZ programs during school time. While the majority of Maan parents (50%) prefer them during the summer vacation; 25% said 'during school time', and the remaining 25% didn't specify.

Figure 145: Best time to attend INJAZ programs



SUMMARY OF INJAZ PROGRAM STRENGTHS AND WEAKNESSES

Below is a summary of the programs strengths and weaknesses according to students’ parents in the survey.

Table 14: Program Strengths and Weaknesses- Private sector

Strengths	Weaknesses
<p>1. Training objectives</p> <p>“Enhance our children’s personal qualities” “Introduce & link students to real life” “Introduce students to labor market”</p> <p>2. Topics content</p> <p>“Practicle information” “Topics make our children have vision” “Help them be creative”</p>	<p>1. Program timing</p> <p>“During regular school classes” “Prefer to run it during vacation”</p> <p>2. Volunteers</p> <p>“Sometimes are young and unable to control participants” “Some volunteers are technically weak and not capable to give feedback”</p> <p>3. Program approach</p> <p>“sometimes the students are forced to attend the programs” “More planning is required”</p>

5) Teachers

Section One: General information

GEOGRAPHIC LOCATION OF TEACHERS

Forty teachers responded to the survey: 50% of the teachers are from Amman, 30% are from Irbid, and 20% from Maan.

Figure 147: Survey teachers by governorate

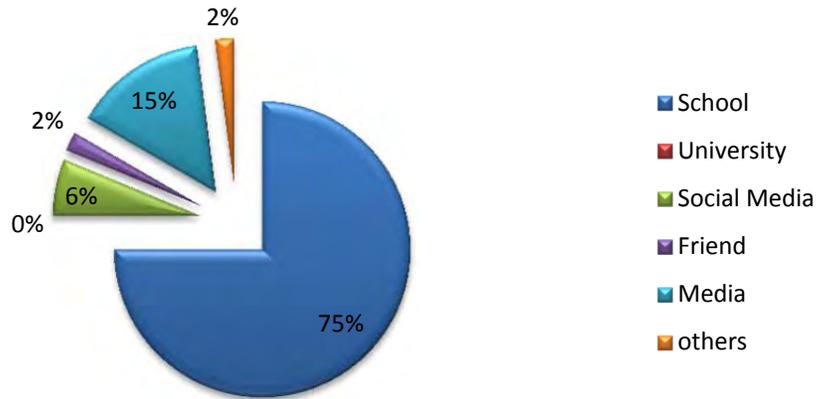


Section Two: Teacher experience with INJAZ program

HOW THE TEACHER HEARD ABOUT INJAZ PROGRAM

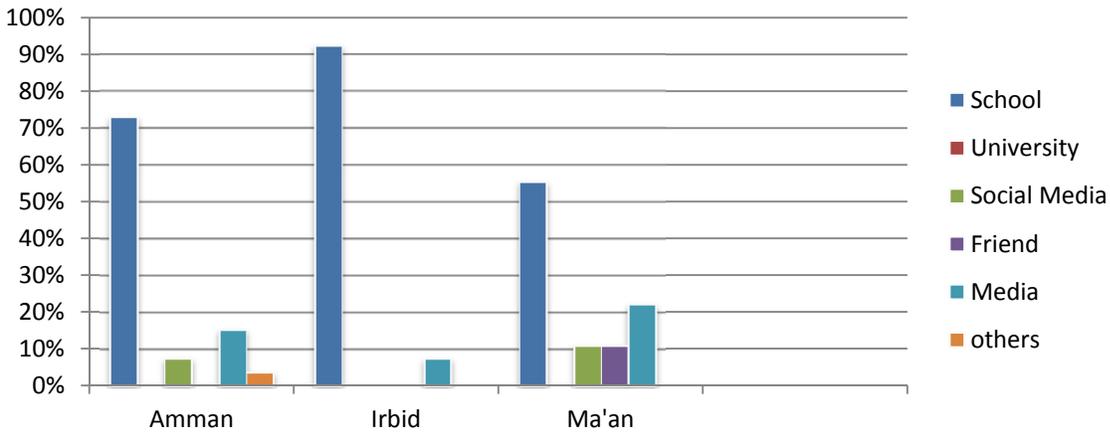
School and Media channels are the most means through which teachers have heard about INJAZ program. Seventy five percent (75%) stated they heard about INJAZ in 'School', fifteen percent (15%) heard about it from 'Media: (TV, Radio, Daily Newspapers)', six percent (6%) of the survey teachers heard about it from 'Social media', two percent (2%) through friends and the remaining 2% through other means.

Figure 149: How teachers heard about INJAZ program



The governorate level data conveys that the most teachers who hear about INJAZ program through 'School' are Irbid teachers. Moreover, it is noticeable that 'social media' and 'traditional media' are effective means of communication in Maan more than in Irbid and Amman.

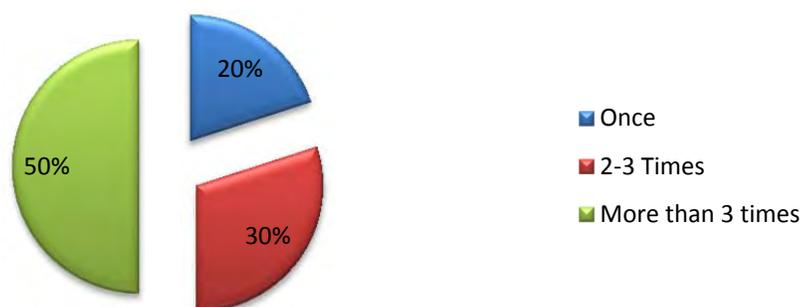
Figure 150: means of hearing about INJAZ by governorate



AVERAGE NUMBER OF TIMES OF PARTICIPATION IN INJAZ PROGRAMS

On average, teachers have participated 6 times in INJAZ teachers programs.

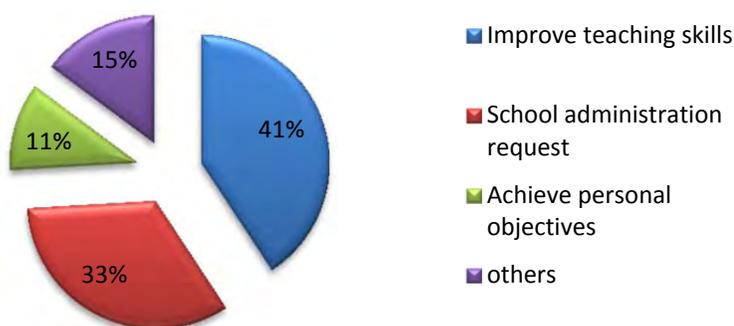
Figure 151: No. of times of participations for teachers



REASON FOR PARTICIPATING IN INJAZ PROGRAMS

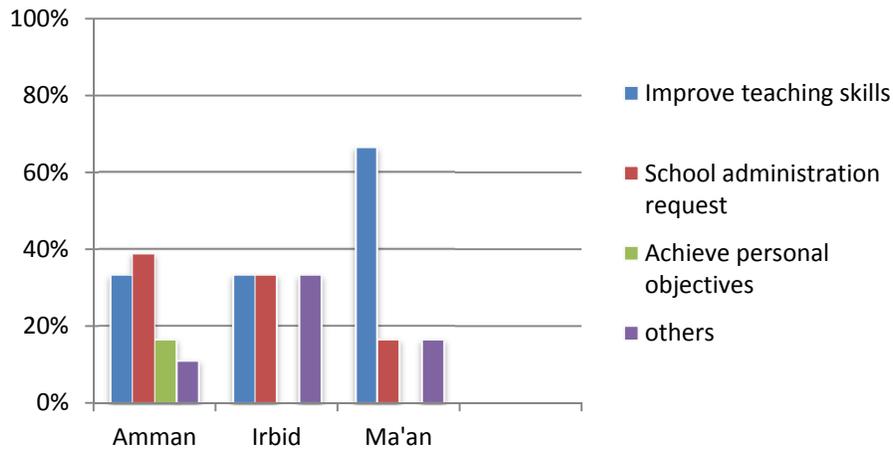
Forty one percent (41%) of teachers stated that they joined INJAZ teachers' programs to 'Improve their teaching skills', 33% percent participate per their 'School administration request', and 11% participated in the program to 'Achieve personal goals'. The remaining fifteen percent (15%) participated for other unspecified reasons.

Figure 152: Reason for participating in teachers programs



When analyzing the data by geography, it is evident that most of Maan teachers (67%) in this survey participated in INJAZ 'to improve their teaching skills'. Irbid and Amman teachers have various reasons. In Irbid they equally participated to improve their skills, as per the request of their school administration and for other reasons like 'the passion for volunteering'. Seventeen percent of Amman teachers also state that they participate in INJAZ to 'achieve personal goals'.

Figure 153: Teachers reasons for participation by governorate



CLEAR COURSE OBJECTIVES

All teachers stated that course objectives are clarified at the beginning of training course.

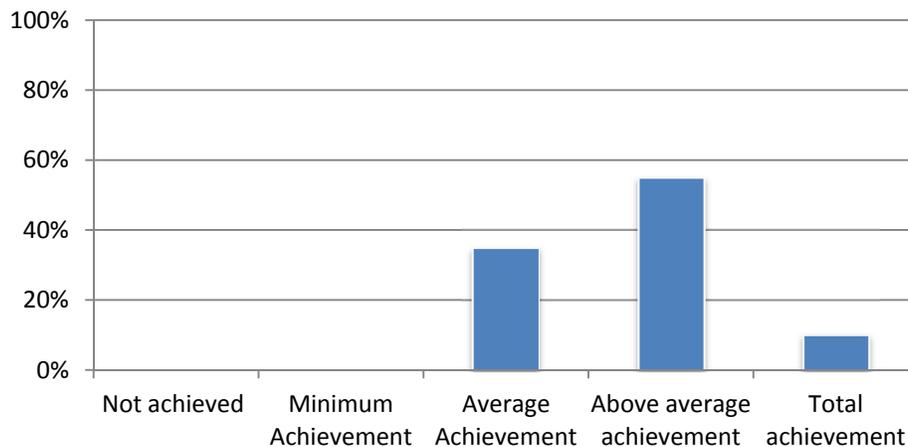
COURSE DURATION

Ninety percent (90%) of surveyed teachers stated that course duration is sufficient to acquire the required skills. The remaining ten percent (10%) do not agree to this fact.

ACHIEVEMENT OF COURSE OBJECTIVES

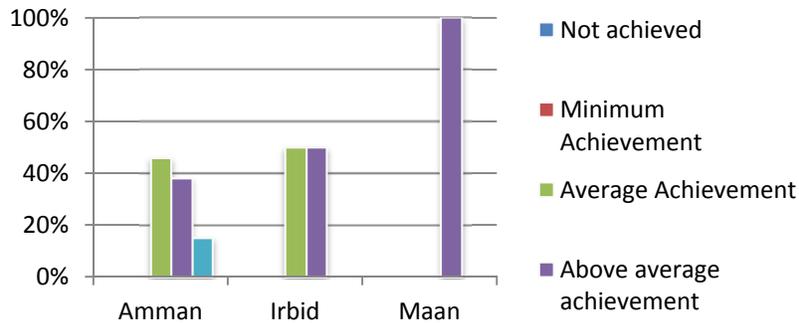
As clear from the figure below, thirty five percent (35%) of teachers believe that course objectives are achieved to average degree, fifty five percent (55%) believe there is above average achievement, and ten percent (10%) feel that course objectives are completely achieved.

Figure 154: Are course objectives achieved?



Data from governorates states that all Maan teachers believe that INJAZ program objectives are achieved on above average level. Irbid teacher's responses from survey were divided; one half believes that objectives were achieved on average level and the other half believes they were achieved on above average level. Some percentage of around 15% of Amman teachers believes that program objectives were fully achieved.

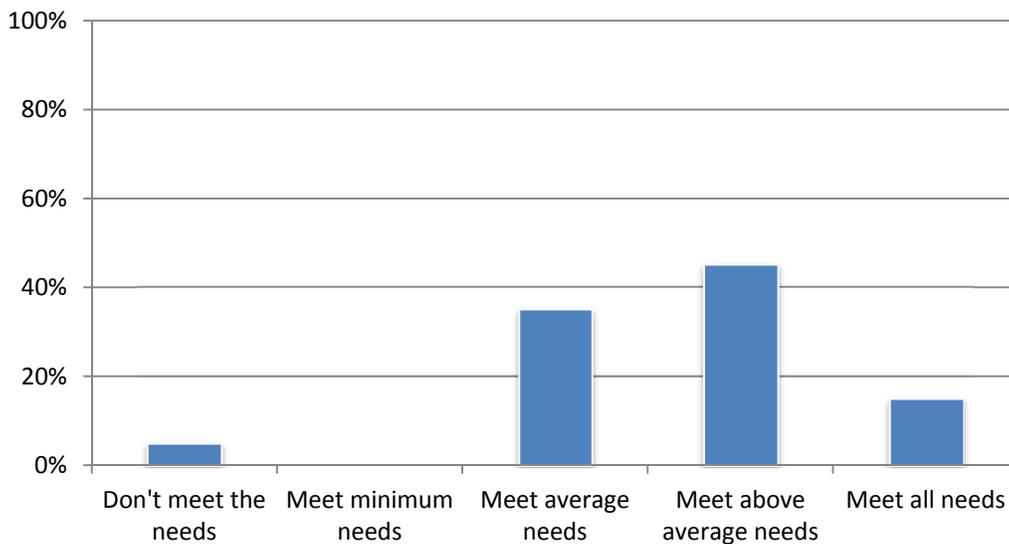
Figure 155: Objectives achievement responses by governorate



THE DEGREE BY WHICH COURSE OBJECTIVES MEET TEACHERS LEARNING NEEDS

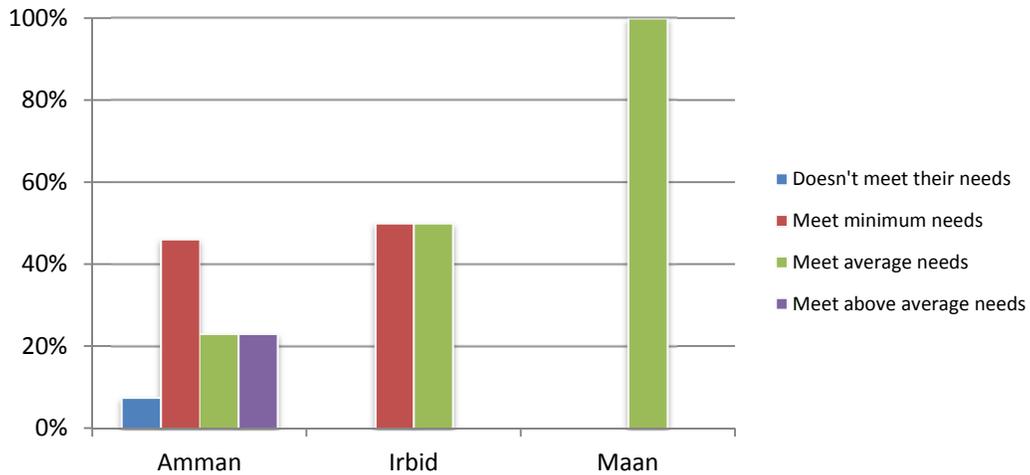
Most surveyed teachers believe that courses objectives at least 'meet average teachers' training needs'. Only five percent (5%) see that objectives 'don't meet the required needs'.

Figure 156: Course objectives meet teachers' needs



In Maan, all respondents believe that teachers programs meet their average needs. In Irbid, some teachers believe that only minimum needs are met; while the other half think that average needs are met. In Amman, the opinions varies, but with one exceptional case where it is stated that training objectives don't meet teacher's needs.

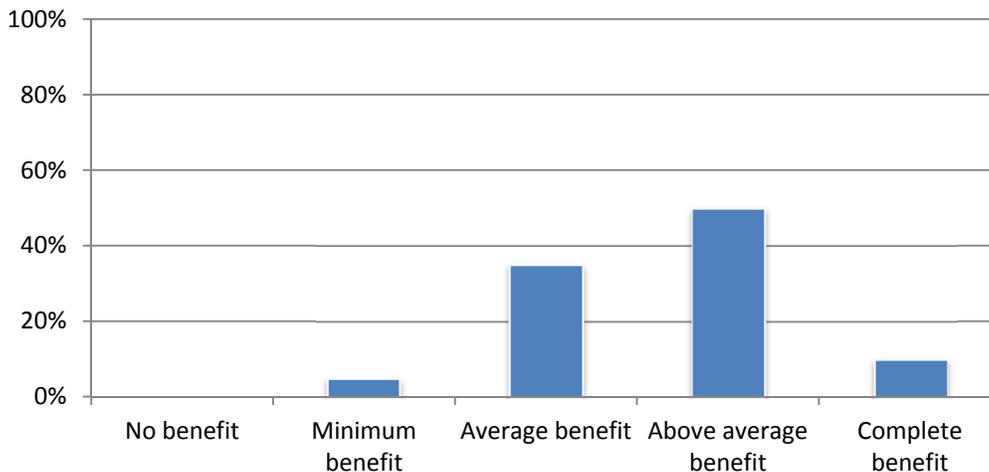
Figure 157: Teachers' needs by governorate



TEACHERS EVALUATION OF COURSES BENEFITS

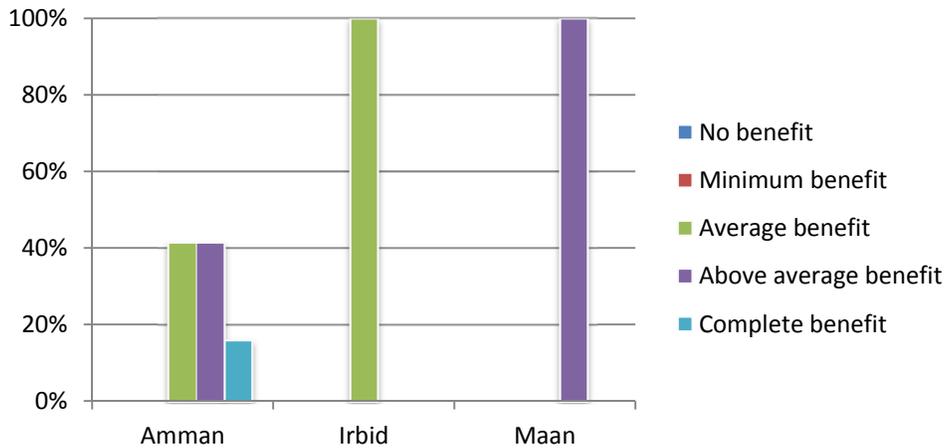
On their evaluation of the benefit that teachers gain after attending INJAZ teachers' courses, teachers' responses in the survey vary. Ten percent (10%) say that they 'completely benefited'. Eighty five percent (85%) say that the benefit was either average (35%), or above average (50%). The remaining five percent (5%) say the courses benefits are minimal.

Figure 158: Course benefits



Governorate results for program benefit are as follows: Maan teachers believe that they benefit on above average level from the teachers training. However, Irbid teachers say the benefit on average level only. Amman teachers share these two views equally but with the exception of a small percentage of their teachers (16%) see that they completely benefit from the training.

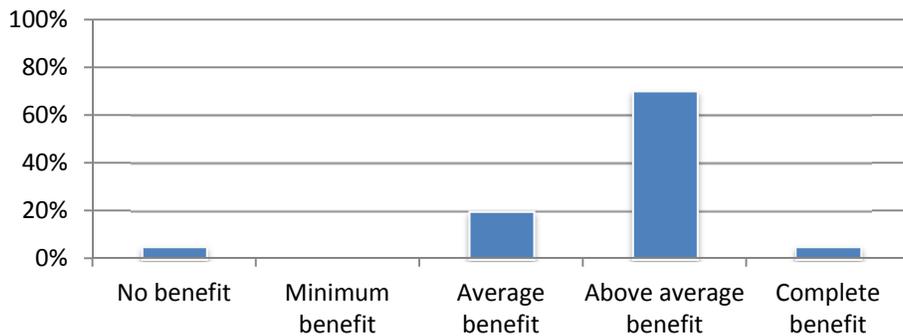
Figure 159: Course benefits by governorate



HOW STUDENTS BENEFIT FROM INJAZ TEACHERS TRAINING

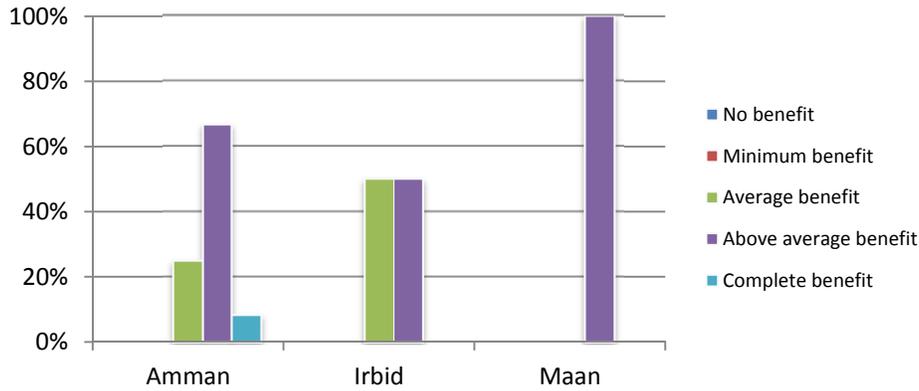
Five percent (5%) of the surveyed teachers see that there is great benefit; seventy percent (70%) see the benefit level is above average; twenty percent (20%) see average benefit. Five percent (5%) don't see that students benefit from teachers courses.

Figure 162: Students' benefit of INJAZ Teachers courses



In Maan, teacher’s opinions are that students benefit on above average level from teachers training. 50% of Irbid teacher believe that the benefit is average, and 50% above average. Moreover, the majority of Amman teachers (70%) state that the benefit is on above average level.

Figure 163: Teachers responses by governorate



WILLINGNESS TO RE-PARTICIPATE IN INJAZ TEACHERS PROGRAMS

All surveyed teachers are willing to attend future INJAZ programs for teachers.

WILLINGNESS TO ATTEND COURSES IN OTHER GOVERNORATES

Half of the surveyed teachers (50%) are willing to attend INJAZ teachers’ courses outside their home town or far from office.

WILL ADVISE OTHER TEACHERS PARTICIPATE IN INJAZ TEACHERS’ PROGRAMS

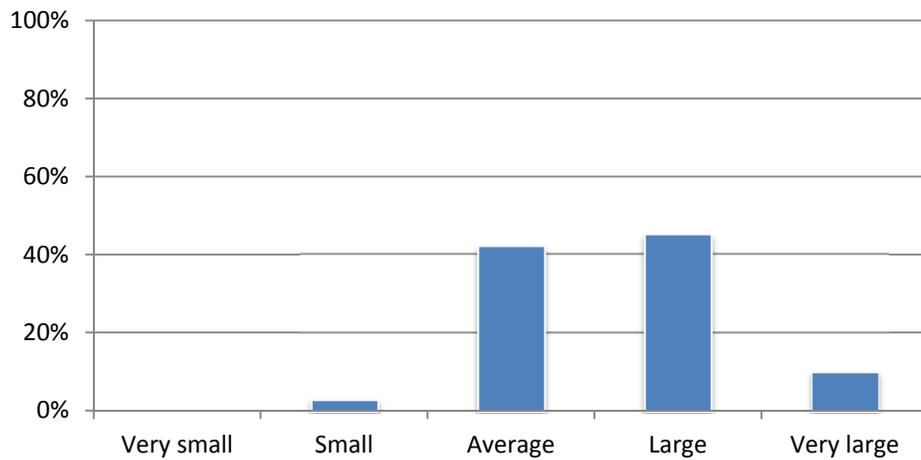
Ninety five percent (95%) of surveyed teachers will advise their colleague teachers participate in INJAZ programs offered to them. Only five percent (5%) won’t do so.

Section Three: Teacher evaluation of INJAZ school programs

THE OVERALL NUMBER OF PARTICIPATING STUDENTS IN INJAZ SCHOOL PROGRAMS

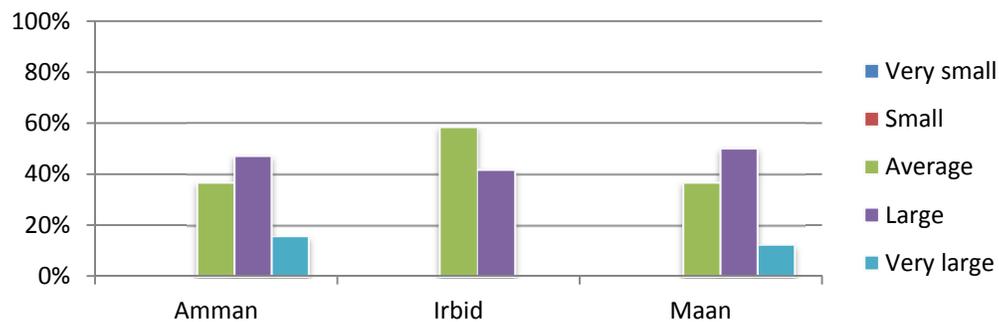
Ten percent (10%) of teachers in this survey estimate that the number of participating students in INJAZ programs is 'very large'. Most of them believe it ranges from average to a large number. The remaining three percent (3%) see that the number of students is small.

Figure 164: Teachers' evaluation of the number of participating students



Amongst teachers in the governorates, 58% of Irbid teachers estimate the number of participating students in INJAZ school programs as 'average'; while the percentage was 35% in Amman, and 38% in Maan. Most teachers in Maan (50%) and Amman (45%), however, think that the number is 'large'.

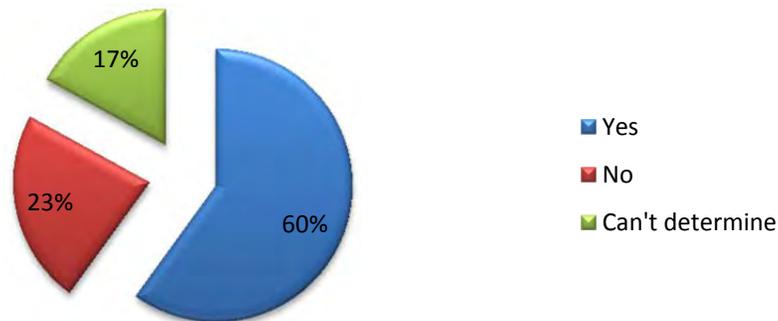
Figure 165: Teachers' evaluation by governorate



WHETHER INJAZ STUDENT COURSES' DURATION IS SUFFICIENT TO LEARN A SKILL

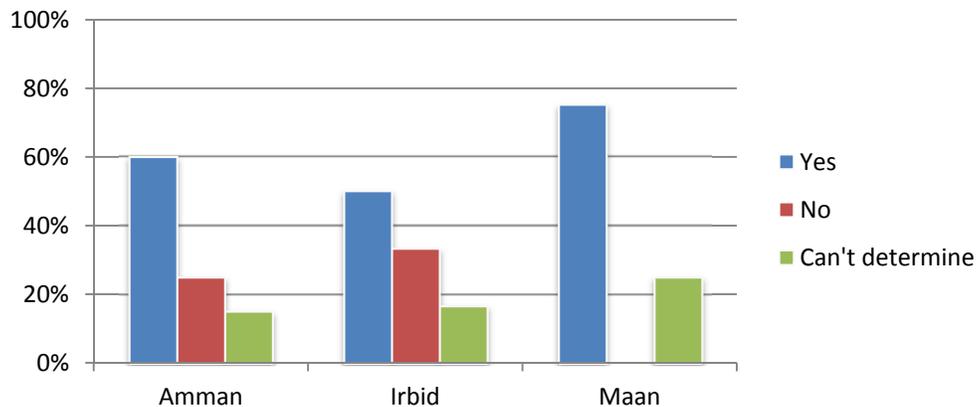
Sixty percent (60%) of responding teachers say that INJAZ school-courses duration is enough to learn and acquire knowledge of a new skill. However, 23% think that the course duration is not enough. The remaining 17% cannot determine that.

Figure 166: Student course duration



Survey teachers who most believe that program duration is enough to learn the required skills are 75% of Maan teachers. At the same time, some proportion of 25% of Maan teachers state that they can't determine that. Some teachers in Amman (25%) and Irbid (33%) think that the duration is not sufficient for that purpose.

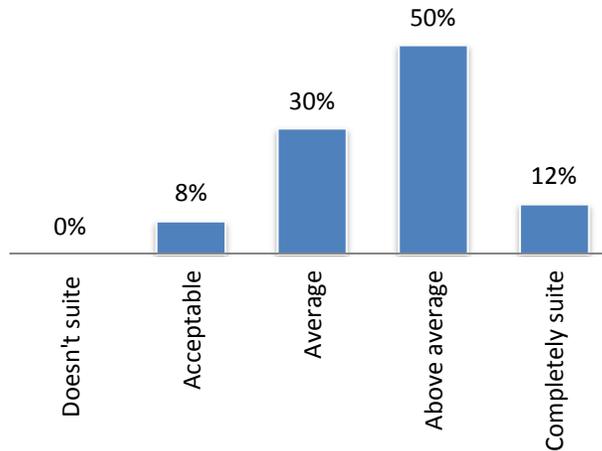
Figure 167: Course duration evaluation by governorate



TEACHERS EVALUATION OF SUITABILITY OF TRAINING MATERIAL TO STUDENTS' LEVELS OF KNOWLEDGE

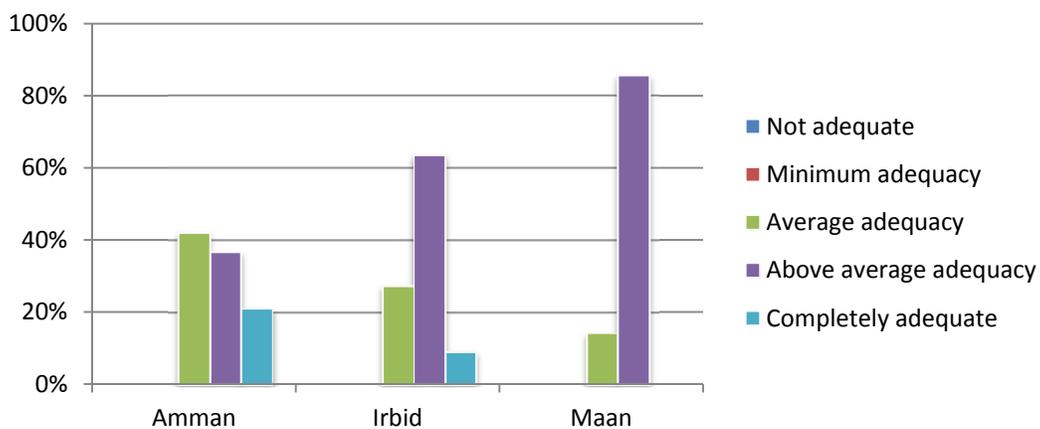
When asked to evaluate the suitability of INJAZ student's courses to their levels, surveyed teachers responses were as follows: 12% believes they completely suite student's levels; 50% believes that they suite student's levels to above average degree; another 30% believe that to average degree. The remaining 8% believe that degree of suitability is acceptable.

Figure 168: Suitability of students courses to their levels of knowledge



From the below figure, it is demonstrated that most of Maan (75%) and Irbid (58%) teachers believe that INJAZ programs are above average adequate and suitable to students level of knowledge. In Amman, most teachers (40%) believe that the programs are adequate on average level.

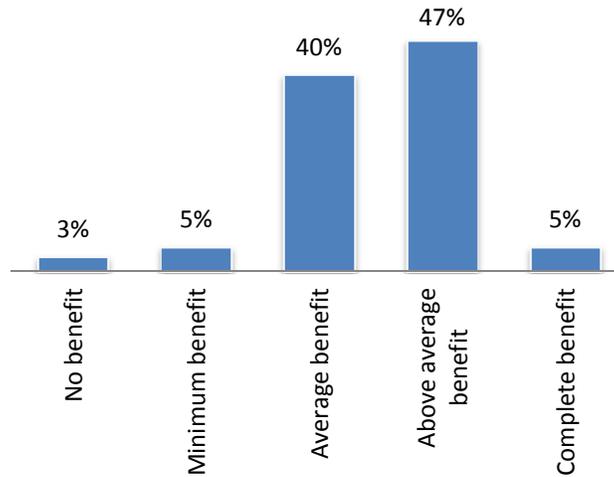
Figure 169: Teachers opinion by governorate



TEACHERS EVALUATION OF STUDENT BENEFIT OF INJAZ PROGRAMS

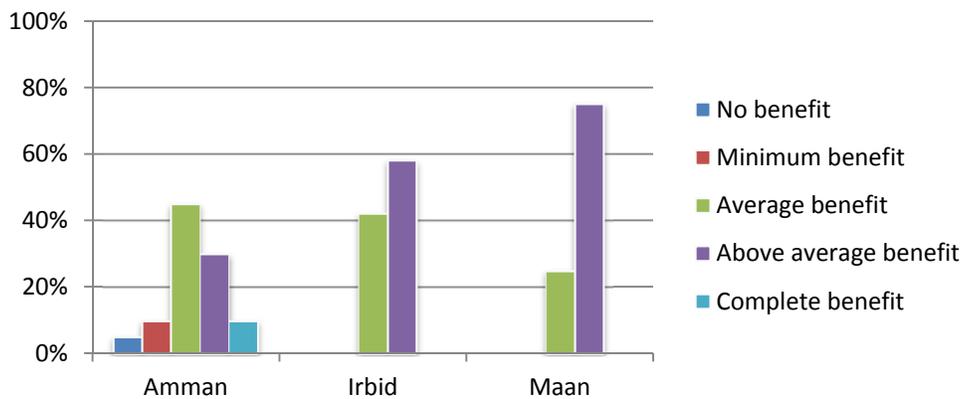
Most survey teachers believe there is at least 'average' benefit. Some teachers, (5%) of them, believe the benefit is great. The remaining eight percent was divided between 'there is minimum benefit' or 'no benefit' at all.

Figure 170: Evaluation of student's benefit of INJAZ courses



The data for governorates was analyzed; it is found that 75% of Irbid teachers and 58% of Maan teachers evaluate INJAZ programs as beneficial on above average level to students. However, the majority of Amman teachers (45%) tend to believe that such programs are beneficial on average level. Furthermore, some teachers in Amman (15%) say that these programs have minimum benefit or even no benefit at all.

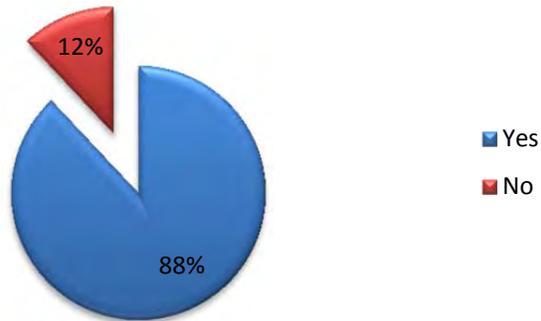
Figure 171: Evaluation of student's benefit of INJAZ courses



TEACHERS OPINION ON WHETHER INJAZ HAS IMPACTED STUDENTS

Eighty eight percent of teachers believe that INJAZ school programs have impact on students' personalities and behaviors. Twelve percent don't agree to this fact.

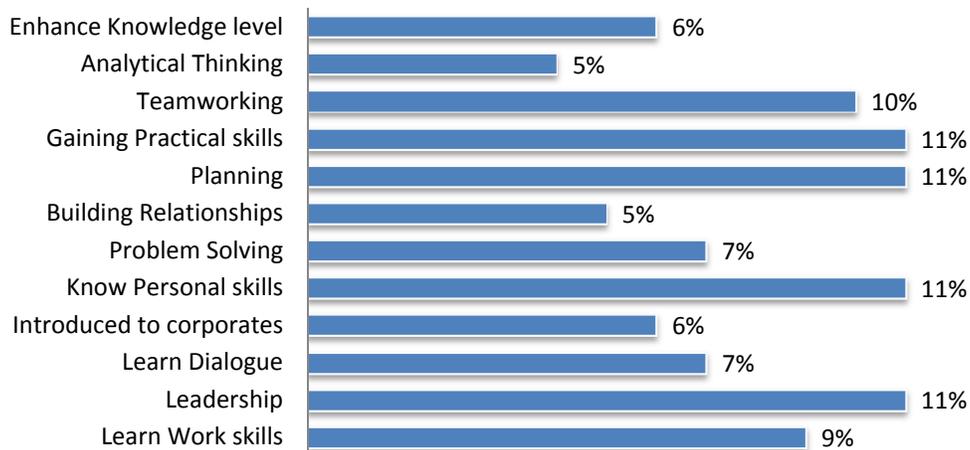
Figure 174: Evaluation if INJAZ impact students



STUDENT'S PERSONAL ATTRIBUTES IMPACTED BY INJAZ PROGRAMS

In the survey, teachers were asked to name students' personal characteristics they feel INJAZ school program impacted most. The responses are summarized in the following figure, several personal attributes are affected. The most affected qualities are: 'Leadership: 11%', 'Know or realize ones skills: 11%', 'Planning: 11%', and 'Team working: 10%'.

Figure 175: Evaluation of student's qualities impacted most by INJAZ courses



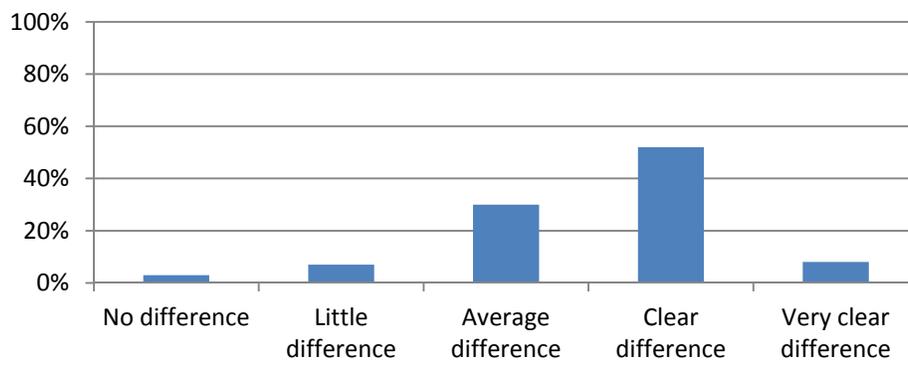
INJAZ SCHOOL PROGRAM IMPACT ON STUDENTS ACADEMIC PERFORMANCE

All teachers believe that INJAZ school programs have positively impacted participating student's academic performance.

INJAZ STUDENTS VS. NON INJAZ STUDENTS- THINKING LEVELS

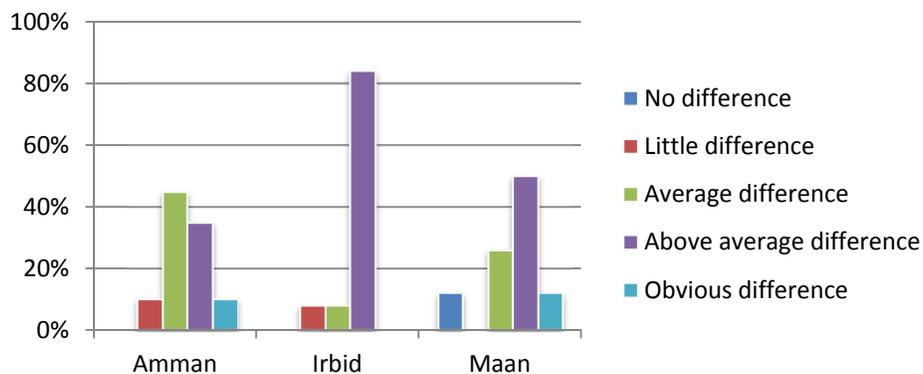
According to our survey, eight percent of teachers believe that there is 'very clear difference' in the thinking levels between students who participate in INJAZ programs and those who did not. Fifty two percent see that the difference is 'clear'. Thirty percent see there is 'average difference'. The remaining ten percent is divided between 'little difference' and 'no difference'

Figure 176: Differences in thinking abilities (INJAZ and Non INJAZ students)



Based on governorate data, 83% of Irbid teachers are the most to see above average differences between INJAZ students and non-INJAZ students, followed by 50% of Maan teachers. Moreover, 12% of Maan teachers believe that there are obvious differences between them. Also, 10% of Amman teachers believe that there are obvious differences in their thinking levels.

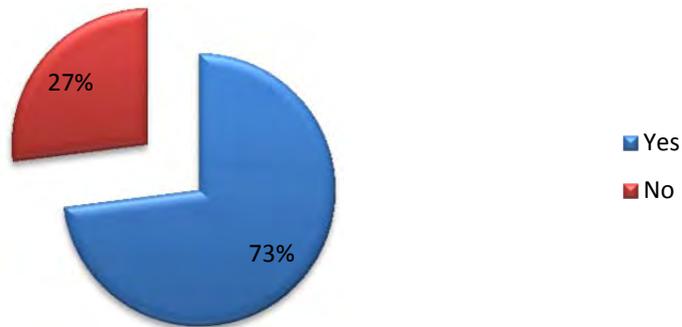
Figure 177: Responses per governorates



WHETHER TEACHERS BELIEVE INJAZ PROGRAM SHOULD BE PART OF THE REGULAR CURRICULUM

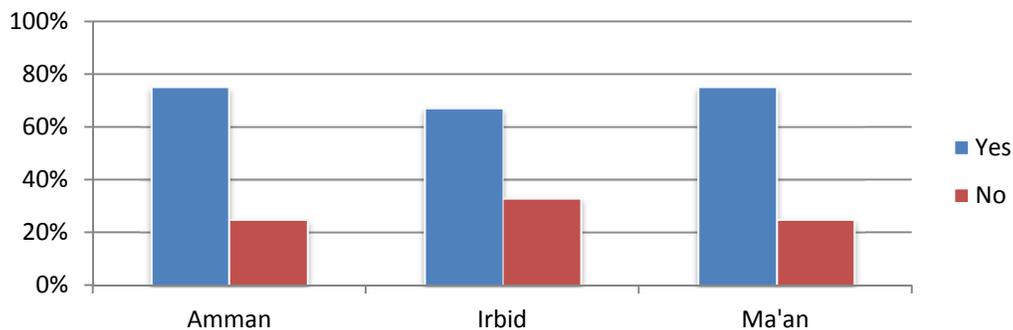
Seventy three percent (73) of teachers believe that INJAZ school programs should be part of the school curriculum. However, twenty seven percent don't believe so.

Figure 178: Should INJAZ programs be part of the school curriculum



The same percentages seem to apply in the cases of Amman and Maan; where 75% of teachers think that INJAZ program should be part of the school curriculum, versus 25% who don't think so. While 33% percent of teachers in Irbid don't think the program should be included in the regular school curriculum; 67% think it should.

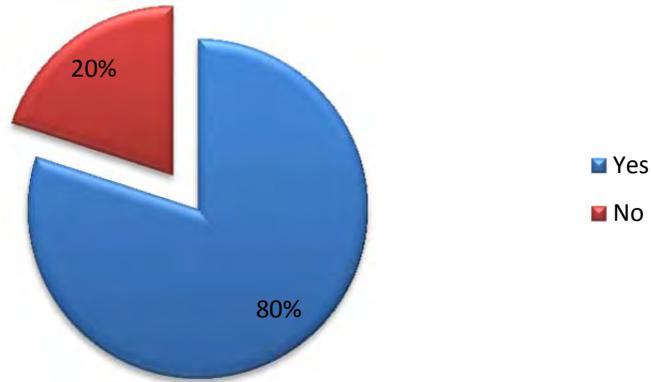
Figure 179: Teachers' opinions by governorate



TIMING OF INJAZ SCHOOL PROGRAMS

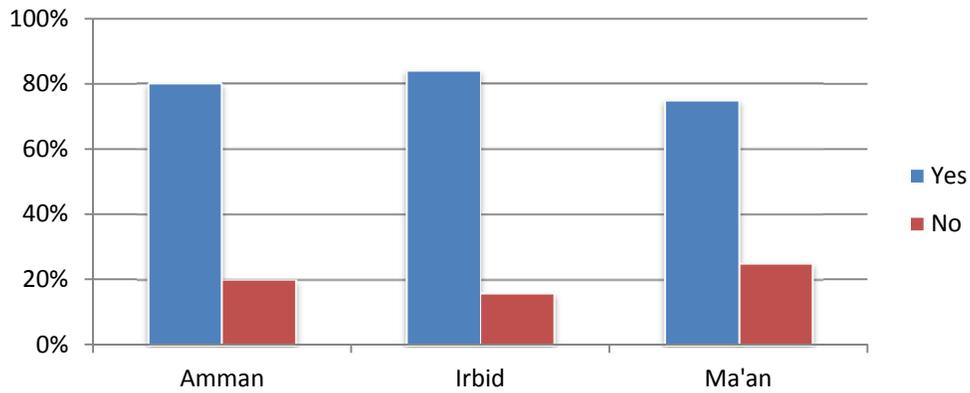
Eighty percent of teachers see that the timing of INJAZ school programs and courses is adequate. The remaining twenty percent see it is not.

Figure 180: Teachers opinions on adequacy of programs duration



Most teachers agree on the adequacy of INJAZ courses' duration.

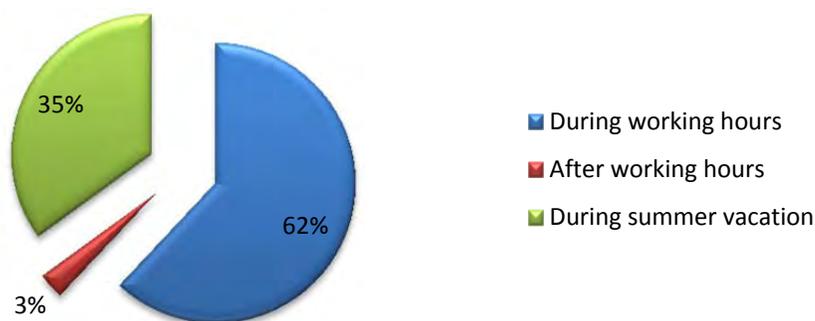
Figure 181: Teachers opinions by governorate



ADEQUATE TIMING TO IMPLEMENT INJAZ PROGRAMS

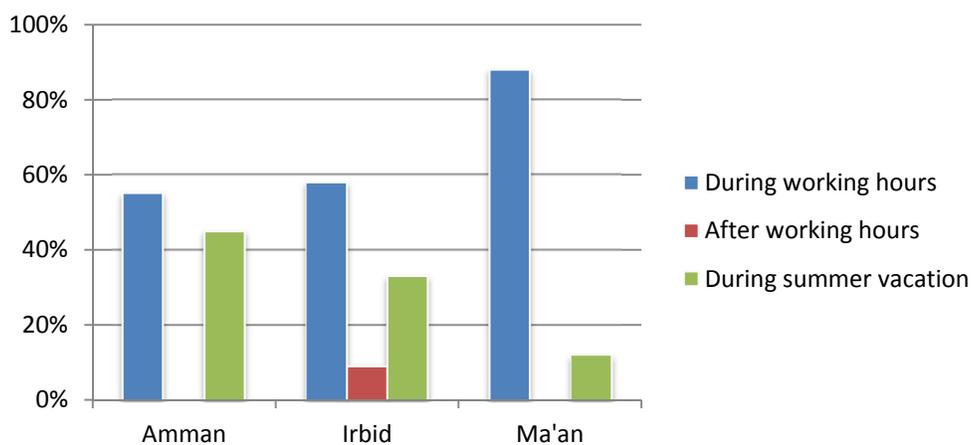
Sixty two percent of teachers believe that INJAZ program should be executed 'during working hours'; 35% say 'during summer vacation'. Only 3% see it is better to be implemented 'after working hours'.

Figure 182: When to implement INJAZ program



When we analyze the governorate data, we find that 55%, 58% and 88% of Amman, Maan, and Irbid teachers respectively see that it is better to run INJAZ programs 'during the official work hours'. A good percentage of teachers in Amman (45%) and Irbid (33%) prefer INJAZ programs to be executed 'during summer vacation'. A small group of Irbid teachers (9%) say that they prefer the programs executed 'after working hours'.

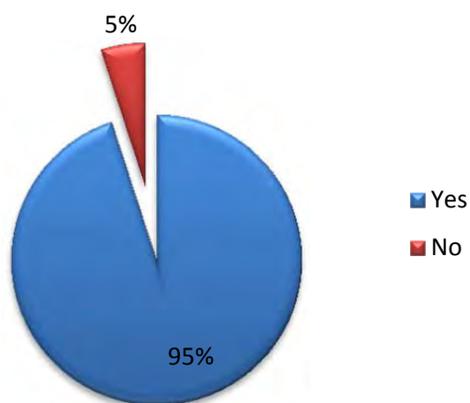
Figure 183: Teachers opinions by governorate



ADVISE OTHER TEACHERS TO ENROLL THEIR STUDENTS IN INJAZ PROGRAMS

Ninety five percent of responding teachers advise their colleague teachers to enroll their students in INJAZ school programs and courses. Five percent only of teachers don't.

Figure 184: When to implement INJAZ program



QUESTION 40: SUMMARY OF INJAZ PROGRAM STRENGTHS AND WEAKNESSES

Below is a summary of the programs strengths and weaknesses according to teachers in the survey.

Table 17: Program Strengths and Weaknesses- Teachers

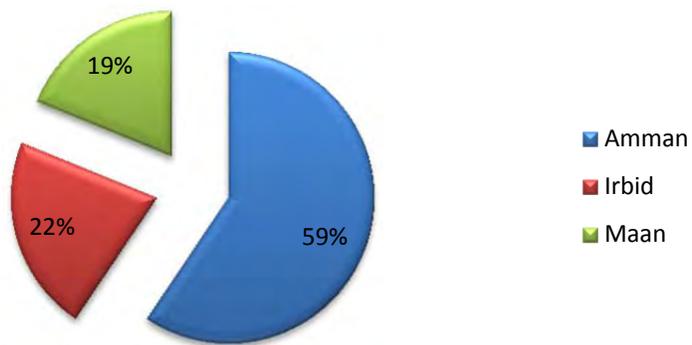
Strengths	Weaknesses
<ol style="list-style-type: none"> 1. Topics content <ol style="list-style-type: none"> 1.1 'New Ideas and skills not in regular curriculum' 1.2 'Focus on students Personal qualities' 1.3 'Suitable to students' 1.4 'Meet Community needs' 2. Training method <ol style="list-style-type: none"> 2.1 'Non traditional ways of learning' 2.2 'Students learn to have discussions' 2.3 'Students learn to cooperate and work as a team' 3. Volunteers <ol style="list-style-type: none"> 3.1 Personalities and abilities 3.2 Knowledge and experience sharing 	<ol style="list-style-type: none"> 1. Program timing and duration <ol style="list-style-type: none"> 1.1 Course duration is not enough for classes. 1.2 Timing of programs not suitable during work hours. 2. Volunteers <ol style="list-style-type: none"> 2.1 Some volunteers are not capable of controlling the students 2.2 Some are not committed 2.3 Some volunteers not capable technically. 3. Training Methods <ol style="list-style-type: none"> 3.1 Sometimes classes donot attract students 3.2 More lecturing than application

6) Part 7: INJAZ Volunteers
Section One: General information

VOLUNTEERS PLACE OF RESIDENCE BY GOVERNORATE

Our survey sample included a major segment which is INJAZ Volunteers. Volunteers who responded to the survey are 59% from Amman, 22% from Irbid, and 19% from Maan.

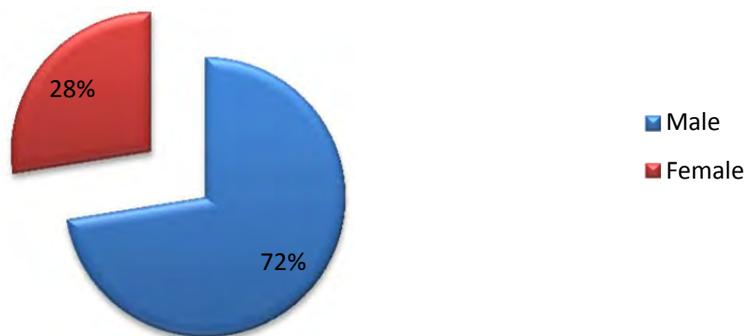
Figure 185: Volunteers by governorate



GENDER OF VOLUNTEER

The survey included INJAZ Volunteers of both genders. Among the 69 respondents, seventy two percent (72%) were males, while twenty eight percent (28%) were females.

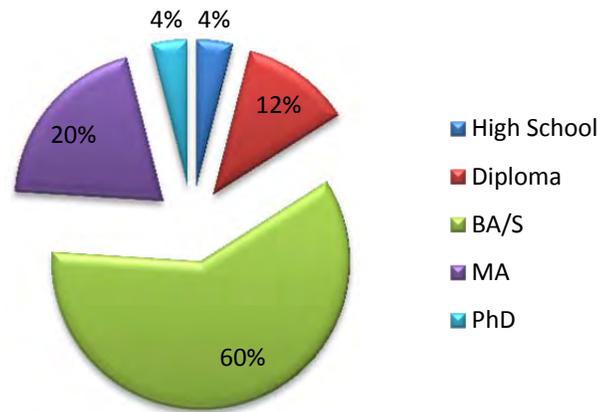
Figure 186: Gender



VOLUNTEERS LEVEL OF EDUCATION

Level of volunteer's education varies according to our survey. The majority (60%) are bachelor degree holders, followed by Masters Degree holders (20%), Diploma holders (12%). PhD and High school diploma holders both account for 8%.

Figure 187: Volunteers education



VOLUNTEERS AVERAGE NUMBER OF YEARS OF EXPERIENCE

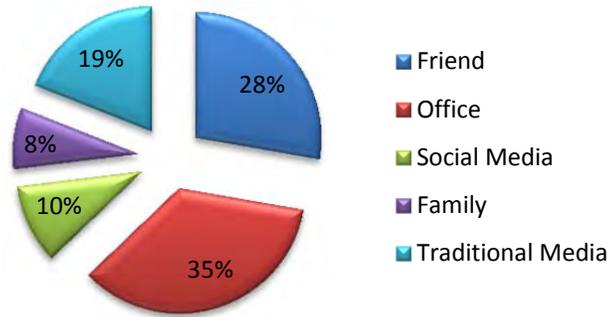
The average number of years of experience for all responding volunteers in our survey is eleven (11). The range of years of experience for volunteers varies from 3 years to 30.

Section Two: Volunteer experience with INJAZ program

MEANS BY WHICH HEARD ABOUT INJAZ PROGRAM

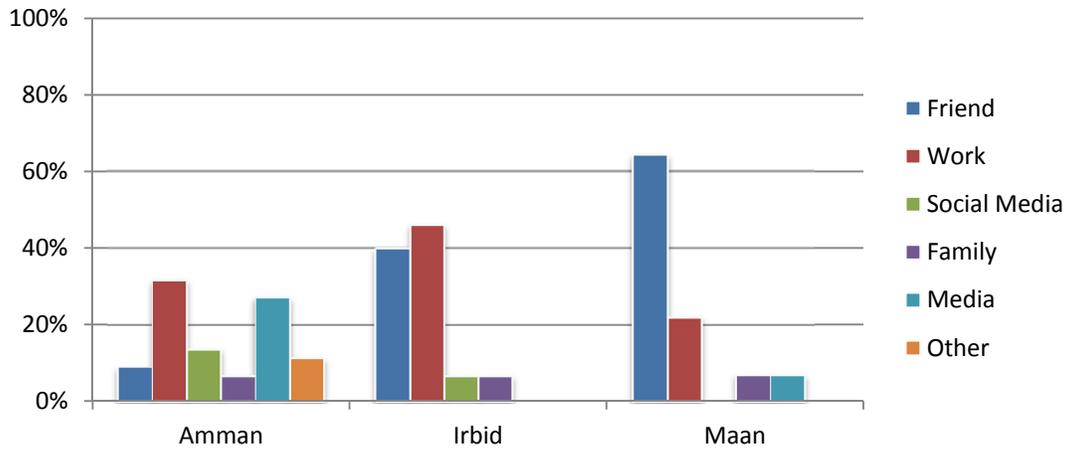
In the survey, INJAZ volunteers were asked to state how they heard about the program. Their answers were as follows: 35% heard about it from 'work', 28% via 'friend', 19% through 'traditional media: TV, Radio...etc'. Eight percent of volunteers heard about INJAZ from 'family', and the remaining ten percent from 'social media'.

Figure 188: How volunteers hear about INJAZ



The analysis reveals that ‘friends’ is the biggest contributor in Maan for telling volunteers about INJAZ programs as stated by 64% of them. Forty one percent (41%) of Amman volunteers state that Media (traditional and social) are most effective there. Forty six percent (46%) of Irbid volunteers say that they heard about the program from ‘work’. Few cases mention that they heard about the program through ‘direct communication with INJAZ’ or through ‘school’.

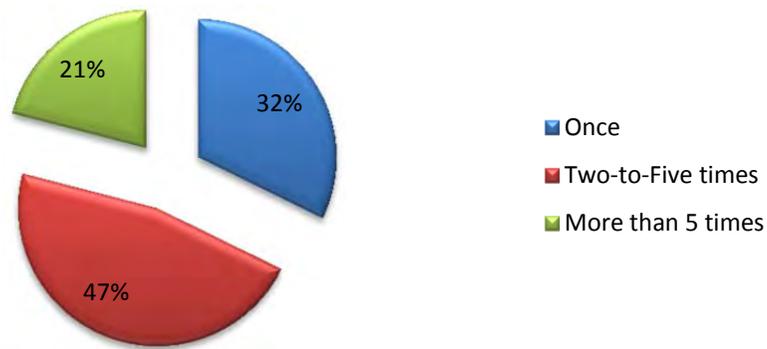
Figure 189: Means of communication by governorate



AVERAGE NUMBER OF TIMES YOU VOLUNTEERED FOR INJAZ

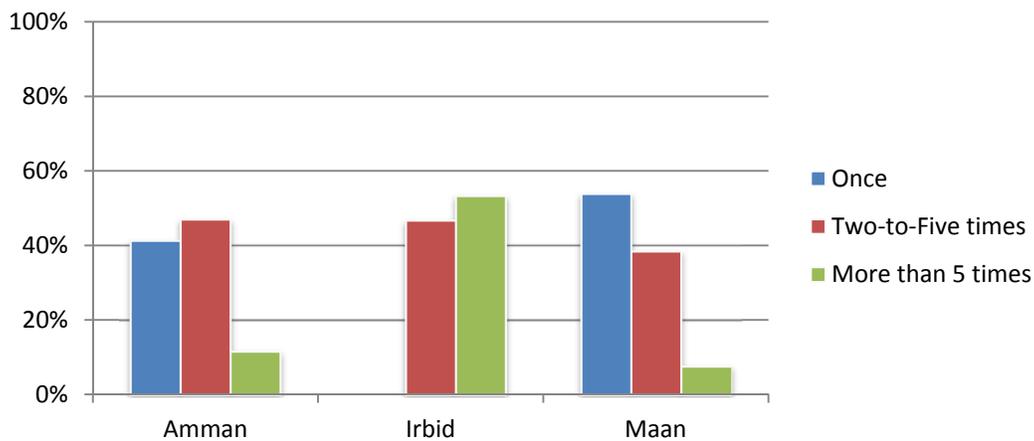
On average, survey respondents have volunteered 5 times. Some people volunteered once, but others have volunteered 40 times- as they state. The majority of survey volunteers 47% have participated from two-to-five times; 32% participated only once; and 21% have volunteered more than 5 times.

Figure 190: Number of times volunteered



When we compare governorate data, we find that the majority of Irbid volunteers (53%) have participated in INJAZ programs ‘more than 5 times’. In Maan, the majority of volunteers have done so only once. In Amman, the majority have volunteered ‘from two to five times’.

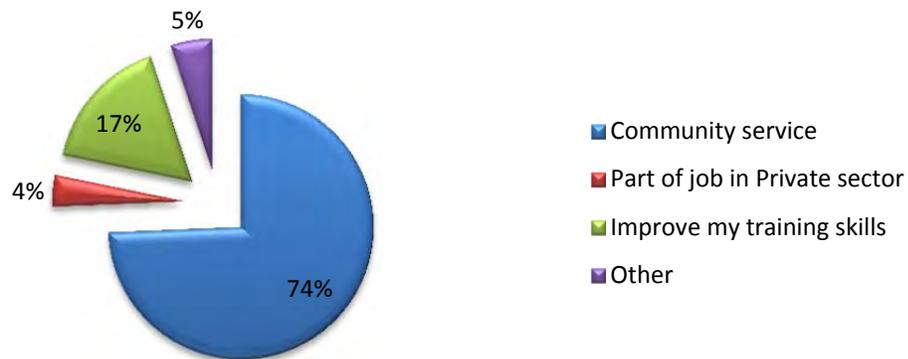
Figure 191: Number of times volunteered by governorate



REASON BEHIND VOLUNTEERING

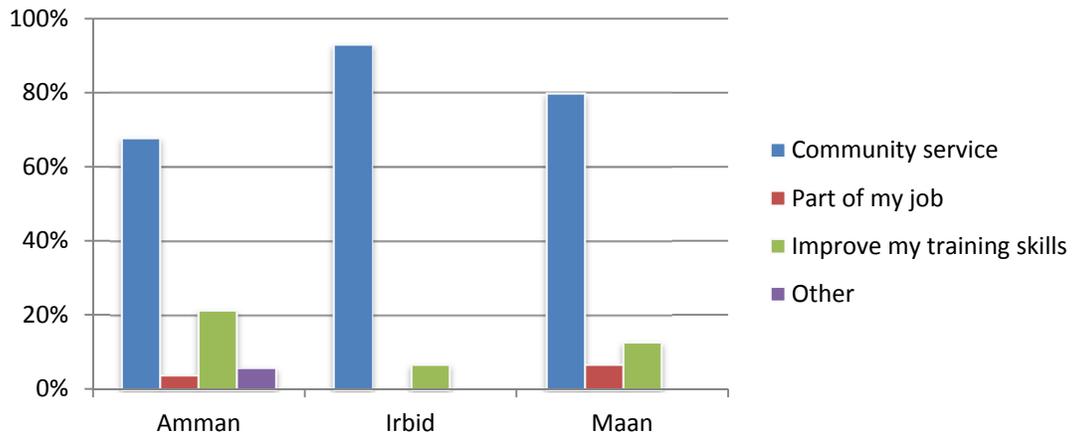
Many people like volunteering. Most of INJAZ volunteers whom we surveyed (75%) state that they volunteer because ‘they like to serve their communities’. Next comes a 17% who volunteer to ‘improve their skills’. Another four percent (4%) do so as ‘part of their jobs in private sector companies’. The remaining five percent (5%) volunteer for reasons like: ‘to offer their experiences to students’ and, because ‘volunteering is part of their lives’.

Figure 192: Why do you volunteer for INJAZ?



The main reason chosen by respondents in the governorates was ‘to serve the community’, and the responses were 93% in Irbid, 80% in Maan, and 68% in Amman. The second major reason for 22% of Amman and 13% of Maan respondents is ‘to improve their training skills’. Amman and Maan volunteers share the reason of ‘as part of my job’ but with slightly different extent. Those who state the reasons: ‘to share my experiences with students’ and, ‘volunteering is part of their lives’ are in Amman.

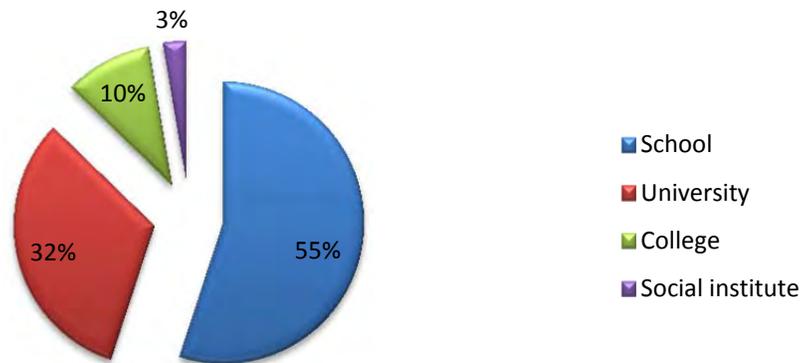
Figure 193: Reason for volunteering by governorate



EDUCATION STAGES VOLUNTEERS TRAIN

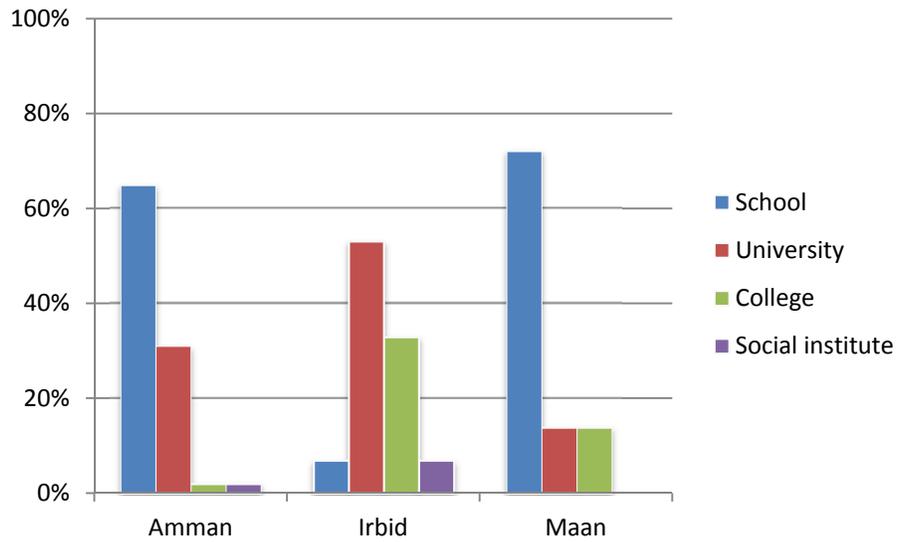
Fifty five percent of volunteers in this survey have trained ‘school students’, 32% has trained ‘university students’, 10% has trained ‘college students’. The remaining respondents have trained in ‘Social centers’.

Figure 194: Education stage s\he trained



The analyzed data by governorate reveals that the most education level trained in Amman and Maan is the ‘School level’ as stated by 65% and 72% of the respondents respectively. 53% of Irbid volunteers state that they train ‘University students’. Social institutes students are trained mostly in Irbid (7%) with little share by Amman volunteers (2%).

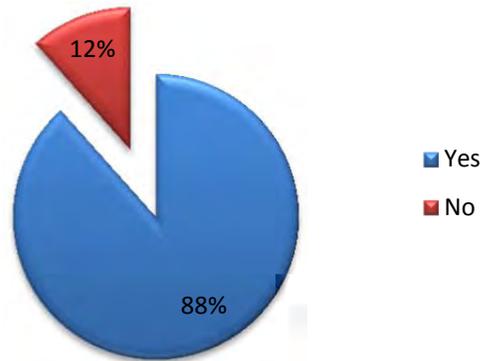
Figure 195: Education stages trained by governorate



WHETHER VOLUNTEERS ARE WILLING TO VOLUNTEER AGAIN FOR INJAZ

A large percent of eighty eight of surveyed volunteers are willing to participate and volunteer in INJAZ program again. The remaining twelve percent are not willing to do that. Those who stated that they don't wish to volunteer again are in Amman with one case being in Maan.

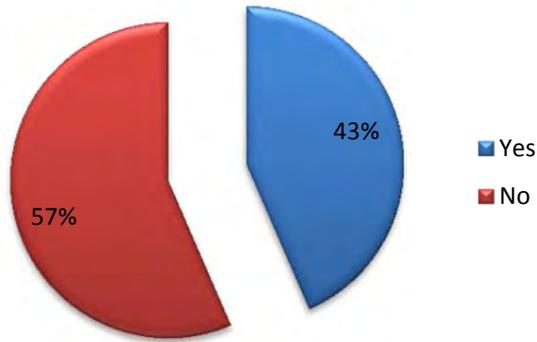
Figure 196: Willing to volunteer again for the program?



WILLING TO VOLUNTEER (TRAIN) IN OTHER GOVERNORATES

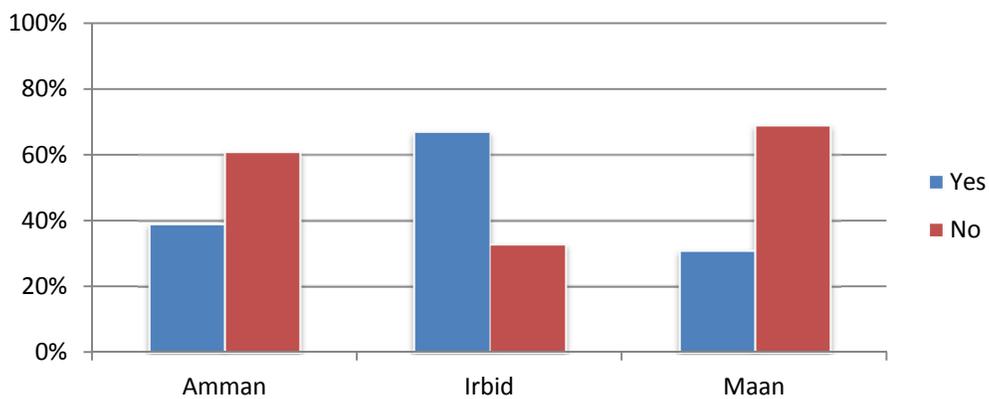
Forty three percent of surveyed respondents agree to volunteer in other governorates, while fifty seven percent do not agree to do so.

Figure 197: Willing to volunteer out of town?



Governorate analysis reveals that most of Amman and Maan volunteers, 61% and 69% respectively, are not willing to volunteer in other governorates. On the other hand, the majority of Irbid volunteers (67%) are willing to train in areas distant from home or work.

Figure 198: Willing to volunteer out of home town?

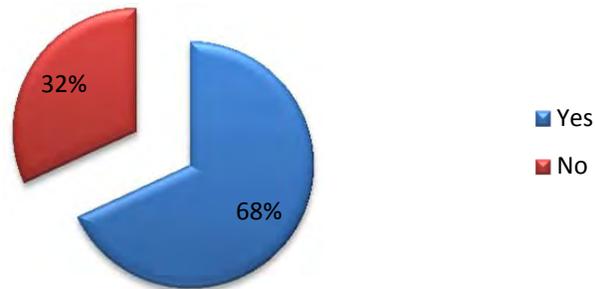


Section Three: Volunteer evaluation of INJAZ program

IF COURSE DURATION IS ENOUGH

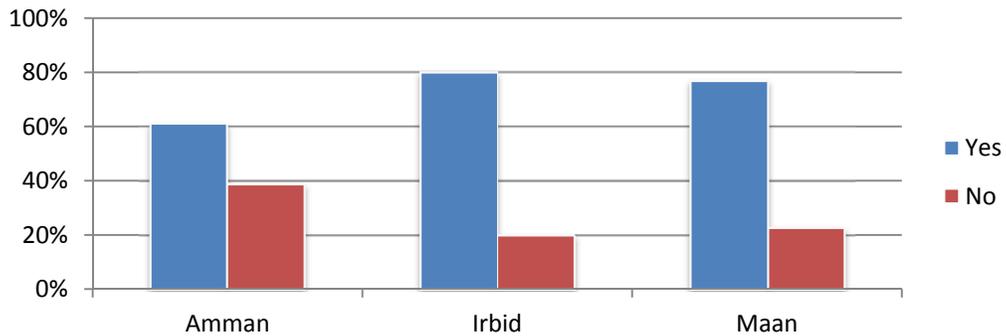
Sixty eight percent of volunteers in this survey feel that training course duration is enough to teach the required skills. However, thirty two percent of volunteers don't seem to agree.

Figure 200: Is course duration enough?



Most of volunteers in all three governorates agree that INJAZ programs duration are sufficient for learning. Slightly, a higher percentage in Amman (39%) believes that the course duration is not enough.

Figure 201: Volunteers opinion by governorate



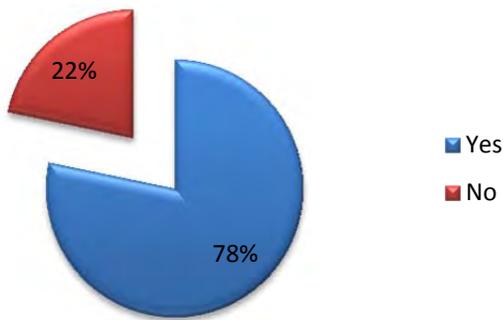
CLEAR COURSE OBJECTIVES

Almost all volunteers state that INJAZ programs learning objectives have been clarified to them before sessions.

A PRELIMINARY WORKSHOP TO INTRODUCE THE TRAINING MATERIAL

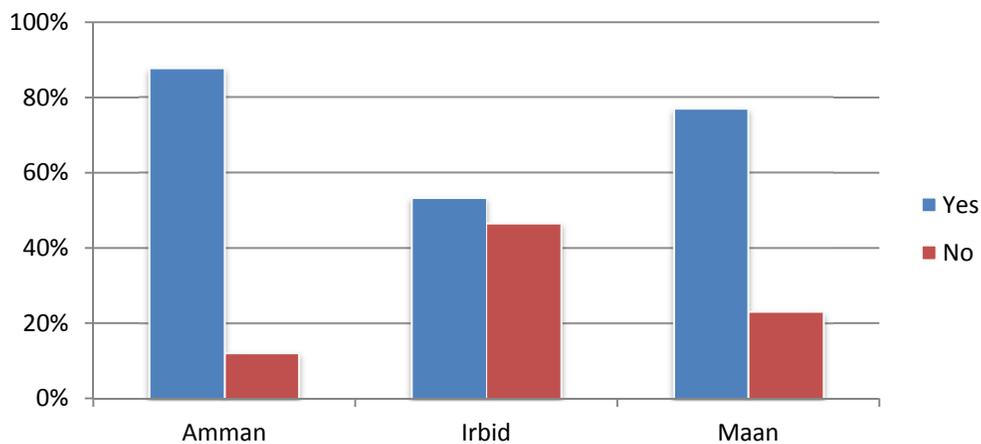
Seventy eight percent of responding volunteers answered positively; i.e. INJAZ program has conducted a workshop session to introduce the training material. The remaining 22% answered negatively.

Figure 202: Has INJAZ program conducted training material orientation sessions for you?



Most volunteers in Amman, Irbid and Maan stated that INJAZ management conducts orientation sessions to introduce the programs training material; responses were 88%, 53%, and 77% for the three governorates respectively. Volunteers who answered negatively were 12% in Amman, 47% in Irbid, and 23% in Maan.

Figure 203: Volunteers responses by governorate



TRAINING MATERIAL RECEIVED AHEAD OF TIME

Ninety one percent of volunteers receive the material before the training session, while nine stated that they did not.

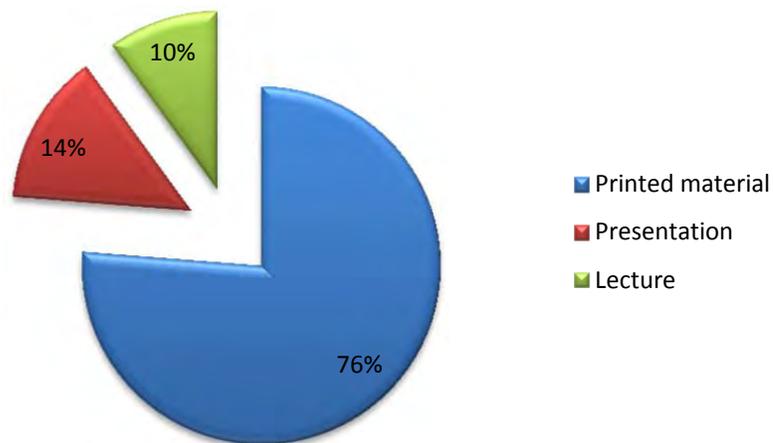
Figure 204: Have you received the training material in advance?



TRAINING TECHNIQUES USED

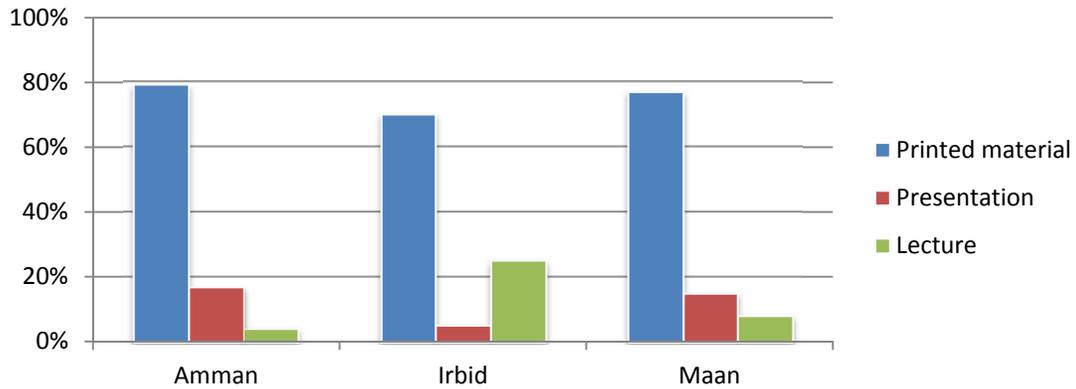
The below figure illustrate that volunteers rely on 'printed material' in 76% of their sessions; on 'presenting' in 14% of the sessions; and on 'oral lectures' in 10% of the time.

Figure 205: Training material format



In Amman, the data reveals that the ‘printed training material’ is slightly used more than in Irbid and Maan. ‘Presentation’ is stated to be used equally in Amman and Maan. ‘Lecturing’ is more used in Irbid than the other governorates.

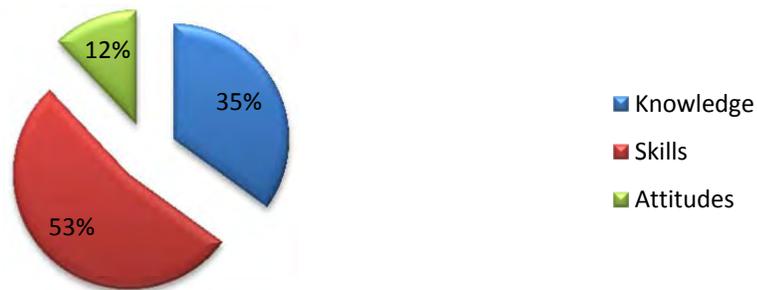
Figure 206: Technique by governorate



TRAINING MATERIAL FOCUS

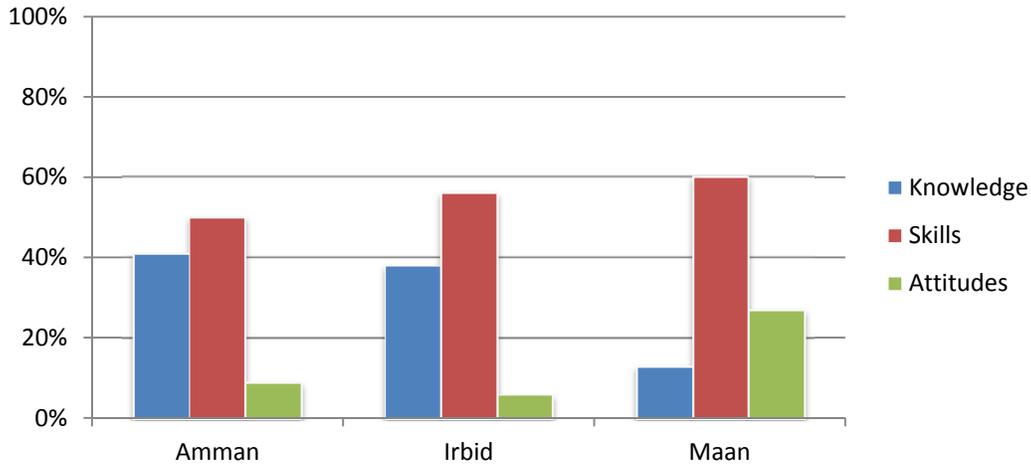
Thirty five percent of respondents state that the focus of the training material is on ‘Knowledge’. Fifty three percent say it is on ‘Skills’. The remaining twelve percent say the focus is on ‘Attitudes’.

Figure 207: Training material focus



The analysis reveals that cross governorates, ‘Skills’ is the most area of focus for INJAZ training; and most responses come from 60% of Maan volunteers. The second aspect of focus is ‘Knowledge’ and as stated by 41% of Amman volunteers. According to 27% of Maan volunteers, ‘Attitudes’ ranks second as an area of focus, then comes ‘Knowledge’ with 13% of responses.

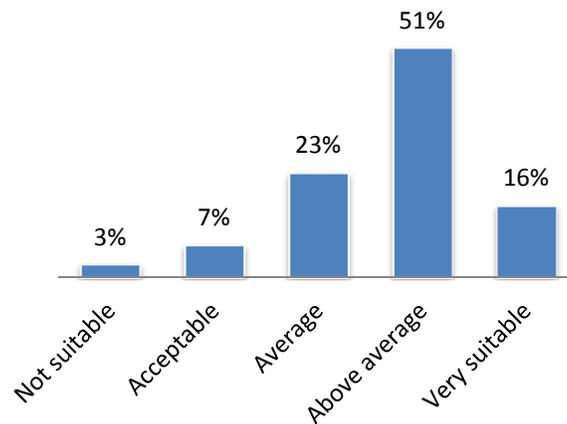
Figure 208: Training material focus by governorate



VOLUNTEERS EVALUATION OF THE TRAINING MATERIAL

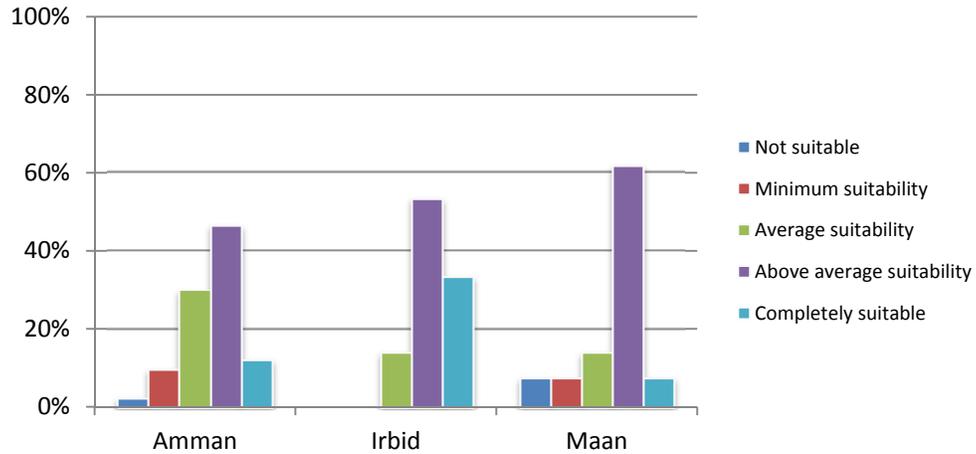
Sixteen percent of our survey volunteers evaluate INJAZ training course materials as ‘very suitable’; fifty one percent of respondents evaluate as ‘above average’; and twenty three percent evaluate it as ‘average’. The remaining ten percent is divided; seven percent value it as ‘minimally suitable ’; while three percent see it is ‘not suitable’ for the courses.

Figure 209: Volunteers evaluation of the training material



Analyzing the data by governorate, it reveals that 62% of Maan volunteers are most to evaluate INJAZ program training material as above average level. Cross governorates, 33% of Irbid volunteers believe that the material is completely suitable in an extent greater than others in Amman (12%) and Maan (8%). Eight percent (8%) of Maan volunteers and 2% of Amman volunteers state that the training material is not suitable.

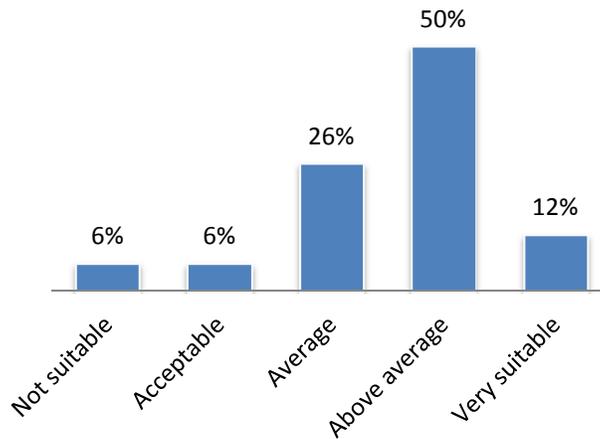
Figure 210: Volunteers evaluation of the training material by governorate



VOLUNTEERS EVALUATION OF SUITABILITY OF TRAINING MATERIAL TO STUDENTS' LEVELS OF KNOWLEDGE

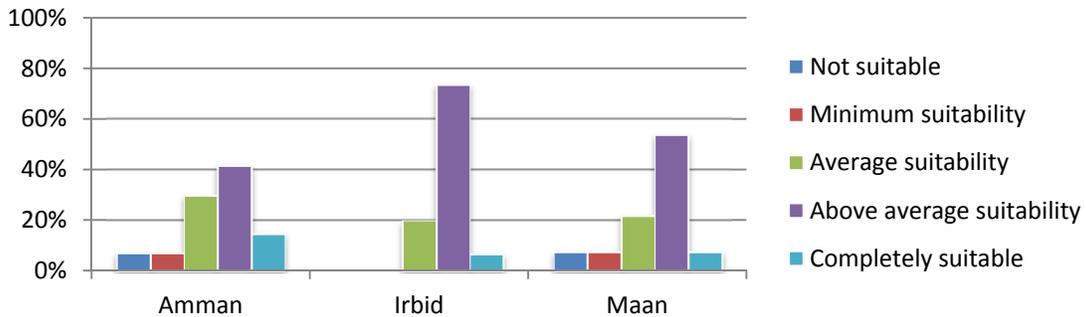
When asked to evaluate the suitability of INJAZ training material to students levels, surveyed volunteers responses were as follows: 12% believes they completely suite student’s levels; 50% believes that they suite student’s levels to above average degree; 26% believe so to average degree. On the other hand, six percent of volunteers believe that the material is acceptable; while the remaining six percent stated they are not suitable to student’s levels.

Figure 211: Suitability of training material to students levels of knowledge



The below figure illustrates that 73% of Irbid volunteers are most to evaluate the level of suitability as 'above average' followed by 54% of Maan volunteers then 41% of Amman volunteers. Similarly, 30% of Amman volunteers are most to evaluate the suitability on 'average level'. Furthermore, 15% of Amman volunteers evaluate the material as 'completely suitable' more than Irbid volunteers (7%) and Maan volunteers (8%).

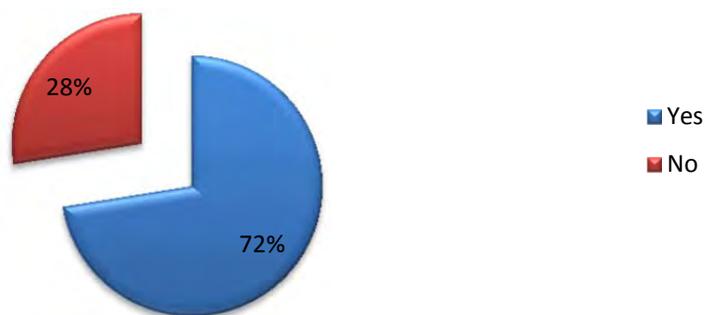
Figure 212: Volunteers evaluation by governorate



TRAINING TOOLS APPROPRIATENESS CROSS SEGEMENT AND GOVERNORATES

When asked about the appropriateness of the training tools used, seventy percent of volunteers replied that they are adequate; while twenty eight percent believes the opposite. Those 28% are mainly from Amman governorate.

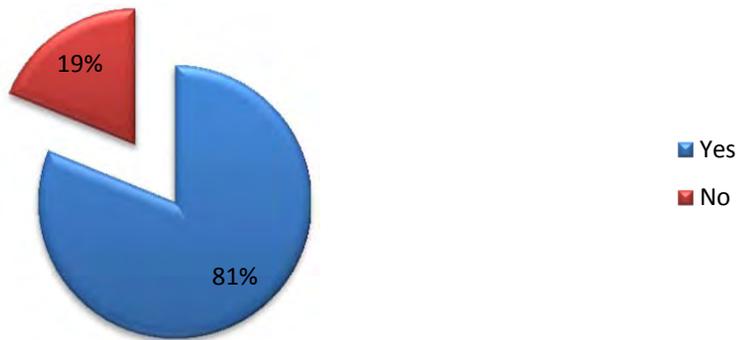
Figure 213: Training tools adequacy



APPROPRIATE TRAINING AREAS AND ENVIRONMENT- BY SEGMENT AND GOVERNORATE

Eighty one percent of surveyed volunteers believe that the training environment is adequate; while nineteen percent agree to the opposite. Those who don't agree are mostly from Amman.

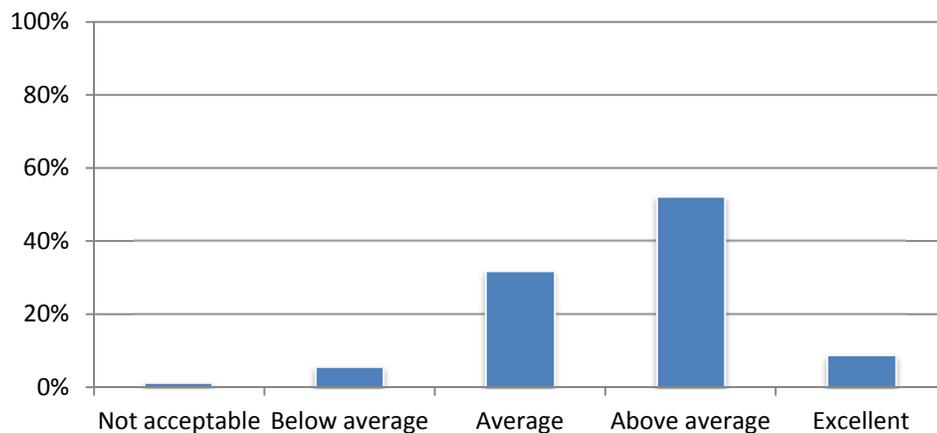
Figure 214: Training environment adequacy



EVALUATION OF STUDENTS' DEDICATION DURING TRAINING SESSIONS

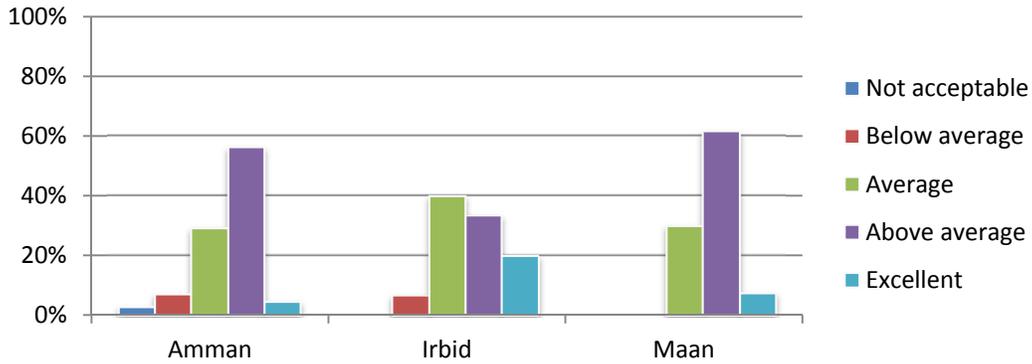
Nine percent of surveyed volunteers stated that students 'fully adhere' to training session rules. The majority (84%) stated student's commitment ranges from average to above average. Six percent of responding volunteers say that student's commitment is below average, and one percent considers the students' commitment as not acceptable.

Figure 215: Students behavior during training sessions



Among governorates, Maan volunteers are the most who evaluate students' commitment inside class on 'above average level', followed by Amman and Irbid volunteers respectively. The majority of Irbid volunteers state that student's level of commitment is 'average'. A slight proportion of Amman volunteers say that student's commitment is 'not acceptable'.

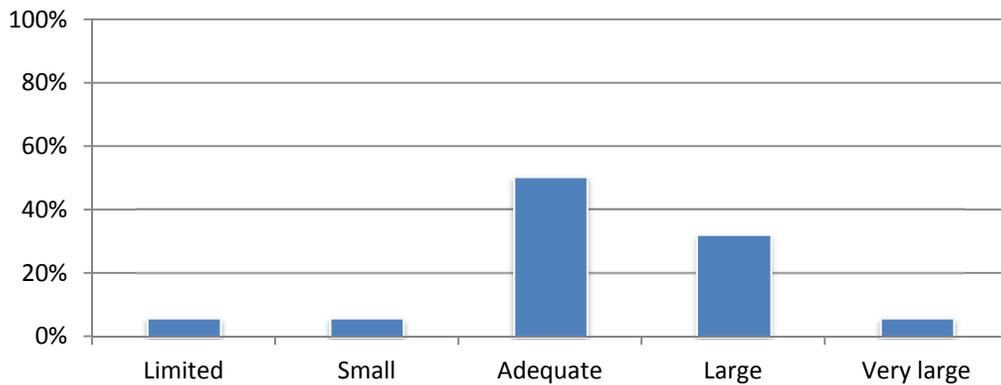
Figure 216: Volunteers opinions by governorate



EVALUATION OF NUMBER OF STUDENTS' PER SESSION

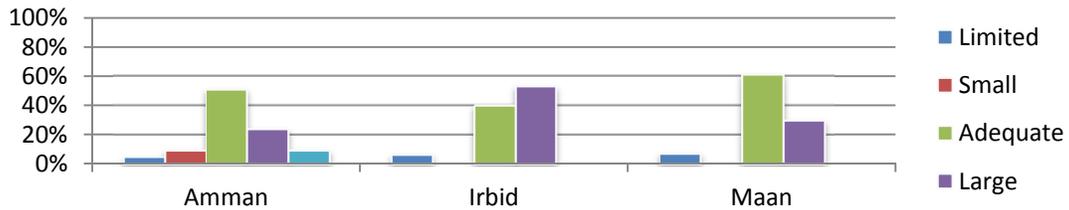
Most responding volunteers to this survey (88%) find that session sizes range from 'adequate' to 'very large'. Volunteers who say 'adequate' are around 50%. The other 6% evaluate the number of students as 'small' or 'limited' almost equally.

Figure 217: No. of students per training session



Class size evaluation by governorate is as follows: 62% of Maan volunteers are the most to say that the number of students in any session is 'adequate'. Fifty three percent (53%) of Irbid volunteers state that the session is 'large'. It is noticeable that 10% of Amman volunteers evaluate the session size as 'small'.

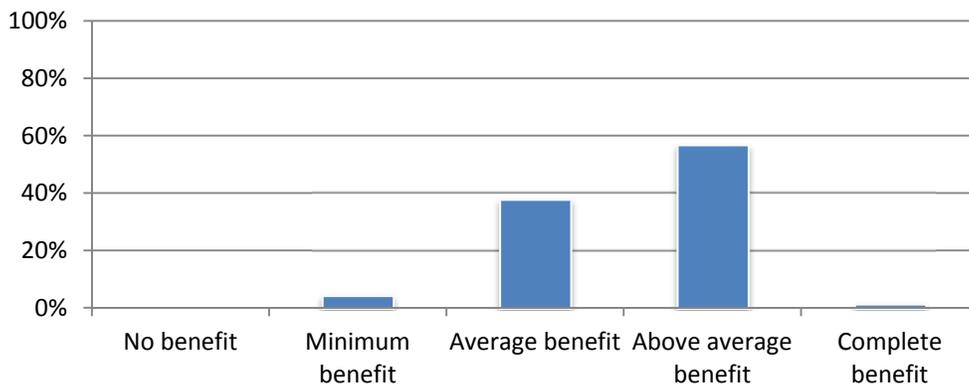
Figure 218: Volunteers opinion by governorate



VOLUNTEERS EVALUATION OF STUDENTS' BENEFIT OF INJAZ PROGRAMS

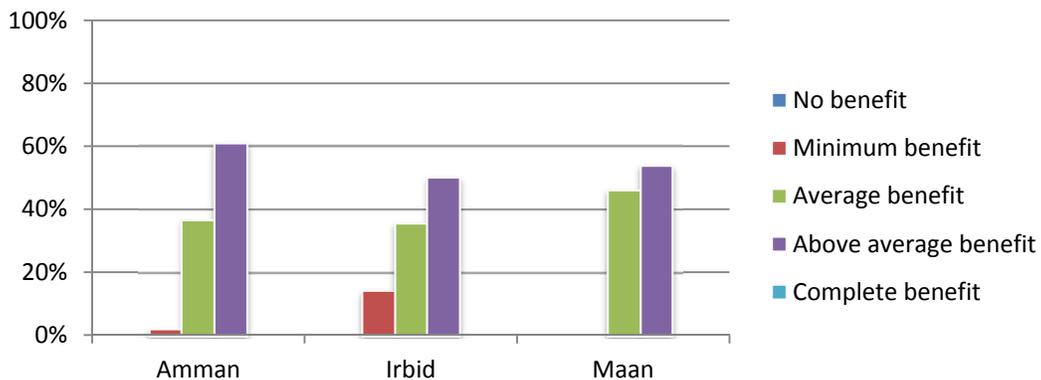
On how they evaluate students benefit from INJAZ school programs, most survey volunteers believe there is at least 'average' benefit. Some volunteers, (1%) of them, believe that the benefit is great. The remaining four percent state that 'there is minimum benefit' to students.

Figure 219: Evaluation of student's benefit of INJAZ courses



Percentages of volunteers who evaluate students benefits on 'above average level' are almost equal across Amman, Irbid and Maan. Volunteers who evaluate the benefits on 'average level' are more in Maan. Clearly, some of Irbid volunteer's evaluation is on 'minimum level'.

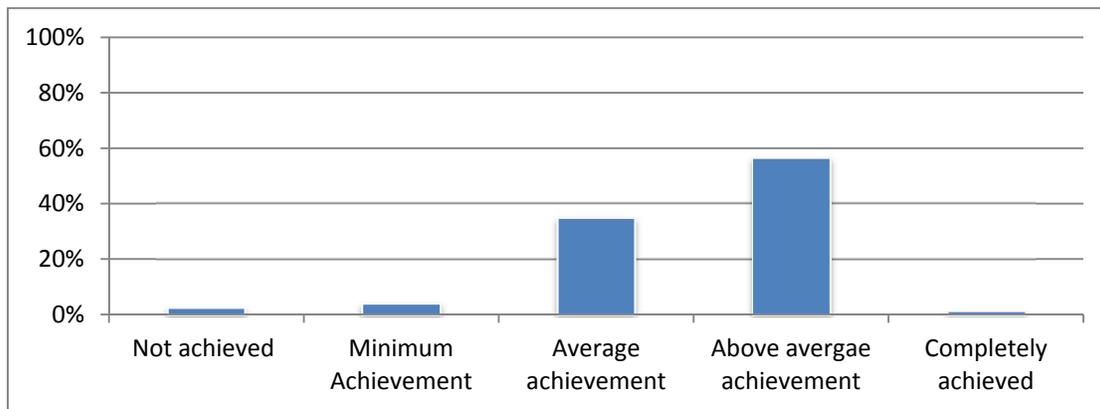
Figure 220: Student's benefit by governorate



ACHIEVEMENT OF INJAZ PROGRAM OBJECTIVES

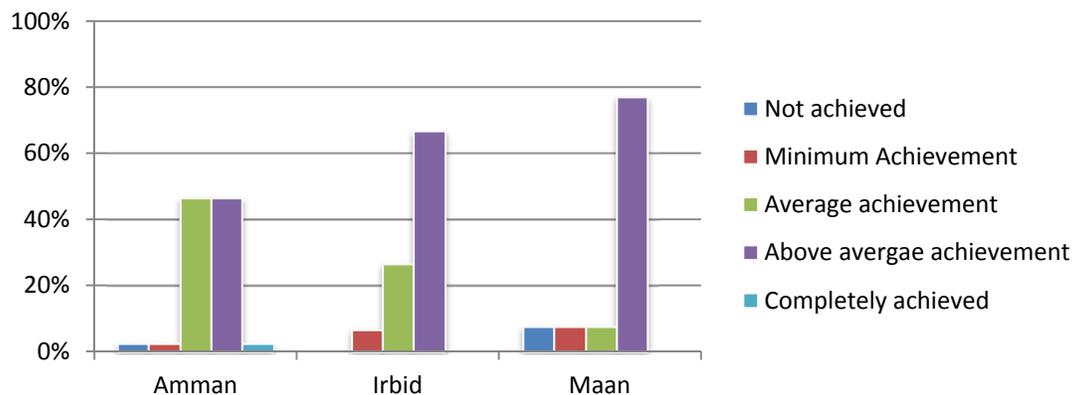
Ninety Two percent (92%) of volunteers surveyed feel that INJAZ program objectives are either achieved to average or above average extent. Moreover, one percent (1%) believes that those objectives are totally or fully achieved; four percent (4%) believe that minimum achievement occurred; and three percent (3%) don't believe they are achieved.

Figure 221: To what degree are the objectives Achieved?



The data analysis for governorates reveals that Maan volunteers evaluate the achievement of programs objectives as 'above average' more than Irbid and Amman volunteers. Percentages of Amman volunteers who evaluate the level of achievement either 'average' or 'above average' are equal. In Amman only, some volunteers say that the objectives were 'completely achieved'.

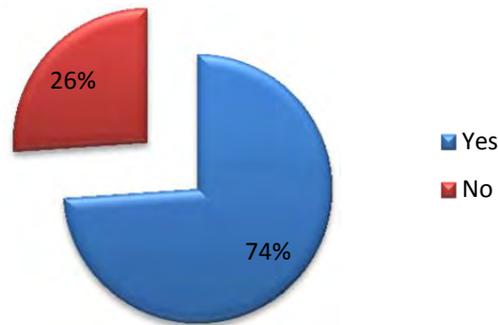
Figure 222: Volunteers opinion by governorate



DEMAND ON INJAZ PROGRAMS- BY SEGMENT AND GOVERNORATE

Many volunteers who responded to this question (74%) stated that there is demand from the private sector on INJAZ programs. Twenty six percent thinks that no demand exists on these programs. Those are found mainly in Amman.

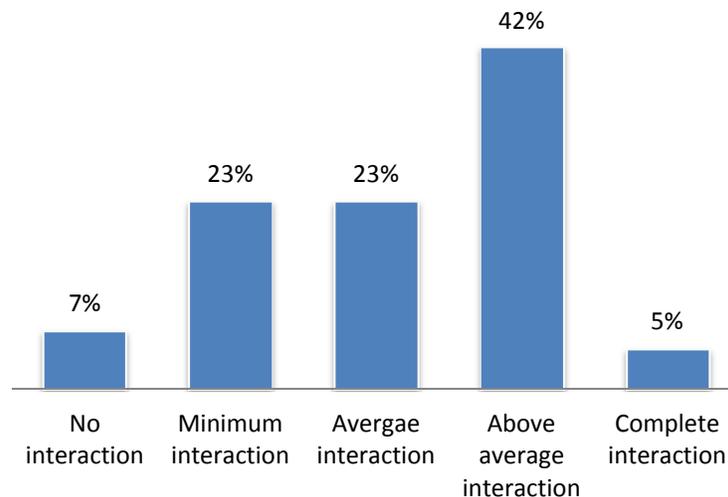
Figure 223: Any demand on INJAZ programs



PRIVATE SECTOR INTERACTION WITH INJAZ PROGRAM

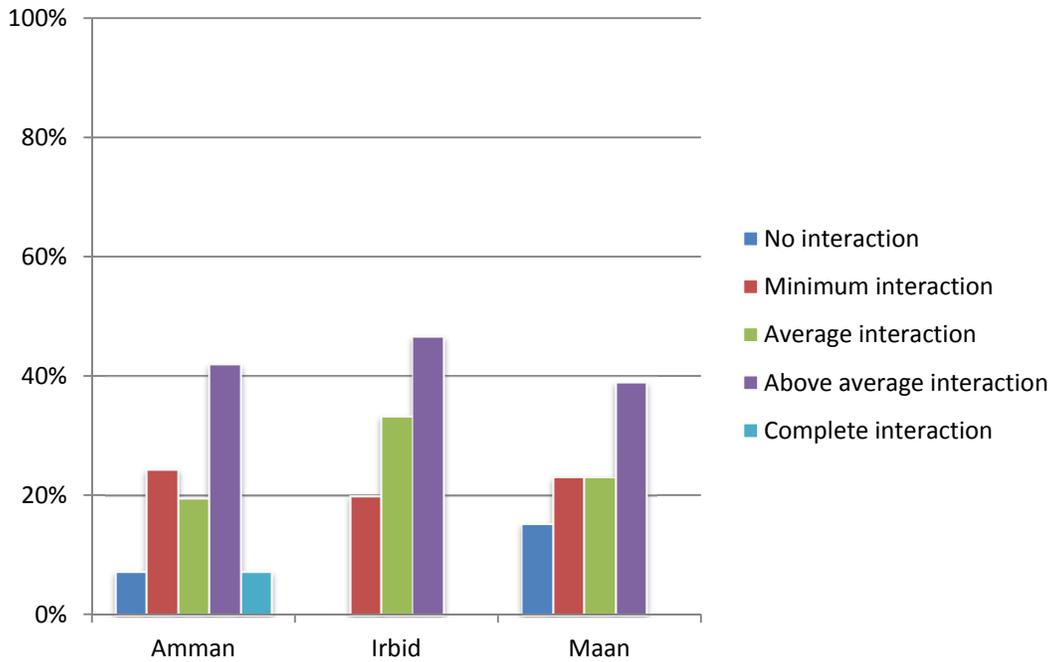
Four percent of surveyed volunteers say that the level of interaction by private companies is very high. A percentage of eighty eight percent of responses ranges between 'minimum interactions' and 'above average interaction'. The remaining 7% states that 'no interaction' exists.

Figure 224: Level of private sector interaction to support INJAZ program career wise



Based on governorates data, Amman volunteers state that there is ‘complete interaction’ between INJAZ and the private sector to employ INJAZ graduates. On the other hand, more of Maan volunteers say that the private sector is not really effective in supporting INJAZ. Volunteers who evaluate the interaction level as ‘average interaction’ are more in Irbid.

Figure 225: Volunteers responses by governorate



DO YOU ADVISE FRIENDS TO VOLUNTEER WITH INJAZ?

All respondents answered positively. They advise friends to participate in INJAZ program by volunteering.

QUESTION 37: SUMMARY OF INJAZ PROGRAM STRENGTHS AND WEAKNESSES

Below is a summary of the programs strengths and weaknesses according to volunteers in the survey.

Table 19: Program Strengths and Weaknesses- Volunteers

Strengths	Weaknesses
<ol style="list-style-type: none"> 1. Topics content <ol style="list-style-type: none"> 1.1 'Focus on students Personal qualities' 1.2 'Non traditional learning' 1.3 'Suitable for student future needs' 1.4 'Meet Community needs' 2. Training method <ol style="list-style-type: none"> 2.1 'Non traditional ways of learning' 2.2 'Students learn to have discussions' 2.3 'Students learn to cooperate and work as a team' 3. INJAZ Program <ol style="list-style-type: none"> 3.1 'Targets the Youth' 3.2 'More interaction between the private sector and the local community.' 3.3 'Well managed.' 3.4 'Program follow up with stakeholders' 3.5 'High Coordination' 	<ol style="list-style-type: none"> 2. Program Duration: Some volunteers (32%) believe that the program time is limited and not sufficient. 3. Number of participating students is large. 4. Quality of students. Sometimes they are not serious for learning. 5. Training content needs updating. 6. Non coordination with universities in some cases. 7. Sometimes after-program follow up is weak. 8. Sometimes training tools are weak- especially in universities.

Focus Groups

Objectives

The overall objective of the project is to assess the extent to which INJAZ achieved its expected outcomes and the satisfaction level of INJAZ stakeholders – youth, parents, private sector, and partner organizations, identify key strengths, weaknesses and gap areas of programming including the training programs and approaches.

However, and to achieve the overall objective of the project, focus groups sessions were planned to find out the circumstances and barriers which affect INJAZ III program, and to make clear evidence based recommendations regarding the structure, content, sustainability, and approach of the program.

Schedule and Location:

The focus groups schedule was recommended and set up based on the working schedule of the project. No setbacks encountered the implementation of the focus group sessions which took place according to the following dates:

Day & Date	Time	Location	Target Group
Tuesday, 10 Jan. 2012	2:00 – 5:00	Amman	Students Teachers Volunteers Parents
Monday, 16 Jan. 2012	1:00 – 4:00	Irbid	Students Teachers Volunteers Parents

Number of Participants:

The numbers of participants in the focus group sessions were as mentioned below:

Location	Target Group	No. of Participants
Amman	Students, Teachers, Volunteers, Parents	13
Irbid	Students, Teachers, Volunteers, Parents	16

Main Topics Discussed

A set of topics / questions were drafted in the planning stage for the implementation of the focus group sessions. The aim of these topics is to help the moderator guiding the sessions. The following topics / questions channeled the discussions towards the objectives of the focus groups:

▪ **Theme One: Overall Impression about INJAZ programs and activities**

- 1- The importance and value of the topics that INJAZ III seeks to introduce and to what extent it meets the students and the labor market needs;
- 2- The beneficiaries and stakeholders that INJAZ III program deals with, in addition to the categories that INJAZ III shall target in the future;
- 3- INJAZ III programs and activities selection and distribution mechanism and criteria (training courses programs, extra curriculum programs, programs duration, governorates, Schools/ universities);
- 4- Stakeholders level of satisfaction on INJAZ III programs and activities (satisfied, somehow satisfied, not satisfied).

Findings and observations:

- ✓ It was clear that most of the participants agreed on the fact that INJAZ III programs and activities meet the students and market labor needs, especially; because INJAZ programs and topics are not covered in schools, universities, and community colleges educational curriculum. In addition, there are few parties responsible for preparing the students to be ready to work in the labor market.
- ✓ All attendees supported the students' opinion that says the topic plays a major role in attracting the students' attention and increasing the overall benefit of INJAZ programs and activities.
- ✓ The teachers supported the volunteers when they considered that the level of some training courses is higher than the students' level, especially the courses related to the economics for the school students. In addition, they agreed that there is some repetition in some training courses.
- ✓ The majority of the participants agreed on the need to increase the percentage of the practical part, because of its main role in affecting the students' beliefs and opinions for the future, on the other hand they mentioned that the high number of students and limited capabilities are the most important challenges would face the implementation of that.
- ✓ The majority of attendees agreed that there is a need to include Tawjihi (12th grade) students to INJAZ program, while focusing on both 10th and 11th grades students, as it will help them in developing a better understanding of the labor market. In addition, it will aid them in determining their future academic and occupational path.
- ✓ Most of the attendees agreed that private schools students should be added to INJAZ programs, since they will benefit from INJAZ training courses. This will also help INJAZ through receiving support (donations, volunteer work, facilities, etc).

- ✓ It was clear that the volunteer is the person who is capable to make the difference in INJAZ program, according to his role in influencing and attracting students' attention, through the linkage between the topic of the training course and the practical life, in order to enhance the training course concept and principles for the students.
- ✓ The volunteers said that new volunteers shall provide a training session before starting their volunteer work, in order to coach them and mentor the way the training session is being conducted. Also; it was suggested by the participants that new volunteers may be given the opportunity to attend training courses with older and more experienced volunteers, so as to benefit from their experience.
- ✓ The participant students said that they don't get any benefit from the volunteers who only teach what is stated in the training course manual, since the volunteers' experience plays a larger role in increasing the students' level of benefit from INJAZ III programs.
- ✓ Where they are the cornerstone of INJAZ III program, there was no doubt between the attendees that the selection of the volunteers shall be based on his qualifications and work experience, so that the volunteer is assigned to teach the programs that match with his qualifications and experience.
- ✓ It was clear that all the participants prefer that the volunteer shall have a professional background not academic background, based on the fact that the ones from the academic background are not able to influence at the students' ideas and mentality in the same way the volunteers from the professional background do.
- ✓ The volunteers agreed on that the coordinator between INJAZ and them shall be qualified and able to facilitate and arrange for their work at the schools, universities and community colleges, through specifying his duties and responsibilities clearly to avoid problems and complications and increase efficiency.
- ✓ The participant parents were very pleased by INJAZ program and its impact on their sons and daughters, and they are looking forward to a greater participation with INJAZ program, which will benefit both the students and their parents.
- ✓ The participants insisted that the parents' role in developing their sons' skills and abilities is very important and shall help INJAZ in achieving its goals and objectives.
- ✓ Enhancing the role of the volunteers from the public sector was a point of agreement by all the participants based on the fact that selecting and presenting volunteers from different

backgrounds, allows the students to compare between the private and public sectors, and be familiar with different areas of work and to be well qualified to the labor market and its challenges.

- ✓ The common belief between all the participants was the need to activate and increase the role of the private sector in a larger and wider way, in order to help INJAZ expand its support to include more areas especially remote ones to achieve INJAZ goals and objectives.
- ✓ There was a clear desire between the students to increase the frequency or the duration of the training session, as once a week is insufficient to cover the training material well, especially for some extra curriculum programs.
- ✓ On the other hand; the volunteers agreed on that the frequency and duration of the training sessions are suitable, except for some of the extra curriculum programs which INJAZ shall reconsider its frequency and duration.
- ✓ The participant students and volunteers agreed on changing the date of the beginning of the course to start with the beginning of the semester, as to make use of time as much as possible before the start of the exams.
- ✓ The majority of attendees suggested that INJAZ shall take advantage of the summer vacation to expand its reach, in order to increase the number of beneficiary students particularly in remote areas.

▪ **Theme tow: INJAZ III program achievements**

- 1- Benefits at the individual level (personality, education, skills, values);
- 2- Benefits at the family level (living standard, beliefs, family relationships);
- 3- Benefits at the community level (Entrepreneurship, culture, awareness);
- 4- Most important achievements the last 2 years.

Findings and observations:

- ✓ INJAZ program has enhanced students' self-confidence and has made them more capable to understand things more clearly, in order to take the appropriate decisions.
- ✓ INJAZ program has contributed in expanding the students' perception by introducing new topic and issues to them, that's helped them in planning for their future in a right way.
- ✓ INJAZ program has given the students an early opportunity to enter and see the various sectors of the labor market, which helped them in choosing their field of study and work.

- ✓ INJAZ program has made the students more aware of their skills, interests, and abilities and the way of directing them in the right direction to get the best results.
 - ✓ INJAZ program has succeeded in instilling many of the values and ethics in students, especially those values related to working life, a good example of that is the loss of the culture of shame between students.
 - ✓ INJAZ program has played a key role in increasing the confidence of parents in their children, especially their daughters through giving them the opportunity to experience, practice and take decisions.
 - ✓ INJAZ students have succeeded in changing some of their parents' misconceptions, through building effective and fruitful conversations with them using the skills they have gained from taking INJAZ related programs.
 - ✓ INJAZ program has contributed in raising awareness among youth in the community, which limit the spread of culture of shame among members of the community and increase their respect for all professions and businesses.
 - ✓ INJAZ program has played a key role in introducing the labor market needs of competencies to the youth, which lead them to study and work in what is required.
 - ✓ INJAZ program has helped the students in finding out their skills and abilities and supported them in establishing their own businesses, which benefit the community economically.
- **Theme Three: INJAZ program strengths and weaknesses**
 - 1- INJAZ program strengths (Objectives, uniqueness, comprehensiveness and targeted groups,...etc);
 - 2- INJAZ program weaknesses (Coordination, support, funding and geographical coverage,...etc);

Findings and observations:

❖ Strengths:

- ✓ INJAZ program objectives and the competencies it seeks to improve, meet the needs of community.

- ✓ The topics and ideas INJAZ program discusses are in line with the demand of the labor market, and meet the students' needs.
- ✓ The support INJAZ program obtains from the different parties and stakeholders (Public sector, Private sector, volunteers, students, teachers and parents) strengthens it makes it more sustainable and effective .
- ✓ Extracurricular programs play a major role in the development of the student's personalities and skills quickly and effectively.
- ✓ The existence of qualified and experienced volunteers, increase the benefit obtained by the students.
- ✓ Because the volunteers are from many different backgrounds and expertise, that supports the program and deepens the students' benefit.
- ✓ The targeted group is the actual leader of the community in the near future and its development is of high importance to the community
- ✓ The financial support INJAZ program offers to the public schools, enhance their confidence and relationship with INJAZ program
- ✓ Multiplicity and diversity of methods and tools used by volunteers to fit with the theme of the course and the level of students

- ✓ The support and attention given to INJAZ program by students of different age categories because of the benefit they obtain from the program, increase the program opportunities to expand, growth and excellence

❖ **Weaknesses:**

- ✓ Lack of supervision from INJAZ coordinators on the volunteers at the schools and universities.
- ✓ Excess number of students in training sessions especially in schools.
- ✓ Some programs duration is not enough to gain the required knowledge and achieve the program objectives.
- ✓ Some Topics are repetitive (There are similarities in the content in some articles).
- ✓ Lack of seriousness and commitment of some students, especially school students.
- ✓ Lack of coverage of the extra-curricular programs in some schools and governorates.
- ✓ The criteria used in selecting volunteers are weak and do not always achieve the required results.
- ✓ Geographical coverage is not as desired, especially in remote areas where they need such programs
- ✓ Some volunteers are not able to link between the labor market and the training material, as they only adhere to the training manual.

Component One: INJAZ Organizational and Managerial Sustainability

- 1) The old organizational structure is not adequate and needed urgent review. Key functions and responsibilities are not clear, and work load is not professionally distributed. i.e. The work located at the deputy CEO of operations, and therefore the new structure was essential to distribute the load.
 - a. The evaluation team had the opportunity to review the new proposed organizational structure and it has many advantages compared to the old one. However, it also needs some additional amendments to be able to meet INJAZ new set of strategic objectives.
- 2) The Load of work in the new intended structure is located at the Business Development Unit and the Financial and administrative Unit, where no new positions, neither empowerment plans were developed to handle the work load in these two units, moreover, we recommend that INJAZ should **have a centralized planning and coordination department to plan the work of volunteers, i.e., not to overlap the meeting schedules of the volunteers and to efficiently use the resources in the three newly established entities” Curricular Programs, Extra-curricular, and Entrepreneurship programs”**
- 3) An executive information system should be in place with identified KPI’s connected directly to higher management and area managers to make sure that reports are available for immediate actions. Such a system will help to decrease the amount of work in the Head office department and will enable the decision makers to act immediately once a risk is elevated or once a KPI is not met.
- 4) INJAZ number of employees is exceeding 62 and this requires to have a separate unit or at least a specialized Human Resources expert to handle and manage personnel and to handle all employees complaints, appraisals, suggestions, training, and empowerment in order to reduce the percent of turnover within the employees and to raise the percent of employee satisfaction that can affect the sustainability of INJAZ in the future.
- 5) Leadership, time management, risk management and change management skills are very important topics that head of departments, and deputy CEO should be receiving training at. These skills will be vital in the future so that they can lead their teams professionally.

- 6) The monitoring system should be in place to enable INJAZ to monitor up to date and real time achievement of the KPI's, so to enable decision makers to take actions immediately.
- 7) The corporate governance framework should be reviewed for suitability and should cover all the meetings and its frequencies for the board, the committees and the top management of INJAZ detailing the objectives for such meetings.
- 8) The distribution of the objectives inside the perspectives with their strategic maps are not well designed and need to be elaborated more to show the real cause and effect, lead and lag, effectiveness and efficiency relationships. The cascading down method from the corporate strategic map to the Business Units are not developed yet, therefore more efforts should be exerted to finalise the BSC approach and to identify the Business units strategic maps and the individuals as well.
- 9) The review team assessed the financial sustainability plan for INJAZ. It was clear that the proposed plan is very general and serves more as a cash flow estimation tool rather than a financial sustainability. The plan does not have a detailed action plan that highlights responsibilities and objectives by partner and stakeholder in a time frame approach. It was also noted that financial sustainability plan does not receive the required level of attention from INJAZ management. Much of the fundraising for the program is mainly dependent on Board Members contributions and personal initiatives. Therefore, in the new structure, fund raising and financial sustainability should be more focused.
- 10) Training on the balanced scorecard approach should be given to all department heads and to the top management as well, focusing on how to cascade down the objectives from the strategic plan level to the business units.

Therefore, INJAZ should clearly specify the weights and percentages of contributory objectives, with consensus gained on such percentages and weights, where the lack of such approach will result in misleading interpretation of the percentages of the KPI's achievements, and it will end up by misleading actions or non-effective actions, and in order to do so, many meetings should be held with senior team and head of departments to agree on these KPI's and its percentages.

Moreover INJAZ should build up personal scorecard, by cascading down the business unit KPI's to performance measures at the personal levels

Two main aspects should be taken into considerations when building the personal scorecards as follows:

- a. Personal Objectives which are directly integrated from the Business units scorecards

- b. Competencies assessment which shall include but not limited to knowledge, experience, skills and the added value of each individual towards achieving the Business units objectives and KPIs.

We recommend that INJAZ can adopt an approach for selecting the most important measures they need to monitor with developed criteria that focuses on (measures strategic relevance, measures practicality, measures frequency, easy to understand, and providing insight). Implementing this approach will end up prioritizing the most important measures that INJAZ should focus on.

Another important tool that should be developed while dealing with such measures is to initiate Measures menu, which shall include but not limited to, the measures names, owner, related department, related objective, frequency of measurement, measure definition and meaning, source of data, calculation method, and assumptions made.

11) The following skills are required to INJAZ staff at different levels:

1. Leadership skills for higher level management

- Overview of management practices /skills
- Roles of leaders
- Alternative organizational models
- Personality styles/ profiles of managers
- Time management and other management skills.

2. Working successfully as a supervisor, including staff evaluation practices

- Supervision styles
- Purpose of supervision
- Personality typing
- Reporting obligations
- Reward/ punishment practices
- Communication performance expectations.

3. Long and short term planning

- Role of planning by responsibility level
- Environmental scans
- Characteristics of strategic/ operational planning
- The what, why, where, who equation in strategic planning
- Follow up/ evaluation systems and personnel.

4. Report writing:

- Analysis of report requirements to fit purpose
- Alternative report styles and formats according to purpose
- Logical framework for reports
- Quality/ quantity equation in report writing
- Language in reports (style/level)

5. Teamwork as a continuous improvement strategy

- Management styles
- Role of leader, manager
- Team planning strategies
- Team planning tools
- Interpersonal styles (differences, similarities, coping with in terms)
- Task team
- Team leadership/team operation.

12) There is a need for raising parents' awareness about INJAZ programs. We recommend doing that by the following:

- Sending parents letters introducing the program and requesting their opinions regarding registering their children
- Inviting parents to awareness sessions on INJAZ programs, topics, objectives, and timing.

13) INJAZ should reconsider its marketing strategy, since most of the people are hearing about INJAZ from their schools or work management. This fact indicates the importance of utilizing other marketing tools such as social media, television, radio etc... in order to create awareness about INJAZ.

Component Two: Curricula Assessment

- 1) The team finds that INJAZ focuses on number of students as a key KPI for measuring performance. We recommend that the Program should enhance the focus on the quality and level of learning rather than number of attending students.
- 2) **INJAZ curriculum development should be developed to meet the international standards.**
- 3) In order to have a better focus on the courses and programs, Fourteen of INJAZ courses can be merged to become the following five courses with different and longer periods:
 - a) **Entrepreneurial competencies**, it includes the following:
 - Entrepreneurial master class (EMC)
 - Be Entrepreneurial (BEN)
 - My Entrepreneurial Project (MEP)
 - b) **Travel and Tourism Business**, it includes the following:
 - Working in Tourism (WIT)
 - Travel and Tourism Business (TTB)
 - c) **Money and Business**, it includes the following:
 - More than Money
 - My Money Business
 - d) **Economic and success skills**, it includes the following:
 - Economics for Success (EFS)
 - Exploring Economics (EE)
 - Success Skills (SSS)
 - Personal Life Planning (PLP)
 - e) **Company and Business Competencies**, it includes the following:
 - Leadership course (LCS)
 - Business Ethics (BE)
 - Company Course (CC)

- f) The below two programs can be also reduced to become under the name “INJAZ Competition Programs”:
- Company Competition
 - Social Leadership Competition
- 4) New topics and subjects can be introduced in order to meet the individual needs and labor market needs:
- Labor contracts
 - Salary protection
 - Workplace safety and hygiene
 - Employment counseling
 - Labor unions and syndicates
 - Small enterprise support
 - Features characterizing self-employment:
 - o Demand in the services sector
 - o The need for multi-skilled workers
 - o The need for flexible workers
 - Occupational competencies
 - Employment competencies
- 5) Volunteer guide and student books need major improvements related to the contents, sequence, guidelines, and particularly the pictorial and schematic drawings. INJAZ should include more drawings to maximize the efficiency of learning materials, however, they indicated that drawings will increase the cost of printing and publishing.
- 6) INJAZ programs and courses should be demand-drive. The programs and courses should be designed and implemented to meet the market needs. This can be sourced from impact assessment and market studies.
- 7) Currently, INJAZ engagement and follow up with students after graduation is minimal. Empowering such exercise will present an excellent feedback mechanism for INJAZ program, particularly in the area the relevance of INJAZ programs and courses on students employability.

Students should participate in the evaluation/assessment of their own progress, and this system should have an in-built feedback mechanism to identify and correct learning problems. INJAZ programs should be directed to realize the immediate social needs of Jordan youth in order to serve all individuals, new graduates, job seekers, women, unemployed, low income people and individuals with special needs.

- 8) Training curricula should focus on occupational, employable, and interpersonal competencies. Theory, practical application and changing behavioral attitudes should also be included.
- 9) Sufficient time should be given for the implementation of training programs in order to acquire needed skills meeting labor market requirements.
- 10) Better coordination should take place with the ministry of education to get optimized benefits from pre-vocational education curricula, facilities and trainers.
- 11) Setting up courses objectives should take into consideration the required standards the graduates will reach upon completing the course.
- 12) Learning materials should be improved in order for students to better understand the knowledge, facts and acquire the desired skills. Visual aids, activities, tests, and other elements should be added as well. INJAZ is advised to make sure that the following training aids are available:
 - Printed or duplicated aids: books, manuals, handouts, job sheets...etc.
 - Three dimensional aids: these include objects, models, cutaways, displays, and others.
 - Graphic aids: pictures, drawings, illustrations, photographs, blue prints, templates, chalk boards, maps. Charts, ..etc.
 - Projected aids: motion pictures, data show, tape recording
 - Auditory aids: various applications
- 13) Courses and programs should be rearranged in categories that can be easily implemented and managed and to avoid repetition and overlapping. INJAZ in cooperation with volunteers and curricula committee should decide on which kinds of tests are appropriate for evaluating courses and programs. The following types could be studied:
 - Objective tests
 - Ratings
 - Essay
 - Performance
- 14) INJAZ is requested to start experimenting evaluation and testing measures gradually for selected courses and programs in order to use the results for the following:
 - To diagnose learning difficulties
 - To assess the amount and kind of behavioral change attainable to the training or development system.

- To provide feedback to volunteers and concerned INJAZ staff members.
 - To motivate students and beneficiaries.
 - To counsel students
- 15) Program supervisors should be recruited, trained, and deployed in order to establish effective and efficient monitoring and evaluation system.
 - 16) Practical applications should be the main focus of INJAZ programs, proper facilities should be provided to avoid lecturing.
 - 17) Career guidance of INJAZ can be gradually infused into the curricula of primary, secondary, and higher education. This infusion has to be coordinated with institutions of MoE and MoHESR.
 - 18) INJAZ should consider implementing creative initiatives enhancing inspirational and entrepreneurial programs. The following programs are potentially successful and proved effectiveness.
 - a) INJAZ Job Café program (*Annex II*)
 - b) Graduate Enterprise Program (GEP) targeting fresh graduates of secondary schools, community colleges and universities. (*Annex III*)
 - c) Enhancing the role of schools for the development of local communities. (*Annex IV*)
 - d) Modernizing services of the Ministry of Labor departments of employment.
 - 19) Establish twining programs with enterprises, educational institutions in order to better utilize their facilities and premises.
 - 20) The following sequence can be studied by the curricula development committees in order to select the appropriate one:
 - Logical order: materials are presented either in order of difficulty or in accordance with the logical arrangement of the subject matter.
 - Problem centered: it is desirable to pose a general problem and then describe the various means of solving it.
 - Description order: this method is focusing on adequate descriptions of the equipment, processes and procedures.
 - Job performance order: based on the sequence in which a job, duty or task is actually performed.

- Physiological order: this is an ordering of content and learning experiences based on ease of learning.
- 21) INJAZ should focus on capacity building programs targeting those career guidance counselors in order to maximize this activity and improve its efficiency and effectiveness. Coordination with educational institutions is of great importance and in line with INZAJ objectives.
 - 22) INJAZ should coordinate with the Ministry of Labor to strengthen the employment departments over the Kingdom by introducing tools and mechanisms to attract students, and job seekers; INJAZ must consider an innovative approach for training, career guidance and employment.
 - 23) The time allocated for the session is sometimes not enough, which indicates the fact that there should be some reconsideration for the session's time to become 90 minutes. In order to overcome the insufficiency of time allocated to INJAZ courses, the schedule may shift the starting date of both school and university programs earlier in the term. This will allow for more training sessions to be conducted (16 sessions instead of 12 sessions). This also means that planning and coordination is required to achieve this goal (i.e. announcing about INJAZ program prior to the beginning of terms, registering interested students as early as possible, allocating a volunteer, making the training material available in advance...etc.).
 - 24) INJAZ should maintain close linkages with the labor market to:
 - Ensure consistency of programming with national social and economic objectives
 - Ensure that programming is to the extent possible, demand –driven
 - Maintain currency with technological, and industrial developments
 - Seek participation and input into program revision and update
 - Facilitate trainee and graduate placement

VOLUNTEERS

25) High professional criteria and standards should be set in order to select volunteers and institutions for the implementation of INJAZ program. Accordingly, the volunteers selection criteria should be revised. INJAZ should require specific practical experience and/or educational background for each topic, in order to increase the benefit for the students. The revision should take into consideration the following factors:

A. Subject matter expertise: the volunteer cannot teach what he does not know; he has to possess the technical knowledge and skills that are required by the job market. The knowledge and skills needed fall into three categories:

- Knowledge of the enterprise
- Knowledge of the job
- Job skills

B. Professional knowledge and skills: it is possible for the volunteer to know a subject and not be able to teach it. Volunteers must know principles of learning and teaching as they apply to adult learners. Among the most important abilities are the skill needed to select and use a variety of learning methods, techniques, aids, skill to deal with individual differences among students, skills to motivate, guide, counsel, and the skills to use and interpret evaluation instruments.

26) Volunteers should attend a comprehensive TOT that is relevant to the subject and material that will be delivered by the volunteer. In addition, improve the capacity building programs attended by volunteers and other supportive staff members, and establishing incentive measures to attract competent staff.

Furthermore, it is suggested that volunteers should receive coaching and mentoring from a senior volunteer, since seniors should have an excellent experience in this field.

27) INJAZ supervision and follow up on volunteers' commitment and attendance of programs and courses should be strengthened. This can take place in coordination with the public and private institutions.

28) Volunteers' guide, student book and curricula should be revised and updated in continuous basis and at least once every two years.

29) Volunteers' guide must describe the process of imparting practical skills, knowledge and behavior associated with the basic skills. The simplest basic model of manual practical training in the four stage method which comprises of:

- Preparation for the learning process
- The volunteer has to demonstrate the activity to be learned
- Imitation: the learner imitates the activity demonstrated
- Practice: the learner repeats the newly learned activity until he is in secure control of the skill

Field Research Report

This component covered INJAZ School and University students, their parents, their teachers, INJAZ volunteers, and INJAZ partners in the public and private sector.

These groups were reached through the use of two research tools:

- 1) Survey questionnaires
The survey questionnaires provided quantitative indicators of the perception, experience and satisfaction levels of the target groups in many aspects like: program objectives, timing, trainer, training material
- 2) Focus groups. The focus groups provide us with qualitative details that cannot be reached through the use of a survey and would also serve to verify the survey's findings.

General Note: the number of questions in this report corresponds to the number of the same question in the questionnaire. Some questions are not analyzed because they are general information used for quality control and tracking purposes.

1) INJAZ Schools Students

Section One: General information

In this section we provide detailed analysis of school students' information like physical address, gender and grade.

QUESTION 1: SCHOOL STUDENTS NAMES

The responses to this question are used for quality control and tracking purposes only, but not for descriptive analysis.

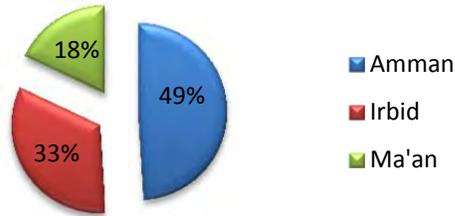
QUESTION 2: SCHOOL NAME

The responses to this question are used for quality control and tracking purposes only, but not for descriptive analysis.

QUESTION 3: SCHOOL STUDENTS BY GOVERNORATE

School students who responded to the survey are distributed among three governorates: 49% of them live in Amman, 33% live in Irbid, and 18% live in Maan.

Figure 1: Respondents by Governorate



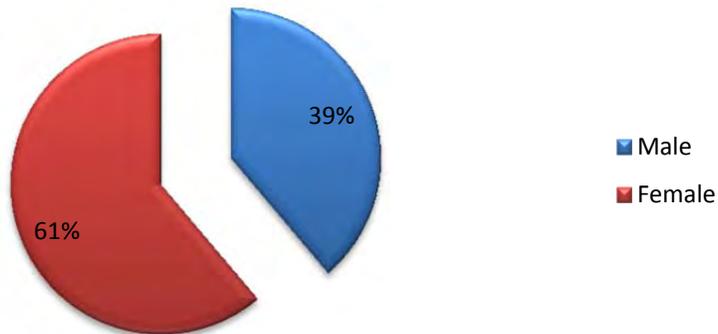
QUESTION 4: PHONE NUMBER

The responses to this question are used for quality control and tracking purposes only, but not for descriptive analysis.

QUESTION 5: GENDER OF SCHOOL STUDENTS

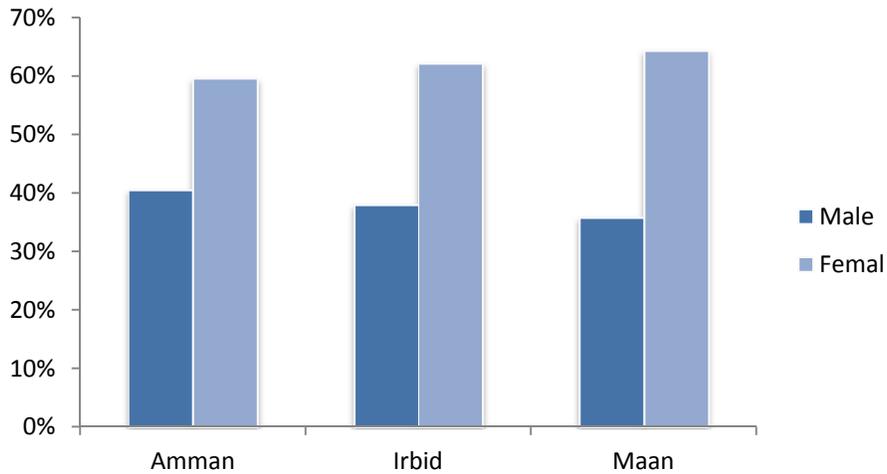
The survey included school students of both genders. Among the 152 respondents, sixty one percent (61%) were females, while thirty-nine percent (39%) were males. This comes in conformity with the fact that INJAZ program focuses on gender issues and support girls schools as well as boys.

Figure 2: Gender



By analyzing the gender data by governorate, it was found that female participation is more across all governorates. Specifically, female participation is more in Maan (64%) than in Irbid (62%) and Amman (59%), but all are around (60%).

Figure 3: Gender by Governorate



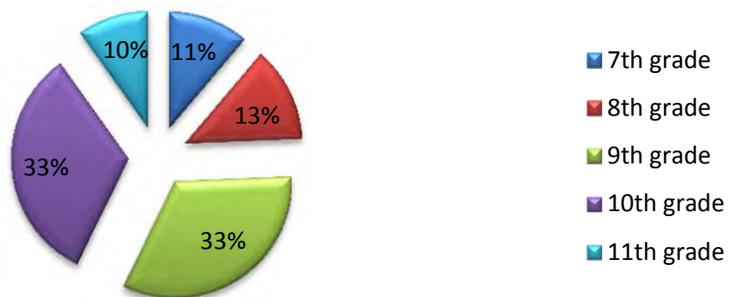
QUESTION 6: STUDENT AGE

The surveyed students are aged 12 – 17 years old. The responses to this question are used for quality control and tracking purposes only, but not for descriptive analysis.

QUESTION 7: GRADE

INJAZ training programs in Jordan target school students of grades 7-11. Survey data was collected from this category. Seventh grade students were 11% of all respondents, eighth graders were 13%. Ninth, tenth, and eleventh grade students were 33%, 33%, and 10% respectively.

Figure 4: Student Grade



QUESTION 8: VOCATIONAL EDUCATION TEACHER NAME

The responses to this question are used for quality control and tracking purposes only, but not for descriptive analysis.

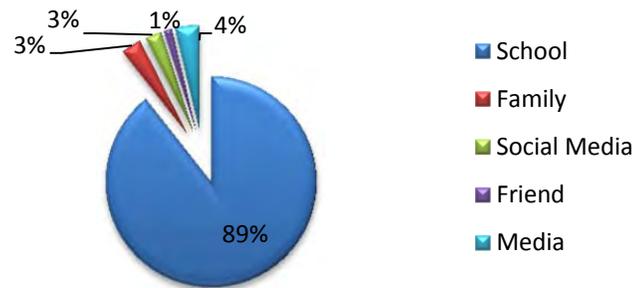
Section Two: Students experience with INJAZ program in school

This section of the report shows the analysis of INJAZ students as a result of their interaction with INJAZ programs.

QUESTION 9: MEANS BY WHICH STUDENTS HEAR ABOUT INJAZ PROGRAMS

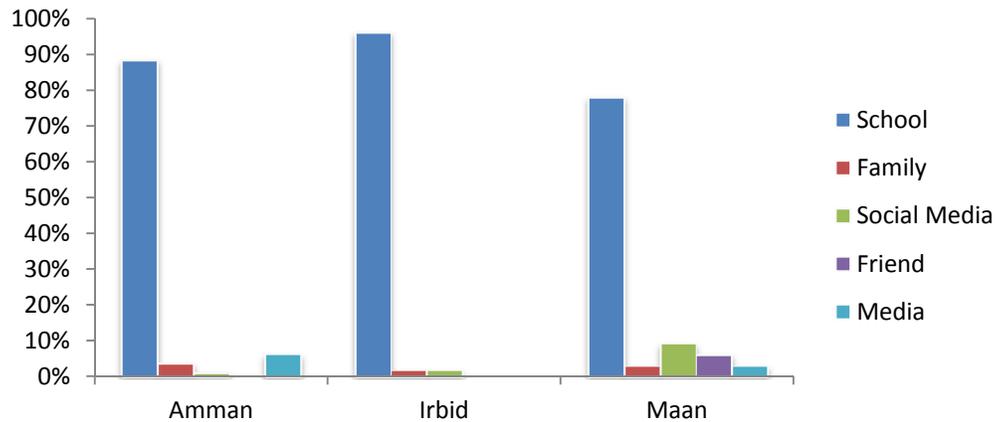
Most school students (89%) have heard about INJAZ courses and extracurricular programs from their schools' principals or school administration. Other methods like family, social media, friends, and regular media don't contribute much in this regards.

Figure 5: Means by which students hear about INJAZ Programs



The analysis reveals that all responding students in Amman, Irbid and Maan have heard about INJAZ programs mostly 'in School'. Also, the students say that they have heard about it from 'Family members' equally in the said governorates. It is clear that 'Social Media' and 'Friend' are more effective in promoting for INJAZ in Amman than in Irbid or Maan. 'Traditional Media' like TV, radio, and daily newspapers, are effective more in Amman and Maan but not effective at all in Irbid.

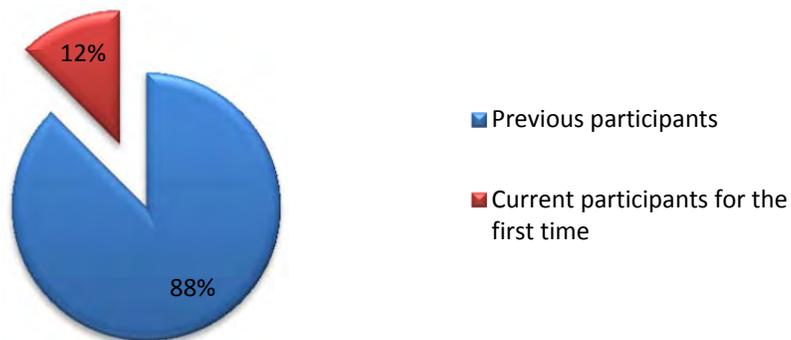
Figure 6: Responses by governorate



QUESTION 10: PREVIOUS AND CURRENT ENROLLEMENT IN INJAZ TRAINING COURSES

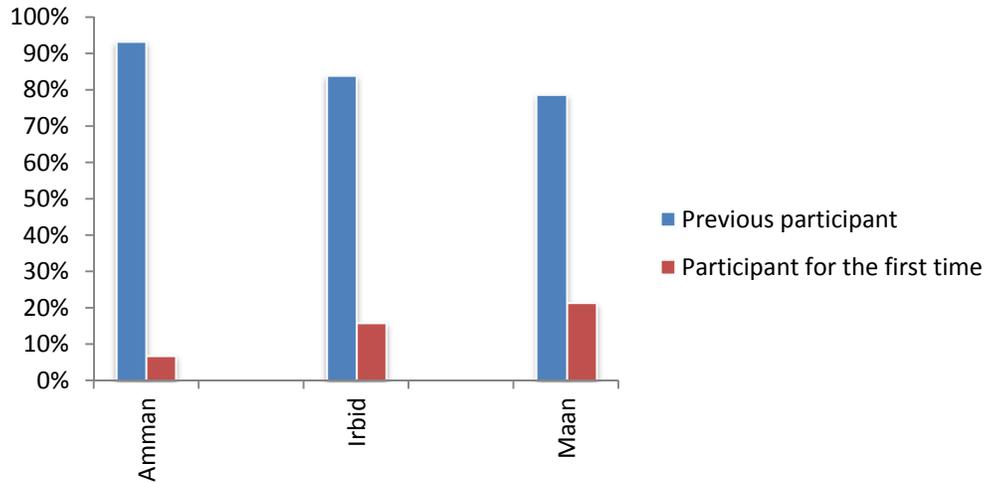
88% of the respondents state that they have attended INJAZ school programs more than once (currently and in the past); while the other 12% stated that they are currently attending them for first time.

Figure 7: Current and previous enrollment in any of INJAZ programs



As shown in the below figure, the students who are currently attending INJAZ courses and programs for the first time are mainly in Maan (21%), then Irbid (16%), and (7%) only are in Amman, which means that school students in Amman get the chance to participate in INJAZ projects more than once compared to the students of the other two governorates.

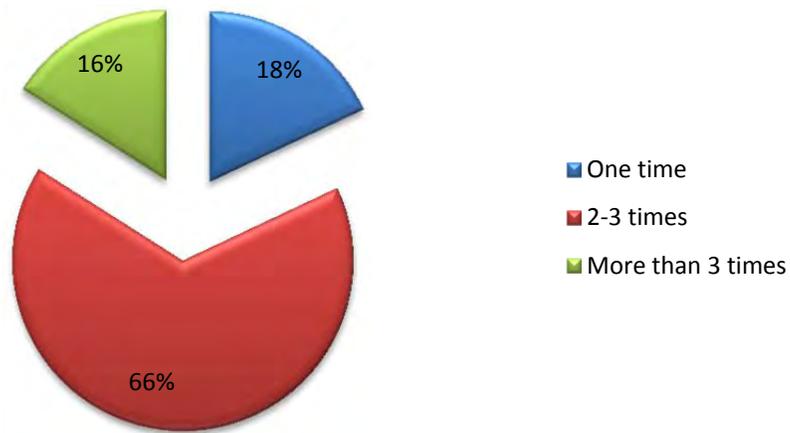
Figure 8: Current and previous enrollment by governorate



QUESTION 11: AVERAGE AND NUMBER OF TIMES OF PARTICIPATIONS IN INJAZ PROGRAMS

(66%) of school students have participated two-to-three times in INJAZ school programs. The remaining (34%) is divided as follows: (18%) have participated only once; while the (16%) of responding students have participated more than three times. On average, the number of participations is 3 participation times/courses per school student.

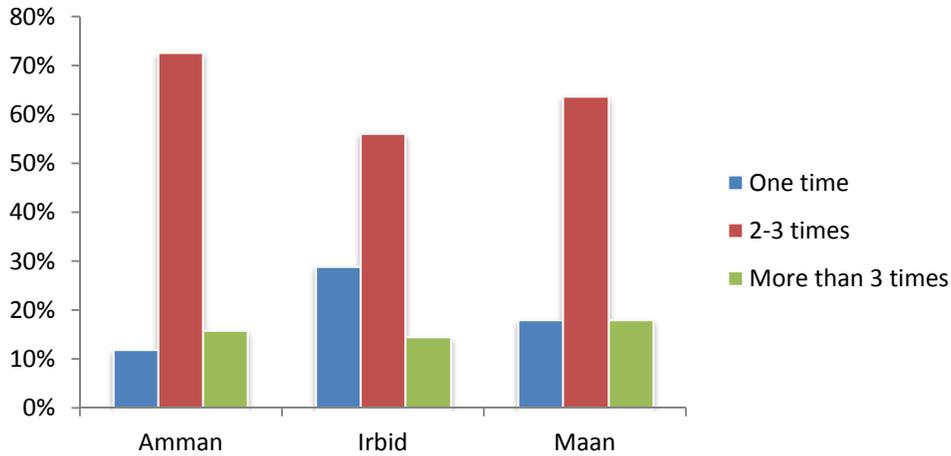
Figure 9: Number of times of participation in INJAZ Programs



As can be seen in the below figure, most the graduates from the three governorates have attended INJAZ courses ‘two-to-three times’. Single-time participants are more in Irbid (29%) than in

Maan(18%) and Amman (16%). However, students who say that they have participated in INJAZ programs 'More than 3 times' were higher in Maan (18%) than in Amman (16%) and Irbid (12%).

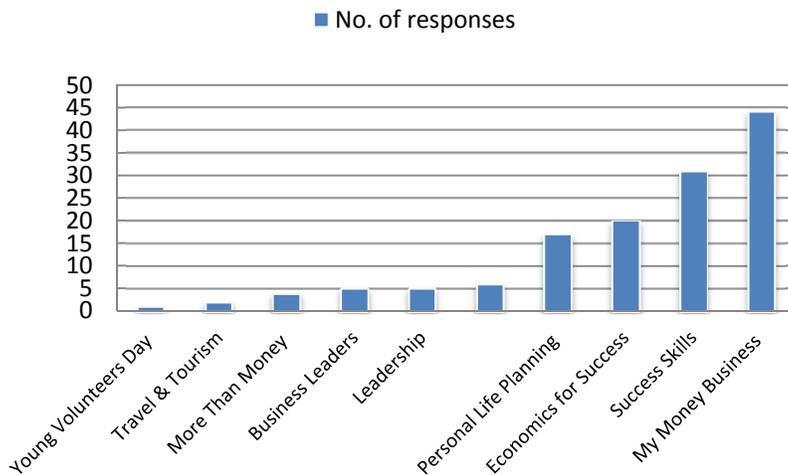
Figure 10: Number of participations by governorate



QUESTION 12: STUDENTS ENROLLMENT IN SEVERAL CURRENT PROGRAMS OF INJAZ

Currently, school students are enrolled in several of INJAZ courses and programs. The most courses enrolled in are: *My Money Business*, *Success Skills*, and *Economics for Success* respectively. The figure below shows the current school courses being attended.

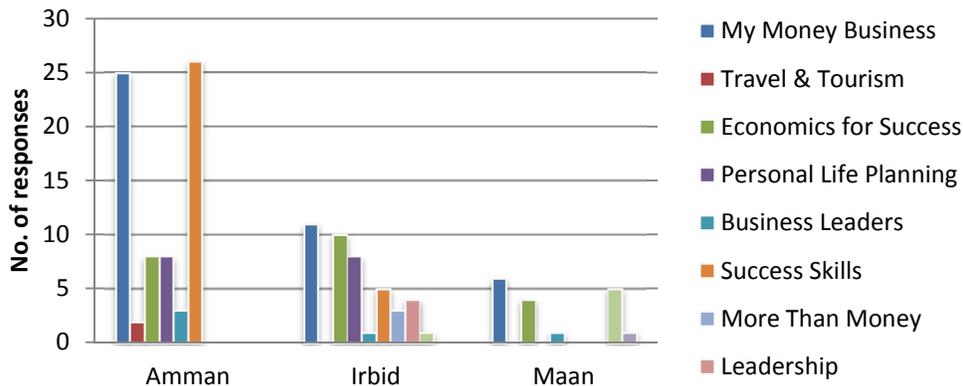
Figure 11: Current school courses and programs enrolled in



Below is a representation of the courses that students are enrolled in currently, based on governorate. The overall number of courses currently attended is the highest in Irbid (9 INJAZ

courses), then in Amman (6 courses) and in Maan (5 courses). Amongst the most attended courses, 'My Money Business' is currently demanded more in Amman (25 responses) than in Irbid (11 responses) and in Maan (6 responses). 'Success Skills' is mostly attended in Amman (26 responses), then in Irbid (5 responses), but it is not being held currently in Maan. 'Economics for Success' is being held in all three governorates, but it is mostly attended in Irbid (10 responses).

Figure 12: Current school courses and programs enrolled in



QUESTION 13: CURRENT AND PREVIOUSLY ENROLLED IN COURSES DIVIDED BY GRADE

When asked to name INJAZ training courses and programs being specified by grade, school students answered that the three most attended courses at 7th, 8th, and 9th grades include: Economics for Success, Success Skills, and Personal Life Planning. From the below analysis we can conclude that the least attended courses are: Company course, Job Shadow, and Artlink.

Table 2: Current & Ever enrolled in school programs by grade

	Course	No. of Responses	Grade
Most	Personal Life Planning	83	7,8,9
	Success Skills	52	8,9
	Economics for Success	48	8,9
Least	Artlink	4	-
	Job Shadow	3	-
	Company Course	2	-

By governorate, the three major courses currently and previously attended by students as stated in the survey are divided as follows: 'Personal Life Planning' which received 43, 23, and 17 responses in Amman, Irbid and Maan respectively. 'Success Skills' which received 33, 6, and 11 responses in the same governorates; and, 'Economics for Success' that has received 28 responses in Amman, 12 in Irbid, and 8 in Maan. The list of courses with their associated figures can be found in the following table:

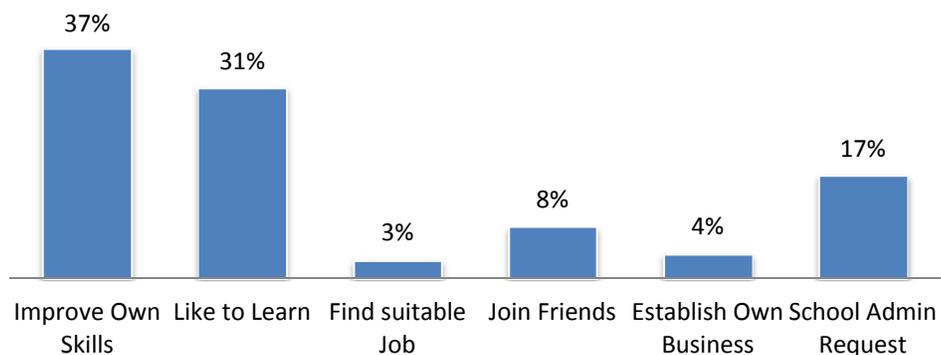
Table 3: Current & Ever enrolled in school programs by governorate

Governorate Course	Number of Responses		
	Amman	Irbid	Maan
Personal life Planning	43	23	17
Success Skills	33	6	13
My Money Business	29	11	7
Economics for Success	28	12	8
Travel & Tourism	16	6	3
More Than Money	13	16	2
Business Leaders Campaign	12	1	-
It's My Business	11	-	-
Leadership course	10	4	8
Young Volunteers Day	10	-	-
My Career Options	4	1	5
Job Shadow	4	-	-
Entrepreneurial Master Class	2	3	8
Company course	2	-	-

QUESTION 14: REASON FOR ENROLMENT IN INJAZ PROGRAMS

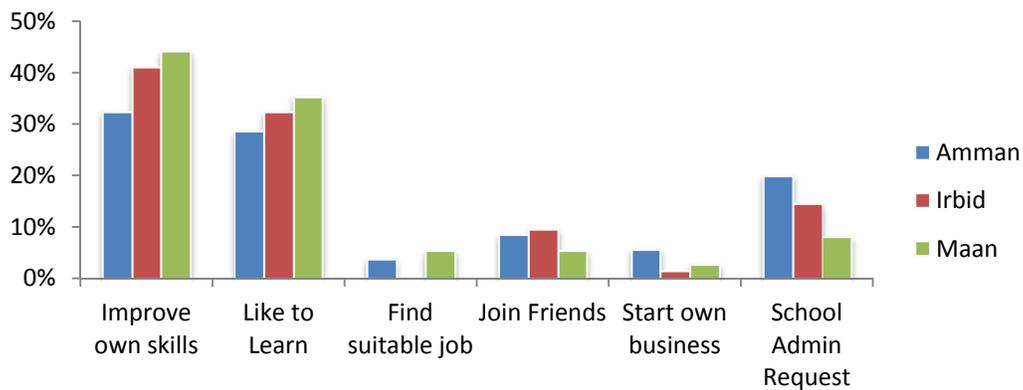
About (37%) of the 152 surveyed school students stated that they participated in INJAZ courses and programs to improve their skills; 31% because they like to learn; and 17% as per a request from their school administrators or principals. The remaining 15% is divided among 8% of students who want to join their participating friends; 4% students who plan to start their own businesses; and finally 3% students who hope to find a suitable job in the future.

Figure 13: Reason for enrolment in INJAZ programs



When we analyze the data geographically, we find that Maan students in our survey join INJAZ programs to 'Improve their skills' and because they 'like to learn' more than other students in Amman and Irbid. Moreover, students who want to 'find a suitable job' are also found more in Maan than the other governorates. However, the survey finds that students who join INJAZ because they want to 'start their own business' are more in Amman than in Irbid and Maan. It is clear that the percentage of students joining to 'finding suitable job' and 'start own business' is very low taking into consideration that INJAZ provides entrepreneurial and inspirational programs that encourages youth entrepreneurs to establish their own business.

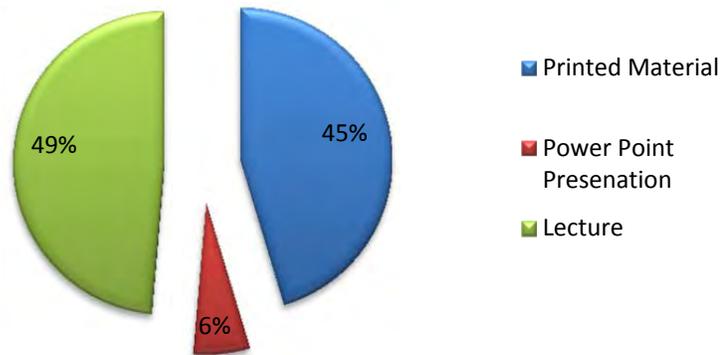
Figure 14: Reason for enrolment by governorate



QUESTION 15: TRAINING MATERIAL FORMAT

According to students, INJAZ volunteers utilize different training methods. In some cases it is 'Oral'; in other cases it is a 'Printed Material'. In very few cases it comes in 'Power Point Presentations'. Students' responses are summarized below.

Figure 15: Format of Training Material



QUESTION 16: FOCUS OF TRAINING

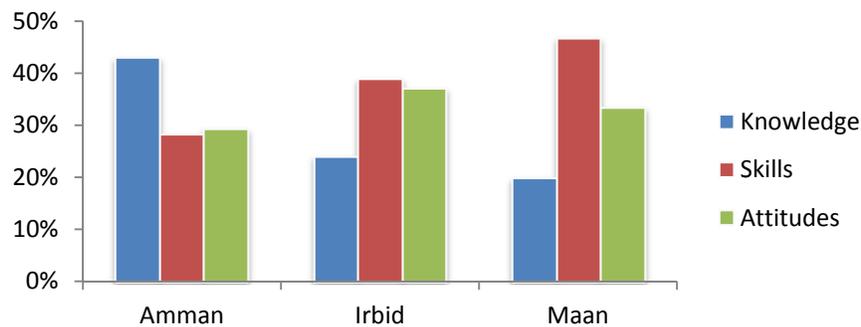
(33%) of school students say that the course training focus is on 'Knowledge'; 34% say it is on 'Skills'; and the last 32% on Attitudes.

Figure 16: Focus of Training



When we analyze the training focus data for Maan, Irbid and Amman; Amman students state that the focus is mostly on 'Knowledge'; while Irbid students tend to believe that the training is focused more on 'Behavior'. On the other hand, Maan student state that INJAZ training courses and programs are more focused on 'Skills'.

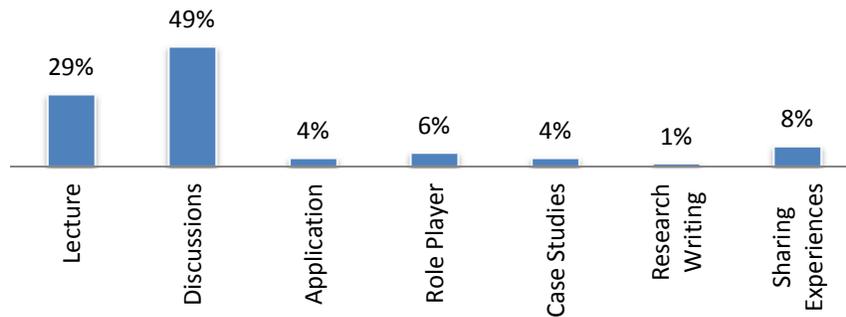
Figure 17: Training focus by governorate



QUESTION 17: TRAINING METHOD

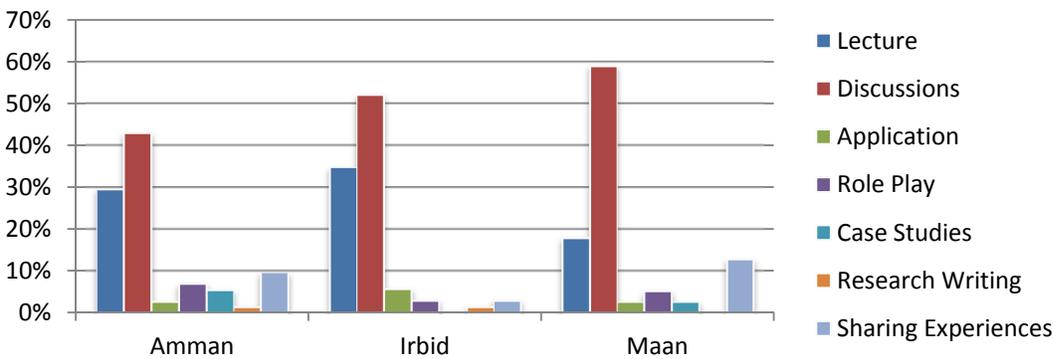
(49%) of respondents state that volunteers use 'Discussions' as a training method; while (29%) say it is 'Lecture'. The remaining responses were diversified between: 'Case Study', 'Role Playing', 'Knowledge Applying', 'Research Writing' and 'Experiences Sharing'.

Figure 18: Training Method Used



Training methods used in the governorates are illustrated below. From the data analysis we found the following interesting facts: ‘Lecturing’ is mostly used in Irbid, and students who ‘apply what they learn from lecture’ are mostly there. ‘Discussions and Dialogue’ are significantly used in Maan. Also, volunteers in Maan ‘share their experiences’ more than in Amman and Irbid.

Figure 19: Training Method used by governorate



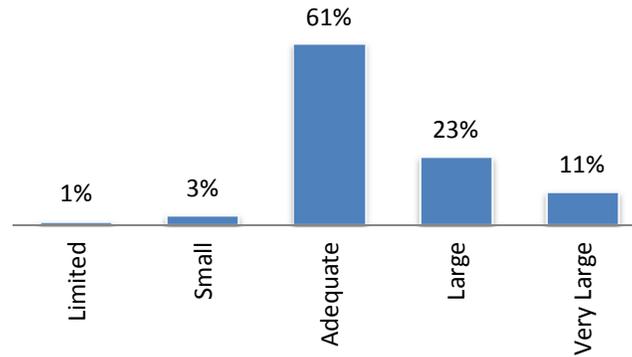
Section Three: Students evaluation To INJAZ Program in school

In this section we present the analysis of students’ evaluation to INJAZ programs.

QUESTION 18: NUMBER OF STUDENTS IN EACH COURSE

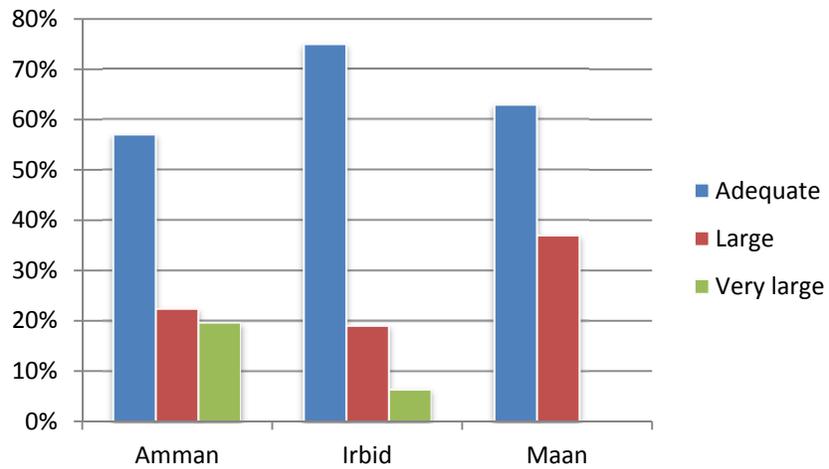
In INJAZ school courses, the number of students per class varies. (61%) of respondents say it is ‘Adequate’, while thirty four percent (34%) say classes are crowded. Only four percent (4%) say that the number is small or limited. In principle, INJAZ courses in schools are applied to full class.

Figure 20: Number of attending students per class



When we analyze the above data by governorate, we find the following: students who feel that the class size is 'Adequate' are mostly Irbid students; students who feel it is 'Large' are Maan students. Students who believe class size is 'Very large' are more in Amman.

Figure 21: Number of students per class by governorate



QUESTION 19: CLARITY OF COURSE OBJECTIVES

Learning objectives are usually mapped to knowledge, skills and attitudes of learners. Ninety two percent (92%) of school students say that volunteers clarify the learning objective of each course/program at the beginning of class; while 8% do not agree to that.

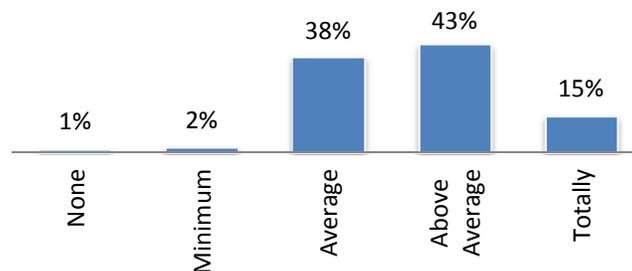
Figure 22: Learning Objectives stated and clarified at begginign of course



QUESTION 20: ACHIEVEMENT OF INJAZ PROGRAMS OBJECTIVES

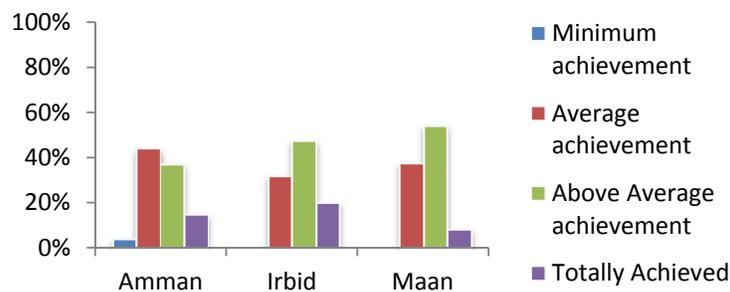
When asked to what degree school students believe INJAZ program objectives were achieved, their answers come as follows: 15% believe the objectives were fully achieved; 43% believe they were achieved to high degree; 38% believe they were achieved on average level. A low percent (3%) say that the objectives were either somehow achieved or not achieved.

Figure 23: Achievement of INJAZ Program Objectives



The majority of students in both Maan (54%) and Irbid (48%) see that programs objectives were achieved to above average level; the majority of Amman students (44%) believe they were achieved to average level. School students who believe the objectives are totally achieved are Irbid students mostly.

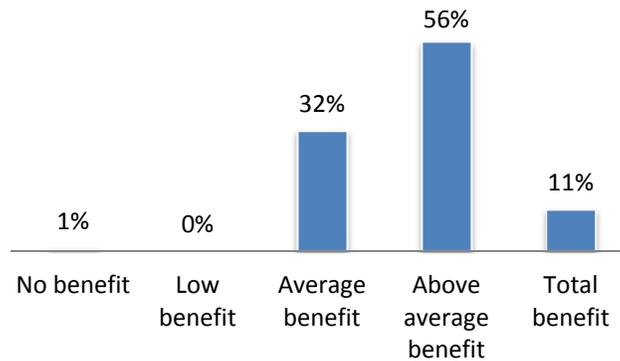
Figure 24: Achievement of INJAZ Program Objectives by governorate



QUESTION 21: EVALUATION OF DEGREE OF STUDENTS' BENEFIT

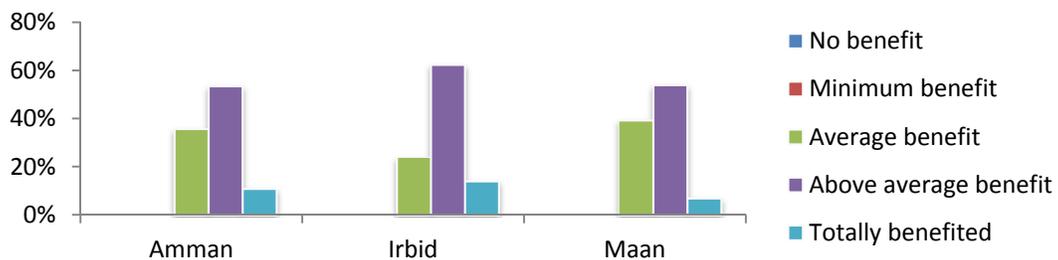
The majority of school students (88%) feel that they have benefited largely from INJAZ programs. Another eleven (11%) believe the benefit was huge.

Figure 25: Student degree of benefit



As we look further into the governorate data, we find that students who believe that INJAZ programs have average benefit are more in Maan. Moreover, the majority of Irbid and Amman students share the belief that the programs have benefited them on above average levels. Finally, cross those surveyed, Irbid students are more to find that INJAZ programs have benefitted them to a large extent than in Amman and Maan.

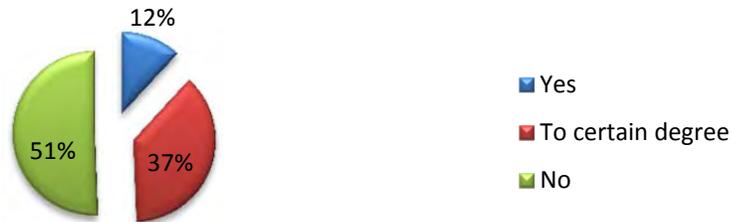
Figure 26: Student degree of benefit by governorate



QUESTION 22: DUPLICATION OF PROGRAM TOPICS

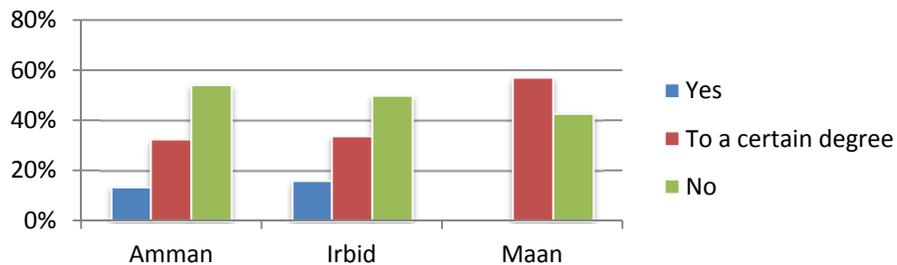
To assess whether INJAZ programs have duplication in topics covered, we asked the school students to determine their beliefs in this regards. The results were as follows: 51% of students say 'No', that there are not any duplicated topics, 37% believe some topics are repeated to a certain degree. The remaining 12% believe INJAZ topics are indeed repetitive.

Figure 27: Duplications in INJAZ program topics



In terms of duplicated programs, the majority of Amman students answer negatively; they don't feel the topics are duplicate or repeated. However, the majority of Maan students believe their programs are repeated to a certain degree. Moreover, most of the students who answer positively are Irbid students.

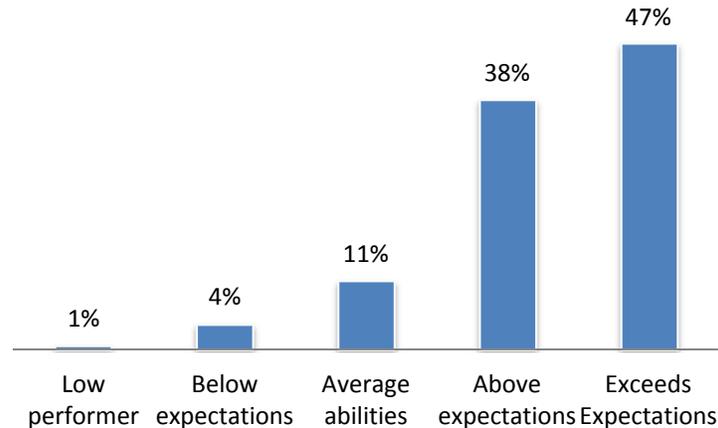
Figure 28: Duplications in INJAZ program topics by governorate



QUESTION 23: EVALUATION OF VOLUNTEER'S ABILITIES

High percent (i.e. 49%) of school students believes that volunteers are capable and have above average abilities. Not only that, 47% believes that the volunteers exceed their expectations in terms of abilities.

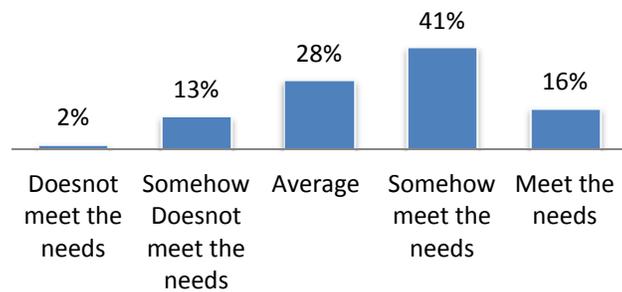
Figure 29: Evaluation of Volunteer's Abilities



QUESTION 24: EVALUATION OF TRAINING FACILITIES IN INJAZ SCHOOL PROGRAMS

Training sessions usually require certain preparations. INJAZ training sessions have equipment and tools that 'Meet the Needs' according to school students. Almost 85% of the surveyed students agree that the facilities meet the session's needs.

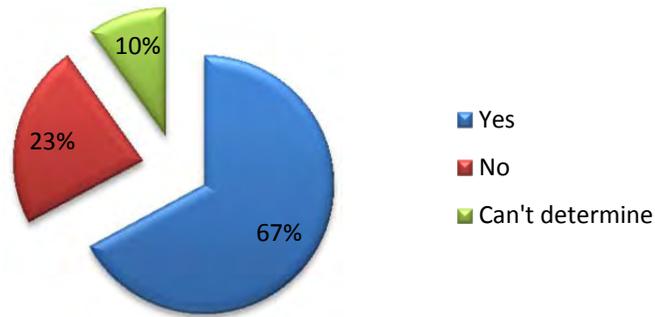
Figure 30: Evaluation of facilities



QUESTION 25: PROGRAM DURATION

67% of surveyed students find INJAZ program's duration enough to learn the required skills, while 23% of them have opposite opinion. 10% of the students can't determine if program's duration is sufficient or not.

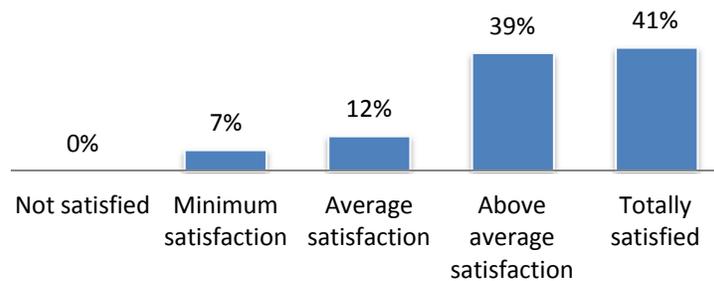
Figure 31: Sufficiency of program duration



QUESTION 26: OVERALL SATISFACTION OF INJAZ PROGRAMS IN SCHOOL

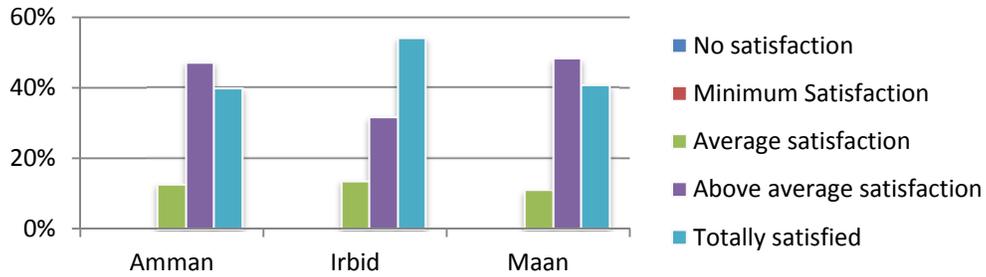
Overall satisfaction of INJAZ programs in school includes factors like: topic, volunteer, training material, training methods, and other. Around (80%) of school students express high degree of satisfaction about the program. The remaining 20% express minimum or average satisfaction.

Figure 32: Overall satisfaction



Amongst governorates students, our findings are as follows: school students who are satisfied most on average level are in Irbid. Furthermore, most students in Maan state that they have above average overall satisfaction. Not only that, but in Irbid the highest percentage of surveyed students are 'totally satisfied' about INJAZ programs. Compared to other, Amman has the lowest satisfaction levels.

Figure 33: Overall satisfaction by governorate



QUESTION 27: REDUNDANT COURSES

The responses are limited which limits the analysis in the report.

QUESTION 28: WILLINGNESS TO PARTICIPATE AGAIN

With apparent overall satisfaction about INJAZ programs, all school students in the survey express their willingness to re-participate and enroll in INJAZ programs in the future.

QUESTION 29: ADVISE CLASSMATES TO PARTICIPATE IN INJAZ PROGRAMS

100% stated that they would advise classmates to participate in INJAZ programs.

QUESTION 30: SUMMARY OF INJAZ PROGRAM STRENGTHS AND WEAKNESSES

Below is a summary of the programs strengths and weaknesses according to participating school students in the survey.

Table 4: Program Strengths and Weaknesses- Students

Strengths	Weaknesses
5. Program Objectives 5.1 Works on our Personal attributes 5.2 Familiarise us with Labor Market and its required skills 5.3 Enhance our Knowledge level 6. Training Methods used 6.1 Discussions 6.2 Teamwork 6.3 Are interactive 7. Volunteers 7.1 Information smoothly conveyed 7.2 Capable volunteers 8. Topics content 8.1 Interesting, we learn new	4. Program Duration: some students evaluate the program duration as not enough to acquire knowledge and see this as a weakness. 5. More theory than application. Students express their passion to apply what they learn in calss. 6. Excess number of students in each class.

things

8.2 We form new ideas

8.3 Information needed in our
daily lives

QUESTION 31: GENERAL COMMENTS ADDED BY SCHOOL STUDENTS

31.1 More application of what is learnt in theory is needed, through field work and projects outside the school borders.

32.2 More computerized training programs. More use of computers and programs on CD.

33.3 More take-away training material (printed or recorded).

34.4 Engaging students more by workshops, exercises, and new methods.

35.5 More interaction between INJAZ Program administration and the students.

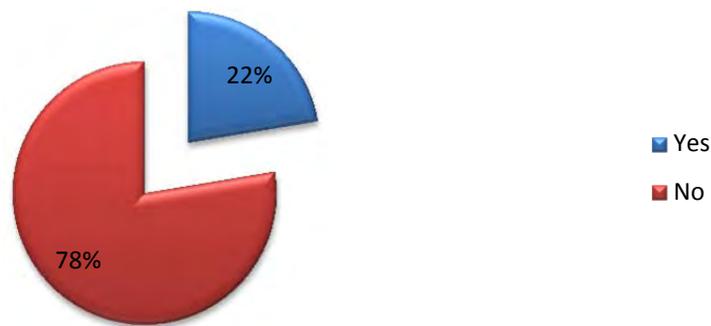
Section Four: Students experience with INJAZ Extra Curricula programs in school

This section of the survey asks students to evaluate their experience with INJAZ extra curricula programs in many dimensions: achievement of program objectives, benefit on students, volunteers' capabilities, training tools and equipment, and others.

QUESTION 32: EVER PARTICIPATED IN EXTRA CURRICULA PROGRAMS

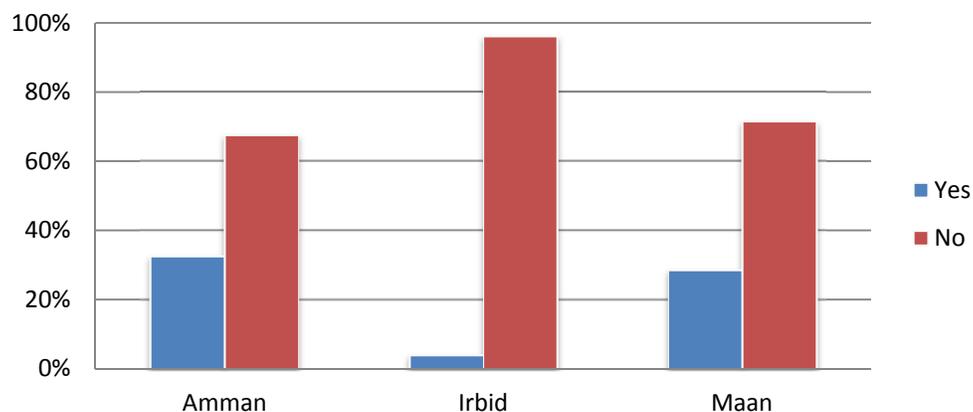
Not so many school students have previously participated in INJAZ extra curricula programs. Only 22% say they had; while 78% said that they are currently enrolled in such programs.

Figure 34: Ever participated in extra curricula programs



More specifically, those students who have not previously participated in INJAZ extra curricula programs are mostly from Irbid. Proportion of students who answered positively was mostly from Amman then Maan.

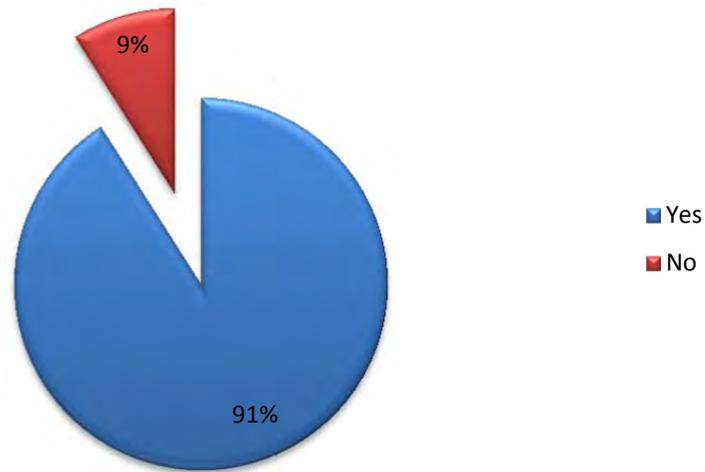
Figure 35: Ever participated in extra curricula programs



QUESTION 33: EXTRA CURRICULA PROGRAMS OBJECTIVES CLARIFIED

The majority of school students (91%) say that programs objectives were clarified to them at the beginning of the program. The remaining 9% don't agree; 70% of them were Amman students, and 30% were Maan students.

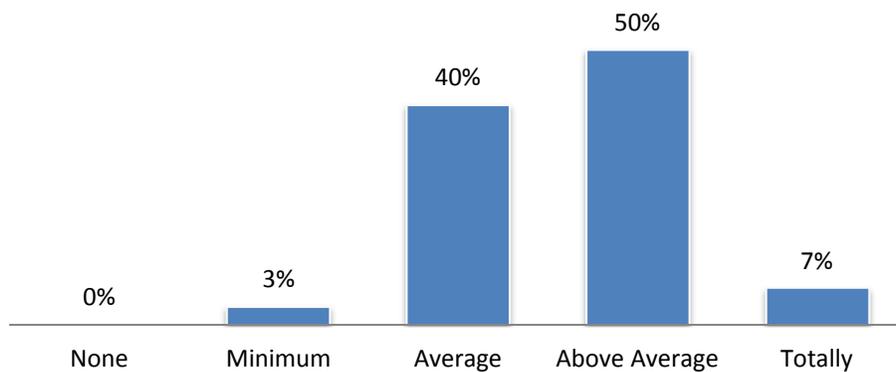
Figure 36: Objectives clarified



QUESTION 34: ACHIEVEMENT OF INJAZ EXTRA CURRICULA PROGRAMS OBJECTIVES

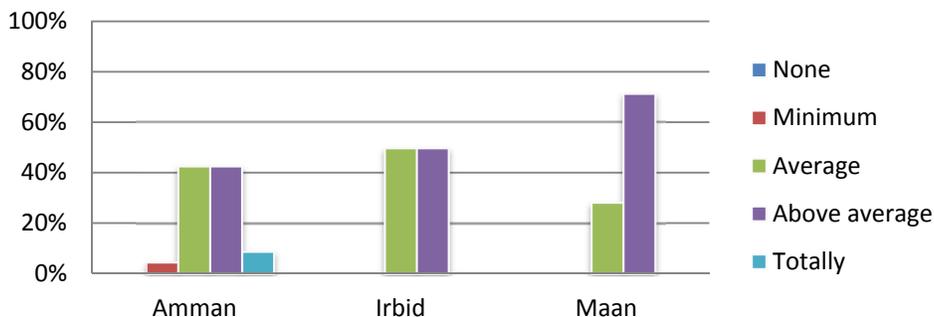
Most students (90%) see that INJAZ extra curricula programs objectives are achieved to average and above average levels. Also, another seven percent of the surveyed students see that the objectives are totally achieved. Only 3% of the survey students see that minimum objectives are achieved.

Figure 37: Objectives Achievement



Analyzing the data by governorate reveals that 71% of Maan students evaluate the achievement of objectives on above average level; while 50% of Irbid students and 43% of Amman students have the same evaluation. Nine percent (9%) of Amman students answered that objectives were totally achieved.

Figure 38: Objectives Achievement by governorate

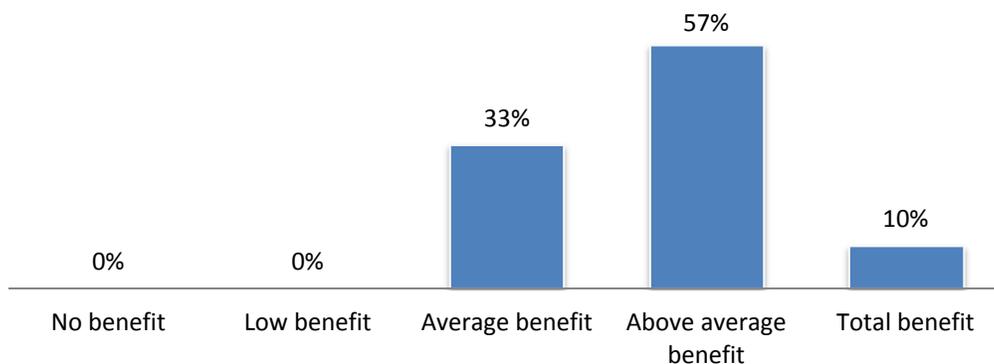


QUESTION 35: EVALUATION OF THE DEGREE OF STUDENTS' BENEFIT

A high percentage of around 90% feel that extra curricula programs are beneficial. Another 10% of students believe that the benefit is very significant.

Ninety percent of students who evaluate the benefit as average were Amman students; and ten percent were from Irbid. On the other hand, students who said the benefit was on above average level were 50% from Amman; 40% from Irbid; and 10% from Maan.

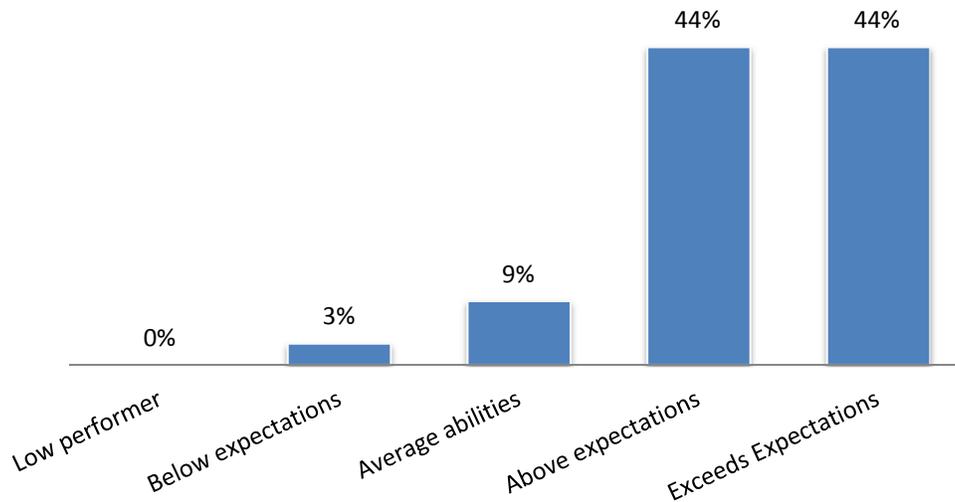
Figure 39: Student benefits



QUESTION 36: EVALUATION OF EXTRA CURRICULA PROGRAMS' VOLUNTEERS ABILITIES

Forty four percent (44%) find that the volunteers have above expectations capabilities for teaching. Yet another Forty four percent (44%) find that volunteers have exceeded their expectations when they attended their training sessions.

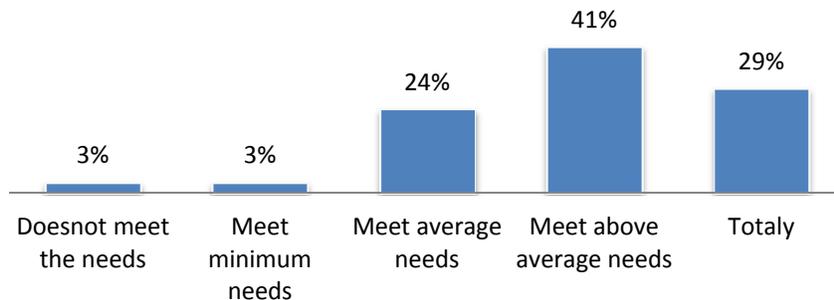
Figure 40: Evaluation of volunteers abilities



QUESTION 37: EVALUATION OF EXTRA CURRICULA TRAINING FACILITIES

Over ninety percent (90%) of surveyed students state that training facilities meet average, above average and total sessions needs respectively. Six percent of the survey students state that facilities either meet minimum needs or don't meet them at all.

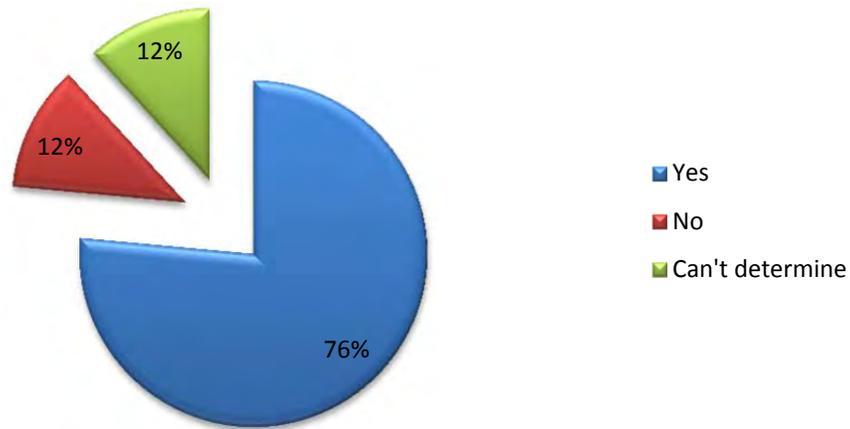
Figure 41: Facilities



QUESTION 38: EXTRA CURRICULA PROGRAM DURATION

Seventy six percent (76%) of students find extra curricula programs duration enough to gain the required knowledge. Twelve percent (12%) of survey students have opposite opinion. The remaining Twelve percent (12%) can't determine that.

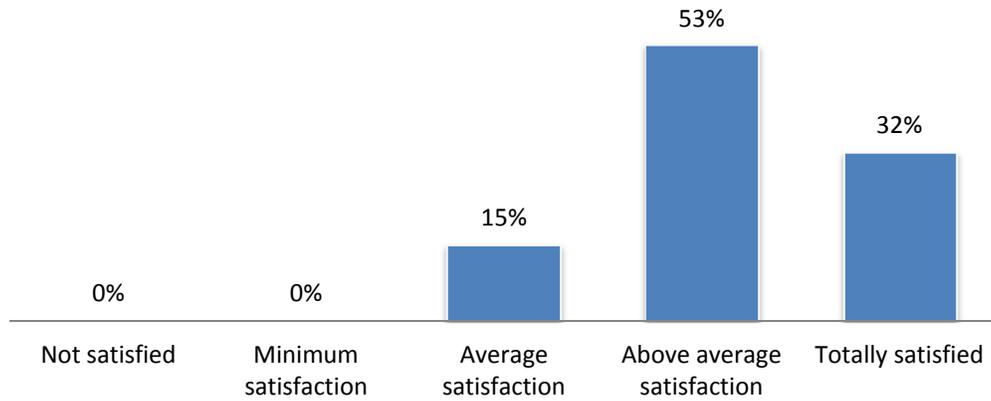
Figure 42: Sufficiency of program duration



QUESTION 39: OVERALL SATISFACTION – EXTRA CURRICULA PROGRAMS

Overall satisfaction levels of extra curricula programs are high. Thirty two percent (32%) of survey students are 'Totally satisfied'. Around sixty eight percent (68%) is divided between having average and above average satisfaction levels of the program.

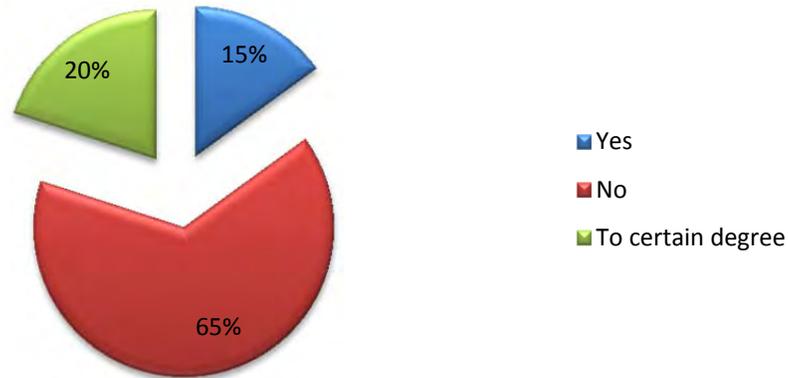
Figure 43: Overall satisfaction



QUESTION 40: DUPLICATION OF INJAZ PROGRAMS

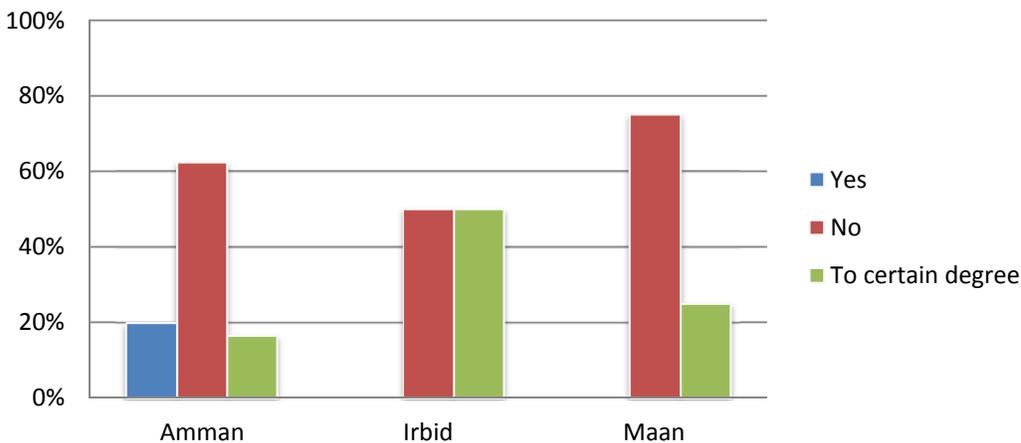
Most of the surveyed school respondents (65%) believe that there are not any repeated programs within INJAZ; 20% believe so to a ‘certain extent’, while the remaining 15% state that there are duplications in the programs.

Figure 44: Duplication of Extra Curricula programs in school



By governorate, those students who didn't find that INJAZ programs are repeated were more in Maan (75%), then Amman (63%) and lastly in Irbid (50%). Furthermore, in Irbid, 50% of students said that there is duplication to 'a certain degree'. However, in Amman, 20% believe that there are duplications.

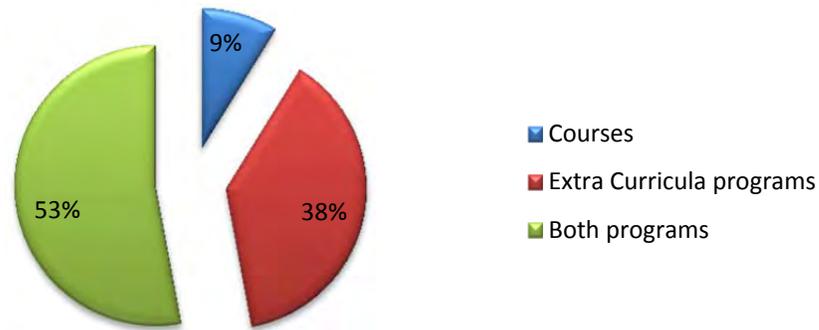
Figure 45: Duplication of Extra Curricula programs in school



QUESTION 41: PREFERENCE OVER INJAZ COURSES V.S. EXTRA CURRICULA

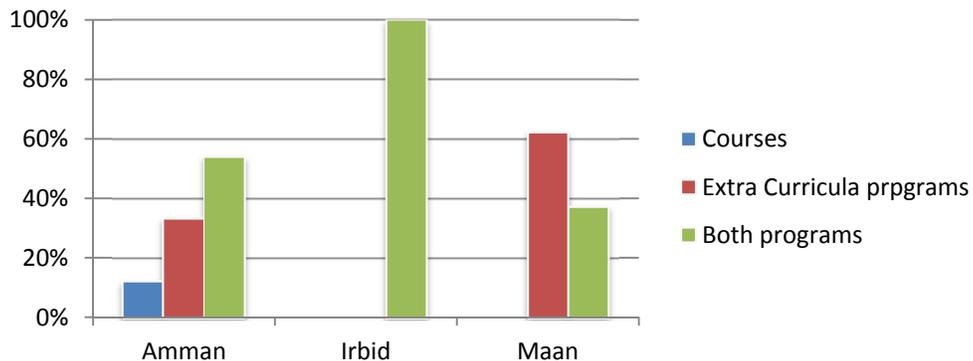
Nine percent only answered that they prefer INJAZ school 'Courses'; 38% prefer 'Extra Curricula' programs, and 53% say they are willing to participate in both programs.

Figure 46: Program Preference



The governorate analysis shows that: In Irbid, all students state that they like to participate in 'both programs'. Most of Maan students state that they prefer the 'extra curricula programs', and some percentage prefers 'both'. Finally, in Amman, student preferences were diversified, but most of the students there say they like 'both programs'.

Figure 47: Program Preference by governorate



Question 42: Do you advise your colleagues participate in INJAZ Extra Curricula programs?

Almost all school students advise their colleagues participate in INJAZ Extra Curricula programs.

2) INJAZ University Students

Section One: General Information

This section will present our analysis of university student information.

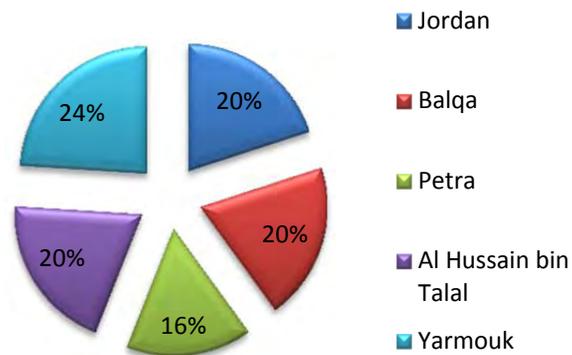
QUESTION 1: SCHOOL STUDENTS' NAMES

The responses to this question are used for quality control and tracking purposes only, but not for descriptive analysis.

QUESTION 2: UNIVERSITY ATTENDED

The survey covers university students from both public and private universities. The university they attend can be seen in the below figure.

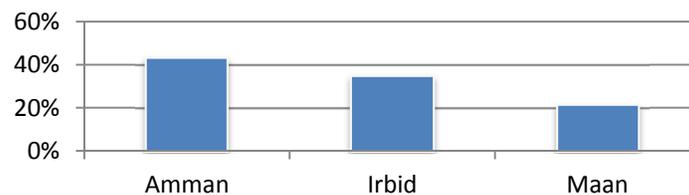
Figure 48: University attended by survey students



QUESTION 3: STUDENTS BY GOVERNORATE

University students in this survey are from three governorates: Amman (43%), Irbid (35%) and Maan (22%)

Figure 49: University students by governorate



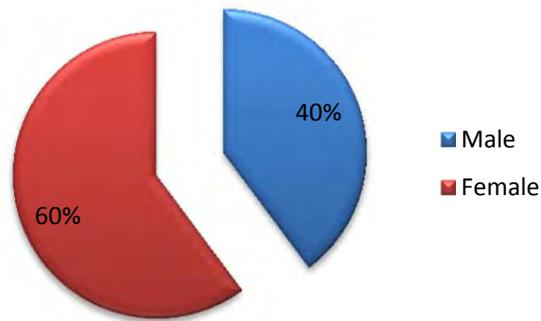
QUESTION 4: PHONE NUMBER

The responses to this question are used for quality control and tracking purposes only, but not for descriptive analysis.

QUESTION 5: STUDENT GENDER

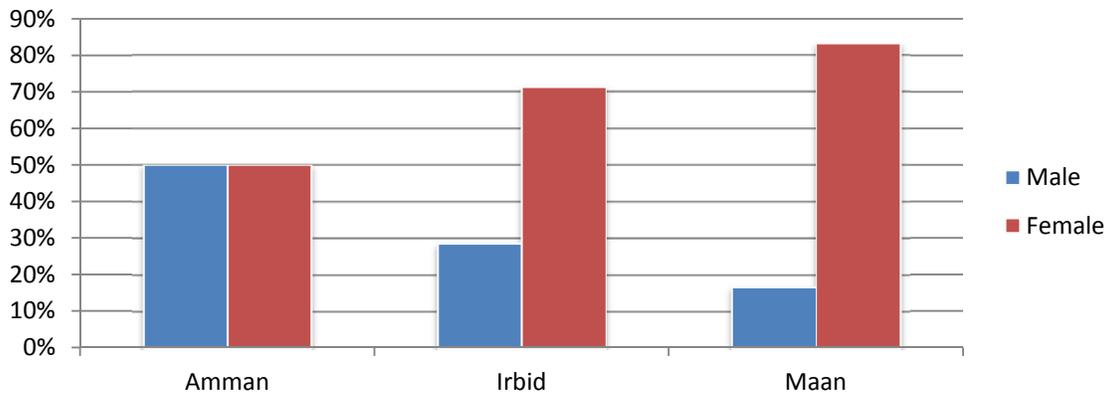
The survey includes university students of both genders. Sixty percent of respondents were females; while the forty percent were males. This comes in conformity with the fact that INJAZ program focus on gender issues (i.e. targeting females in schools and universities).

Figure 50: Students gender



Governorate data reflects the same fact above, female participation in this survey is the most amongst the three governorates of Maan, Irbid, and Amman, with more female participants in Maan than in Irbid and in Amman.

Figure 51: University students gender by governorate



QUESTION 6: STUDENT AGE

The responses to this question are used for quality control and tracking purposes only, but not for descriptive analysis.

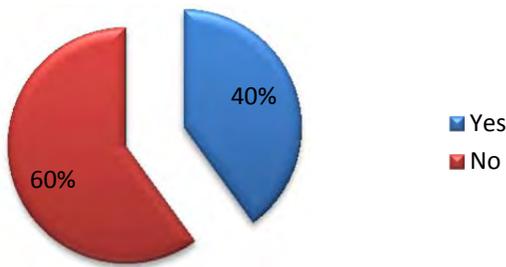
QUESTION 7: ACADEMIC SPECIALIZATION

The responses to this question are used for quality control and tracking purposes only, but not for descriptive analysis.

QUESTION 8: EVER PARTICIPATED IN ANY OF INJAZ SCHOOL PROGRAMS

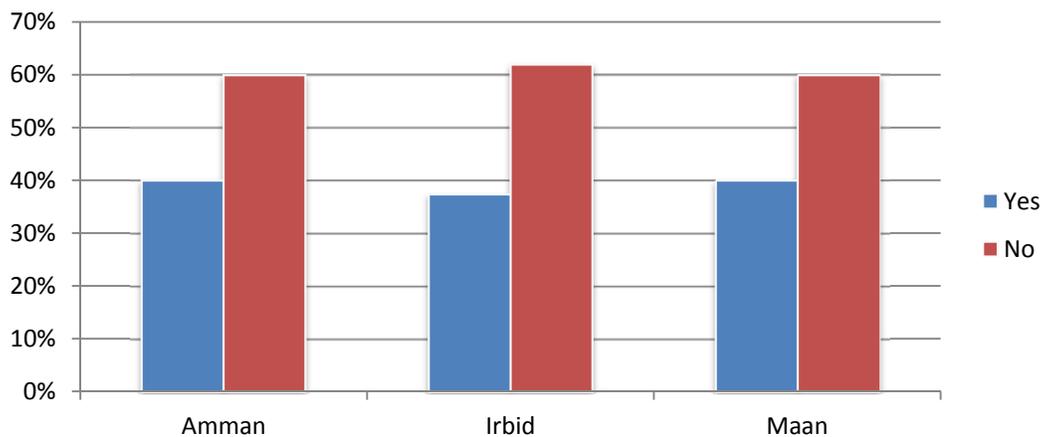
Only 40% have participated in any of INJAZ programs while they were in High School, while the other 60% have not.

Figure 52: Ever enrolled in INJAZ school programs



Most university students who participated previously in INJAZ school programs equally come from Maan and Amman. However, those who have not are more in Irbid.

Figure 53: Ever enrolled in INJAZ school programs by governorate

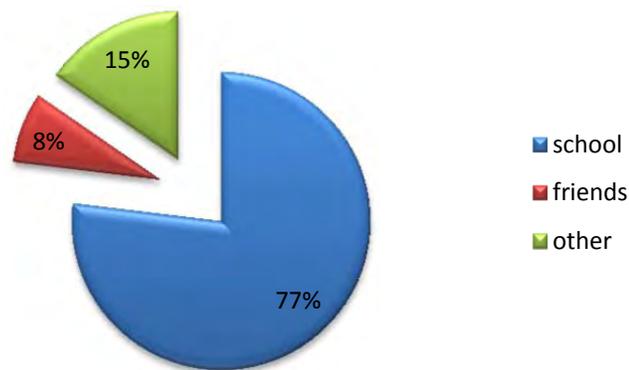


Section Two: University Students experience with INJAZ program while in schools

QUESTION 9: MEANS OF HEARING ABOUT THE PROGRAM WHILE IN SCHOOL

Most survey university students (77%) state that they heard about the school programs while they were in high school. Eight percent (8%) have heard about it from friends. The remaining fifteen percent (15%) heard about it by other means.

Figure 54: Means of hearing about INJAZ



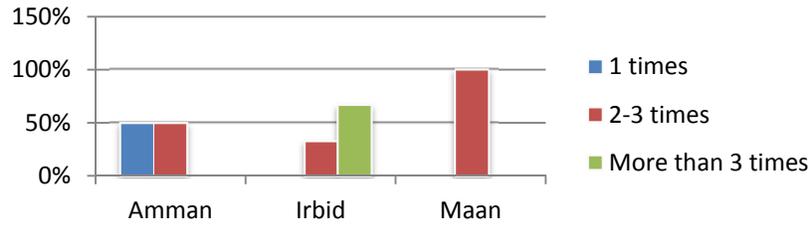
Cross governorates, university students who have heard about INJAZ school programs from 'School' were divided as follows: 45% from Amman; 22% from Irbid; and 33% from Maan. The 8% who heard about it through a friend are Amman students.

QUESTION 10: AVERAGE NUMBER OF TIMES OF PARTICIPATION IN INJAZ SCHOOL PROGRAMS

We asked the 23 university-student respondents about how many times they have participated in INJAZ school programs. On average, they survey students participated **Three (3)** times while they were in high school.

In Irbid, it is noticed that the number of times of participation in INJAZ school programs exceed 3 times. Most students in Maan have participated 2-3 times. Amman students' participation ranged from 1-3 times.

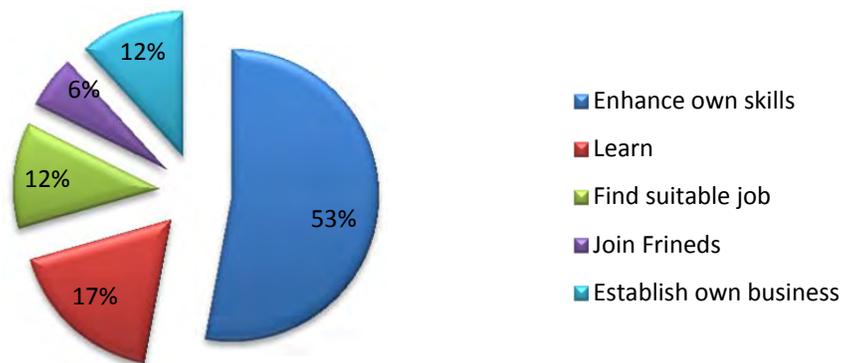
Figure 55: Average number of participation by governorate



QUESTION 11: REASON FOR ENROLLING

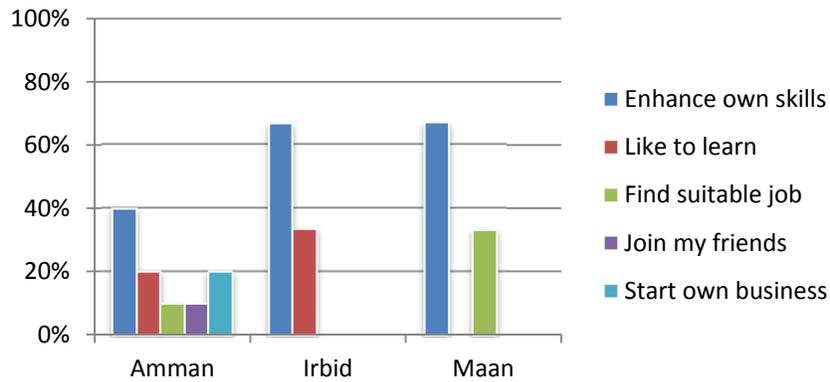
Fifty three percent (53%) of university students have enrolled in INJAZ school programs and courses to improve different skills. There were other reasons for that such as: ‘love to learn’, ‘find suitable job’, ‘join participating friends’, and ‘establish own business’. These responses had the following shares respectively: 17%, 12%, 6%, and 12%.

Figure 56: Reason for participation



In Maan, university students join INJAZ programs while in school to ‘find a good job in the future’. Most students in Irbid and Maan share the same reason for participation being ‘to improve their own skills’. Students who ‘Love to learn’ the most are reported to be in Irbid.

Figure 57: Reason of participation while in school by governorate

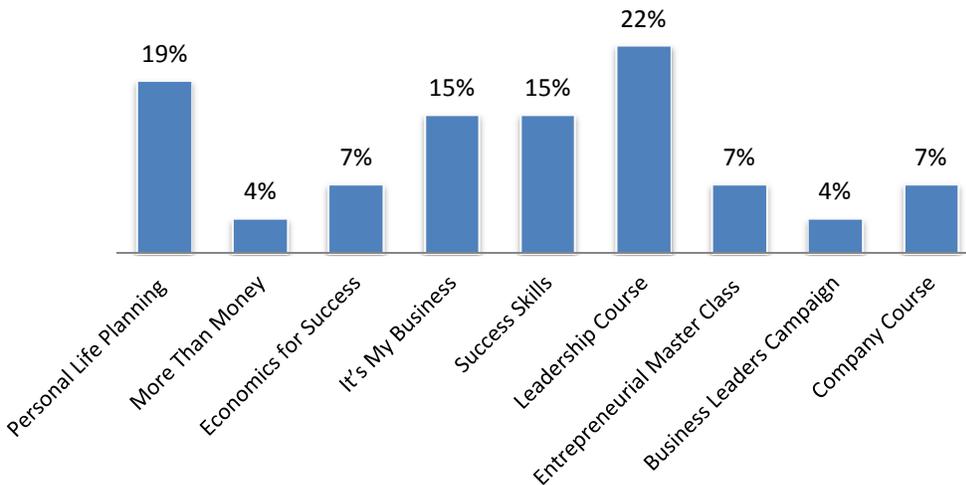


As seen above, the percentage of students who join to ‘find a suitable job’ and to ‘start their own business’ is very low taking into consideration that INJAZ provides entrepreneurial and inspirational programs that encourages youth entrepreneurs to establish their own business.

QUESTION 12: PROGRAMS ENROLLED IN WHILE IN SCHOOL

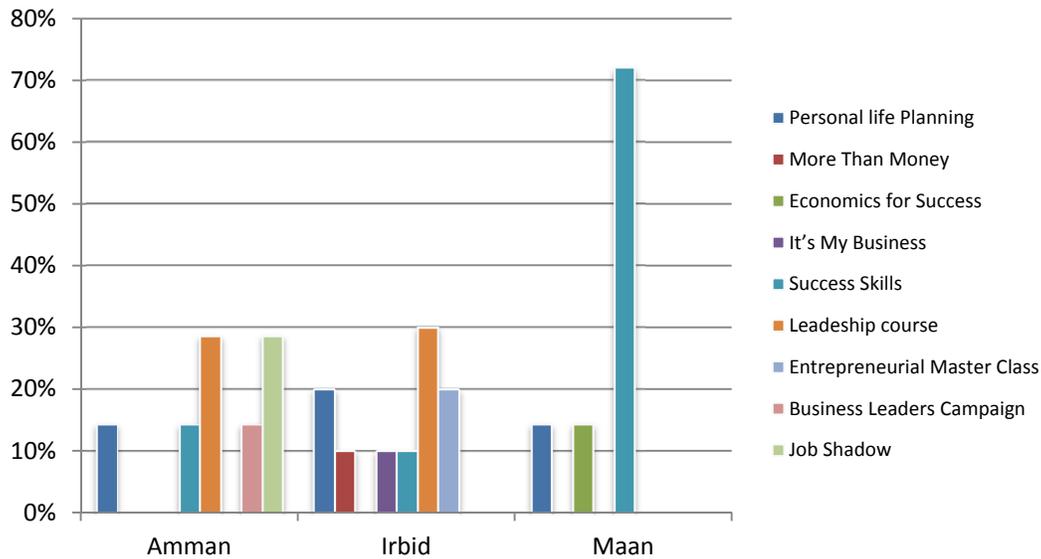
University students state that they have participated in several INJAZ programs while in high school. The most ranking are ‘Leadership’ and ‘Personal Life Planning’.

Figure 58: INJAZ school programs attended



‘Personal Life Planning’ and ‘Leadership’ are most attended in Irbid. ‘Success Skills’ course is mostly attended in Maan. Job placement activities like ‘Job Shadowing’ are mostly effective in Amman.

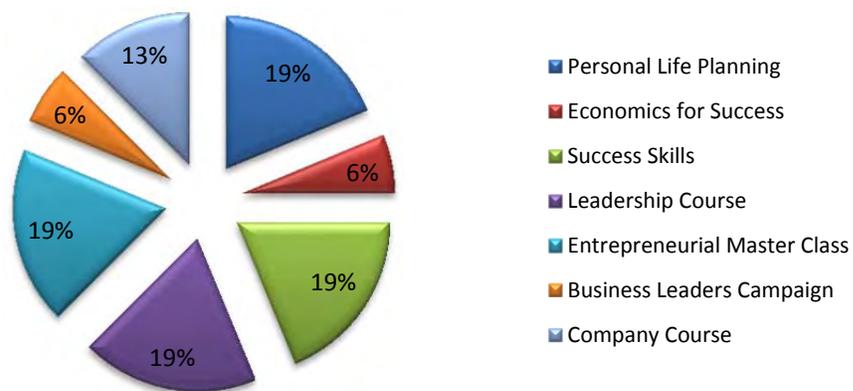
Figure 59: INJAZ school programs attended by governorate



QUESTION 13: PROGRAMS THAT HAVE IMPACTED UNIVERSITY STUDENTS

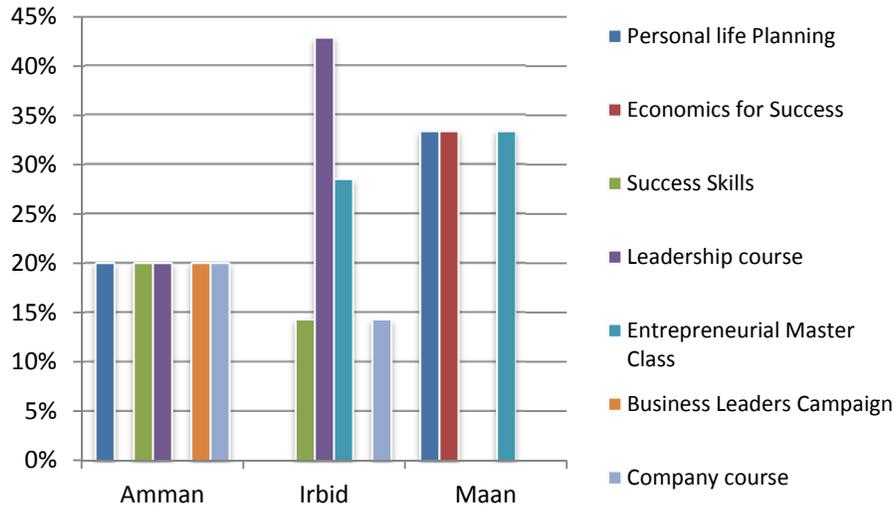
It is clear from the below figure that several INJAZ school programs have impacted university students and they still recall what they learnt from schools. Our survey of university students reveals that courses like ‘Personal Life Planning’, ‘Success Skills’, ‘Leadership’, and ‘Entrepreneurial Master Class’ have equally highly impacted those students. Other programs such as: ‘Economics for Success’, ‘Business Leaders Campaign’, and ‘Company Course’ have impacted them but in a less extent.

Figure 60: INJAZ school programs that have impact



Looking further into the governorate level data, we find that all illustrated courses below have impacted Amman students and Maan students equally. Two courses have impacted Irbid students highly: ‘Leadership course’ and ‘Entrepreneurial Master Class’.

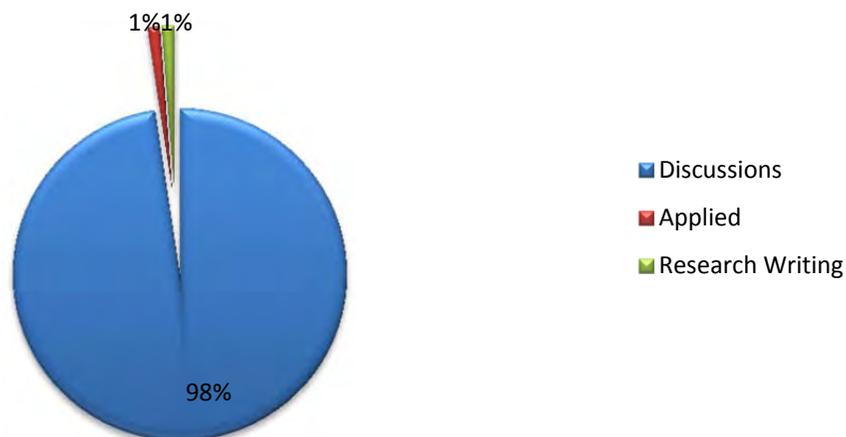
Figure 61: University student’s responses by governorate



QUESTION 14: Training Method Used

Survey university-students state that the training method used most (98%) by instructors was ‘Discussions’. Other methods as ‘Writing Research’ and ‘Applying Knowledge’ were not used significantly.

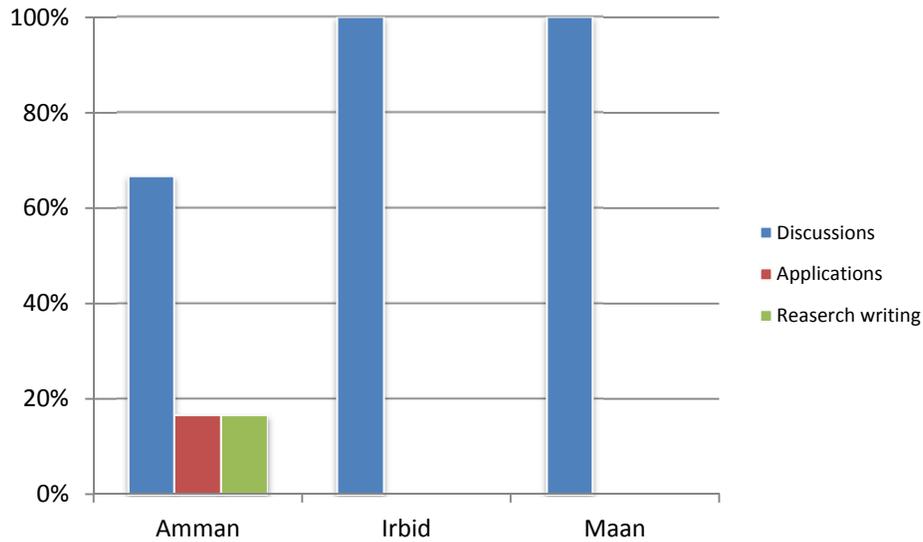
Figure 62: Method used by volunteers



In Amman, university-students surveyed state that the training method used in training sessions are: ‘Discussions’ (67%), ‘Applications’ (17%), and ‘Research Writing’ (17%). The reported method in

Irbid and Maan is 'Discussions'. Other methods like role playing, case studying, sharing experiences are not mentioned.

Figure 63: University student's responses by governorate



QUESTION 15: PROGRAM OBJECTIVES CLARIFIED

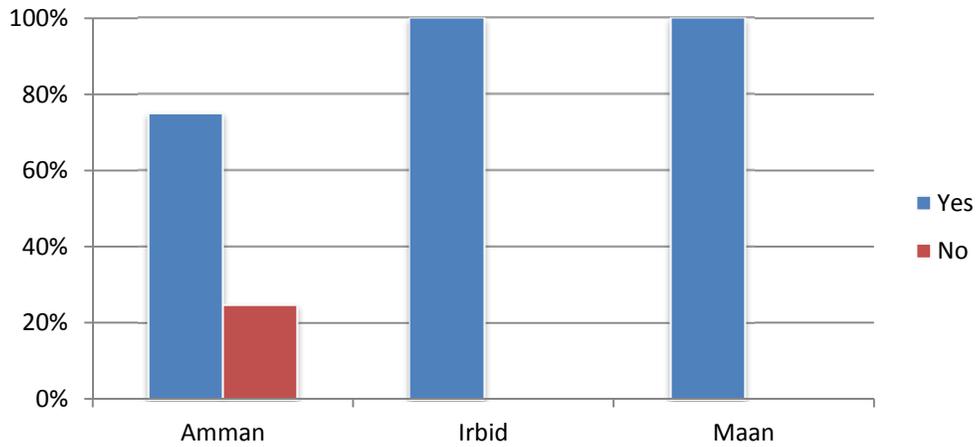
Eighty nine percent (89%) of surveyed university students stated that volunteers used to clarify program objectives while taking programs and courses in schools. The remaining 12% don't agree to that.

Figure 64: Objectives Clarified



All surveyed students in Irbid and Maan stated that INJAZ program objectives are being clarified to them at the beginning of courses. In Amman, 25% answer negatively, but the remaining 75% agree with their colleagues in other governorates.

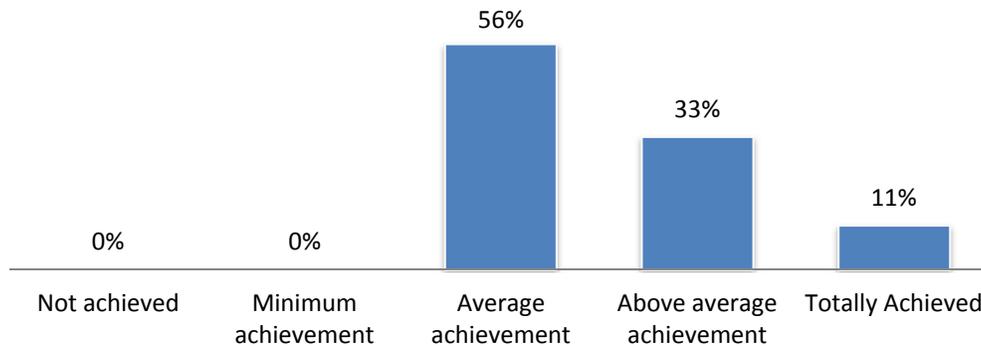
Figure 65: Programs objectives clarified by governorate



QUESTION 16: OBJECTIVES ACHIEVEMENT

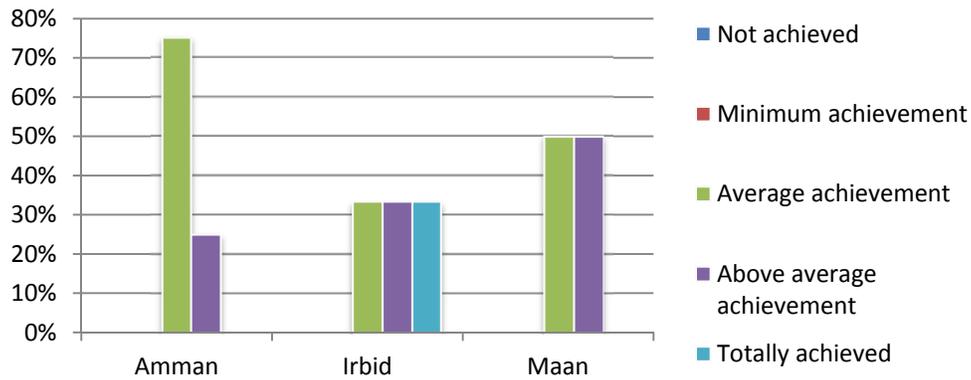
University students who have attended INJAZ school courses and programs believe that INJAZ program objectives are achieved to a high degree.

Figure 66: INJAZ program objectives achievement



Most of Amman university students believe that INJAZ objectives in schools are achieved on average level. Irbid students' opinion varied between 'Average', 'Above average, and 'Total achievement'. The same applies to Maan students except that they believe programs objectives are achieved on above average level or totally achieved.

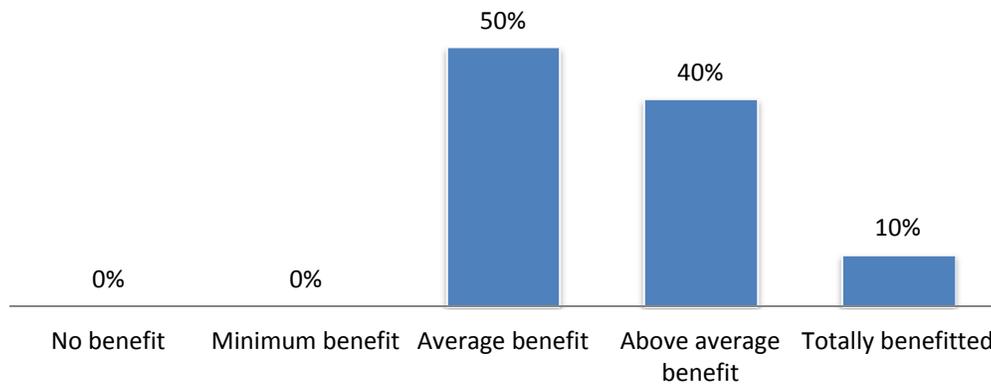
Figure 67: Achievement of INJAZ programs objectives in the governorates



QUESTION 17: PROGRAM BENEFIT

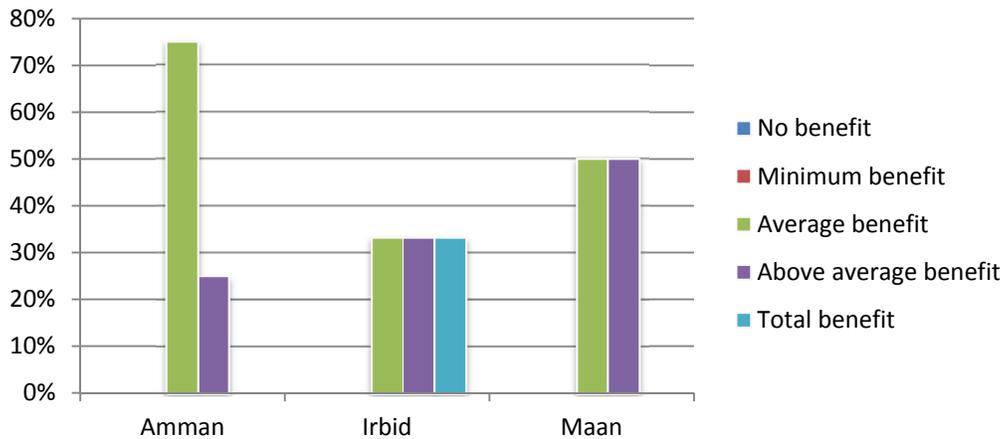
Most university students stated that they have benefitted from INJAZ school programs. Fifty percent gained ‘Average benefit’; forty percent gained ‘Above average benefit’; and ten percent have gained ‘Maximum or Total benefit’.

Figure 68: Student level of benefit



Most of the responses by governorate reveal that students tend to believe that they have benefitted from INJAZ programs on ‘average’ and ‘above average’ levels. Some exception in Irbid is that 33% of surveyed students believe that they have completely benefitted from their participation in the programs.

Figure 69: Student level of benefit by governorate



QUESTION 18: TOPICS DUPLICATION

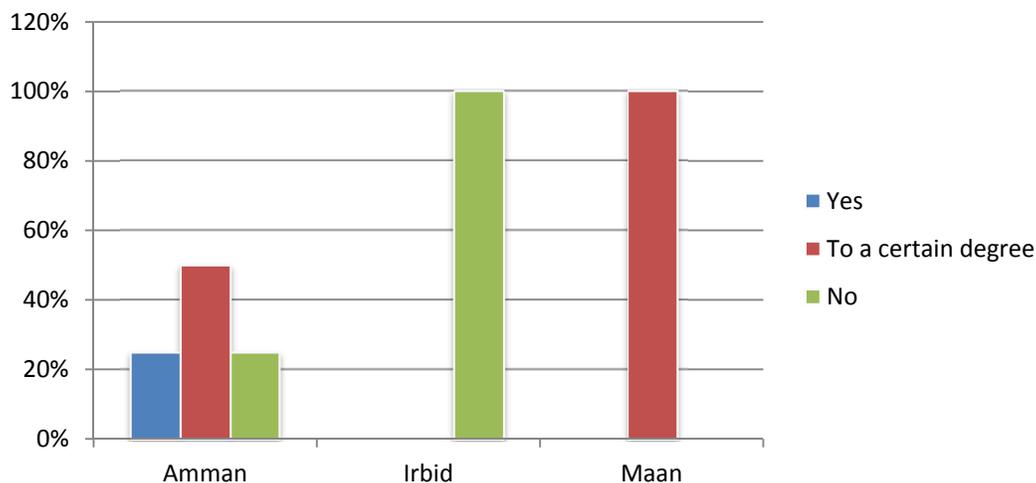
Eleven percent (11%) of university students believes that INJAZ school programs are duplicated. Forty four percent don't believe so; while forty five percent (45%) believe that the programs and topics are repeated to a certain extent.

Figure 70: Topics Duplicated



A proportion of Maan and Amman students feel that INJAZ programs have duplicate and repeated topics. Irbid students don't tend to agree with that; they feel that the topics are new every time. A percentage of 25% of Amman students don't agree. They feel that new programs and courses need to be added.

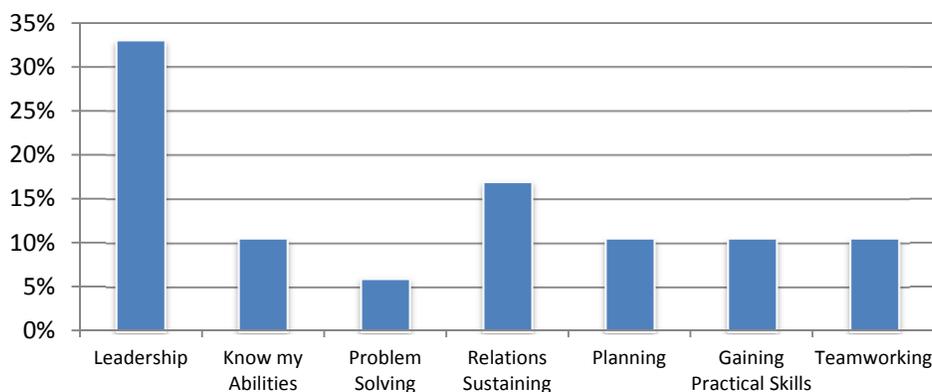
Figure 71: Topics Duplicated by governorate



QUESTION 19: PERSONAL ATTRIBUTES IMPACTED

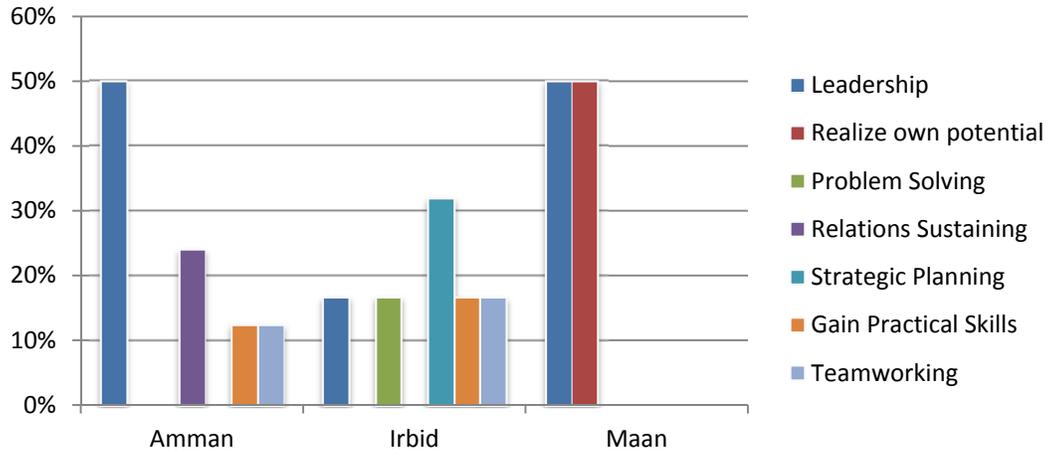
When asked about the impact on personal qualities that INJAZ program has on students, university-students answered as follows: ‘Leadership: 32%’, ‘Relationship Building: 16%’. Other qualities are impacted as well. Examples being: ‘Know my Abilities’, ‘Planning’, ‘Team working’, and ‘Gaining Practical skills’.

Figure 72: Personal Charecteristics impacted by INJAZ programs



‘Leadership’ is one of the most personal attributes impacted by INJAZ program in the governorates of Amman, and Maan. Most students there state the same. The second most impacted quality in Amman is ‘building and sustaining relationships’; while in Maan, it is ‘realizing own potential’. In Irbid, most students identify the ability of ‘strategically planning’ is the personal quality that is affected by enrolling in INJAZ programs.

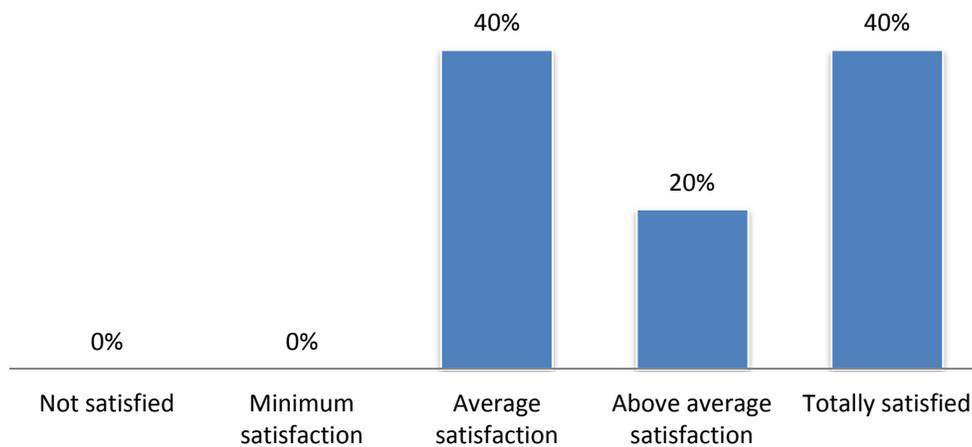
Figure 73: Personal Characteristics impacted by governorate



QUESTION 20: OVERALL SATISFACTION- UNIVERSITY STUDENTS

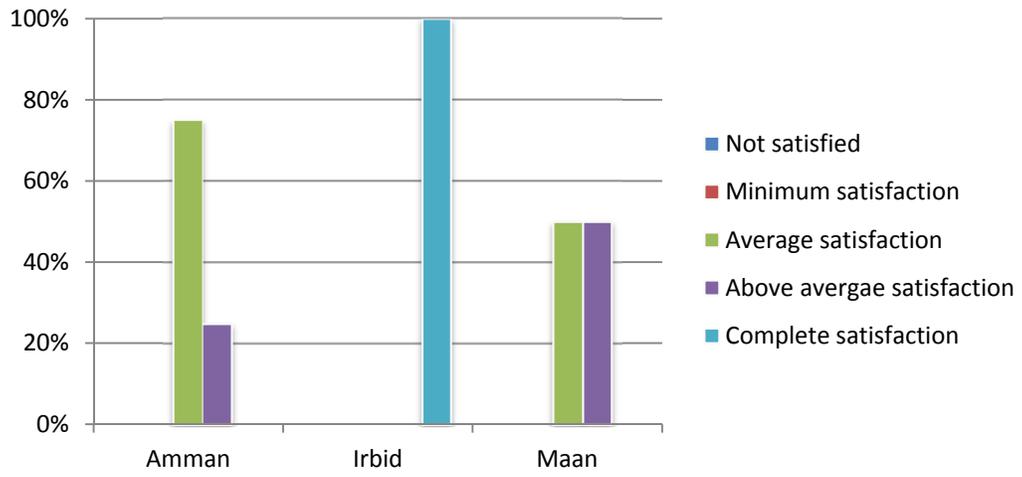
It is obvious from the below figure, that the satisfaction level of INJAZ school programs amongst university students varied between average satisfaction (40%), above average satisfaction (20%), and ‘maximum or total satisfaction (40%)’.

Figure 74: Overall satisfaction level



Irbid university student expressed complete satisfaction of INJAZ programs. Students’ opinions in Amman and in Maan were divided between ‘satisfied on average and above average levels’.

Figure 75: Overall satisfaction level by governorate

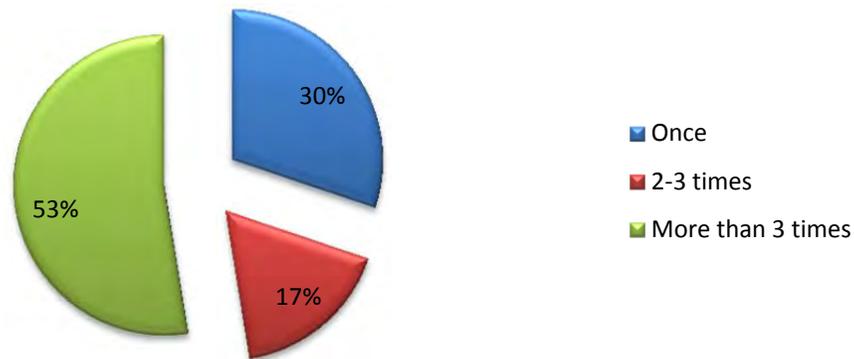


Section Three: Students experience with INJAZ programs in university

QUESTION 21: NUMBER OF TIMES UNIVERSITY STUDENTS ENROLLED IN INJAZ UNIVERSITY PROGRAMS

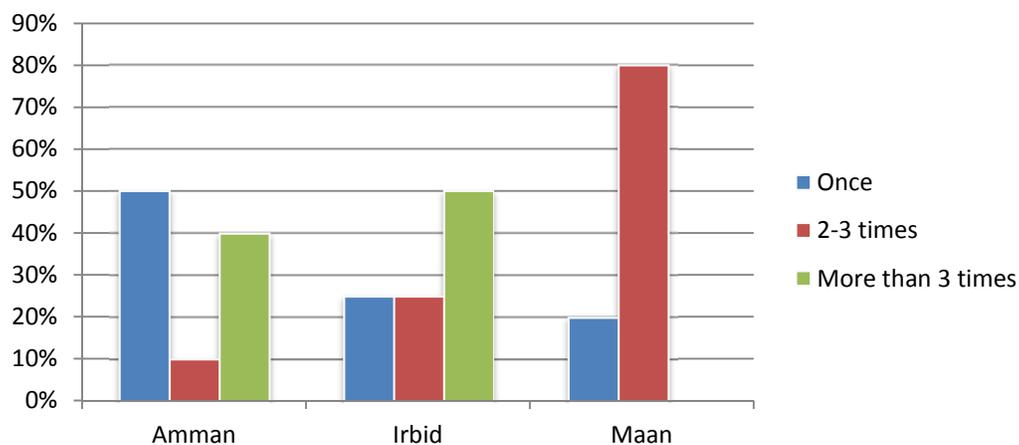
The average number of times university students attended INJAZ university programs is four (4). The majority of students have previously attended 'more than 3 times'. Thirty percent have participated 'Only once'. And, 17% have participated two-to-three times.

Figure 76: Number of times of participation



When we analyze the data by governorates, it is found that most of Amman surveyed students have attended only once; students in Irbid have attended more than 3 times; while most of Maan students have participated two-to-three times.

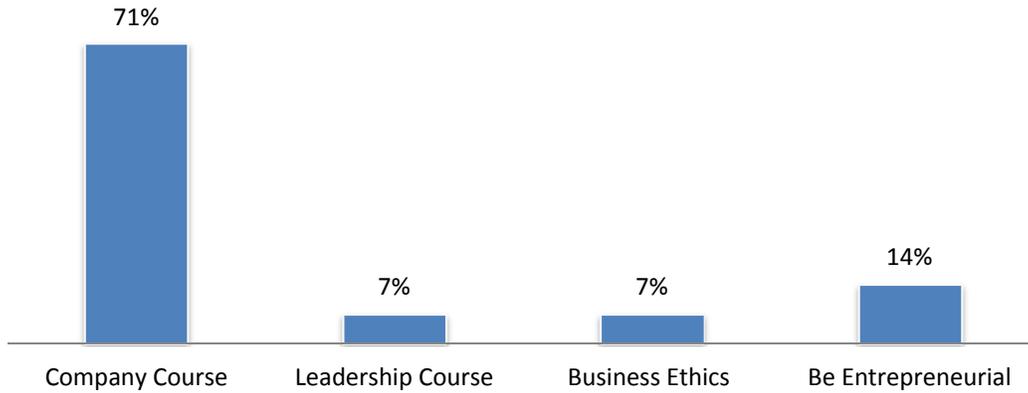
Figure 77: Number of participation by governorate



QUESTION 22: CURRENTLY ENROLLED IN PROGRAMS

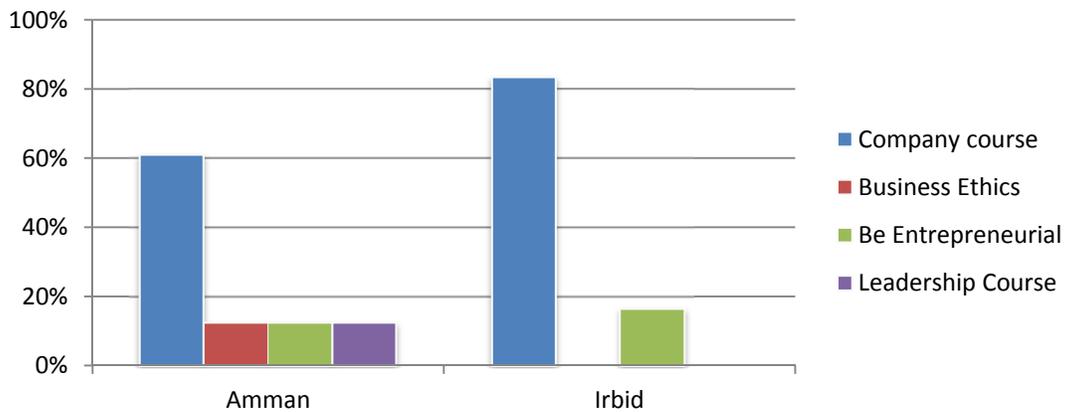
The most enrolled in program by university students is 'Company Course', followed by 'Be Entrepreneurial'.

Figure 78: Current programs



Most of Amman and Irbid university students are currently enrolled in the 'Company course'. The second most attended course for Irbid students is 'Be Entrepreneurial'. Three other courses are taken in equal fraction in Amman; 'Be Entrepreneurial', 'Business ethics' and 'Leadership course'.

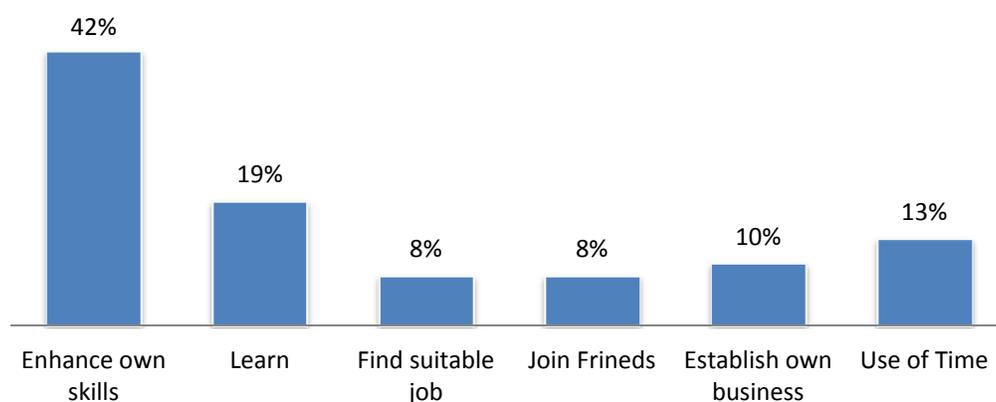
Figure 79: Current programs by governorate



QUESTION 23: REASON FOR ENROLLING IN INJAZ UNIVERSITY PROGRAMS

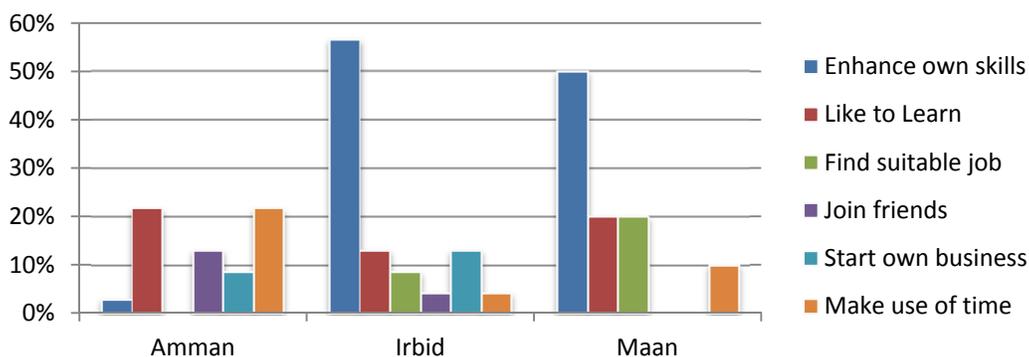
Most university students in this survey (42%) enroll in INJAZ programs in university to ‘improve certain skills’. The next major reasons for that are ‘like to learn’, and ‘make good use of time’. Some students attend the programs because they want to ‘establish their own businesses’, or ‘to find a suitable job’, or just to ‘join some attending friend’.

Figure 80: Reasons for participating



The most reasons mentioned by survey students in Irbid and Maan why they participate in INJAZ programs are ‘enhance own skills’ and ‘like to learn’. In Amman, some students share that reason with their colleagues in other governorates. And, they add ‘to make better use of time’.

Figure 81: Reasons for participating by governorate



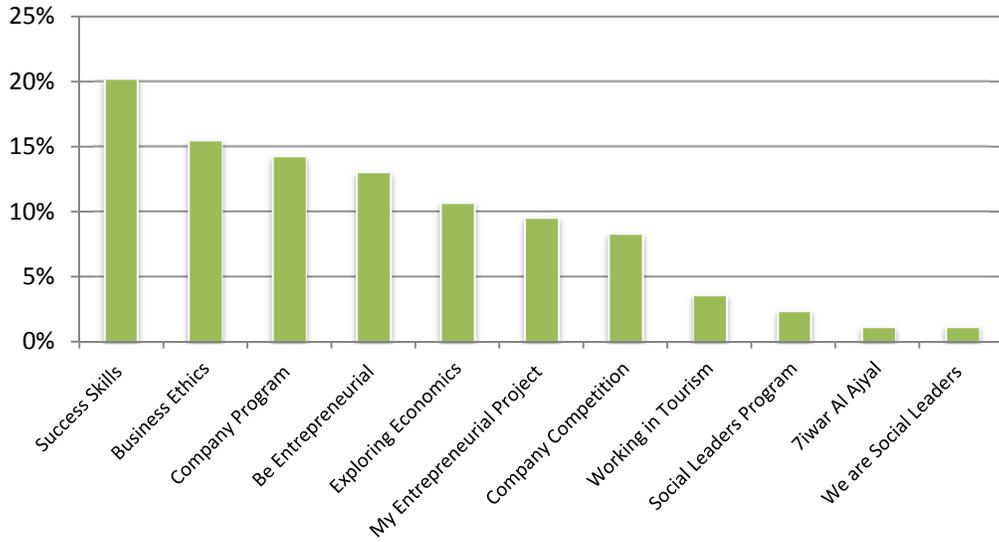
As seen above the percent of people joining to ‘finding suitable job’ and ‘start own business’ is very low taking into consideration that these are university students who will be hired very soon, and that INJAZ provides entrepreneurial and inspirational programs that encourages youth entrepreneurs to establish their own business.

QUESTION 24: EVER ENROLLED IN PROGRAMS

‘Success Skills’ is the highest attended INJAZ program by university students based on our survey. Next comes ‘Business Ethics’, ‘Company Program’, and ‘Be Entrepreneurial’. Other courses were

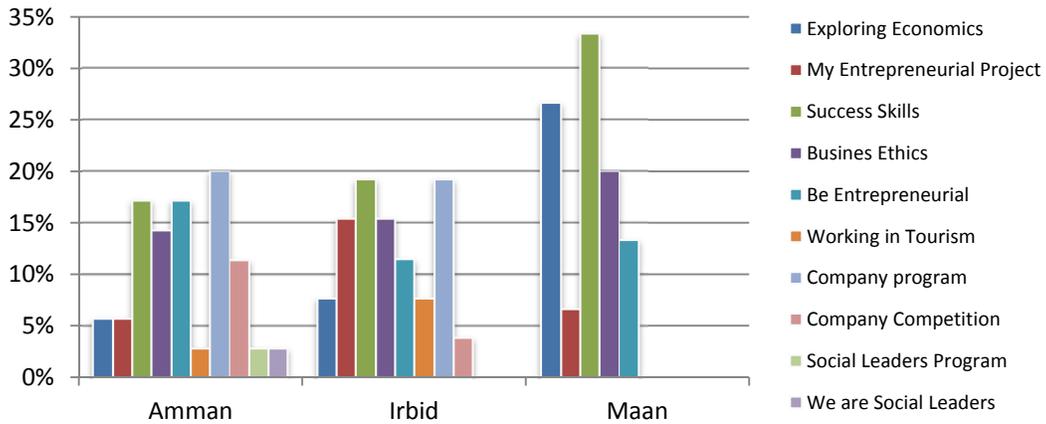
attended as well but with lesser frequency. Examples are: ‘Social Leaders Program’, ‘7iwar Al Ajyal’, and ‘We are social leaders’.

Figure 82: INJAZ university ever enrolled in programs



Based on our survey, ‘Success Skills’ and ‘Business Ethics’ are mostly attended in Maan compared to Amman and Irbid. ‘Company program’ is most attended in Amman then Irbid, but is not being held in Maan. For the program ‘Be Entrepreneurial’ it is mostly held in Amman, then Irbid and Maan.

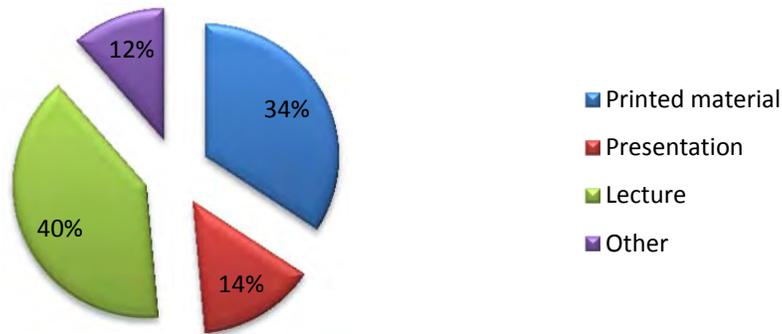
Figure 83: University students responses by governorate



QUESTION 25: TRAINING MATERIAL FORMAT USED IN INJAZ UNIVERSITY PROGRAMS

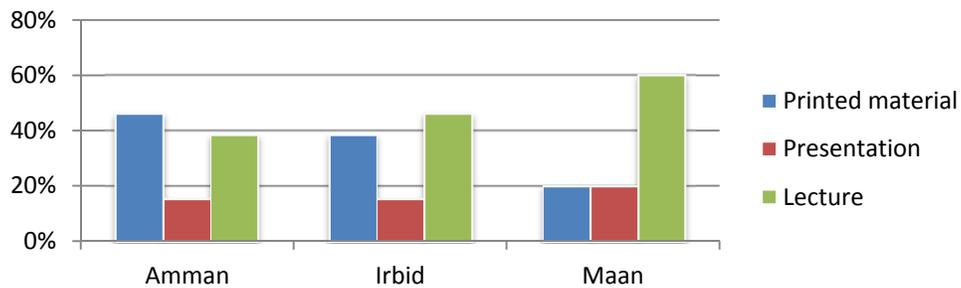
Different Training Material formats are used by INJAZ volunteers in university programs. The survey students say that the types used are Printed material (34%), Presentation (14%), Oral (40%), and other unspecified types (12%).

Figure 84: Type of Training Material



The most training material formats reported by Maan survey students to be used are ‘Presentation’ and ‘Lectures’. ‘Printed material’ are most used in Amman and Irbid.

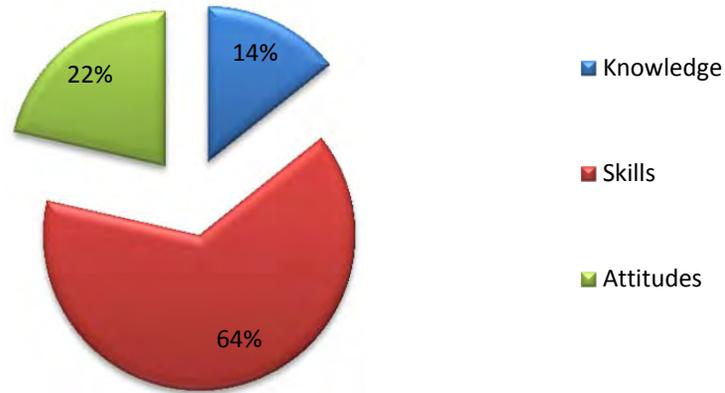
Figure 85: Type of Training Material by governorate



QUESTION 26: FOCUS OF TRAINING MATERIAL

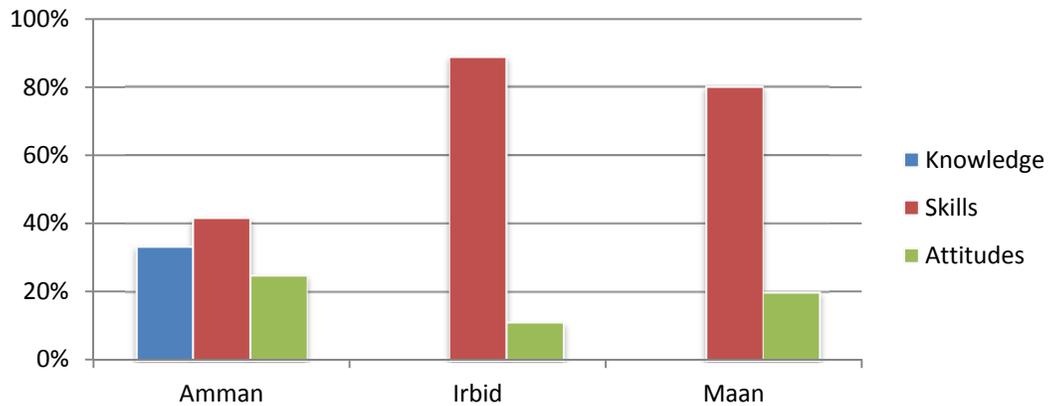
Volunteers try to focus on different competencies. University-students noted that ‘Skills’ (64%) is the most focused on competency, followed by ‘Attitudes or Behaviors’ (22%), and ‘Knowledge’ (14%).

Figure 86: Trainig Focus



‘Skills’ are the most competencies focused on during INJAZ university programs in Maan and Irbid. After that –as stated by survey students- are ‘Attitudes’. In Amman, INJAZ focuses on knowledge, skills and attitudes with slight differences.

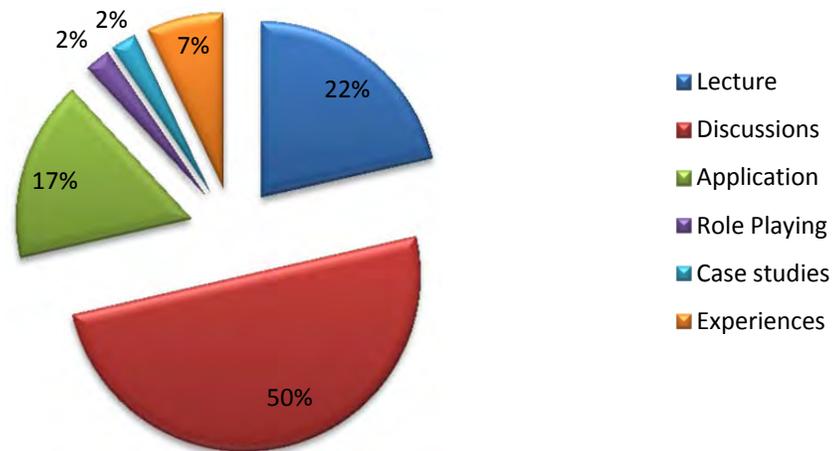
Figure 87: Training focus by governorate



QUESTION 27: TRAINING TECHNIQUES OR METHOD

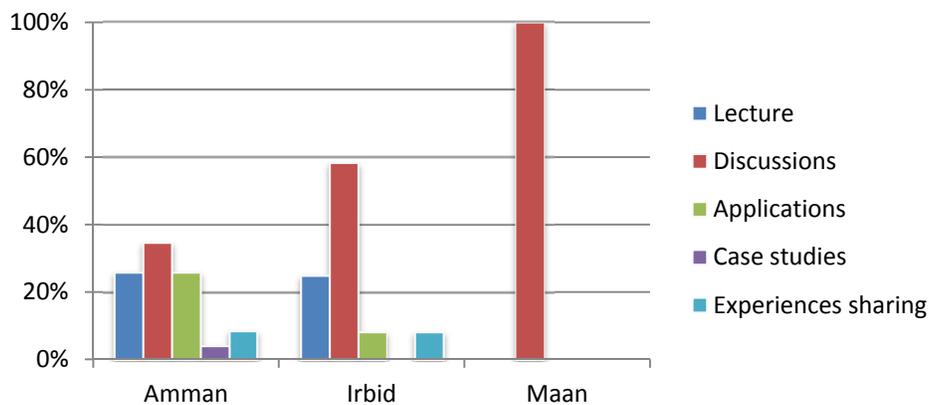
Volunteers employ several training methods when teaching INJAZ university programs. Most students (50%) say that 'Dialogue or discussions' method is used. The next major methods used are 'Lecture' and 'Applying Knowledge by doing exercises or so.'

Figure 88: Type of training method used



Survey data by geography reveals that 'Discussions' as a method compared to other training methods is largely used in Maan, then Irbid and Amman. Students in Amman report that 'Lectures' are moderately used in training sessions. However, they somehow apply what they learn in theory by 'working out exercises' – as they state.

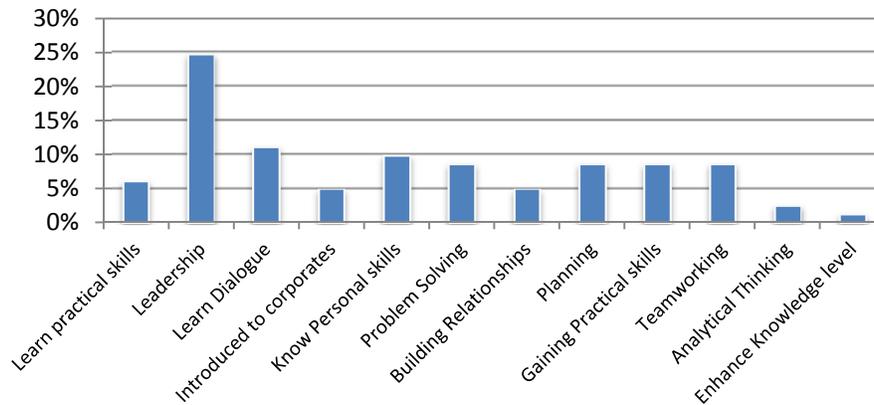
Figure 89: Type of training method used by governorate



QUESTION 28: PERSONAL QUALITIES IMPACTED

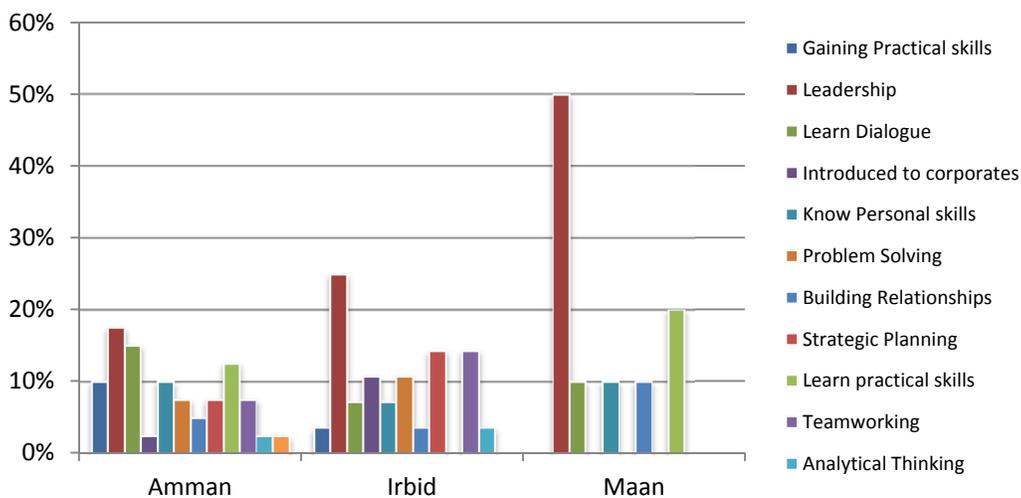
INJAZ university programs have impact on personal characteristics of students. The surveyed university students state that ‘Leadership’ is the highest impacted aspect, followed by ‘Dialogue support’, and ‘Knowing personal skills and abilities’.

Figure 90: Student qualities impacted



When analyzing the data by governorate, we find that ‘Leadership’ and ‘Learn Practical Skills’ are the most affected personal characteristics as stated by Maan students. ‘Learning to have dialogue and leadership are reported by Amman university students to be the most affected. Moreover, ‘Realizing personal skills and abilities’ is said to be affected by both Amman and Maan students.

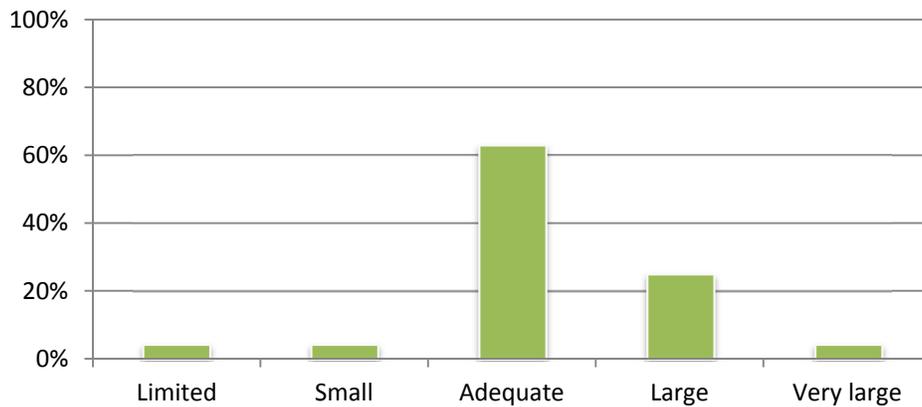
Figure 91: Personal qualities by governorate



QUESTION 29: NUMBER OF ATTENDING STUDENTS PER SESSION

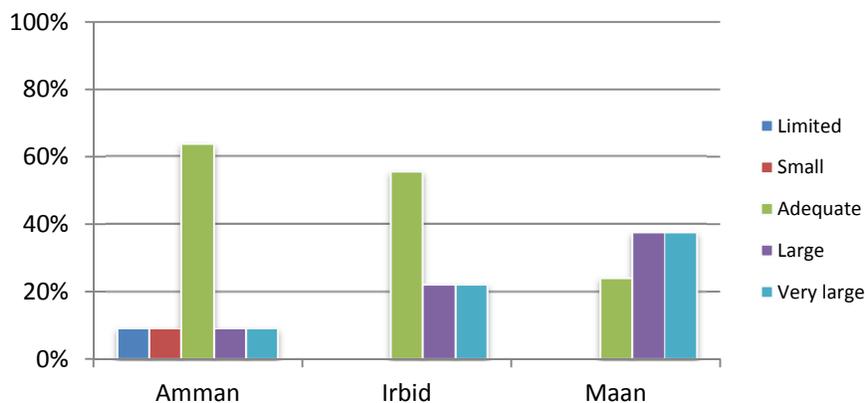
Sixty three percent (63%) of respondents say that the number of students per INJAZ class is adequate, while (25%) believe it is 'Large'. Four percent (4%) say that the number of students per session should be reconsidered and they feel sessions are crowded. This been said, 8% say class size is small or even limited.

Figure 92: Opinion on number of students per class



Based on the geographic distribution of university students, we find that students who find the size of class as 'adequate' most are in Amman. Maan students in the other hand, feel that the number of students per INJAZ session is mostly 'large' or even 'very large'. Most students in Irbid believe that the sessions' size is adequate.

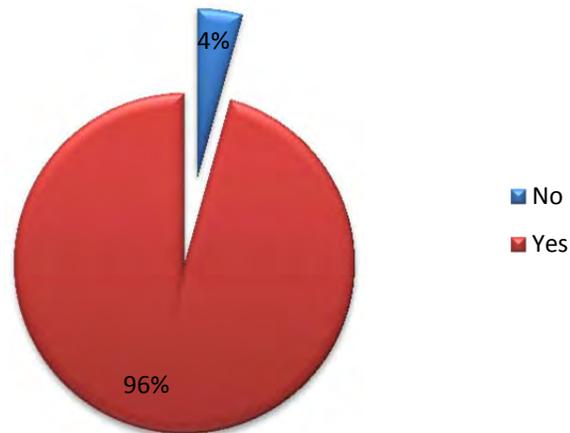
Figure 93: Opinion on number of students per class



QUESTION 30: PROGRAM OBJECTIVES CLARIFIED

Almost all university students (94%) agree that volunteers state program objectives at beginning of sessions. Only 4% don't seem to agree to this fact. This case is found in Amman governorate.

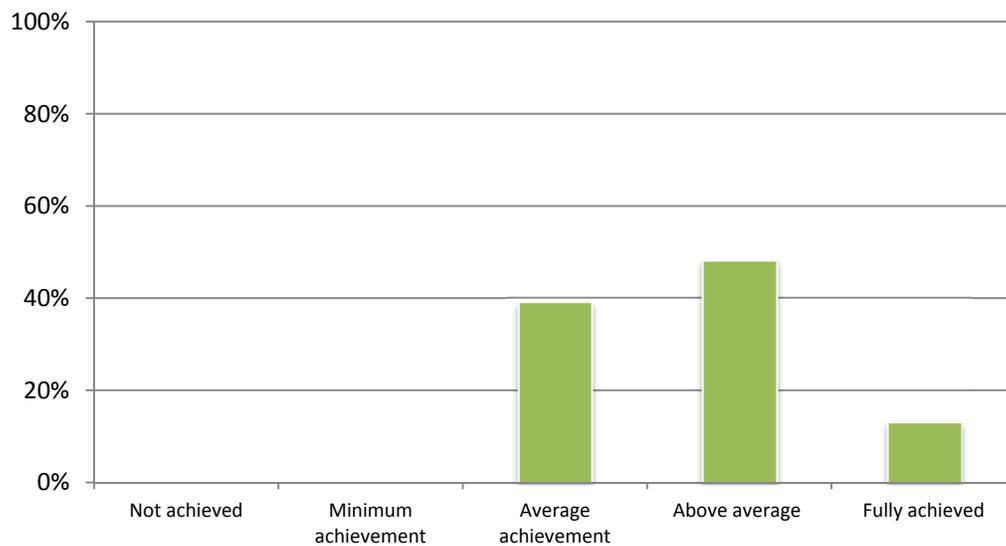
Figure 94: Program Objectives clarified by volunteers



QUESTION 31: ACHIEVEMENT OF INJAZ UNIVERSITY PROGRAM OBJECTIVES

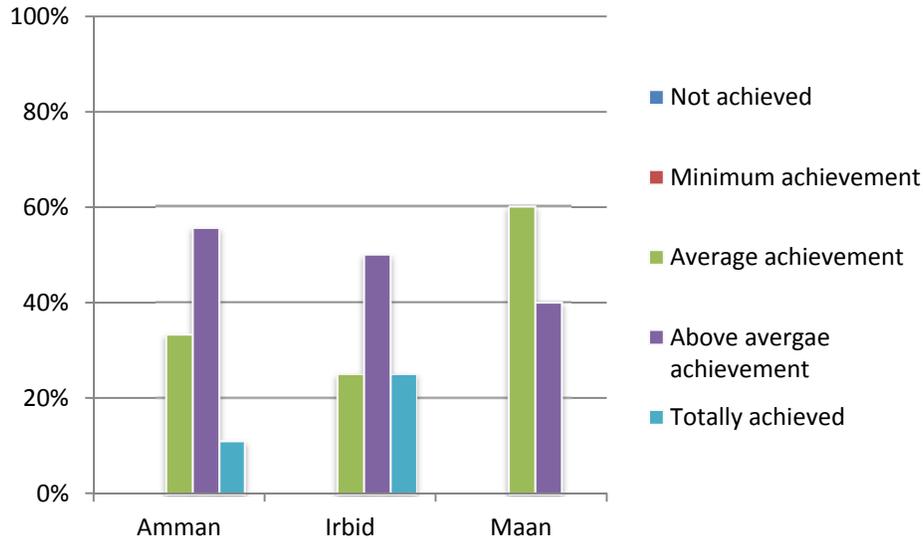
Eighty seven percent (87%) of university students surveyed feel that INJAZ program objectives are either achieved to an average or above average. Moreover, thirteen percent (13%) believe that those objectives are totally or fully achieved.

Figure 95: Objectives Achievement



When we analyze the above data by governorates, the results reveal that most of Maan university students believe that INJAZ programs objectives were achieved to an average level. Furthermore, students of Amman and Irbid believe that the objectives were achieved on above average levels.

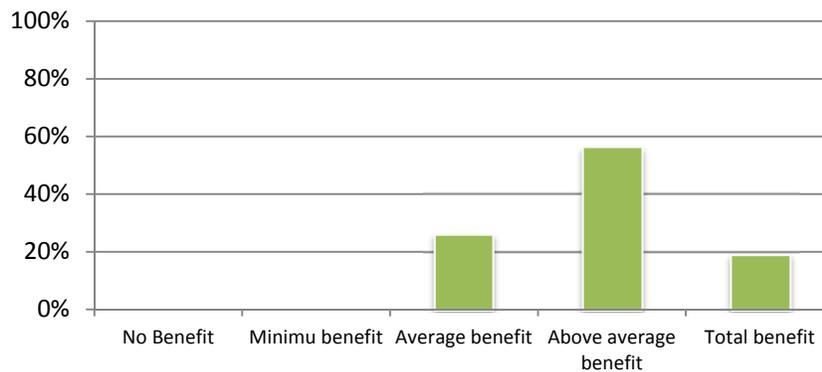
Figure 96: Objectives Achievement



QUESTION 32: EVALUATION THE DEGREE OF UNIVERSITY STUDENTS BENEFIT

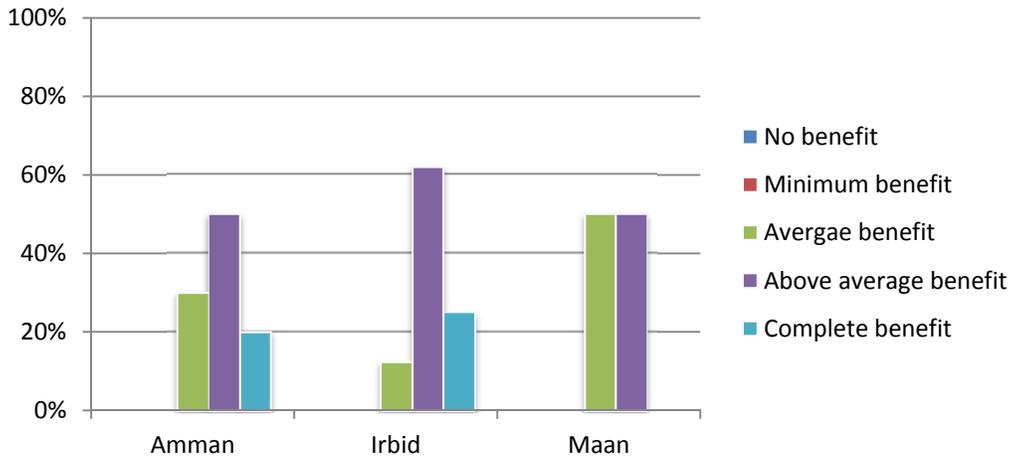
The majority of school students (82%) feel that they have benefitted largely from INJAZ programs. Another eleven (19%) believe the benefit was huge.

Figure 97: Degree of student benefit



Most of university students in the three governorates of Amman, Irbid and Maan say that INJAZ programs have average and above average benefits. Some proportion of these students (around 20%) in Amman and in Irbid state that they completely benefitted from the programs.

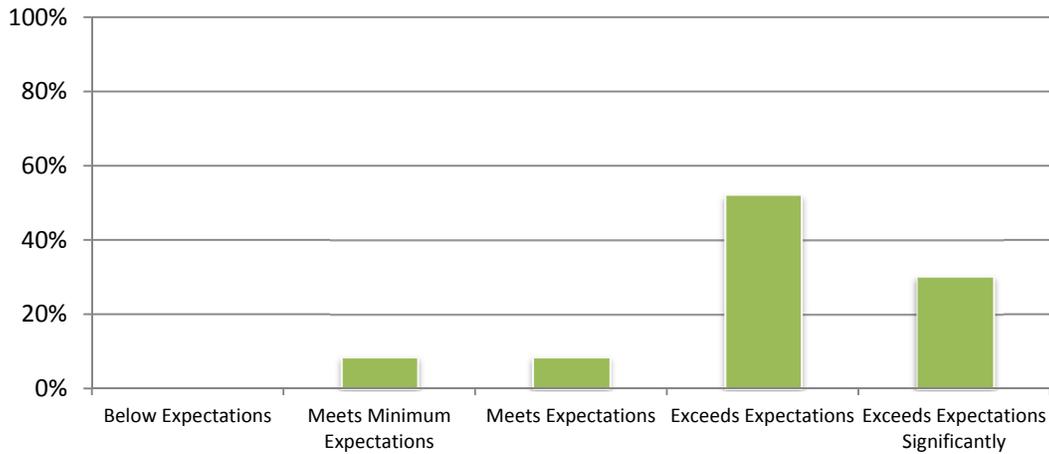
Figure 98: Degree of student benefit



QUESTION 33: EVALUATION OF VOLUNTEERS

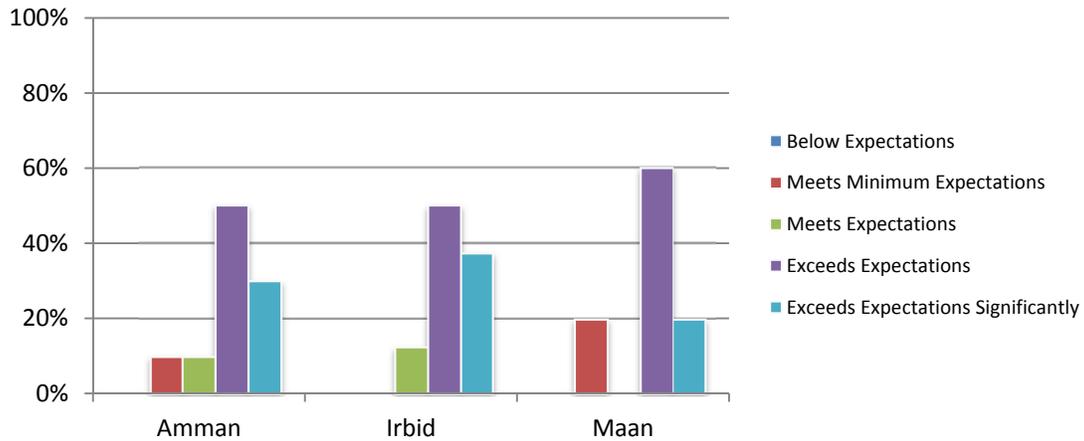
While 82% of surveyed university students believe that volunteers' performance in sessions exceeds or significantly exceeds expectations, 9% of them see that volunteers' performance 'meets minimum expectations'. The remaining 9% states that volunteers' performance 'meets their expectations'.

Figure 99: Evaluation of volunteers performance



By geography, students who most say that volunteer’s performances are above expectations are Maan students. Some fractions of university students in all three governorates say that volunteers performance are considered as ‘significantly exceed expectations’.

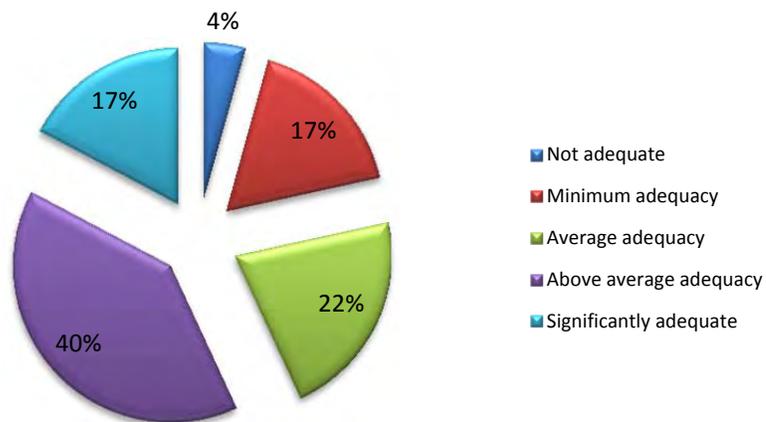
Figure 100: Evaluation of volunteer’s performance by governorate



QUESTION 34: EVALUATION OF TRAINING FACILITIES IN INJAZ UNIVERSITY PROGRAMS

More than half of the surveyed university students (62%) say that sessions equipment and facilities level of adequacy is average and above average. Seventeen percent (17%) say that they are significantly adequate and training sessions are well prepared and facilitated. A percentage of 21% of students responses were divided between ‘not adequate’ and ‘have minimum adequacy’.

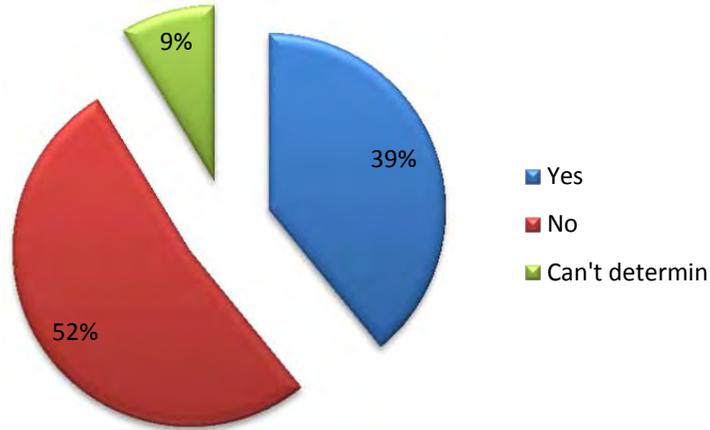
Figure 101: Evaluation of facilities and equipment in university



QUESTION 35: PROGRAM DURATION SUFFICIENCY

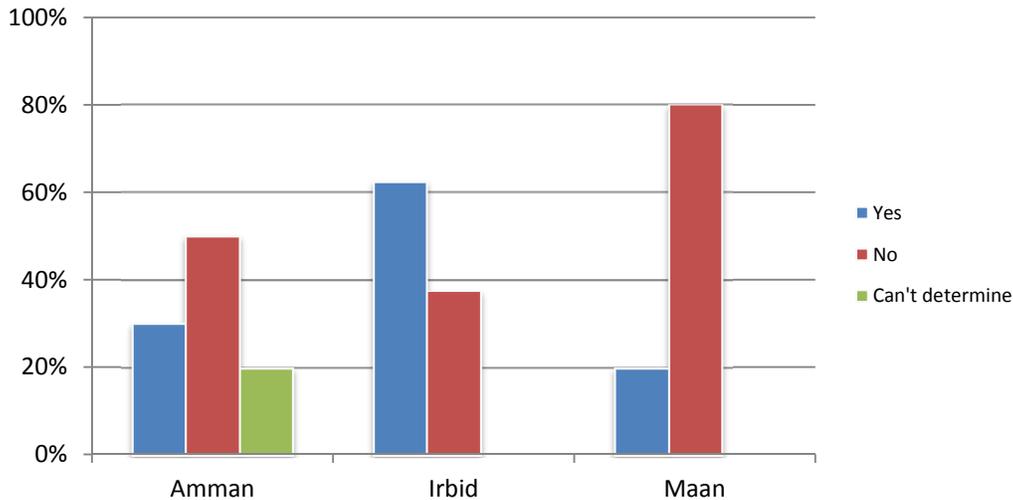
Thirty nine percent (39%) of surveyed students feel that program duration is adequate to learn the program subject, while fifty two percent (52%) don't believe so. Nine percent (9%) of the survey students can't determine that.

Figure 102: Program duration enough to acquire knowledge



By governorate, Maan students are the most to state that programs' duration is not enough to learn the required skills. Of those who answered positively, Irbid students were the most to believe so.

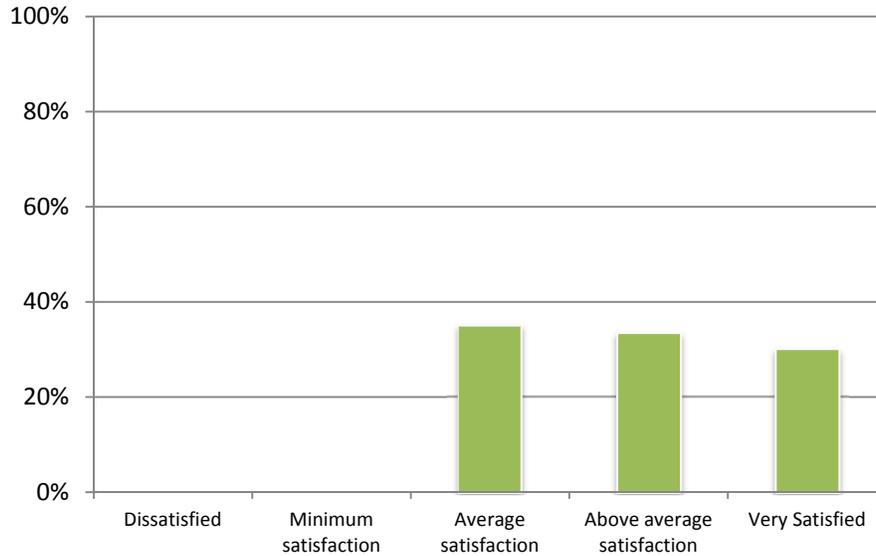
Figure 103: Program duration sufficiency by governorates



QUESTION 36: OVERALL SATISFACTION

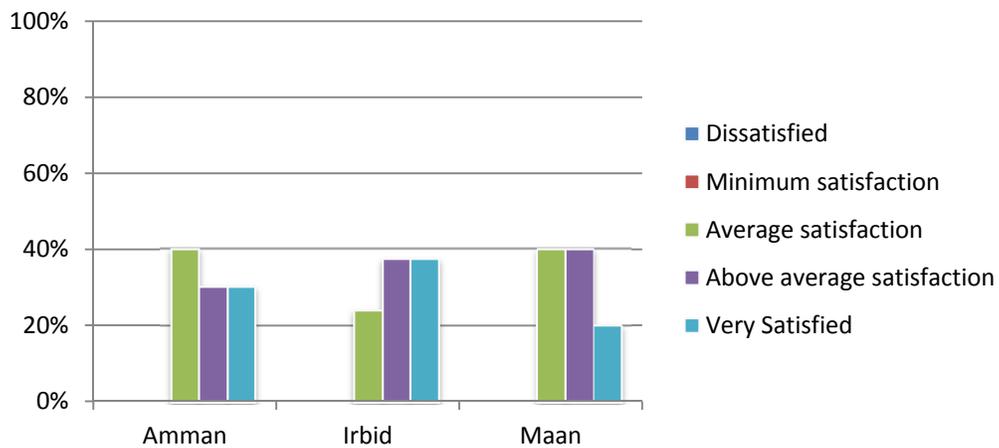
When evaluating the overall satisfaction of INJAZ university students, we found out that 35% believe that their satisfaction was average; 33% percent says it is of above average, and 30% of all students are very satisfied INJAZ programs at university.

Figure 104: Overall university students satisfaction



Governorate data reveals that Maan students and Amman students are most to state that the program is satisfying on average levels. A percentage of 38% of Irbid students expressed extreme satisfaction.

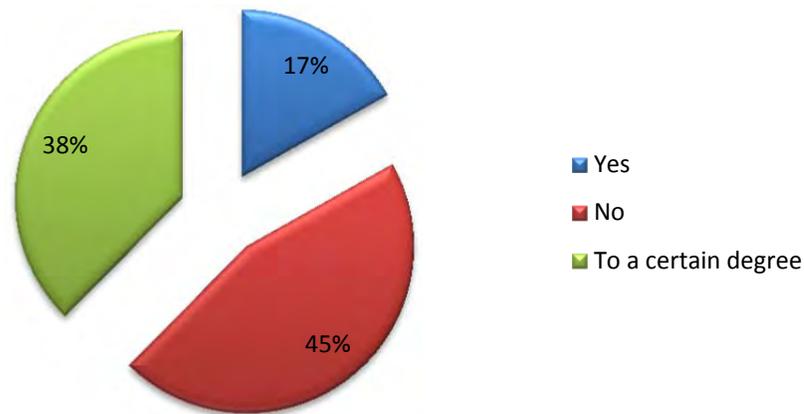
Figure 105: Overall university student's satisfaction by governorate



QUESTION 37: DUPLICATION IN PROGRAM TOPICS

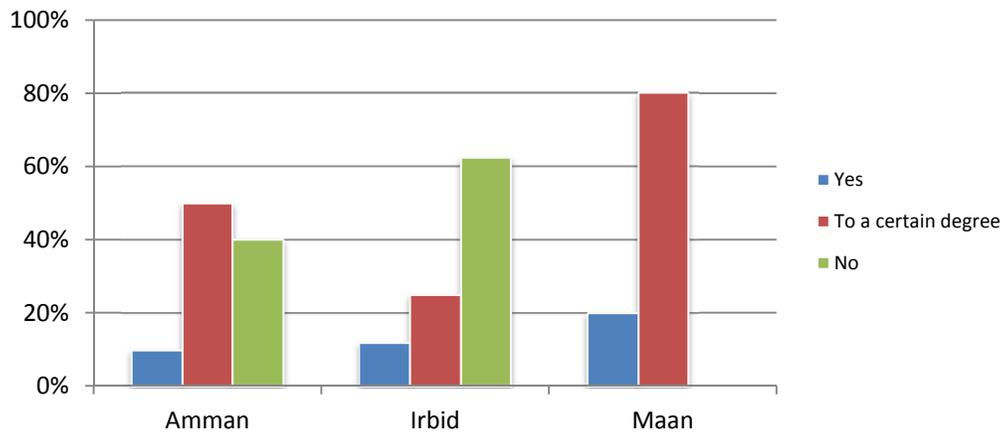
Forty five percent (45%) of surveyed university students don't see there is duplication in INJAZ university program topics, seventeen percent (17%) do. Thirty eight percent (38%) of surveyed students can't determine that.

Figure 106: Duplicated topics



Most of students who answered negatively to this question are found in Irbid, followed by Amman students. As for Maan students, they tend to largely believe that INJAZ topics are duplicated to a certain extent.

Figure 107: Duplicated topics answers by governorate



QUESTIONS 38: WILLINGNESS TO RE-PARTICIPATE

Almost 100% of respondents state that they are willing to re-participate in INJAZ university programs in the future.

QUESTION 39: RECOMMEND INJAZ UNIVERSITY PROGRAMS TO CLASSMATES

With more than 50% of responses who expressed overall satisfaction of INJAZ programs of high degrees, university student respondents state that they will recommend INJAZ university programs to classmates.

QUESTION 40: SUMMARY OF INJAZ PROGRAM STRENGTHS AND WEAKNESSES

Below is a summary of the programs strengths and weaknesses according to participating university students in the survey.

Table 5: Program Strengths and Weaknesses- university students

Strengths	Weaknesses
<p>5. Training Methods Used “We use discussions, and real life examples” “Volunteers engage us in discussions” “We learn to interact” “we learn teamworking”</p> <p>6. Volunteers “Volunteers share their experiences” “Information smoothly conveyed” “Capable & Knowledgable volunteers” “Volunteers assist in meeting prgram objectives”</p> <p>7. Topics content “We discover our potential” “We learn how to be creative” “Information that we need in our daily lives” “Practicle information”</p> <p>8. Target Students “Focused on Students and their abilities” “Good attention to the students” “Targets the Youth”</p>	<p>4. Program Duration: some students evaluate the program duration as not enough to acquire knowledge and see this as a weakness.</p> <p>5. More theory than application. University Students express their interest in applying what they learn in calss by attending coop programs- for example.</p> <p>6. Some Topics are repetitive. University students like to see New Subjects and Update of existing topics.</p>

QUESTION 41: GENERAL COMMENTS ADDED BY UNIVERSITY STUDENTS

41.1 More awareness sessions should be conducted to university students about available programs.

41.2 More application of what is learnt in theory, through coop training programs.

41.3 More use of technology in training programs.

41.4 More take-away training material (printed or recorded).

41.5 Engaging students more by workshops, exercises, and new methods.

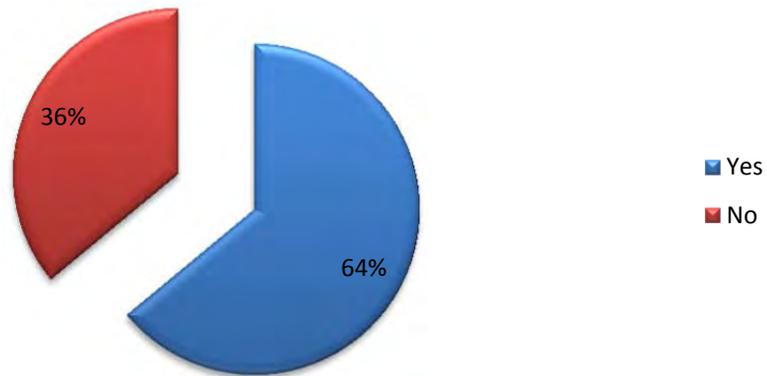
41.6 More interaction and monitoring of INJAZ university students.

Section Four: Students experience with INJAZ extra curricula programs in university

QUESTION 42: EVER PARTICIPATED IN INJAZ EXTRA CURRICULA PROGRAMS

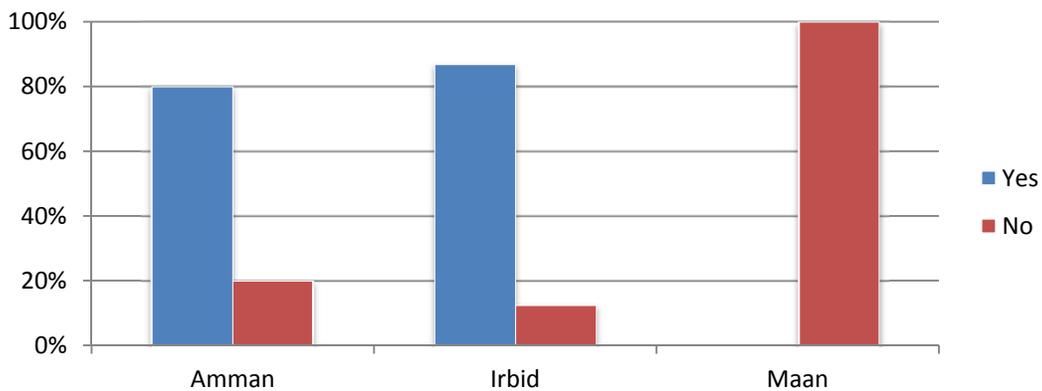
Sixty four percent (64%) only of surveyed university students have participated in extra curricula programs. The remaining thirty six percent (36%) are currently enrolled in these programs.

Figure 108: Ever participated in INJAZ extra curricula programs



As shown below, Maan students have not previously participated in INJAZ extra curricula programs. The most students who report they had are Irbid students followed by Amman students.

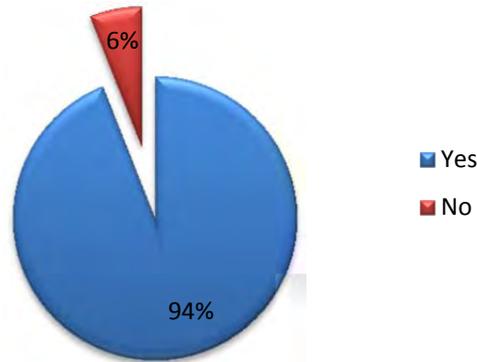
Figure 109: Ever participated student by governorate



QUESTION 43: EXTRA CURRICULA PROGRAM OBJECTIVES CLARIFIED- ANALYSIS BY SEGMENT AND GOVERNORATE

Ninety four percent (94%) of surveyed university students state that volunteers clarify program objectives at beginning of sessions. Six percent (6%) only have opposite opinion. One exceptional case is found in Amman governorate.

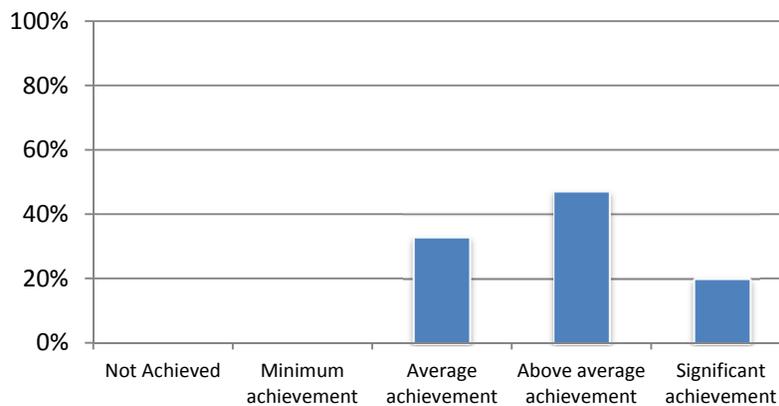
Figure 110: Objectives clarified



QUESTION 44: ACHIEVEMENT OF INJAZ EXTRA CURRICULA PROGRAM OBJECTIVES

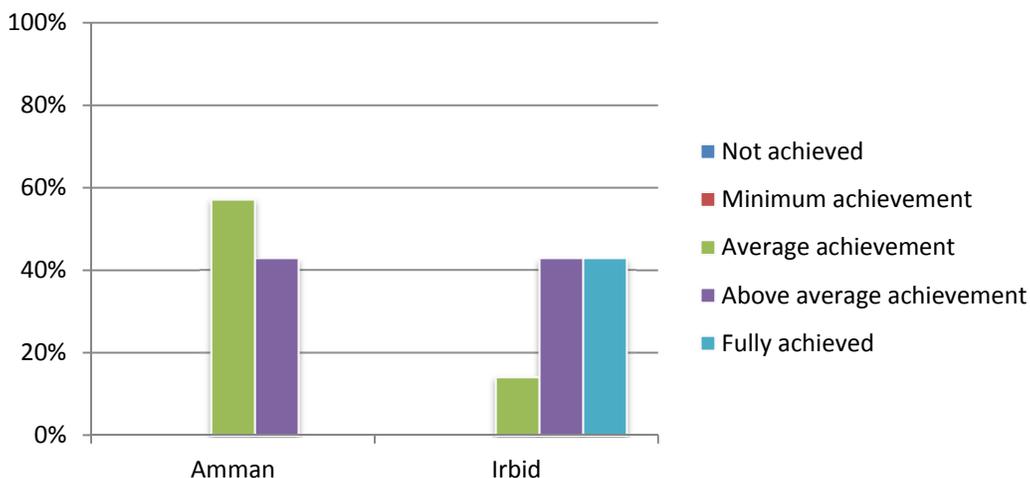
Sixty seven percent (67%) of university students surveyed feel that INJAZ extra curricula program objectives are either achieved to above average extent or significantly achieved. Thirty three percent only (33%) believe that those objectives are achieved.

Figure 111: Objectives achieved



Based on governorate data, Amman students mostly state that INJAZ extra curriculum program objectives are achieved on average level. However, (43%) of Irbid students tend to believe that those objectives are fully achieved.

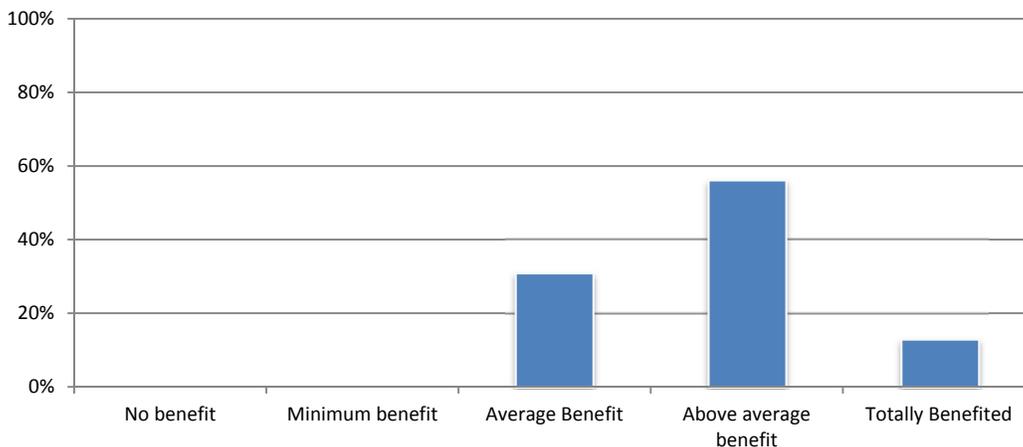
Figure 112: Objectives achievement by governorate



QUESTION 45: EVALUATION OF THE EXTENT OF UNIVERSITY STUDENTS BENEFIT

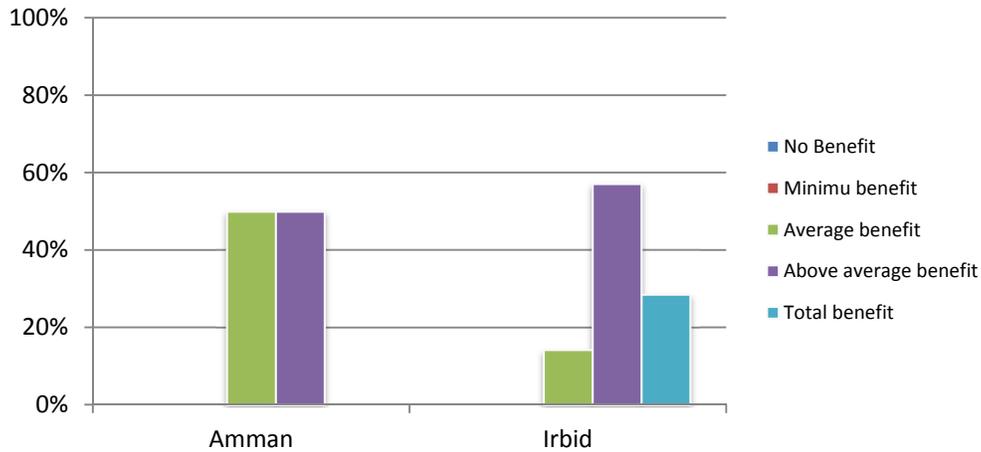
The majority of surveyed students (87%) feel that they have benefited largely from INJAZ programs. Another thirteen (13%) believe the benefit was huge.

Figure 113: Student degree of benefit of extra curricula programs



While Amman students stated that INJAZ extra curricula programs have average or above average benefits, most of Irbid students in this survey report that their benefit of INJAZ extra curricula programs is on above average level.

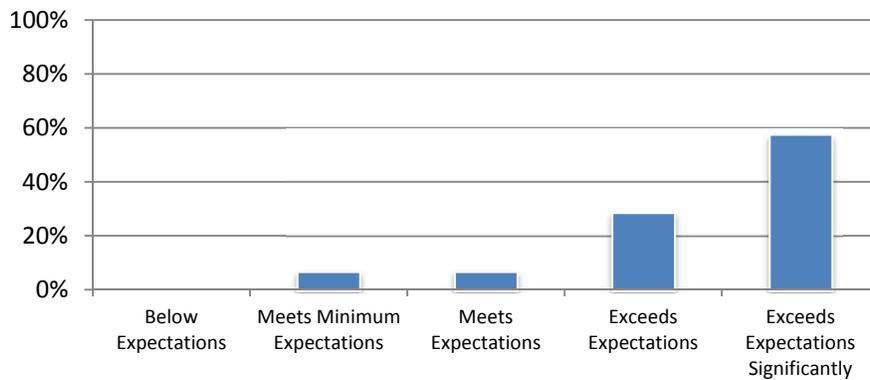
Figure 114: Degree of benefit by governorate



QUESTION 46: EVALUATION OF VOLUNTEER’S ABILITIES

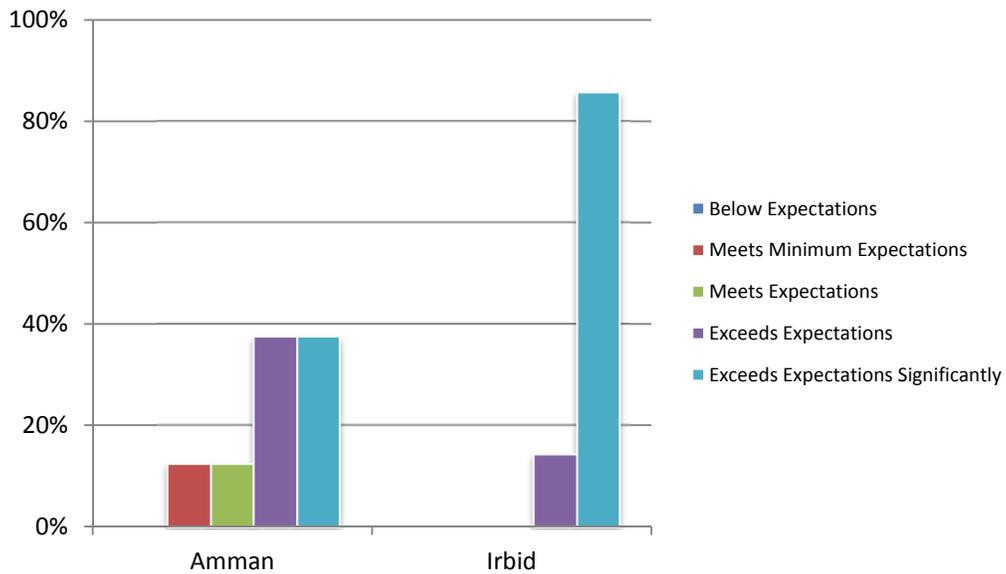
University-students surveyed stated that they are impressed with INJAZ volunteer’s abilities. By looking at the graph below, it is evident that around eighty six percent (86%) of respondents believe that volunteer’s abilities have exceeded their expectations. The remaining fourteen percent (14%) state that volunteers either meet expectations or meet only minimum expectations.

Figure 115: Volunteers abilities



Student responses within Amman governorate varied for this question; their answers range from ‘meet minimum expectations’ to ‘exceed expectations significantly’. However, most of Irbid students state that volunteers’ performance ‘exceeds expectations significantly’.

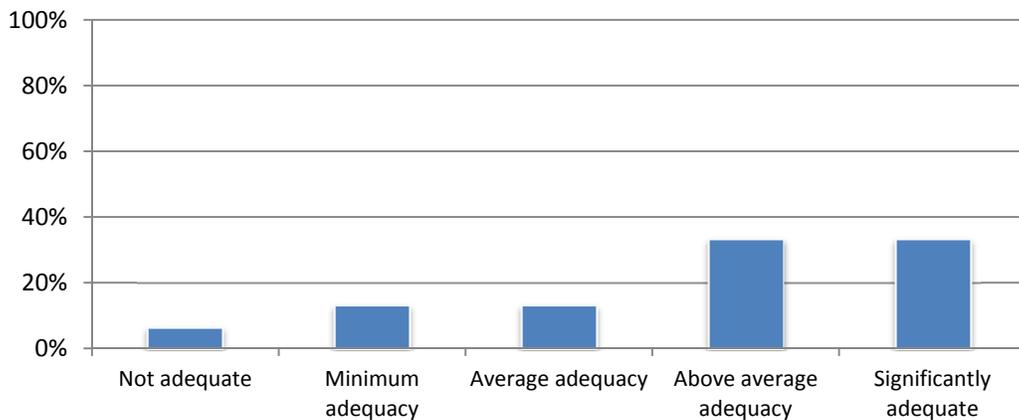
Figure 116: Volunteers abilities responses by governorate



QUESTION 47: EVALUATION OF FACILITIES

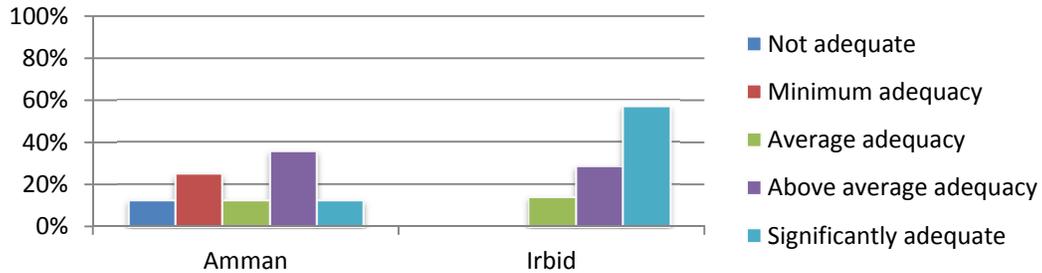
Sixty six percent (66%) of survey students state that sessions’ facilities are adequate on above average levels or significantly adequate. Twenty six percent (26%) of responses is divided between have ‘minimum adequacy’ and ‘average adequacy’. Seven percent (7%) only state that session facilities are not adequate.

Figure 117: Facilities



The governorate analysis for extra curricula programs reveals that university students of Amman have various opinions regarding the adequacy of session's facilities. Nevertheless, they tend to believe that they are adequate on above average levels. Further, some of Amman university-students feel that the facilities are not adequate. On the other hand, the majority of Irbid students find the facilities significantly adequate.

Figure 118: Facilities evaluation by governorate



QUESTION 48: EXTRA CURRICULA PROGRAM DURATION

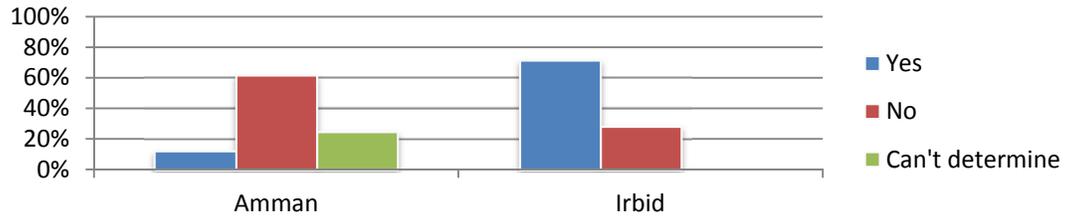
Forty percent (40%) of surveyed university students find INJAZ extra curricula program's duration enough to learn the required skills, while forty seven percent of them have opposite opinion. Thirteen percent (13%) of the students can't determine if program's duration is sufficient or not.

Figure 119: Sufficiency of program duration



Compared to Amman university students, the majority of Irbid university students think that extra curricula program duration is sufficient to learn the required skills. Moreover, a good percentage of Amman students couldn't determine the sufficiency of time.

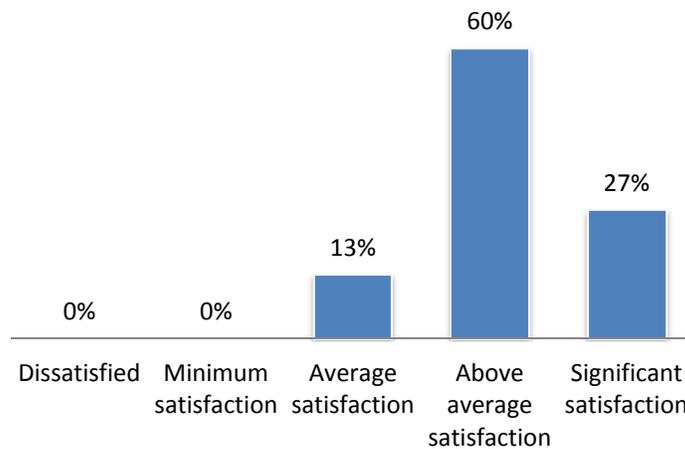
Figure 120: Sufficiency of program duration by governorate



QUESTION 49: OVERALL SATISFACTION OF EXTRA CURRICULA PROGRAMS

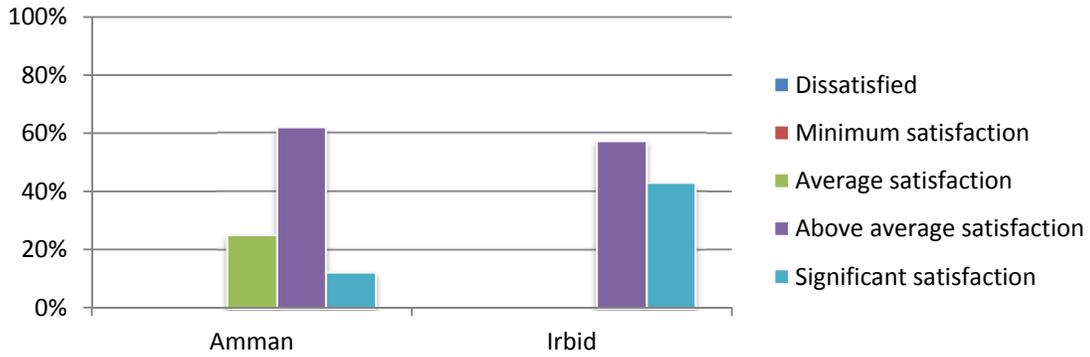
While most university-students surveyed (96%) state and express overall satisfaction of INJAZ University programs as being average, above average or even significantly satisfying, four percent (4%) only feel that these programs give them minimum satisfaction.

Figure 121: Overall university students' satisfaction



Students who evaluate the overall satisfaction of extra curricula programs as ‘satisfying on above average level’ are slightly more in Amman than in Irbid. There is an additional category of Amman students who evaluate their satisfaction level as ‘average’. Students with ‘significant level of overall satisfaction’ are mostly in Irbid.

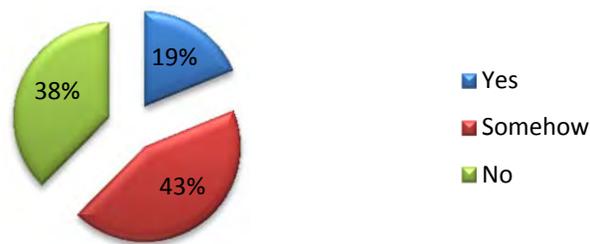
Figure 122: Overall university students’ satisfaction by governorate



QUESTION 50: DUPLICATION OF PROGRAM TOPICS

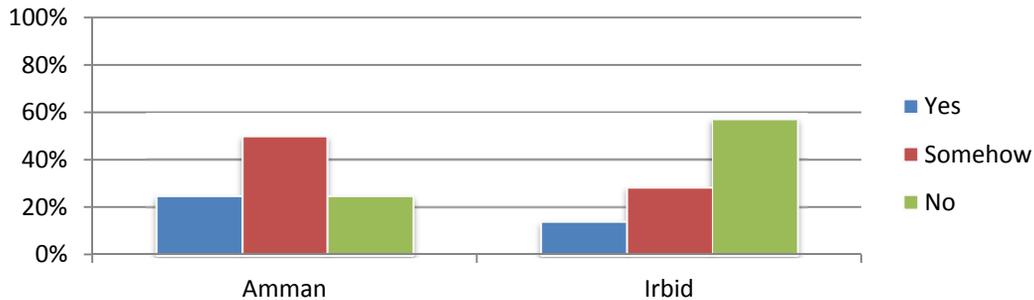
To assess whether INJAZ extra curricula programs have duplication in topics covered, we asked the university students to determine their beliefs in this regards. The results were as follows: 38% of students say ‘No’: there are not any duplicated topics. Forty three percent (43%) believes some topics are repeated to a certain degree. The remaining 19% believes INJAZ extra curricula topics are indeed repetitive.

Figure 123: Duplications in INJAZ extra curricula program topics



Twenty five percent of Amman university students think that topics and programs are repetitive; while 14% of Irbid students believe the same. Students who believe there is some duplication were 50% of Amman students versus 29% of Irbid students.

Figure 124: Duplications in INJAZ extra curricula program topics



QUESTION 51: COURSES V.S. EXTRA CURRICULA PROGRAMS- ANALYSIS BY SEGMENT AND GOVERNORATE

The survey asks university students to determine their preference between INJAZ courses and extra curricula programs. Sixty percent (60%) responds that they prefer both types (courses and programs). Twenty seven percent (27%) prefer extra curricula programs, while thirteen percent (13%) prefer courses.

Figure 125: Duplications in INJAZ extra curricula program topics



The percentages of responses are identical in the governorates of Amman and Irbid.

QUESTION 52: STUDENTS RECOMMEND INJAZ EXTRA CURRICULA PROGRAMS TO CLASSMATES

All the survey university students who responded to this question recommend INJAZ extra curricula programs to their classmates.

3) Public Sector

Summary of Public Sector survey data findings:

We have designed a customized questionnaire for the public sector institutions. Our researchers visited the following public sector entities for data collection purposes:

- **Ministry of Education**
- **King Abdullah II Fund for Development**
- **Ministry of Labor**

These public sector enterprises are considered partners to INJAZ Program in Jordan. They support the work of INJAZ programs in many ways. Sometimes they facilitate fund to the program through international relations.

Through our discussion with these entities the following was learnt:

13. INJAZ program objectives are mapped to National Education Plan objectives and assist in achieving national goals and objectives to above average degree.
14. When asked about the extent to which INJAZ program responds to public sector needs, respondents state the extent is of high degree.
15. INJAZ programs bridge the labor market skills needs.
16. The number of beneficiaries according to respondents is above expectations.
17. When asked to evaluate INJAZ Graduates (school and university students) readiness to enter the labor market, public sector respondents see that INJAZ graduates are ready to a great extent.
18. All public sector respondents support the idea of INJAZ programs become part of the national school and university curriculum.
19. When asked about their opinion on whether INJAZ graduates have different qualities or skills than Non-INJAZ graduates, all respondents answered positively. They agree that this is true. Below is a list of INJAZ graduate characteristics –from their point of view:
 - 19.1 Personal Qualities: confidence, self-relying, knowledgeable, good time management, understands team working, good communicators.
 - 19.2 Aware of labor market and labor market needs, and understands field work.
20. Extra training and competencies the respondents like to be added to INJAZ programs:
 - 20.1 More computerized learning.
 - 20.2 More ‘English Language’ programs, specifically ‘Conversational’.
 - 20.3 Programs in Local & Community Development.
 - 20.4 More Vocational programs (example: Tourism and Hospitality, Goldsmith)

21. Representatives of the public sector (survey participants) are aware of Youth training and employment programs in Jordan. We asked them to list down INJAZ Program special characteristics. The results are as follows:
- 21.1 INJAZ program target is not specific like other traditional training programs.
 - 21.2 Contrary to other training programs, INJAZ programs learning objectives aim at developing several competencies, and not limited ones.
 - 21.3 INJAZ program is Non profit and National in nature.
 - 21.4 INJAZ programs equip students to be ready to labor market.
22. Respondents don't see that INJAZ programs and topics are duplicated. Also, they don't see there is any contradiction between INJAZ programs and Ministries of Education and Higher Education programs.
23. Summary of INJAZ Program strengths and weaknesses according to public sector survey respondents:

Table 6: Program Strengths and Weaknesses- Public sector

Strengths	Weaknesses
8. INJAZ program ability to foster 'change' within certain restrictions	4. Some programs and course are not updated in regular basis, and someomtes they do not suite Jordan Labor Market.
9. INJAZ ability to attract students to attend the programs.	
10. Highly capable volunteers	
11. Comprehensive content	
12. The Competencies that INJAZ program aim at enhancing	
13. INJAZ being non traditional program for students	
14. INJAZ prgram management and coordination	
	5. Sometimes the prgrams are more theoretical than applied. No practical training to apply what is learnt in class is considered a weakness.
	6. Non commitment of some shortlisted volunteers.

24. We ask the respondents to describe the optimal approach to implement INJAZ Program. The respondents replies were as follows:
- 24.1 Conduct Labor Market Learning Needs Assessment studies and create training programs based on the study results,
 - 24.2 Involve the students in coop training and field work,
 - 24.3 Create incentives to students and volunteers
 - 24.4 More use of technology in the learning process

4) Private Sector enterprises

Summary of Private Sector survey data findings:

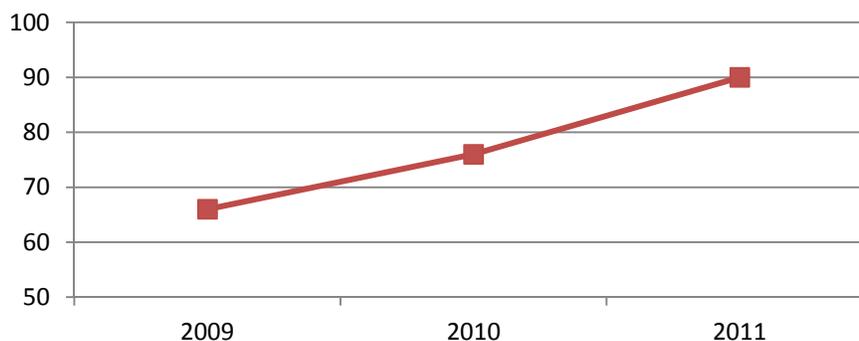
A special data collection tool was designed and used in the research phase of this study. Below is a descriptive analysis of the private sector survey data.

20. The survey targeted eighteen (18) private sector companies; Public shareholding (8), Private shareholding (5), Limited Liability (5).
21. Based on industry, five (5) companies are commercial, eleven (11) are services, and two are manufacturing.
22. All the survey companies have volunteers to support INJAZ program. Average number of volunteers from the surveyed companies is thirty four (34).
23. The oldest experience for the responding companies was in 2001 and the recent one is in 2011.
24. Examples of INJAZ programs that these companies participated in can be found in the below table:

Table 7: Private sector programs participation

▪ Personal Life Planning	▪ Company Program
▪ Job Shadow	▪ Success Skills
▪ Economics for Success	▪ Leadership Course
▪ Young Volunteers Day	

25. According to the surveyed companies, the number of employees who volunteer with INJAZ program has increased in the last three years. The number was 66, 76, and 90 in 2009, 2010 and 2011 respectively. Figure 126: No. of employee volunteers: 2009-2011



26. Private sector companies interact with INJAZ Program through ‘Meetings’, ‘Attending INJAZ Programs’, and through ‘Information and data exchange’.
27. When we asked these companies how they participate in INJAZ programs, responses were as follows:

Table 8: Private sector programs participation

Service	Percentage of Responses
Adopt a school	17%
Employ INJAZ graduates	7%
Host field visits	17%
Offer training services	50%
Job Shadowing	10%

- These companies are engaged in INJAZ program in different ways. Interestingly, fifty percent (50%) of the survey responding companies state that they ‘train INJAZ students’. on the other hand, as seen above ‘students’ Surveys’ revealed the need for more practical and coop training. Seventeen percent of the responding companies ‘Adopt schools’, seventeen percent of these private companies ‘Host INJAZ-students field visits’. Seven percent of the responding companies state that they have employed INJAZ Program graduates. The remaining ten percent state that they offer ‘Job Shadowing’ services.

28. The reasons for supporting and participating in INJAZ programs are as follows:

Table 9: Private sector programs participation

Reason	Percentage of Responses
Corporate Social Responsibility	60%
Invest in Human Capital	11%
Research and Development	11%
Marketing Channel	18%

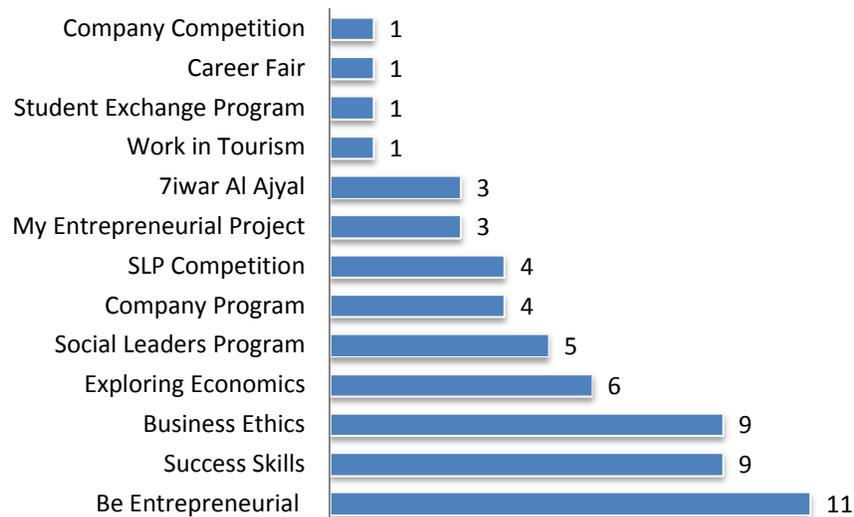
29. Training that is supported by the surveyed private sector companies:

Table 10: Private sector programs participation

Stage	Percentage of Responses
School	53%
College	17%
University	30%

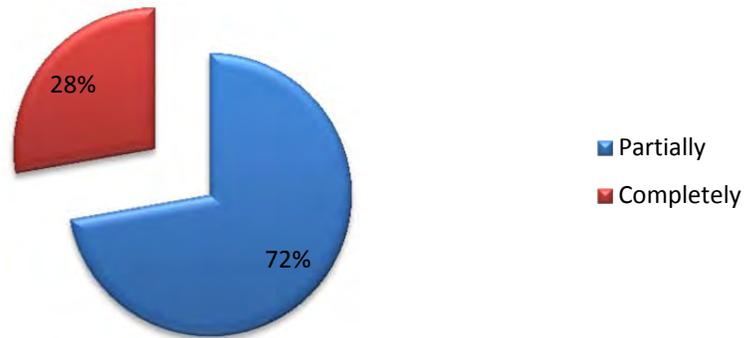
30. The survey asks companies respondents to identify INJAZ programs and courses they wish their employees have attended during high school and/or university. We summaries their answers in the following graph. ‘Be Entrepreneurial’ was respondent’s first choice, followed by ‘Success Skills’ and ‘Business Ethics’. Programs like ‘Exploring Economics’, ‘Social Leaders’, ‘Company Program’, and ‘SLP Competition’ rank second. Many other programs were also picked but with less percentages.

Figure 127: INJAZ programs you wish your employees have attended



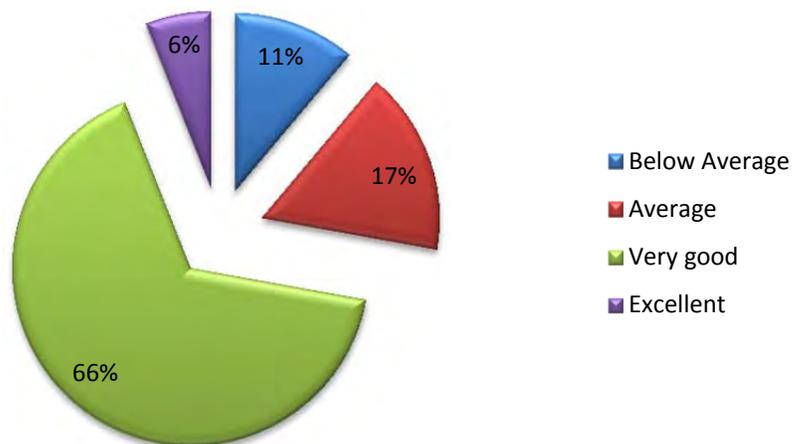
31. When we ask private sector companies about their opinion on how INJAZ programs suite their skills-needs, a percentage of seventy two (72%) of responses say ‘INJAZ programs **partially** suit our knowledge and skills needs’. The remaining twenty eight percent (28%) say that these programs ‘**completely** suite our needs’.

Figure 128: Suitability of INJAZ programs in private sector



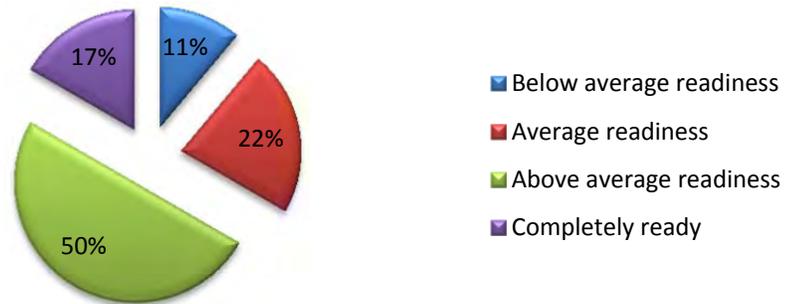
32. Six percent (6%) of respondents evaluate INJAZ graduates overall level as ‘Excellent’, 67% as ‘Very Good’, 17% say it is ‘Average’, and 11% state it is ‘Below Average’.

Figure 129: Evaluation of graduates overall levels



33. On the readiness of INJAZ graduates to labor market, 17% of private companies respondents state that graduates are ‘completely ready’, 50% state they are ‘ready’, 22% say the level of readiness is ‘Average’; while 11% say it is below average.

Figure 130: Evaluation of graduates overall levels



34. Respondents significantly see that INJAZ graduates have different qualities than their colleagues at work. Below we list these qualities based on respondents’ opinion.

Table 11: Qualities of INJAZ graduates in Private sector companies

QUALITIES OF INJAZ GRADUATES COMPARED TO OTHER EMPLOYEES IN PRIVATE SECTOR COMPANIES	
Labor Market Awareness	<ul style="list-style-type: none"> - ready to enter the labor market - aware of labor market needs - equipped with required skills - have previously taken on-the-job training
Competencies	<ul style="list-style-type: none"> - committed and serious about work - knowledgeable - have benefited from volunteers experiences - have management skills
Personal Qualities	<ul style="list-style-type: none"> - have vision - are organized - Ambitious and Aspired

35. Private sector representatives generally suggested the following skills/programs they like to see added to INJAZ program:

35.1 Emotional Intelligence

35.2 Meeting Management

35.3 Functional Competencies (Accounting, Finance, Human Resources...etc.)

- 35.4 Time Management
- 35.5 Enhance and pay more attention to ‘Success Skills’ program.

36. Private sector representatives state that their companies:

- Will continue to support INJAZ program;
- Will advise other private sector companies participate in the program
- Will advise other private sector companies employ INJAZ graduates.

37. Around 60% of representatives of private sector companies state that they are aware of other similar National programs and projects (like: Jordan Now, Maharat, and other) to INJAZ program.

38. We ask respondents to list the different features of INJAZ program than other training programs in Jordan. Their replies were as follows:

- 38.1 INJAZ program is comprehensive: Diverse subjects and topics
- 38.2 INJAZ Volunteers (trainers) abilities and experiences
- 38.3 INJAZ targets young students at early stages of their lives
- 38.4 INJAZ training programs are Labor Market tailored
- 38.5 Continuous communication with companies
- 38.6 The professional relation INJAZ program has with the Ministry of Education, and the schools in Jordan.

39. Summary of INJAZ program strengths and weaknesses according to private sector survey respondents:

Table 12: Private sector programs participation

Strengths	Weaknesses
6. Program Objectives 7. The target group (students) 8. Geographic spread 9. Personnel: volunteers and coordinators 10. It engages many stakeholders	5. Program timing 6. Doesnot reach un-privileged areas 7. Sometimes volunteers are not well selected 8. Sessions facilities in universities sometimes do not meet the needs

40. Finally, they survey ask private sector representatives say their opinion on how to best implement INJAZ program. Their opinions were as follows:

- 40.1 More programs’ awareness sessions to companies.
- 40.2 Selection of volunteers to be based on a clear set of standards.

- 40.3 More application than theory and lectures.
- 40.4 Increase the number of participating companies.
- 40.5 Include Private-Schools in the target group.
- 40.6 Accredite INJAZ courses by local universities.
- 40.7 Offer trainees certificates to motivate them.
- 40.8 Regularly update INJAZ programs and courses.

5) Parents

Section One: General information

This section provides detailed analysis on responding parents' location (governorate), and level of education.

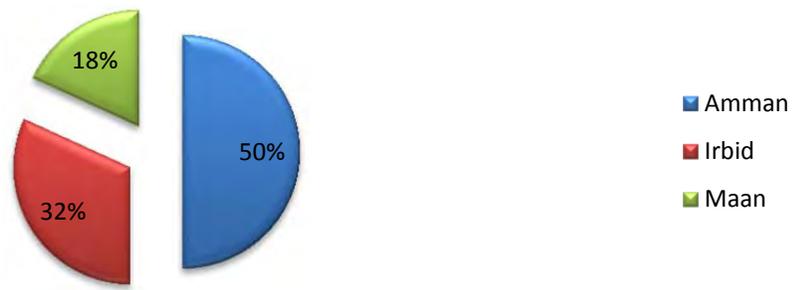
QUESTION 1: PARENT NAME

The responses to this question are used for quality control and tracking purposes only, but not for descriptive analysis.

Question 2: PARENTS GEOGRAPHIC LOCATION

The researchers interviewed and collected data on 22 Parent. Their geographic location is illustrated in the figure below.

Figure 131: Parent's location



QUESTION 3: PHONE NUMBER

The responses to this question are used for quality control and tracking purposes only, but not for descriptive analysis.

QUESTION 4: GENDER

The responses to this question are used for quality control and tracking purposes only, but not for descriptive analysis.

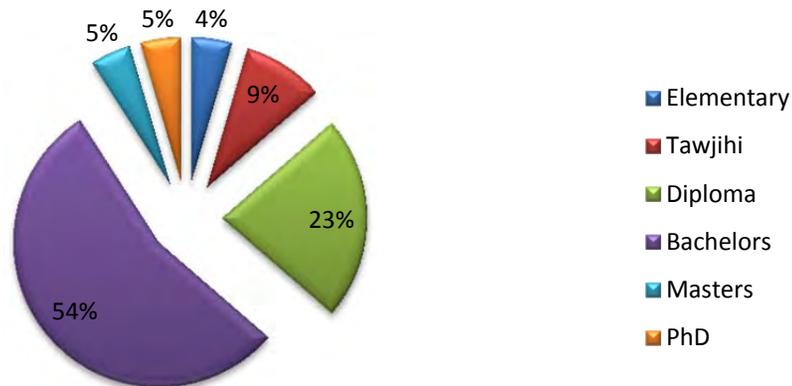
QUESTION 5: NUMBER OF CHILDREN

The responses to this question are used for quality control and tracking purposes only, but not for descriptive analysis.

QUESTION 6: PARENT EDUCATION LEVEL

Parents' level of education could affect students' decisions. (65%) of parents who participated in the survey were higher education graduates. (23%) of parents hold diploma, and (9%) hold high school diploma. The remaining four percent (4%) have elementary education.

Figure 132: Parent level of education



Section Two: Parents evaluation of INJAZ program

QUESTION 7: EVER HEARD ABOUT INJAZ?

All responding parents replied positively. They know about INJAZ program.

QUESTION 8: MEANS OF HEARING ABOUT THE PROGRAM

Parents of INJAZ students hear about the program through different means. Eighty two percent of responding parents in our survey state that that they heard about INJAZ from their participating sons and daughters (82%). Others state that they heard about it through traditional media (9%), or friends (4%). Others mentioned that they heard about it from 'Internet' or 'School'.

Figure 133: Parent level of education



All surveyed parents in Maan and Irbid heard about the program from their participating sons and daughters, Amman parents share that fact. Moreover, friends and traditional media are also effective means of communication in Amman governorate.

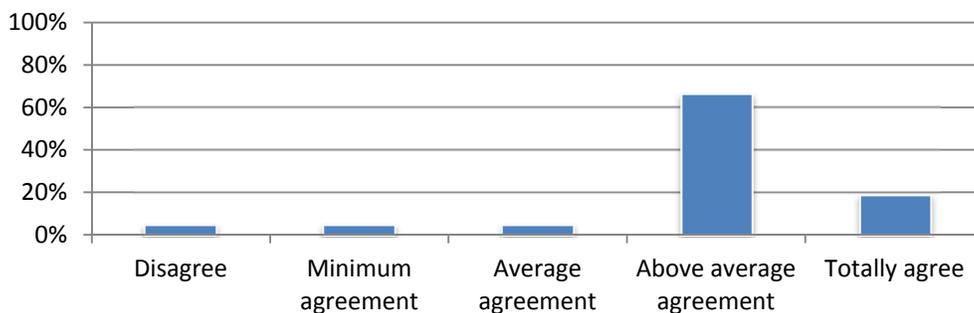
QUESTION 9: HAVE YOUR CHILDREN PARTICIPATED IN ANY OF INJAZ PROGRAMS?

All surveyed parents answered positively. At least one of their children has participated in INJAZ programs and activities.

QUESTION 11: INJAZ PROGRAM IMPACT YOUR CHILDREN

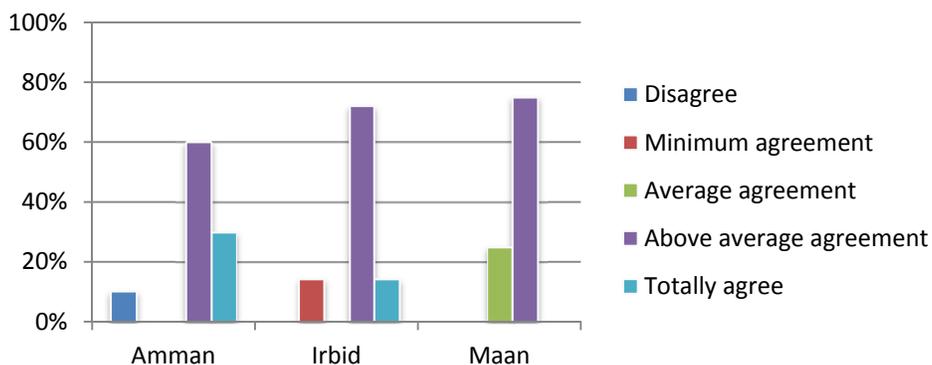
Sixty seven percent of parents (67%) agree that INJAZ had a great impact on their children, while nineteen percent (19%) totally agree. Ten percent (10%) were between agreeing on average or slightly agree. Five percent (5%) only disagree with other parents.

Figure 134: INJAZ program has impacted your sons and daughters



Thirty percent (30%) of Amman parents and 14% of Irbid parents in this survey totally agree that INJAZ programs impact their children. Parents who agree on above average level are more in Maan (75%), followed by Irbid and Amman. Small percentages in Amman (10%) and Irbid (14%) minimally agree or disagree with other parents.

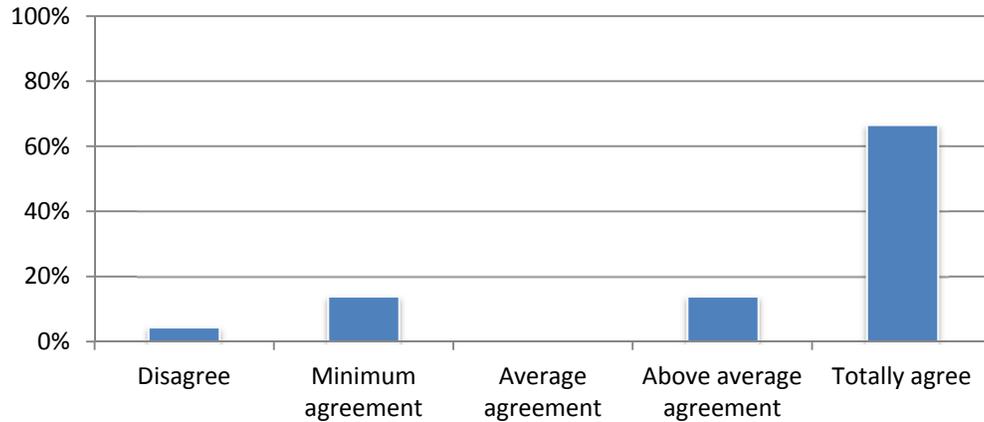
Figure 135: Parents opinion by geography



QUESTION 12: EXTENT OF IMPACT ON YOUR CHILDREN'S PERSONALITY

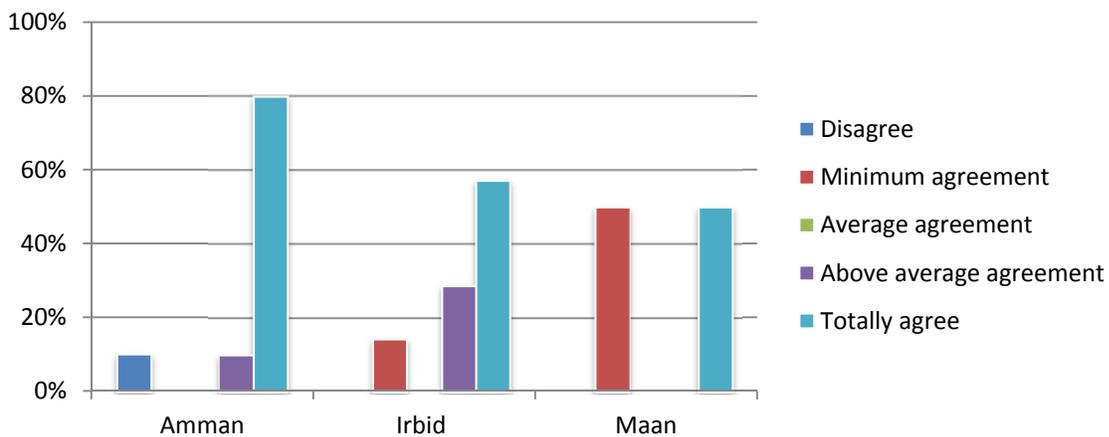
Eighty one percent (81%) of responding parents stated that they highly agree that INJAZ program had an impact on their children's personalities. Fourteen percent somehow disagree to this fact, and 5% totally disagree.

Figure 136: INJAZ program has impacted your sons and daughters personality



The governorates analysis shows that 80% of Amman parents totally agree that INJAZ had an impact on their children's personalities; while in Irbid they were 57% and 50% in Maan. Half of Maan parents agree to minimum degree that there is impact. Ten percent of Amman parents disagree that any impact exists.

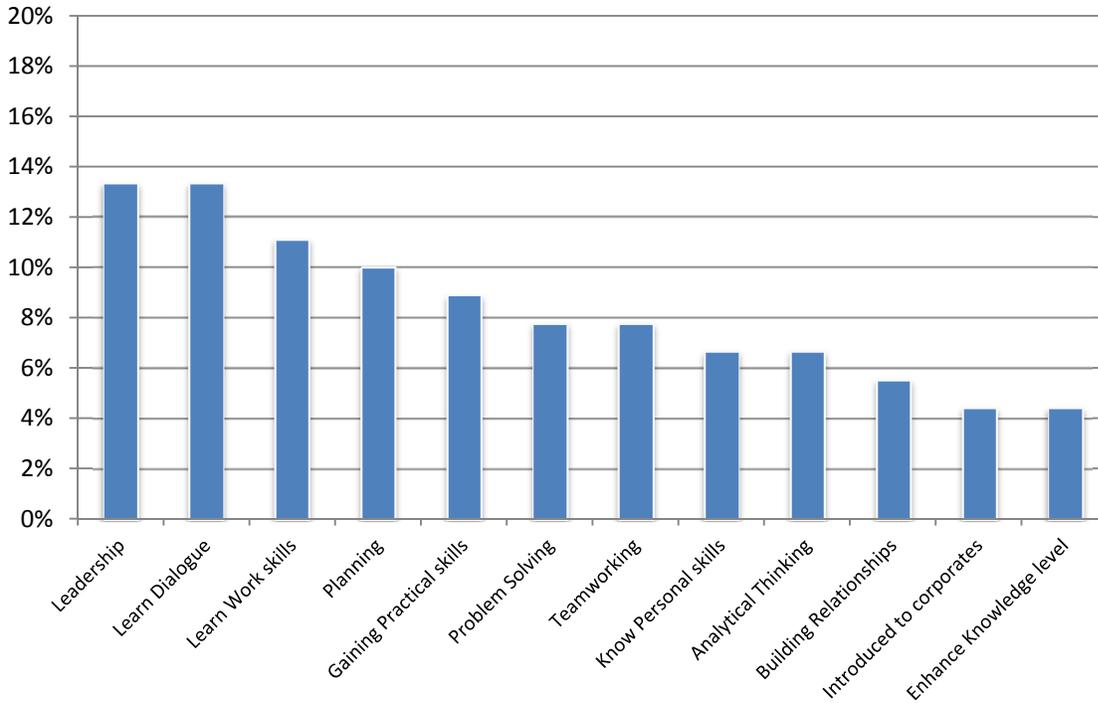
Figure 137: Parents opinions by governorate



QUESTION 13: CHILDREN'S PERSONAL ASPECTS IMPACTED

Parent's state that the program has affected several characteristics of their attending children mainly: 'Their Leadership skills', 'Ability to have discussions', and 'Learning work skills'. Other characteristics can be shown in the figure below.

Figure 138: Personal Aspects that INJAZ program impacts



The table below illustrates the analysis of parent’s opinions around their participating children’s personal attributes that has been affected the most by INJAZ programs.

Table 13: Children’s aspects impacted

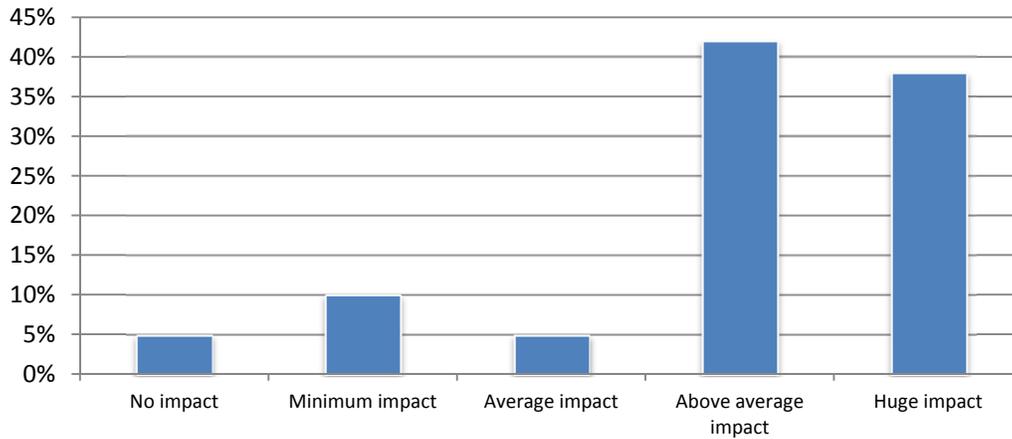
(%)			
Governorate			
Personal Quality	Amman	Irbid	Maan
Learn Work skills	10%	5%	15%
Leadership	14%	16%	10%
Learn Dialogue	16%	16%	5%
Planning	4%	5%	5%
Gaining Practical skills	8%	5%	5%
Problem Solving	8%	5%	10%
Teamworking	6%	5%	5%
Know Personal skills	6%	21%	10%
Analytical Thinking	10%	0	15%
Building Relationships	6%	11%	10%
Introduced to corporates	8%	5%	5%
Enhance Knowledge level	4%	5%	5%

- ‘Learn work environment skills and requirements’ is reported as the most impacted personal aspect of children of Maan parents, followed by Amman then Irbid parents.
- ‘Ability to lead’ ranked highest by Irbid parents.
- ‘Learn to have discussions and dialogue skills’ is the third reported most personal quality impacted by Amman and Irbid parents.

QUESTION 14: INJAZ PROGRAM INFLUENCE YOUR CHILDREN'S ACADEMIC PERFORMANCE

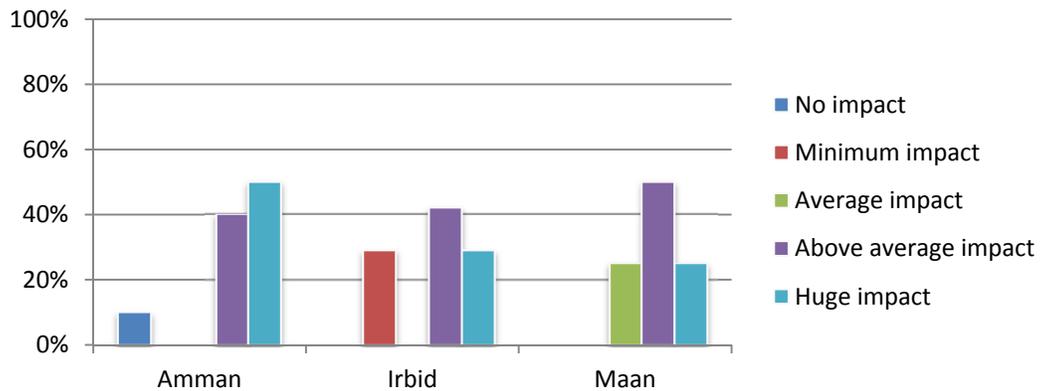
In their opinion of whether INJAZ program had influenced student's academic performance, 80% of the responding parents seem to agree to a big extent; 5% agree on average level; and the remaining 15% was divided between no impact at all (5%) and some impact (10%).

Figure 139: Impact on participating children academic performance



Parents who believe that INJAZ had huge impact on their children academic performance were 50% in Amman; 29% in Irbid and 25% in Maan. Fifty percent (50%) of Maan parents and 42% of Irbid parents believe that there was above average impact. Respondents who believe that INJAZ had no impact were 10% of Amman parents.

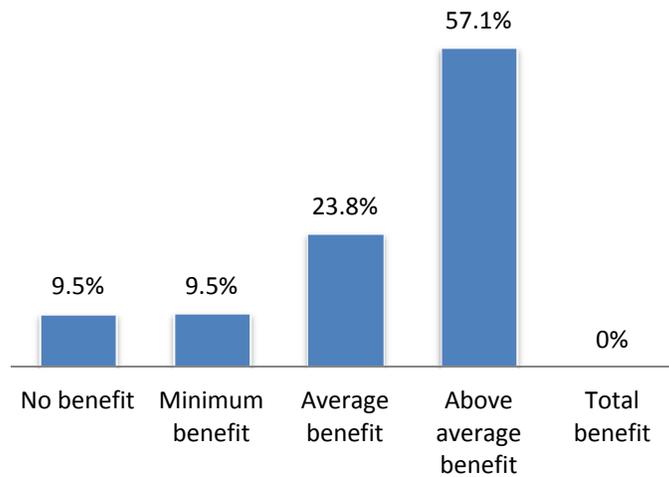
Figure 140: Parents opinions by governorate



QUESTION 15: INJAZ PROGRAM BENEFIT ON CHILDREN- ANALYSIS BY SEGMENT AND GOVERNORATE

Eighty percent (80%) of parents in this survey believe that there is average and above average benefit to the program. Another 10% believe that the benefit is minimal. And, the remaining 10% believe that the program brings no benefit. Parents who see minimum benefit or no benefit are mainly Maan parents.

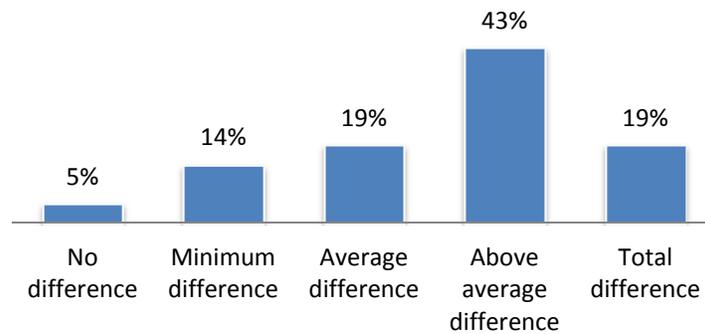
Figure 141: INJAZ program benefits children



QUESTION 16: BEHAVIORAL CHANGE ON INJAZ STUDENTS - ANALYSIS BY SEGMENT AND GOVERNORATE

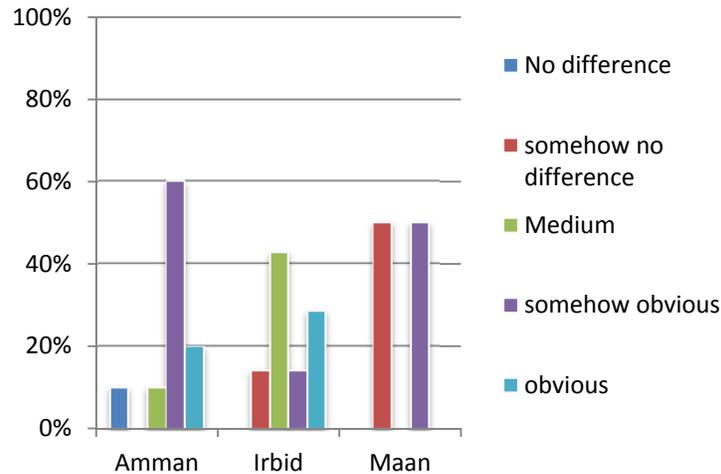
Regarding the difference of INJAZ students' attitudes and behaviors compared to other students, 62% of the responding parents noticed a big difference. Another 33% noticed some difference. Five percent of parents see no difference at all.

Figure 142: INJAZ students behave differently



While none of Maan parents see obvious differences in INJAZ students' behaviors; 29% of Irbid parents and 20% of Amman parents see there is. Sixty percent (60%) of Amman parents and 50% of Maan parents believe that the difference is somehow obvious. Parents who see no difference at all were 10% of Amman ones.

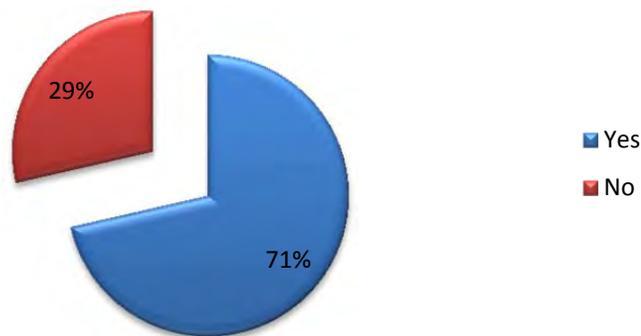
Figure 143: Parents opinion by governorate



QUESTION 17: INJAZ PROGRAM CAN BE PART OF THE ACADEMIC CURRICULUM-ANALYSIS BY SEGMENT AND GOVERNORATE

Seventy one percent (71%) of parents support the idea that INJAZ programs and courses become part of their children academic curriculum. However, 29% do not support this idea. Such response comes from parents in Amman, Irbid, and Maan equally.

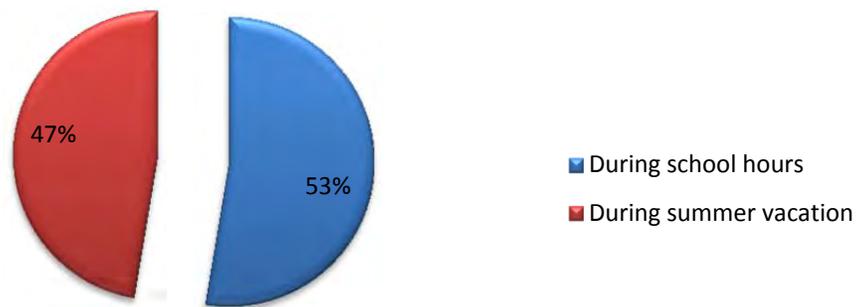
Figure 144: Parents who support the idea INJAZ program be part of the curriculum



QUESTION 18: BEST TIME TO PARTICIPATE IN INJAZ PROGRAMS

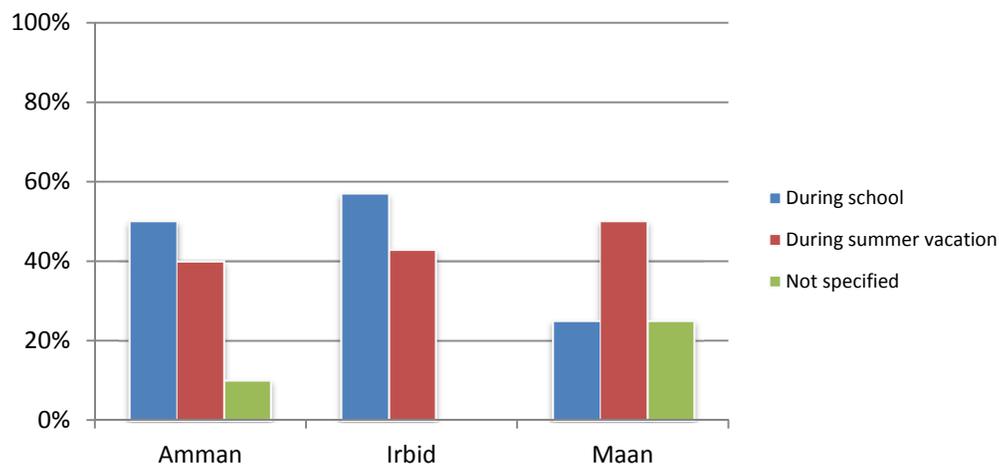
Parents' opinions regarding the best time to participate in INJAZ programs and courses were divided in the survey data; 47% said 'During summer vacations' and the other 53% said 'During school time'.

Figure 145: Best time to attend INJAZ programs



Fifty percent (50%) of Amman parents and (57%) of Irbid parents in the survey see that it is better to execute INJAZ programs during school time. While the majority of Maan parents (50%) prefer them during the summer vacation; 25% said 'during school time', and the remaining 25% didn't specify.

Figure 145: Best time to attend INJAZ programs



QUESTION 19: SUMMARY OF INJAZ PROGRAM STRENGTHS AND WEAKNESSES

Below is a summary of the programs strengths and weaknesses according to students’ parents in the survey.

Table 14: Program Strengths and Weaknesses- Private sector

Strengths	Weaknesses
<p>3. Training objectives</p> <p>“Enhance our children’s personal qualities” “Introduce & link students to real life” “Introduce students to labor market”</p> <p>4. Topics content</p> <p>“Practicle information” “Topics make our children have vision” “Help them be creative”</p>	<p>4. Program timing</p> <p>“During regular school classes” “Prefer to run it during vacation”</p> <p>5. Volunteers</p> <p>“Sometimes are young and unable to control participants” “Some volunteers are technically weak and not capable to give feedback”</p> <p>6. Program approach</p> <p>“sometimes the students are forced to attend the programs” “More planning is required”</p>

QUESTION 20: WAYS TO ENHANCE INJAZ PROGRAM IMPLEMENTATION

Parents’ opinions were as follows:

20.1 To be implemented during summer vacation.

20.2 More incentives to students to motivate them to participate.

20.3 More practical application to what is taught inside the class.

20.4 Involving “Parents” in the program- by evaluating their children, for example.

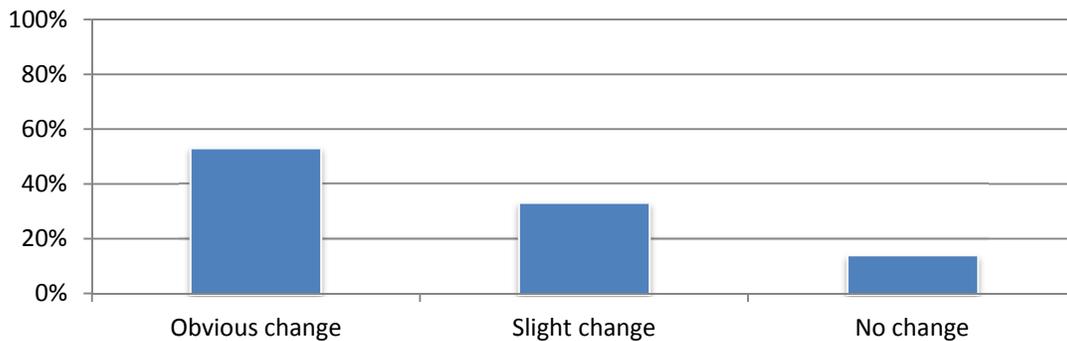
20.5 Workshops and brainstorming session-style programs instead of “lectures” to motivate students.

20.6 Careful selection of volunteers and their qualities.

QUESTION 21: ANY CHANGE ON YOUR CHILDREN

In the survey parents were asked to determine whether they have seen any change on their children's behaviors, or academic performance, or personal qualities. Fifty three percent of responding parents answered positively; and that the change is clear. Thirty three percent see slight change on their children. However, fourteen percent don't see any change on their children.

Figure 146: INJAZ students behave differently



The governorates analysis revealed that, parents who observed obvious change on their children were 60% of Amman parents; 43% of Irbid parents; and 50% of Maan parents. Thirty percent (30%) of Amman parents noticed slight change; compared to 43% in Irbid and 25% in Maan. Parents who didn't see any change on their participating children were equally from the three governorates.

QUESTION 22: INJAZ PROGRAM FACTORS THAT FOSTER 'CHANGE'

Parents were asked to determine the factors behind the change they see in their children who participated in INJAZ programs and courses. The factors they stated are as follows:

22.1 The coordination that occurs between school administration, volunteers and INJAZ program management.

22.2 The training objectives that INJAZ program targets.

22.3 New volunteers that students meet, interact with, and learn from.

22.4 The programs content teaches students' skills and behaviors they don't learn in school.

6) Teachers

Section One: General information

QUESTION 1: TEACHER NAME

The responses to this question are used for quality control and tracking purposes only, but not for descriptive analysis.

QUESTION 2: SCHOOL NAME

The responses to this question are used for quality control and tracking purposes only, but not for descriptive analysis.

QUESTION 3: GEOGRAPHIC LOCATION OF TEACHERS

Forty teachers responded to the survey: 50% of the teachers are from Amman, 30% are from Irbid, and 20% from Maan.

Figure 147: Survey teachers by governorate



QUESTION 4: PHONE NUMBER

The responses to this question are used for quality control and tracking purposes only, but not for descriptive analysis.

QUESTION 5: GENDER OF TEACHER

The survey included teachers of both genders. Among the 40 respondents, 60% were females; while 40% were males.

Figure 148: Gender



QUESTION 6: EDUCATION

The responses to this question are used for quality control and tracking purposes only, but not for descriptive analysis.

QUESTION 7: GRADES TOUGHT

The responses to this question are used for quality control and tracking purposes only, but not for descriptive analysis.

QUESTION 8: YEARS OF EXPERIENCE

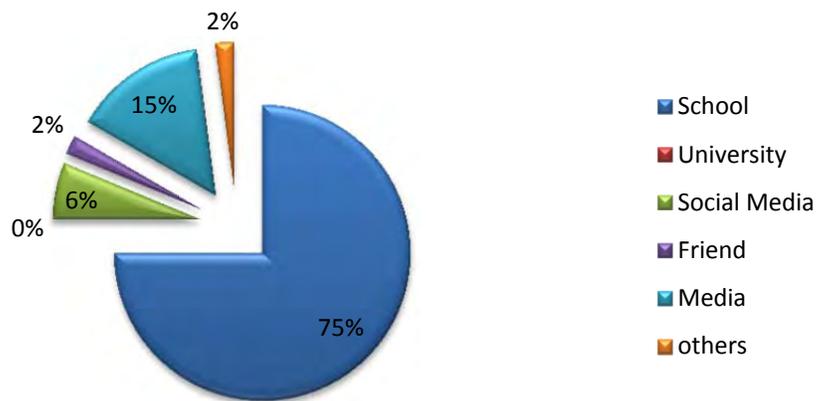
The responses to this question are used for quality control and tracking purposes only, but not for descriptive analysis.

Section Two: Teacher experience with INJAZ program

QUESTION 9: HOW THE TEACHER HEARD ABOUT INJAZ PROGRAM

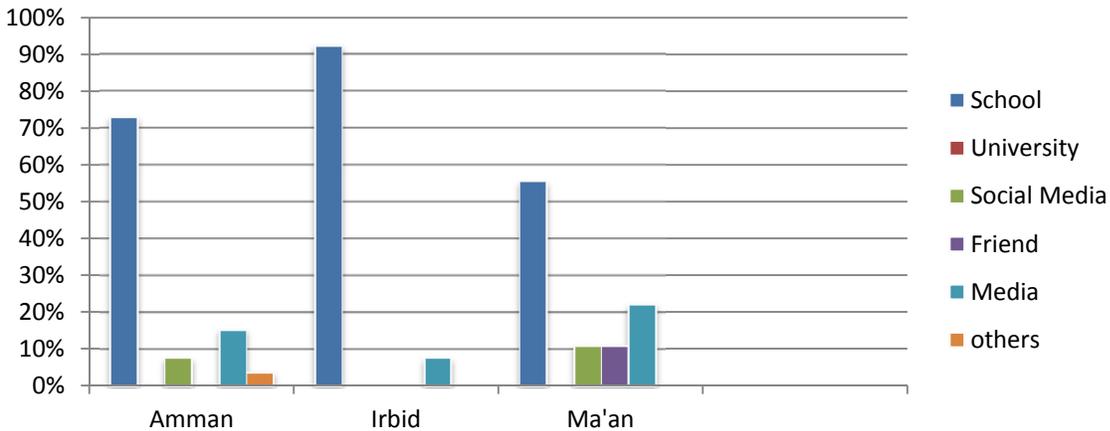
School and Media channels are the most means through which teachers have heard about INJAZ program. Seventy five percent (75%) stated they heard about INJAZ in ‘School’, fifteen percent (15%) heard about it from ‘Media: (TV, Radio, Daily Newspapers)’, six percent (6%) of the survey teachers heard about it from ‘Social media’, two percent (2%) through friends and the remaining 2% through other means.

Figure 149: How teachers heard about INJAZ program



The governorate level data conveys that the most teachers who hear about INJAZ program through 'School' are Irbid teachers. Moreover, it is noticeable that 'social media' and 'traditional media' are effective means of communication in Maan more than in Irbid and Amman.

Figure 150: means of hearing about INJAZ by governorate



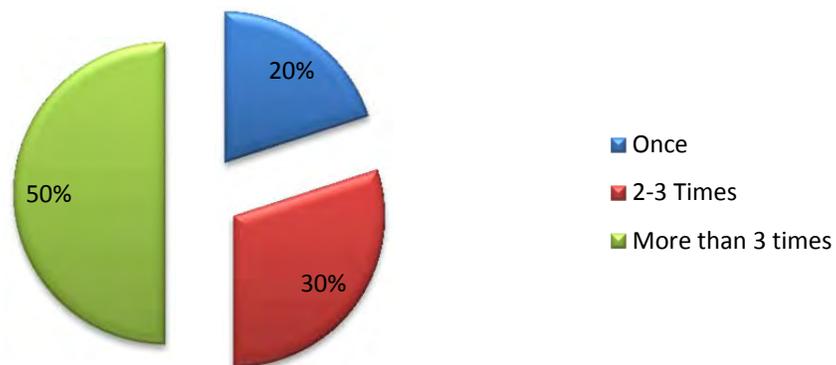
QUESTION 10: EVER ENROLLED IN INJAZ TRAINING PROGRAMS

Half of the responding teachers say that they have enrolled in INJAZ teachers training programs in the past.

QUESTION 11: AVERAGE NUMBER OF TIMES OF PARTICIPATION IN INJAZ PROGRAMS

On average, teachers have participated 6 times in INJAZ teachers programs.

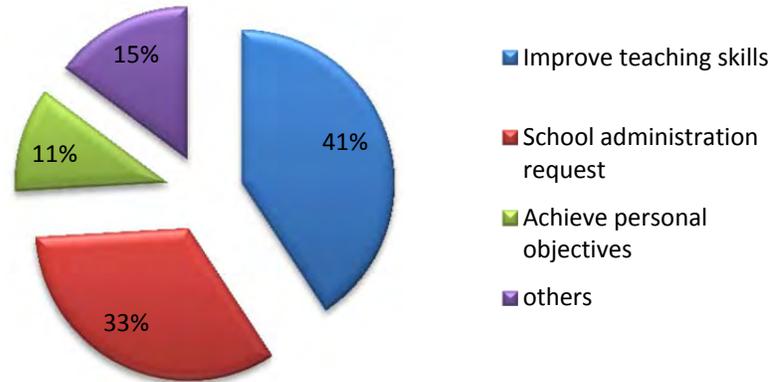
Figure 151: No. of times of participations for teachers



QUESTION 12: REASON FOR PARTICIPATING IN INJAZ PROGRAMS

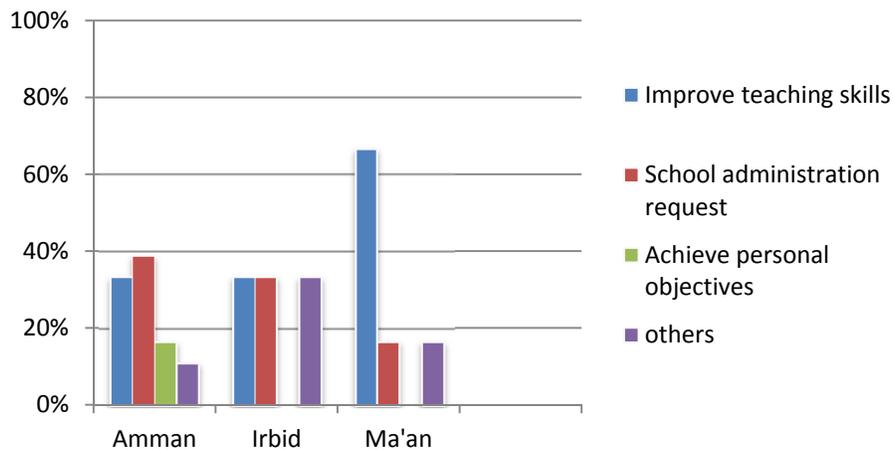
Forty one percent (41%) of teachers stated that they joined INJAZ teachers' programs to 'Improve their teaching skills', 33% percent participate per their 'School administration request', and 11% participated in the program to 'Achieve personal goals'. The remaining fifteen percent (15%) participated for other unspecified reasons.

Figure 152: Reason for participating in teachers programs



When analyzing the data by geography, it is evident that most of Maan teachers (67%) in this survey participated in INJAZ 'to improve their teaching skills'. Irbid and Amman teachers have various reasons. In Irbid they equally participated to improve their skills, as per the request of their school administration and for other reasons like 'the passion for volunteering'. Seventeen percent of Amman teachers also state that they participate in INJAZ to 'achieve personal goals'.

Figure 153: Teachers reasons for participation by governorate



QUESTION 13: SPECIFY PROGRAMS ATTENDED BY NAME, PLACE AND TIME

In the following table, we summarize the courses and programs taken by teachers who were surveyed and as stated by them:

Table 15: Private sector programs participation

Course/Program Name	Time	place
Creativity	One day- 2011	Teachers club
Personal Life Planning	2009	-School
More than Money		
Travel & Tourism	-Every year -2010	-School -Amoun Hotel
Job Shadow		
Brainstorming skills	2005	Teachers club
Leadership Course	2003,	Le Royal Hotel
INJAZ Program Objectives	2000	INJAZ
Activate students participation in INJAZ Program	2004	Queen Zain school
Dealing with students	2003	-Hotel
Presentation skills	2005	-Hotel
ICDL Intel		-Queen Rania Center -Umm Habiba School
Business Leaders	2011	-School
Entrepreneurial Master Class	2011	-School
Teaching skills		هيئة شباب كلنا الاردن- اربد
INJAZ Programs & Courses		هيئة شباب كلنا الاردن- اربد
INJAZ Program: Approach and benefits		Teachers club
Business Leaders Campaign	2011	Al Husainieh school
INJAZ Teacher training workshop	2011	هيئة شباب كلنا الاردن العقبة

QUESTION 14: CLEAR COURSE OBJECTIVES

All teachers stated that course objectives are clarified at the beginning of training course.

QUESTION 15: COURSE DURATION

Ninety percent (90%) of surveyed teachers stated that course duration is sufficient to acquire the required skills. The remaining ten percent (10%) do not agree to this fact.

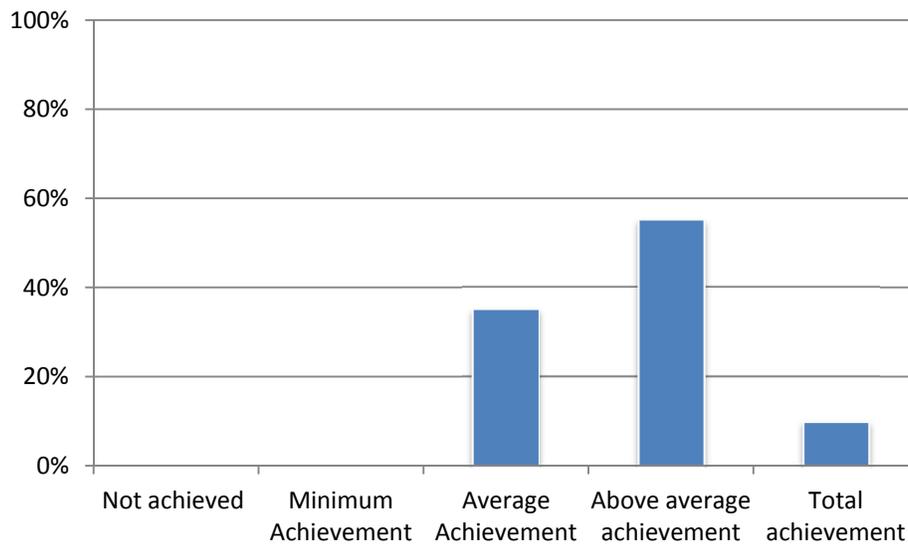
QUESTION 16: TRAINING TOOLS AND FACILITIES

Ninety percent (90%) of teachers in the survey believe that the utilized training tools, equipment and other session facilities are appropriate and meet the required needs.

QUESTION 17: ACHIEVEMENT OF COURSE OBJECTIVES

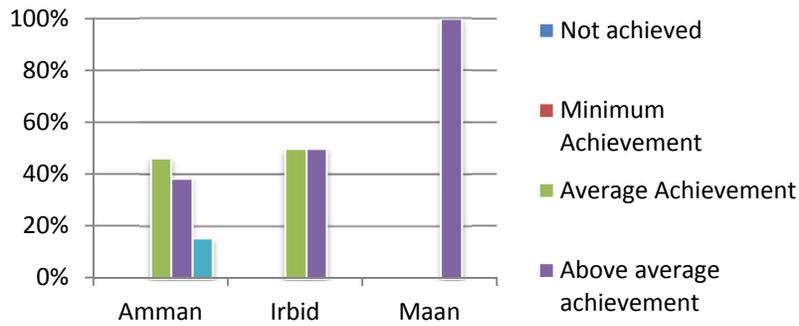
As clear from the figure below, thirty five percent (35%) of teachers believe that course objectives are achieved to average degree, fifty five percent (55%) believe there is above average achievement, and ten percent (10%) feel that course objectives are completely achieved.

Figure 154: Are course objectives achieved?



Data from governorates states that all Maan teachers believe that INJAZ program objectives are achieved on above average level. Irbid teacher's responses from survey were divided; one half believes that objectives were achieved on average level and the other half believes they were achieved on above average level. Some percentage of around 15% of Amman teachers believes that program objectives were fully achieved.

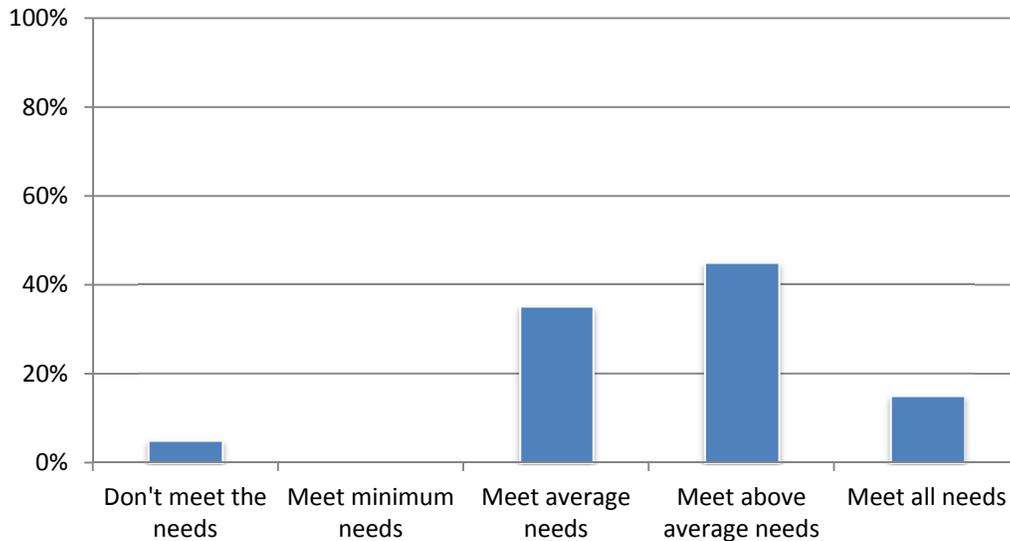
Figure 155: Objectives achievement responses by governorate



QUESTION 18: THE DEGREE BY WHICH COURSE OBJECTIVES MEET TEACHERS LEARNING NEEDS

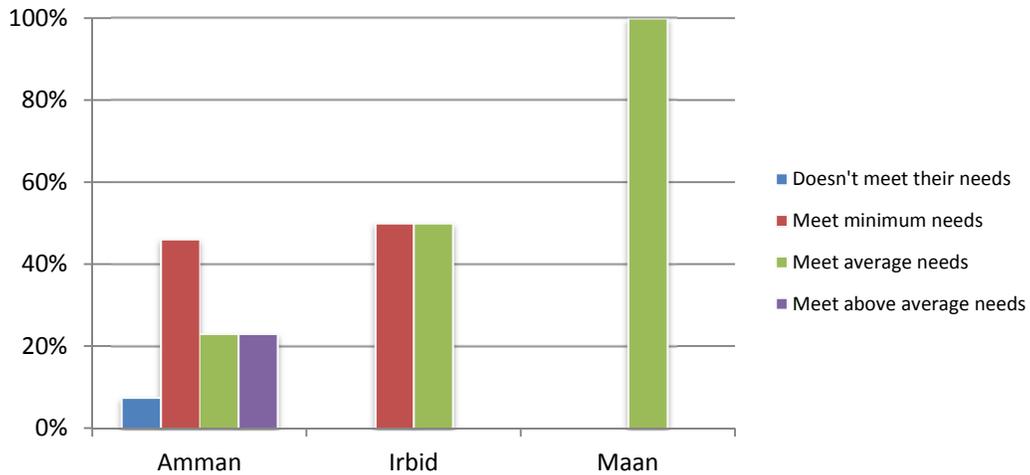
Most surveyed teachers believe that courses objectives at least ‘meet average teachers’ training needs’. Only five percent (5%) see that objectives ‘don’t meet the required needs’.

Figure 156: Course objectives meet teachers’ needs



In Maan, all respondents believe that teachers programs meet their average needs. In Irbid, some teachers believe that only minimum needs are met; while the other half think that average needs are met. In Amman, the opinions varies, but with one exceptional case where it is stated that training objectives don't meet teacher's needs.

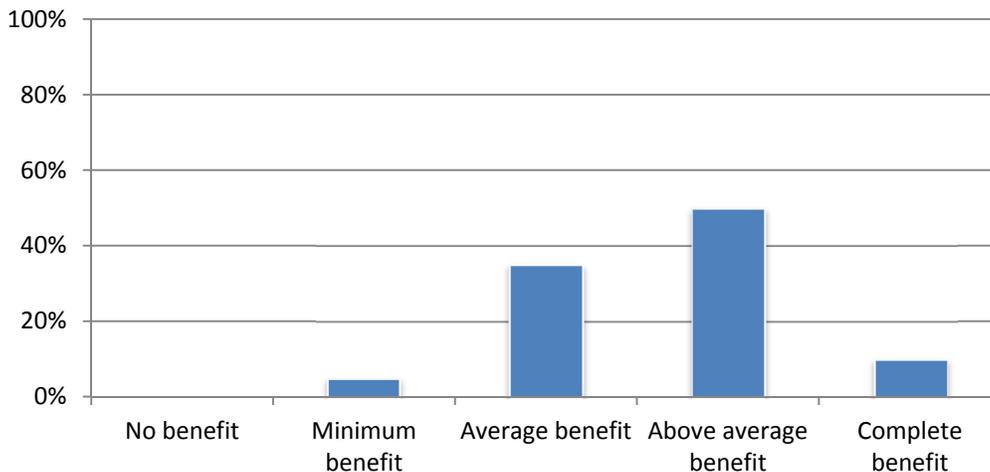
Figure 157: Teachers' needs by governorate



QUESTION 19: TEACHERS EVALUATION OF COURSES BENEFITS

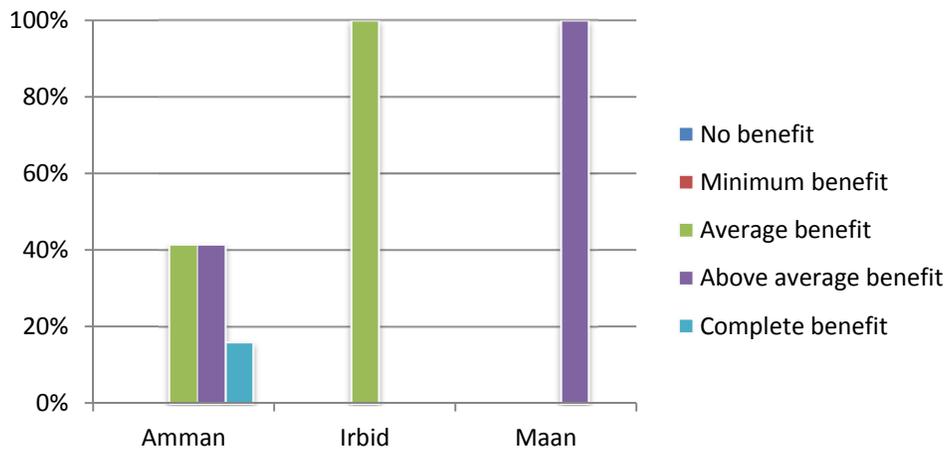
On their evaluation of the benefit that teachers gain after attending INJAZ teachers' courses, teachers' responses in the survey vary. Ten percent (10%) say that they 'completely benefited'. Eighty five percent (85%) say that the benefit was either average (35%), or above average (50%). The remaining five percent (5%) say the courses benefits are minimal.

Figure 158: Course benefits



Governorate results for program benefit are as follows: Maan teachers believe that they benefit on above average level from the teachers training. However, Irbid teachers say the benefit on average level only. Amman teachers share these two views equally but with the exception of a small percentage of their teachers (16%) see that they completely benefit from the training.

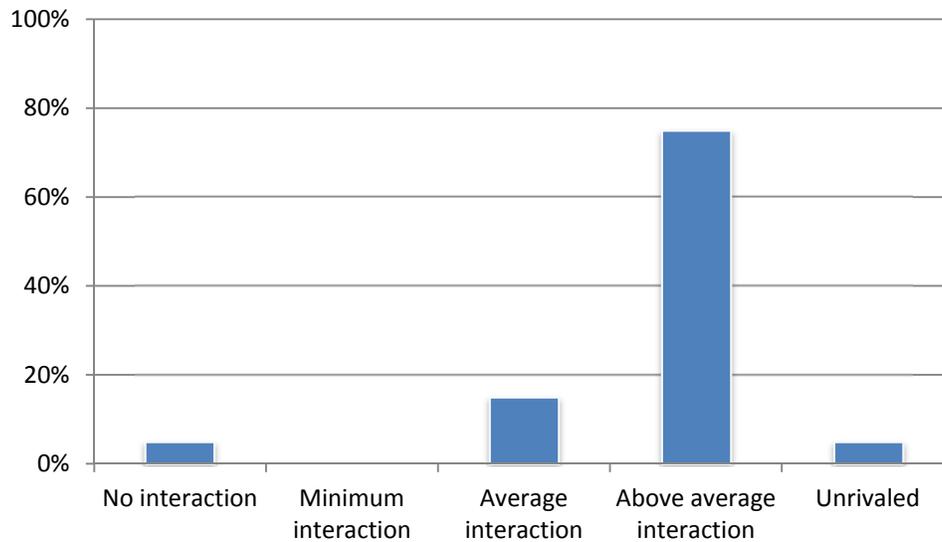
Figure 159: Course benefits by governorate



QUESTION 20: EVALUATION OF TEACHERS INTERACTION WITH INJAZ PROGRAMS

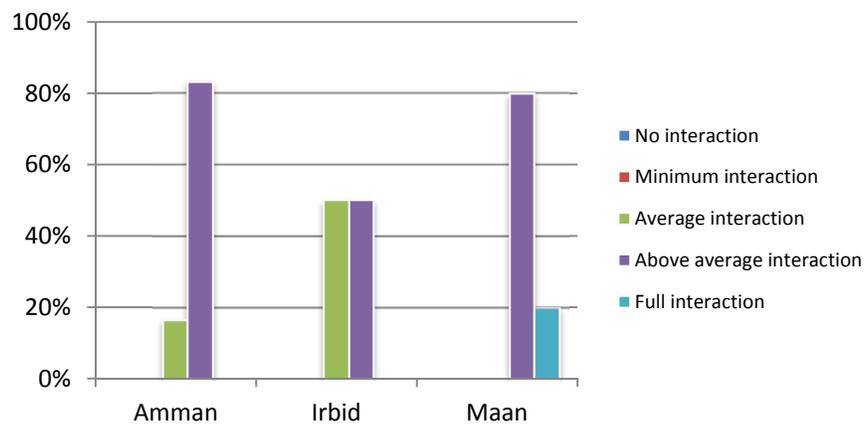
Five percent (5%) of the surveyed teachers see that there is great interaction; seventy five percent (75%) see the interaction above average; fifteen percent see average interaction. Five percent don't see that teachers interact during these courses.

Figure 160: Teachers interaction with INJAZ programs



Most teachers in Amman (77%) and Maan (80%), responding to our survey, think that teacher's interaction is on above average level. Irbid teachers equally think that there is average or above average interaction. Twenty percent (20%) of teachers in Maan think there is full interaction with teachers programs.

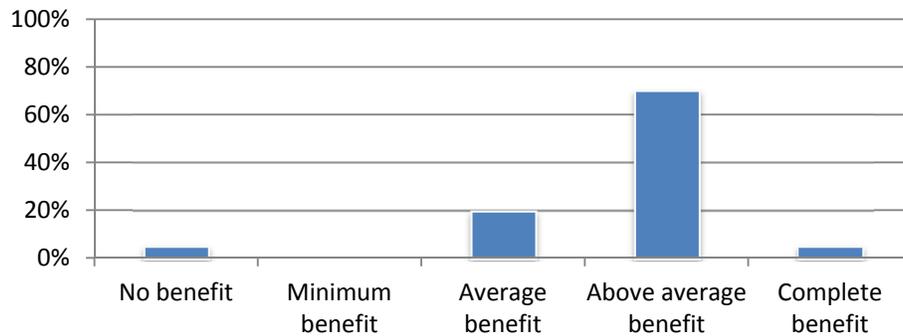
Figure 161: Teachers interaction by governorate



QUESTION 21: HOW STUDENTS BENEFIT FROM INJAZ TEACHERS TRAINING

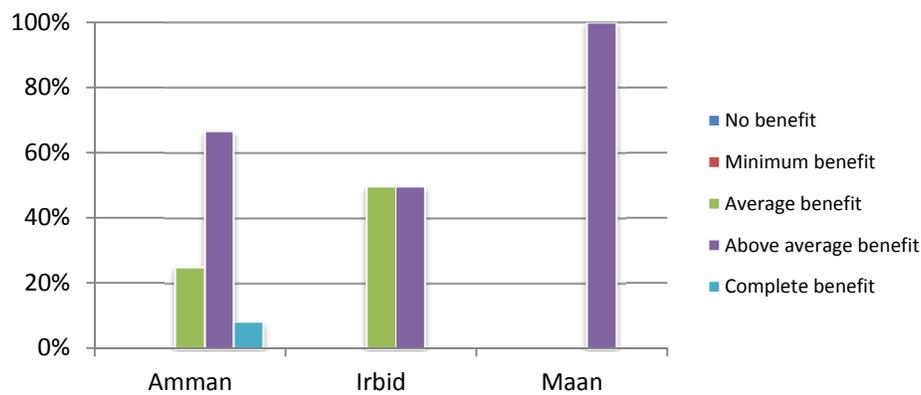
Five percent (5%) of the surveyed teachers see that there is great benefit; seventy percent (70%) see the benefit level is above average; twenty percent (20%) see average benefit. Five percent (5%) don't see that students benefit from teachers courses.

Figure 162: Students' benefit of INJAZ Teachers courses



In Maan, teacher's opinions are that students benefit on above average level from teachers training. 50% of Irbid teacher believe that the benefit is average, and 50% above average. Moreover, the majority of Amman teachers (70%) state that the benefit is on above average level.

Figure 163: Teachers responses by governorate



QUESTION 22: WILLINGNESS TO RE-PARTICIPATE IN INJAZ TEACHERS PROGRAMS

All surveyed teachers are willing to attend future INJAZ programs for teachers.

QUESTION 23: WILLINGNESS TO ATTEND COURSES IN OTHER GOVERNORATES

Half of the surveyed teachers (50%) are willing to attend INJAZ teachers' courses outside their home town or far from office.

QUESTION 24: WILL ADVISE OTHER TEACHERS PARTICIPATE IN INJAZ TEACHERS' PROGRAMS

Ninety five percent (95%) of surveyed teachers will advise their colleague teachers participate in INJAZ programs offered to them. Only five percent (5%) won't do so.

QUESTION 25: WHETHER INJAZ PROGRAM STAY IN TOUCH AFTER PROGRAMS

Ninety five percent (95%) of surveyed teachers answered positively. However, five percent (5%) say that INJAZ program does not stay in touch after programs are completed.

QUESTION 26: Do your students participate in INJAZ school programs

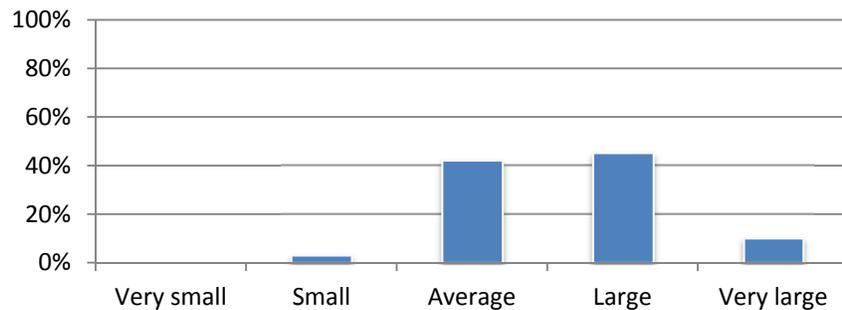
All surveyed teachers have students they supervise participating in INJAZ programs for schools.

Section Three: Teacher evaluation of INJAZ school programs

QUESTION 27: The overall number of participating students in INJAZ school programs

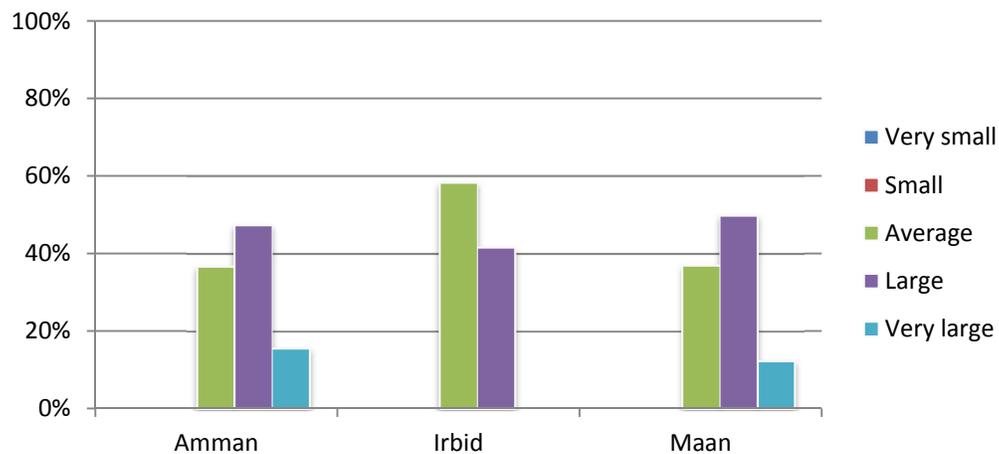
Ten percent (10%) of teachers in this survey estimate that the number of participating students in INJAZ programs is 'very large'. Most of them believe it ranges from average to a large number. The remaining three percent (3%) see that the number of students is small.

Figure 164: Teachers' evaluation of the number of participating students



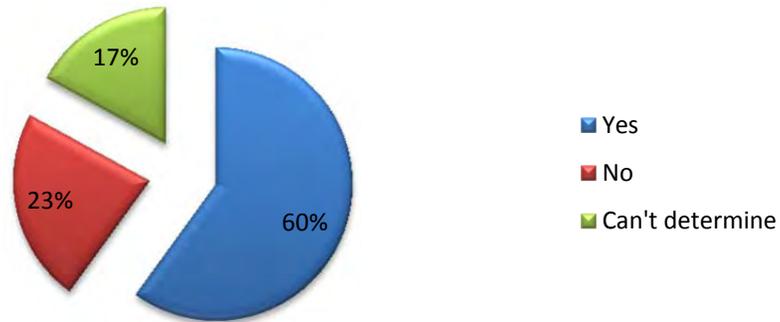
Amongst teachers in the governorates, 58% of Irbid teachers estimate the number of participating students in INJAZ school programs as 'average'; while the percentage was 35% in Amman, and 38% in Maan. Most teachers in Maan (50%) and Amman (45%), however, think that the number is 'large'.

Figure 165: Teachers' evaluation by governorate



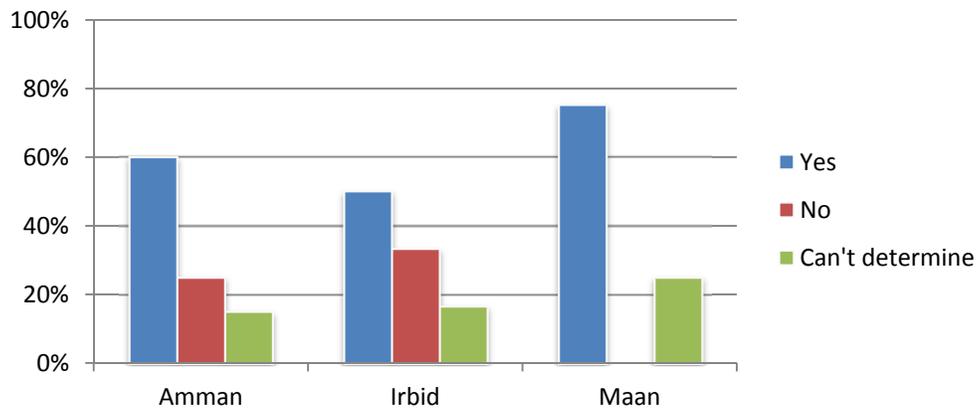
QUESTION 28: Whether INJAZ student courses' duration is sufficient to learn a skill
 Sixty percent (60%) of responding teachers say that INJAZ school-courses duration is enough to learn and acquire knowledge of a new skill. However, 23% think that the course duration is not enough. The remaining 17% cannot determine that.

Figure 166: Student course duration



Survey teachers who most believe that program duration is enough to learn the required skills are 75% of Maan teachers. At the same time, some proportion of 25% of Maan teachers state that they can't determine that. Some teachers in Amman (25%) and Irbid (33%) think that the duration is not sufficient for that purpose.

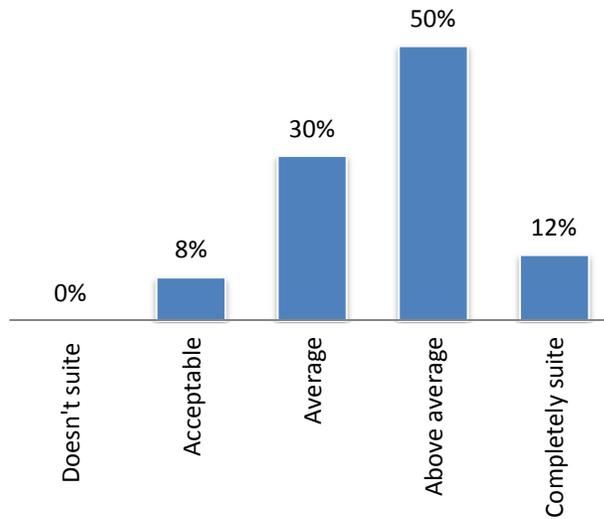
Figure 167: Course duration evaluation by governorate



QUESTION 29: TEACHERS EVALUATION OF SUITABILITY OF TRAINING MATERIAL TO STUDENTS' LEVELS OF KNOWLEDGE

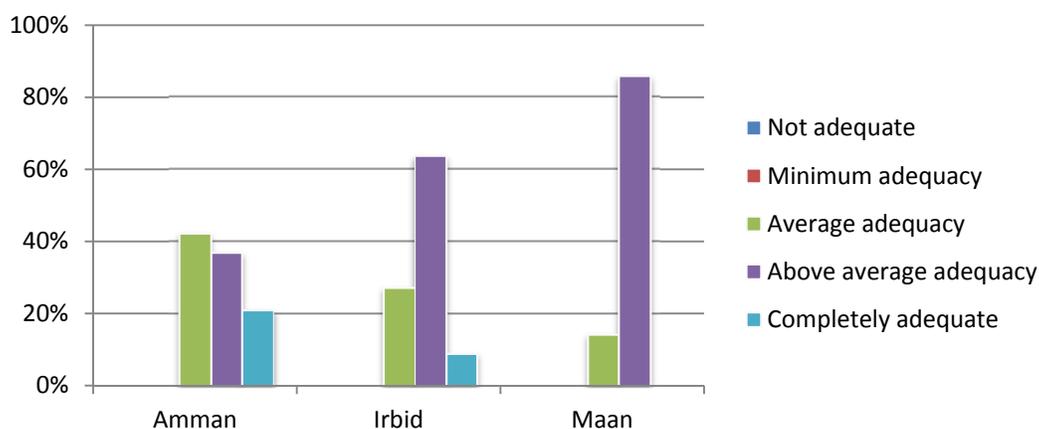
When asked to evaluate the suitability of INJAZ student's courses to their levels, surveyed teachers responses were as follows: 12% believes they completely suite student's levels; 50% believes that they suite student's levels to above average degree; another 30% believe that to average degree. The remaining 8% believe that degree of suitability is acceptable.

Figure 168: Suitability of students courses to their levels of knowledge



From the below figure, it is demonstrated that most of Maan (75%) and Irbid (58%) teachers believe that INJAZ programs are above average adequate and suitable to students level of knowledge. In Amman, most teachers (40%) believe that the programs are adequate on average level.

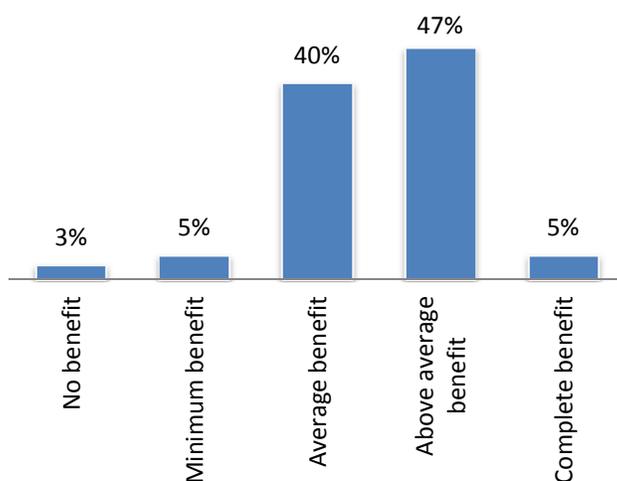
Figure 169: Teachers opinion by governorate



QUESTION 30: TEACHERS EVALUATION OF STUDENT BENEFIT OF INJAZ PROGRAMS

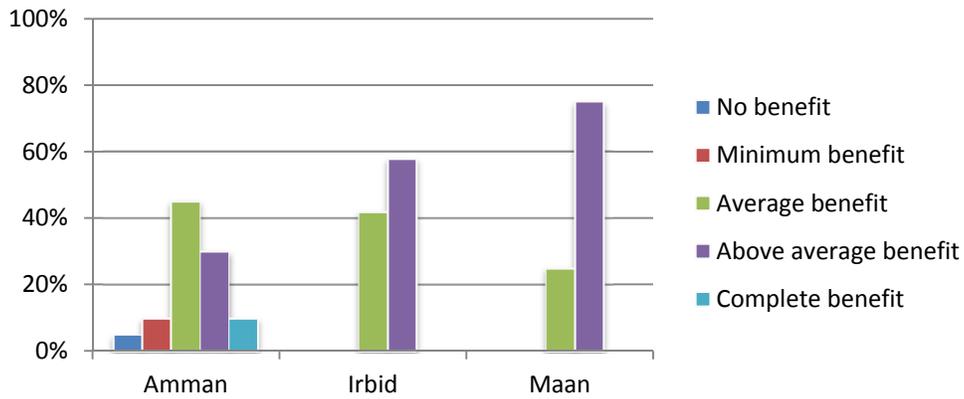
Most survey teachers believe there is at least ‘average’ benefit. Some teachers, (5%) of them, believe the benefit is great. The remaining eight percent was divided between ‘there is minimum benefit’ or ‘no benefit’ at all.

Figure 170: Evaluation of student’s benefit of INJAZ courses



The data for governorates was analyzed; it is found that 75% of Irbid teachers and 58% of Maan teachers evaluate INJAZ programs as beneficial on above average level to students. However, the majority of Amman teachers (45%) tend to believe that such programs are beneficial on average level. Furthermore, some teachers in Amman (15%) say that these programs have minimum benefit or even no benefit at all.

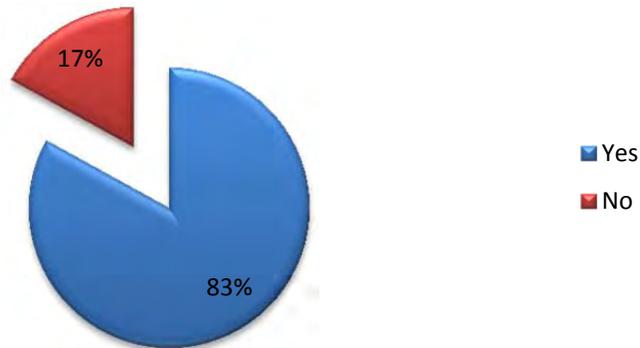
Figure 171: Evaluation of student’s benefit of INJAZ courses



QUESTION 31: TEACHERS EVALUATION OF TRAINING TOOLS AND EQUIPMENT

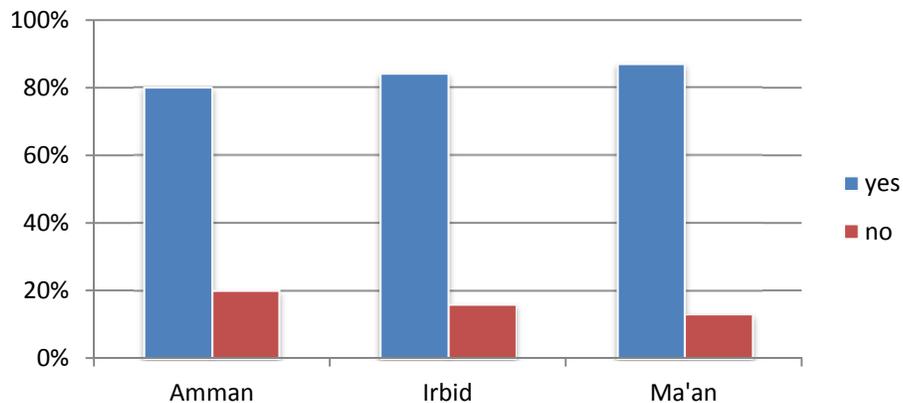
The survey asks the teachers whether the training tools and facilities at INJAZ school courses meet the required needs; eighty three percent of them agree to this fact. And, seventeen percent do not agree.

Figure 172: Evaluation of student's courses training tools



The figure below confirms the fact that precedes from last the last paragraph.

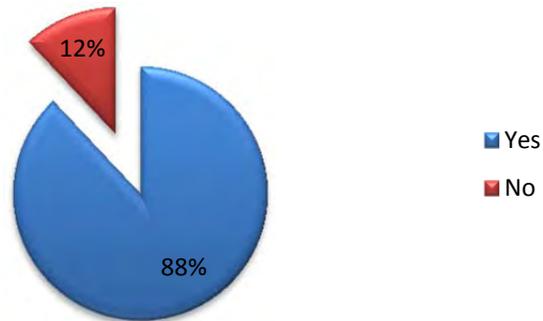
Figure 173: Evaluation of student's courses training tools by teachers across governorates



QUESTION 32: TEACHERS OPINION ON WHETHER INJAZ HAS IMPACTED STUDENTS

Eighty eight percent of teachers believe that INJAZ school programs have impact on students' personalities and behaviors. Twelve percent don't agree to this fact.

Figure 174: Evaluation if INJAZ impact students



QUESTION 33: STUDENT'S PERSONAL ATTRIBUTES IMPACTED BY INJAZ PROGRAMS

In the survey, teachers were asked to name students' personal characteristics they feel INJAZ school program impacted most. The responses are summarized in the following figure, several personal attributes are affected. The most affected qualities are: 'Leadership: 11%', 'Know or realize ones skills: 11%', 'Planning: 11%', and 'Team working: 10%'.

Figure 175: Evaluation of student's qualities impacted most by INJAZ courses

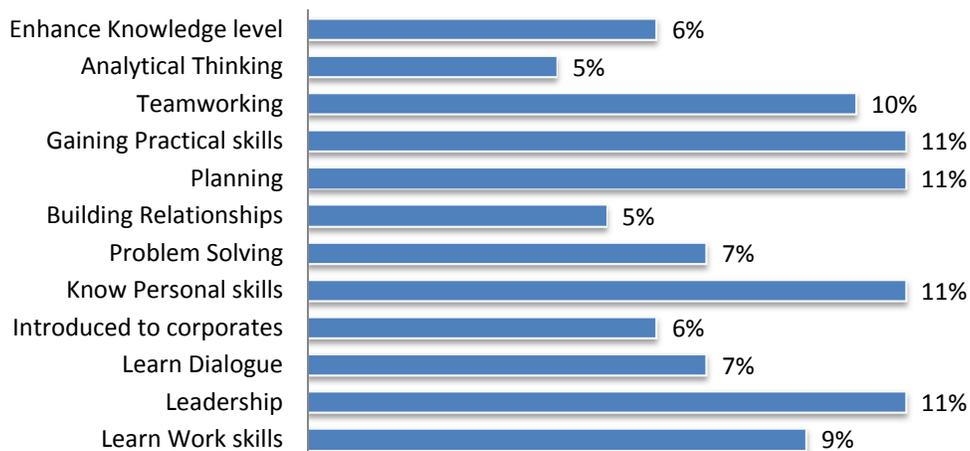


Table 16: Teachers responses by governorate

The below table, lists the personal qualities that are most impacted by INJAZ programs according to the teachers from different governorates.

Governorate	Personal Qualities (%)		
	Amman	Irbid	Maan
Learn Work skills	9%	4%	3%
Leadership	11%	8%	15%
Learn Dialogue	7%	6%	12%
Introduced to corporates	6%	5%	6%
Realize own potential	11%	5%	9%
Problem Solving	7%	5%	9%
Building Relationships	5%	3%	9%
Planning	11%	9%	12%
Gaining Practical skills	11%	6%	6%
Teamworking	10%	9%	12%
Analytical Thinking	5%	0%	3%
Enhance Knowledge level	6%	5%	6%

- ‘Leadership’, ‘Planning’, and ‘Team working’ are competencies that are reported mostly by Maan teachers to be the major impacted personal qualities.
- ‘Realizing own potential’ is Amman teachers choice when answering the same question.
- Irbid teachers share the same opinions regarding the student most impacted personal characteristics, but with lesser degree.

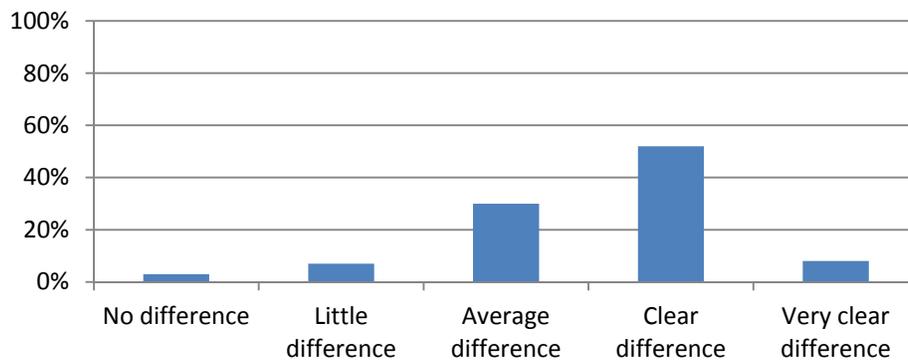
QUESTION 34: INJAZ SCHOOL PROGRAM IMPACT ON STUDENTS ACADEMIC PERFORMANCE

All teachers believe that INJAZ school programs have positively impacted participating student’s academic performance.

QUESTION 35: INJAZ STUDENTS VS. NON INJAZ STUDENTS- THINKING LEVELS

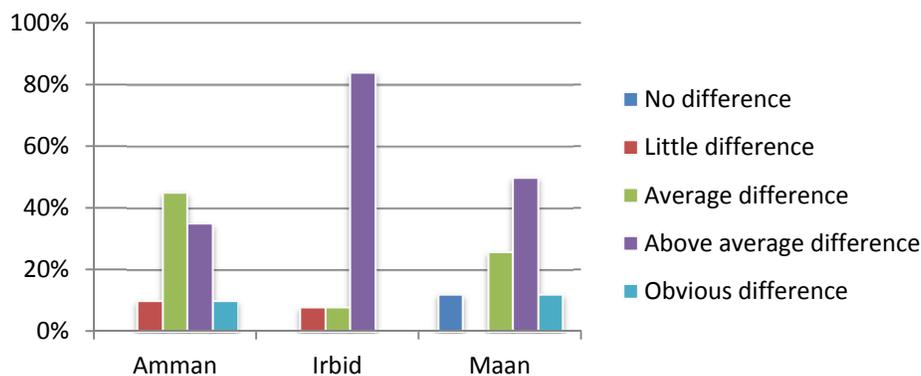
According to our survey, eight percent of teachers believe that there is ‘very clear difference’ in the thinking levels between students who participate in INJAZ programs and those who did not. Fifty two percent see that the difference is ‘clear’. Thirty percent see there is ‘average difference’. The remaining ten percent is divided between ‘little difference’ and ‘no difference’

Figure 176: Differences in thinking abilities (INJAZ and Non INJAZ students)



Based on governorate data, 83% of Irbid teachers are the most to see above average differences between INJAZ students and non-INJAZ students, followed by 50% of Maan teachers. Moreover, 12% of Maan teachers believe that there are obvious differences between them. Also, 10% of Amman teachers believe that there are obvious differences in their thinking levels.

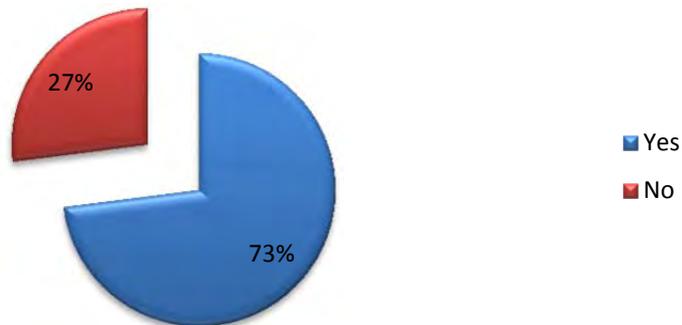
Figure 177: Responses per governorates



QUESTION 36: WHETHER TEACHERS BELIEVE INJAZ PROGRAM SHOULD BE PART OF THE REGULAR CURRICULUM

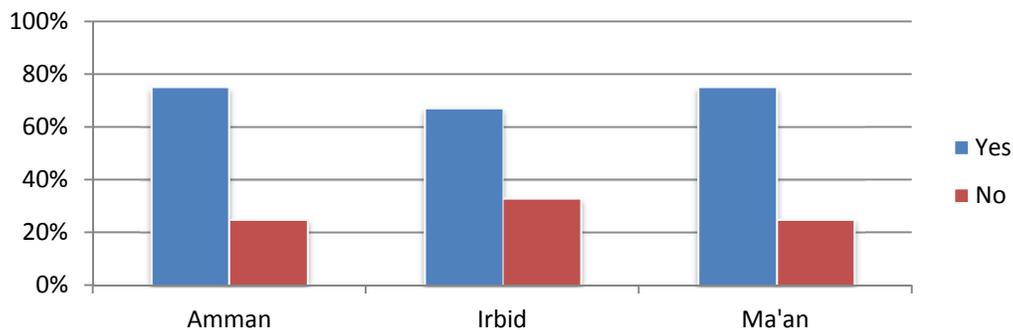
Seventy three percent (73) of teachers believe that INJAZ school programs should be part of the school curriculum. However, twenty seven percent don't believe so.

Figure 178: Should INJAZ programs be part of the school curriculum



The same percentages seem to apply in the cases of Amman and Maan; where 75% of teachers think that INJAZ program should be part of the school curriculum, versus 25% who don't think so. While 33% percent of teachers in Irbid don't think the program should be included in the regular school curriculum; 67% think it should.

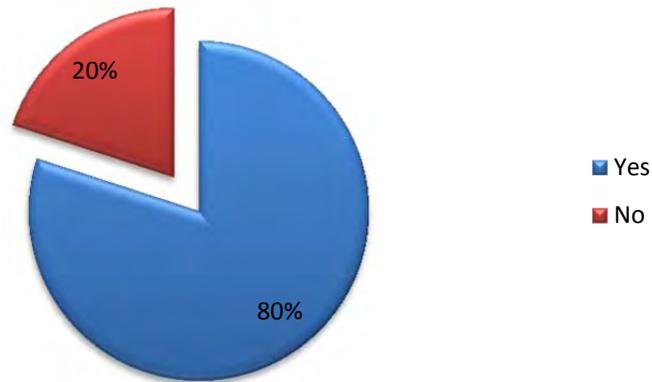
Figure 179: Teachers' opinions by governorate



QUESTION 37: TIMING OF INJAZ SCHOOL PROGRAMS

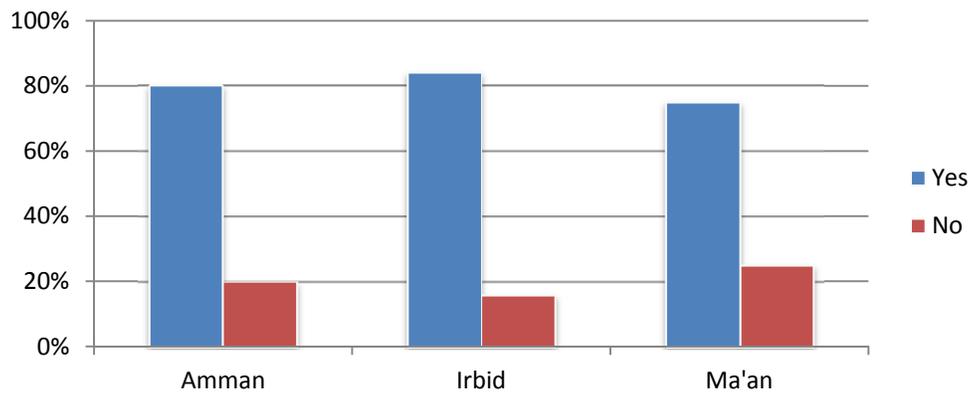
Eighty percent of teachers see that the timing of INJAZ school programs and courses is adequate. The remaining twenty percent see it is not.

Figure 180: Teachers opinions on adequacy of programs duration



Most teachers agree on the adequacy of INJAZ courses' duration.

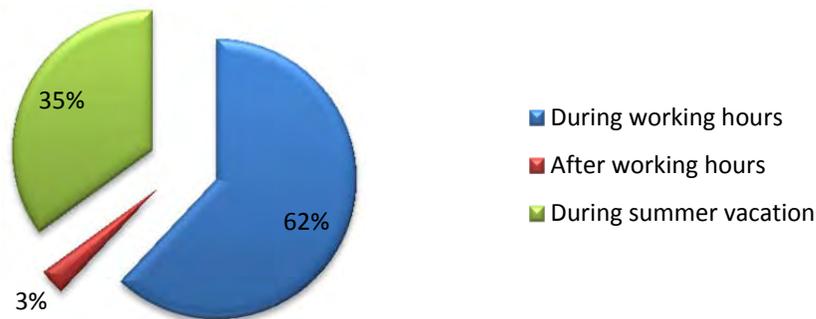
Figure 181: Teachers opinions by governorate



QUESTION 38: ADEQUATE TIMING TO IMPLEMENT INJAZ PROGRAMS

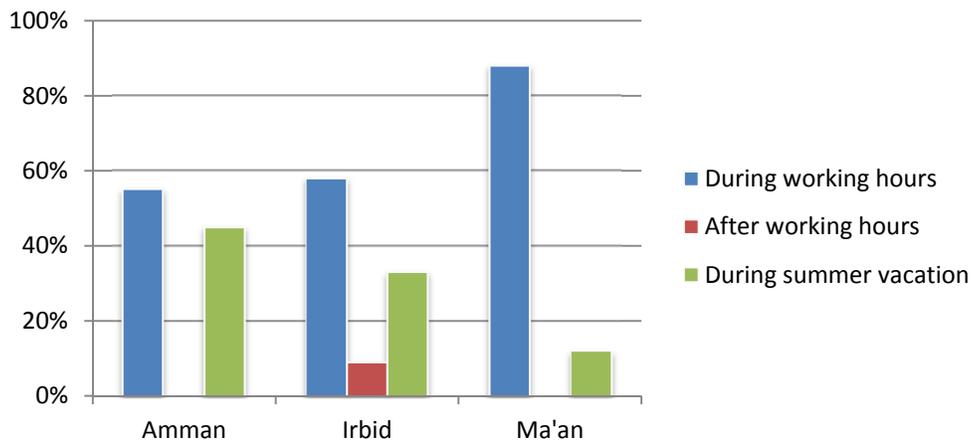
Sixty two percent of teachers believe that INJAZ program should be executed 'during working hours'; 35% say 'during summer vacation'. Only 3% see it is better to be implemented 'after working hours'.

Figure 182: When to implement INJAZ program



When we analyze the governorate data, we find that 55%, 58% and 88% of Amman, Maan, and Irbid teachers respectively see that it is better to run INJAZ programs 'during the official work hours'. A good percentage of teachers in Amman (45%) and Irbid (33%) prefer INJAZ programs to be executed 'during summer vacation'. A small group of Irbid teachers (9%) say that they prefer the programs executed 'after working hours'.

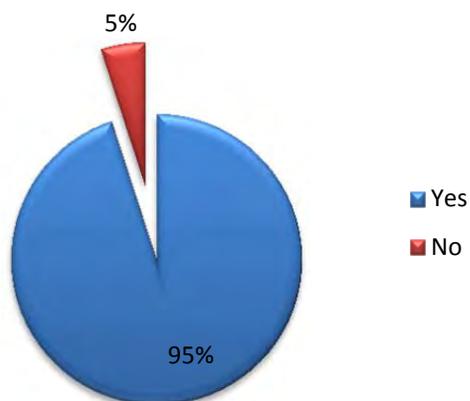
Figure 183: Teachers opinions by governorate



QUESTION 39: ADVISE OTHER TEACHERS TO ENROLL THEIR STUDENTS IN INJAZ PROGRAMS

Ninety five percent of responding teachers advise their colleague teachers to enroll their students in INJAZ school programs and courses. Five percent only of teachers don't.

Figure 184: When to implement INJAZ program



QUESTION 40: SUMMARY OF INJAZ PROGRAM STRENGTHS AND WEAKNESSES

Below is a summary of the programs strengths and weaknesses according to teachers in the survey.

Table 17: Program Strengths and Weaknesses- Teachers

Strengths	Weaknesses
<p>4. Topics content</p> <p>4.1 'New Ideas and skills not in regular curriculum'</p> <p>4.2 'Focus on students Personal qualities'</p> <p>4.3 'Suitable to students'</p> <p>4.4 'Meet Community needs'</p> <p>5. Training method</p> <p>5.1 'Non traditional ways of learning'</p> <p>5.2 'Students learn to have discussions'</p> <p>5.3 'Students learn to cooperate and work as a team'</p> <p>6. Volunteers</p> <p>6.1 Personalities and abilities</p> <p>6.2 Knowledge and experience sharing</p>	<p>4. Program timing and duration</p> <p>3.3 Course duration is not enough for classess.</p> <p>3.4 Timing of programs not suitable during work hours.</p> <p>4. Volunteers</p> <p>4.1 Some volunteers are not capable of controlling the students</p> <p>4.2 Some are not committed</p> <p>4.3 Some volunteers not capable technically.</p> <p>5. Training Methods</p> <p>5.1 Sometimes classes donot attract students</p> <p>5.2 More lecturing than application</p>

QUESTION 41: GENERAL COMMENTS ADDED BY RESPONDING TEACHERS

We ask teachers opinions about the important matters to improve the way INJAZ program is implemented. Their responses are as follows:

- 41.1 More application of what students learn in class is required. Also, more field visits are needed (maybe during summer vacations) to show students work life and its challenges.
- 41.2 The use of technology based learning using PCs and Online training.
- 41.3 The process of selecting volunteers should be based on a clear set of standards.
- 41.4 Motives and incentives to INJAZ participating students (training suite, for example).
- 41.5 More flexible program procedures will facilitate the whole process.
- 41.6 Expand the program duration.
- 41.7 Link students to INJAZ Program through INJAZ web site.

7) Part 7: INJAZ Volunteers

Section One: General information

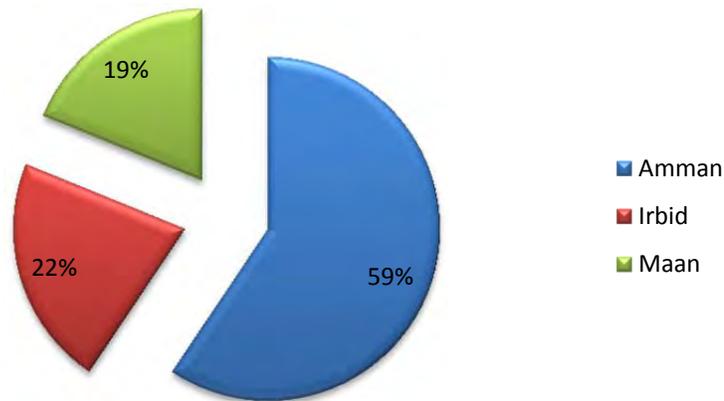
QUESTION 1: VOLUNTEER NAME

The responses to this question are used for quality control and tracking purposes only, but not for descriptive analysis.

QUESTION 2: VOLUNTEERS PLACE OF RESIDENCE BY GOVERNORATE

Our survey sample included a major segment which is INJAZ Volunteers. Volunteers who responded to the survey are 59% from Amman, 22% from Irbid, and 19% from Maan.

Figure 185: Volunteers by governorate



QUESTION 3: PHONE NUMBER

The responses to this question are used for quality control and tracking purposes only, but not for descriptive analysis.

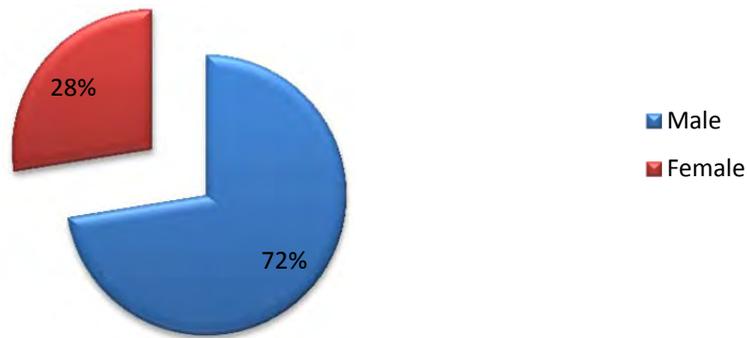
QUESTION 4: AGE

The responses to this question are used for quality control and tracking purposes only, but not for descriptive analysis.

QUESTION 5: GENDER OF VOLUNTEER

The survey included INJAZ Volunteers of both genders. Among the 69 respondents, seventy two percent (72%) were males, while twenty eight percent (28%) were females.

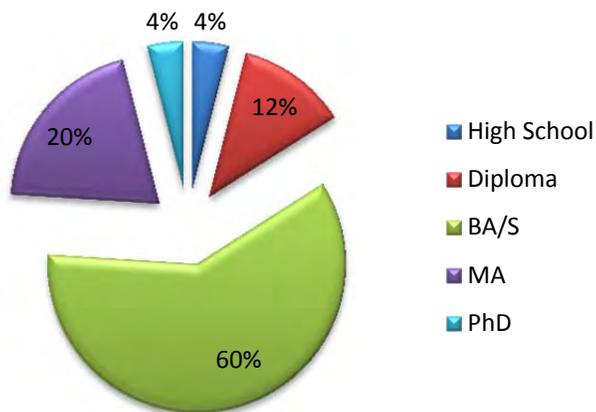
Figure 186: Gender



QUESTION 6: VOLUNTEERS LEVEL OF EDUCATION

Level of volunteer's education varies according to our survey. The majority (60%) are bachelor degree holders, followed by Masters Degree holders (20%), Diploma holders (12%). PhD and High school diploma holders both account for 8%.

Figure 187: Volunteers education



QUESTION 7: EDUCATIONAL SPECIALIZATION

The responses to this question are used for quality control and tracking purposes only, but not for descriptive analysis.

QUESTION 8: PLACE OF WORK

The responses to this question are used for quality control and tracking purposes only, but not for descriptive analysis.

QUESTION 9: JOB TITLE

The responses to this question are used for quality control and tracking purposes only, but not for descriptive analysis.

QUESTION 10: VOLUNTEERS AVERAGE NUMBER OF YEARS OF EXPERIENCE

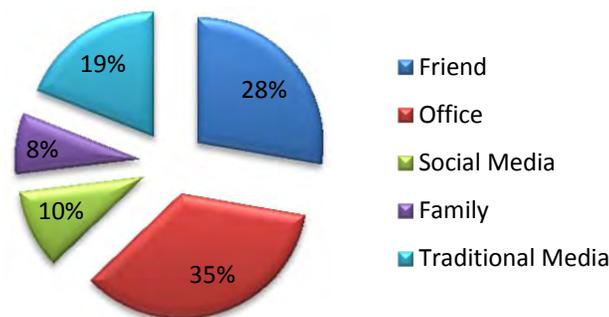
The average number of years of experience for all responding volunteers in our survey is eleven (11). The range of years of experience for volunteers varies from 3 years to 30.

Section Two: Volunteer experience with INJAZ program

QUESTION 11: MEANS BY WHICH HEARD ABOUT INJAZ PROGRAM

In the survey, INJAZ volunteers were asked to state how they heard about the program. Their answers were as follows: 35% heard about it from ‘work’, 28% via ‘friend’, 19% through ‘traditional media: TV, Radio...etc’. Eight percent of volunteers heard about INJAZ from ‘family’, and the remaining ten percent from ‘social media’.

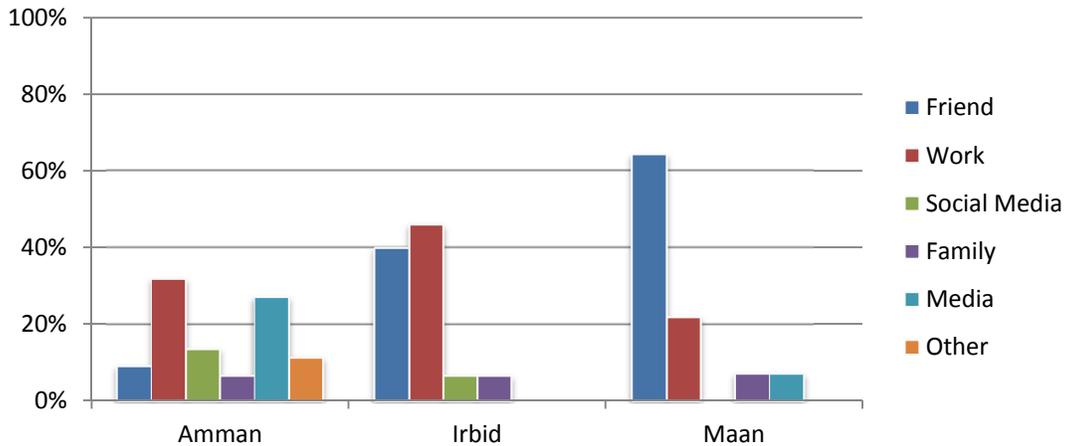
Figure 188: How volunteers hear about INJAZ



The analysis reveals that ‘friends’ is the biggest contributor in Maan for telling volunteers about INJAZ programs as stated by 64% of them. Forty one percent (41%) of Amman volunteers

state that Media (traditional and social) are most effective there. Forty six percent (46%) of Irbid volunteers say that they heard about the program from ‘work’. Few cases mention that they heard about the program through ‘direct communication with INJAZ’ or through ‘school’.

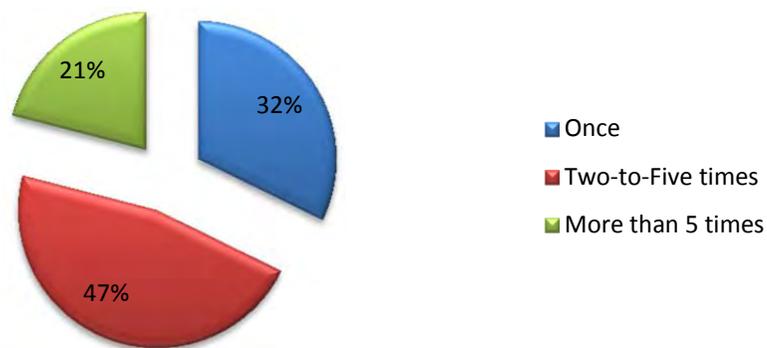
Figure 189: Means of communication by governorate



QUESTION 12: AVERAGE NUMBER OF TIMES YOU VOLUNTEERED FOR INJAZ

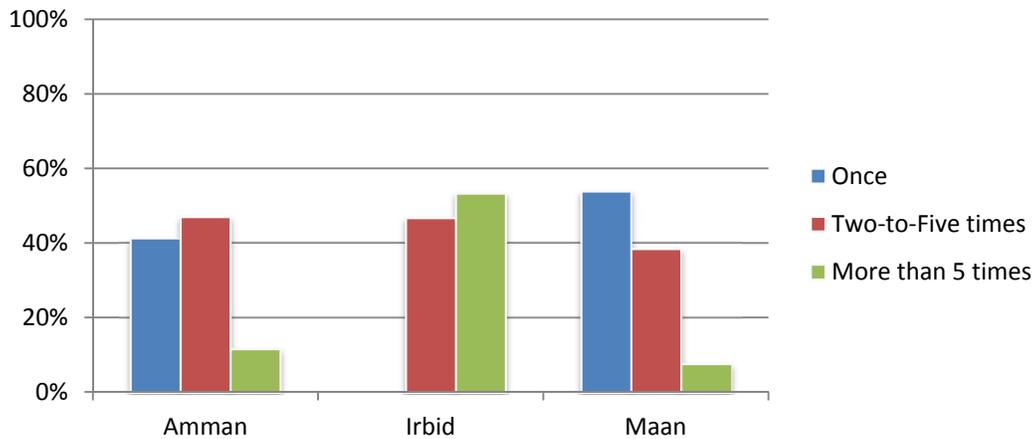
On average, survey respondents have volunteered 5 times. Some people volunteered once, but others have volunteered 40 times- as they state. The majority of survey volunteers 47% have participated from two-to-five times; 32% participated only once; and 21% have volunteered more than 5 times.

Figure 190: Number of times volunteered



When we compare governorate data, we find that the majority of Irbid volunteers (53%) have participated in INJAZ programs ‘more than 5 times’. In Maan, the majority of volunteers have done so only once. In Amman, the majority have volunteered ‘from two to five times’.

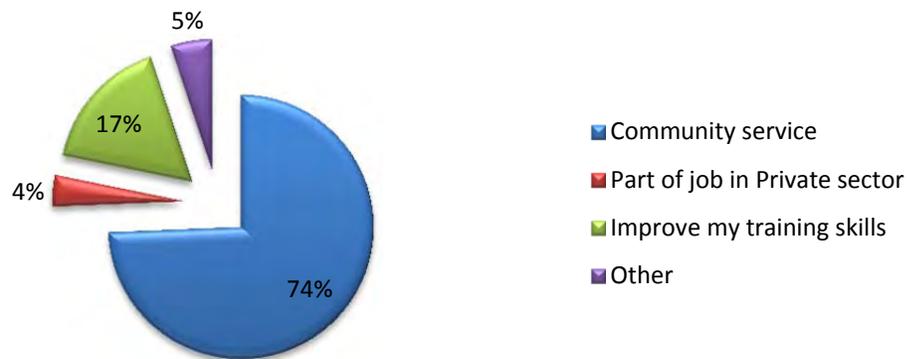
Figure 191: Number of times volunteered by governorate



QUESTION 13: REASON BEHIND VOLUNTEERING

Many people like volunteering. Most of INJAZ volunteers whom we surveyed (75%) state that they volunteer because ‘they like to serve their communities’. Next comes a 17% who volunteer to ‘improve their skills’. Another four percent (4%) do so as ‘part of their jobs in private sector companies’. The remaining five percent (5%) volunteer for reasons like: ‘to offer their experiences to students’ and, because ‘volunteering is part of their lives’.

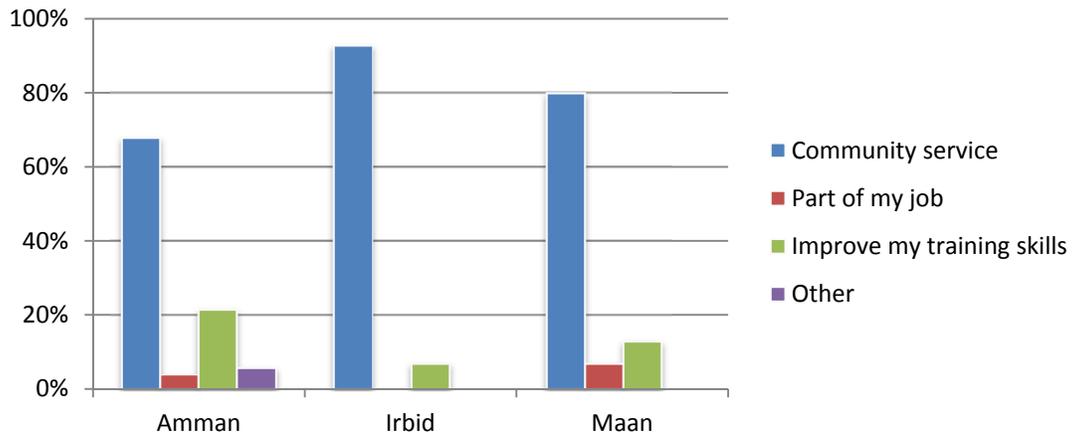
Figure 192: Why do you volunteer for INJAZ?



The main reason chosen by respondents in the governorates was ‘to serve the community’, and the responses were 93% in Irbid, 80% in Maan, and 68% in Amman. The second major reason for 22%

of Amman and 13% of Maan respondents is 'to improve their training skills'. Amman and Maan volunteers share the reason of 'as part of my job' but with slightly different extent. Those who state the reasons: 'to share my experiences with students' and, 'volunteering is part of their lives' are in Amman.

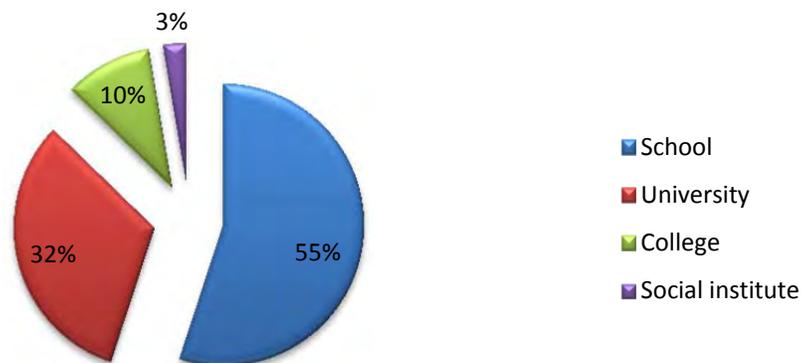
Figure 193: Reason for volunteering by governorate



QUESTION 14: EDUCATION STAGES VOLUNTEERS TRAIN

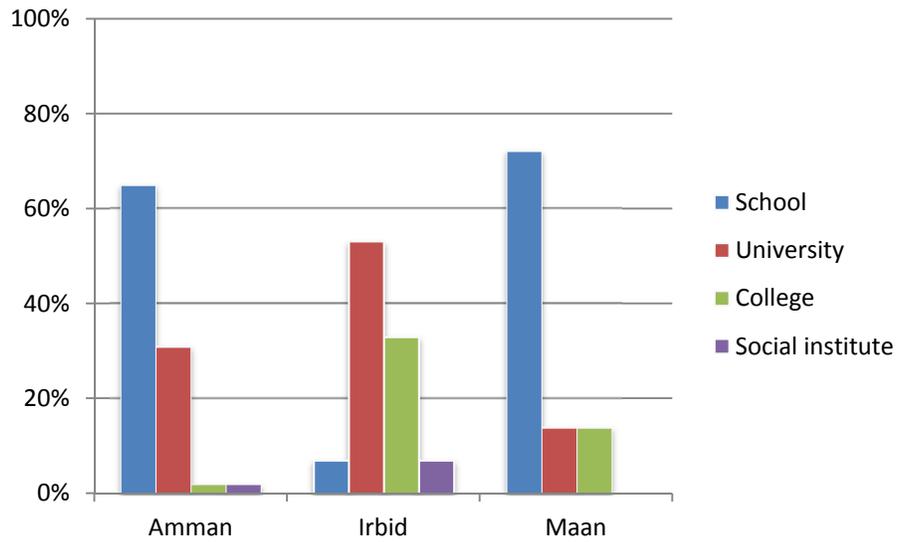
Fifty five percent of volunteers in this survey have trained 'school students', 32% has trained 'university students', 10% has trained 'college students'. The remaining respondents have trained in 'Social centers'.

Figure 194: Education stage s\he trained



The analyzed data by governorate reveals that the most education level trained in Amman and Maan is the 'School level' as stated by 65% and 72% of the respondents respectively. 53% of Irbid volunteers state that they train 'University students'. Social institutes students are trained mostly in Irbid (7%) with little share by Amman volunteers (2%).

Figure 195: Education stages trained by governorate



QUESTION 15: SCHOOLS AND UNIVERSITIES VOLUNTEERS TRAINED AT

Table 18: Training information

School/University name	Course name	Governorate	Time
Nuzha for girls	Leadership course	Amman	2 months, 2011
Munther Al Masry	More than Money	Amman	
Khalda for girls Tla'a el Ali school	My Money Business Leadership course	Amman	2008 2009
Imam Malek	Travel & Tourism	Amman	2011
Philadelphia	Success Skills Business Ethics	Jerash	2010 2011
Balqa Applied Jordan University	Exploring Economics	Amman	2months
Jordan University Petra	Success Skills	Amman	2 months
Princess Sumayya University	Be Entrepreneurial	Amman	2010
Petra	Success Skills Personal Life	Amman	2 months
Zaytouna University Jordan University	Leadership course	Amman	2 months
ThohaibehGarbieh for girls	Economics around me	Amman	2 months
Al Nuzha school	Travel & Tourism My Money Business	Amman	2010
Swefieh school Abdoun school	Personal Life Planning My Money Business	Amman	2007
Al Husainieh for girls Al Husainieh for boys	Success Skills It's My Business	Maan	
Aysha Umm AlMomineen	Leadership course	Amman	3 month, 2011 3 month, 2010
Tla'a el Ali school	Leadership course	Amman	3 month, 2008 3 month, 2007
Balqa Applied Amman Ahlia University	Leadership course Business Ethics Success Skills	Salt	2010 2009
Islamic Sciences University Balqa Applied- Princess Alia college	Exploring Economics	Amman	2011
Jordan University	Entrepreneurial	Amman	2011

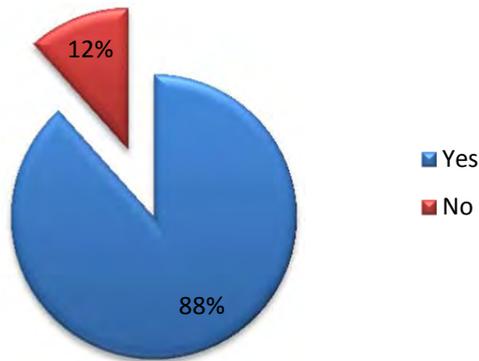
Petra University	Master Class		
Miriam bint Omran Amman Ahlia University	Success Skills	Amman	2009 2010
Khalda school Khalda school for girls	Success Skills Travel & Tourism My Money Business Business Ethics	Amman	2010 2011
Queen Alia College Jordan University	Business Ethics Company Program	Amman	
Umm Habiba for girls	Leadership My Money Business	Amman	2011
UNRWA Nuzha school for girls	Success Skill Travel & Tourism	Amman	2010
Nuzha for boys	Leadership course	Amman	2011
Special needs center		Amman	2011
Zaytouna University Petra University	Business Ethics Leadership course	Amman	2011
Balqa Applied	Success Skills	Amman	2010 2011
Princess Sumayya University	Leadership course	Amman	2011
Nuzha school	Leadership course	Amman	2010
Al Quds school	Travel & Tourism	Amman	2011
Al Motasem school for boys Mahes school for boys	Young Volunteers Day	Amman	2011
Nuzha school for boys	Success Skills Travel & Tourism	Amman	2010 2011
Rukayyabint Al rasool	Travel & Tourism	Amman	Two day
Hospitality school	Travel & Tourism	Amman	One day
Nuzha school for boys	Travel & Tourism	Amman	
Umm Ammar school	Travel & Tourism	Amman	2011
Philadelphia	Leadership	Jerash	2011
Yarmouk University Khawlabint Al Azwar Rufida Al Aslamia	Exploring Economics Leadership		2010 2011
Qadisieh school Dahiat Al Hussain school	Travel & Tourism Economic around me	Irbid	2010

Yarmouk University	Exploring Economics Business Ethics	Irbid	2011 2009
That-Al-Nitakyn Walid bin Malek	My Money Business	Irbid	2010 2011
Balqa Applied Maysaloon school	Business Ethics Success Skills	Irbid	2011 2008
Noor Al Husain school Ammar bin Yaser	Success Skills Leadership	Irbid	2003 2005 2011
Irbid girls college Yarmouk University	Success Skills Leadership	Irbid	2011
Technologia University	Communication skills	Irbid	
Yarmouk University	How to have an Interview	Irbid	2010
Izzideen Al Qassam	My Money Business Personal Life Planning	Irbid	2009 2010
Izzideen Al Qassam	Economics for Success	Irbid	2010 2011
Thawra School	Leadership	Maan	4 month
Omar bin Al Khattab	My Money Business	Maan	
Iskan school	More than Money	Maan	2011
Rufida Al Aslamia Asmaabint Abu Baker	Economics for Success Success Skills My Money Business	Maan	2011
WadiMosa school for boys	Travel & Tourism	Maan	2010
Maan school for girls Thawra Arabia Kobra	Success Skills Travel & Tourism	Maan	2010
Al Hussain bin Talal University	Company course	Maan	2011
Asmabint Abu Baker Teeba for girls Shobak College	Leadership Entrepreneurial Master Class	Maan	2009
Al Hussain bin Talal University	Entrepreneurial Master Class	Maan	
WadiMousa for boys	Success Skills My Money Business	Maan	2011
Maan College	Success Skills	Maan	2011

QUESTION 16: WHETHER VOLUNTEERS ARE WILLING TO VOLUNTEER AGAIN FOR INJAZ

A large percent of eighty eight of surveyed volunteers are willing to participate and volunteer in INJAZ program again. The remaining twelve percent are not willing to do that. Those who stated that they don't wish to volunteer again are in Amman with one case being in Maan.

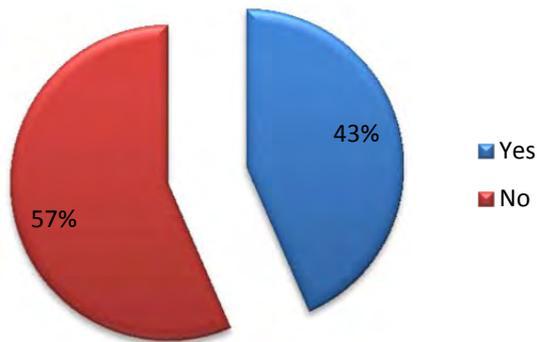
Figure 196: Willing to volunteer again for the program?



QUESTION 17: WILLING TO VOLUNTEER (TRAIN) IN OTHER GOVERNORATES

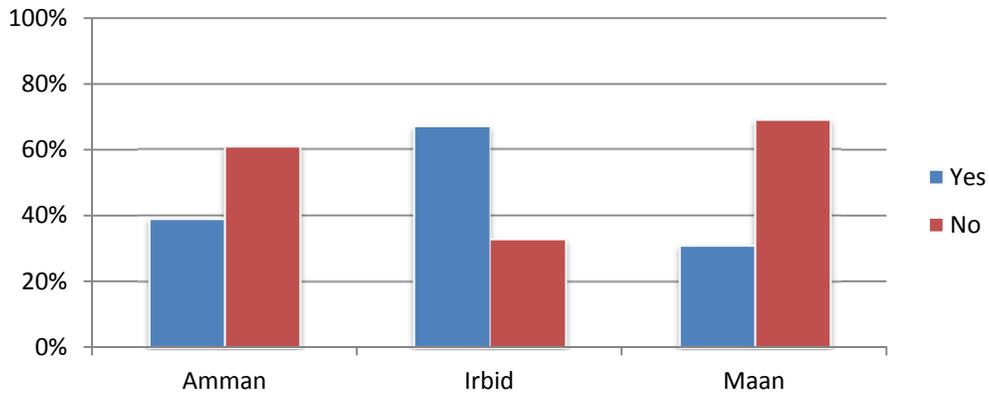
Forty three percent of surveyed respondents agree to volunteer in other governorates, while fifty seven percent do not agree to do so.

Figure 197: Willing to volunteer out of town?



Governorate analysis reveals that most of Amman and Maan volunteers, 61% and 69% respectively, are not willing to volunteer in other governorates. On the other hand, the majority of Irbid volunteers (67%) are willing to train in areas distant from home or work.

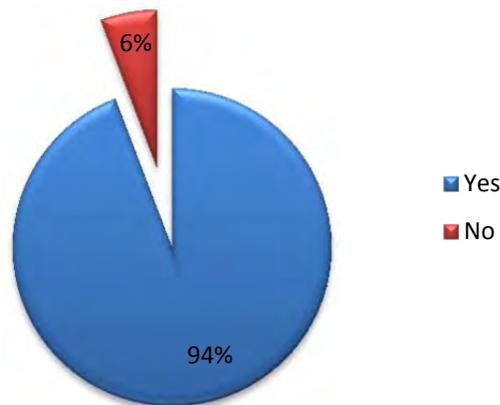
Figure 198: Willing to volunteer out of home town?



QUESTION 18: INJAZ PROGRAM CONTINUES COMMUNICATION WITH VOLUNTEERS AFTER COMPLETING THE TRAINING.

In ninety four percent of the cases, INJAZ program maintain a communication channels with volunteers. However, six percent of surveyed volunteers stated that they do not hear from INJAZ. The 6% who answered negatively are mainly from Amman and Maan.

Figure 199: Do volunteers here from INJAZ program

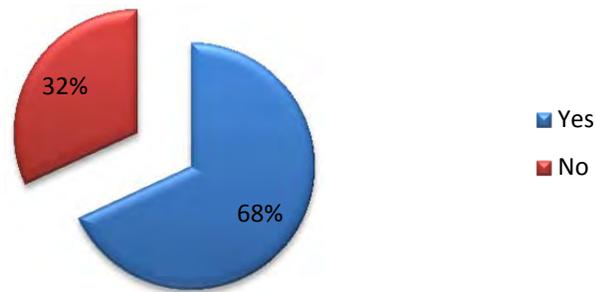


Section Three: Volunteer evaluation of INJAZ program

QUESTION 19: IF COURSE DURATION IS ENOUGH

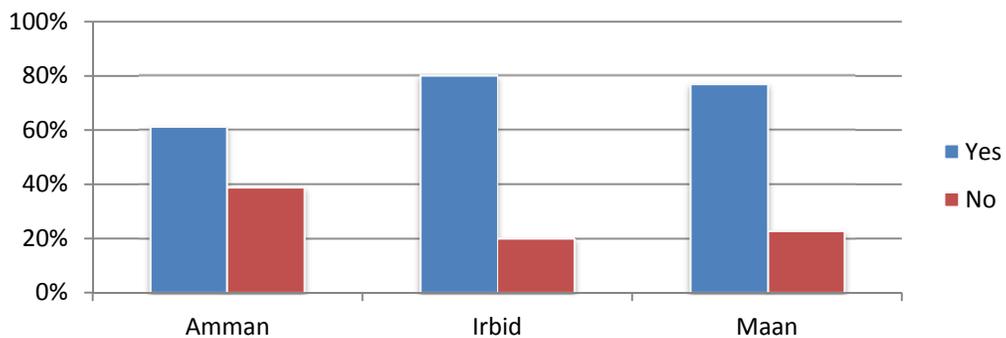
Sixty eight percent of volunteers in this survey feel that training course duration is enough to teach the required skills. However, thirty two percent of volunteers don't seem to agree.

Figure 200: Is course duration enough?



Most of volunteers in all three governorates agree that INJAZ programs duration are sufficient for learning. Slightly, a higher percentage in Amman (39%) believes that the course duration is not enough.

Figure 201: Volunteers opinion by governorate



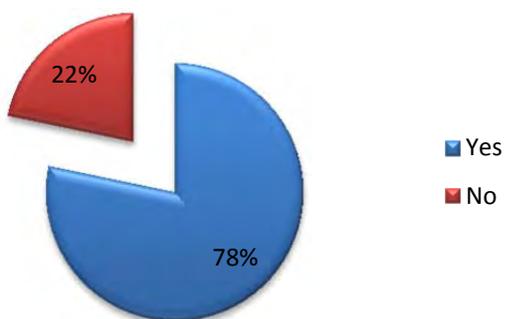
QUESTION 20: CLEAR COURSE OBJECTIVES

Almost all volunteers state that INJAZ programs learning objectives have been clarified to them before sessions.

QUESTION 21: A PRELIMINARY WORKSHOP TO INTRODUCE THE TRAINING MATERIAL

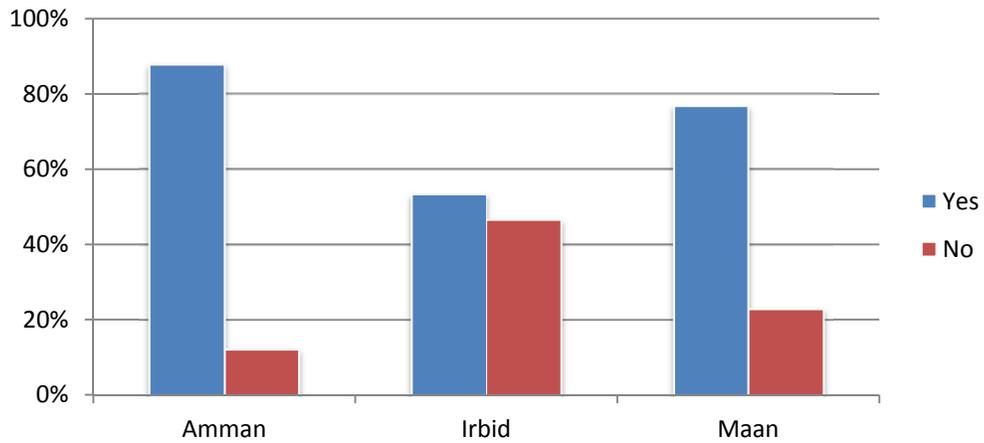
Seventy eight percent of responding volunteers answered positively; i.e. INJAZ program has conducted a workshop session to introduce the training material. The remaining 22% answered negatively.

Figure 202: Has INJAZ program conducted training material orientation sessions for you?



Most volunteers in Amman, Irbid and Maan stated that INJAZ management conducts orientation sessions to introduce the programs training material; responses were 88%, 53%, and 77% for the three governorates respectively. Volunteers who answered negatively were 12% in Amman, 47% in Irbid, and 23% in Maan.

Figure 203: Volunteers responses by governorate



QUESTION 22: TRAINING MATERIAL RECEIVED AHEAD OF TIME

Ninety one percent of volunteers receive the material before the training session,whiel nine stated that they did not.

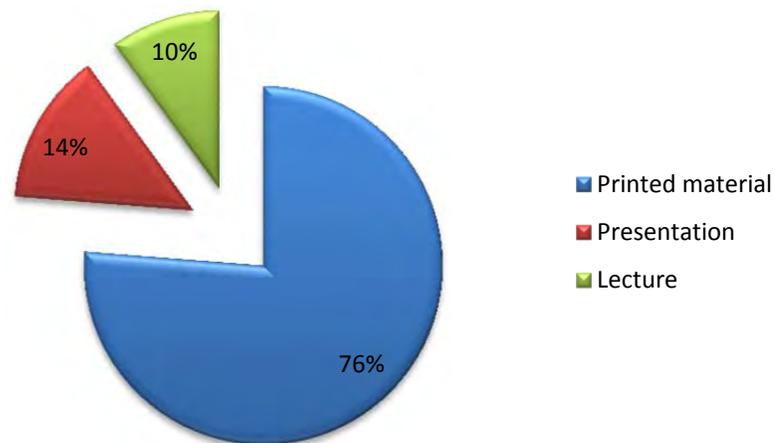
Figure 204: Have you received the training material in advance?



QUESTION 23: TRAINING TECHNIQUES USED

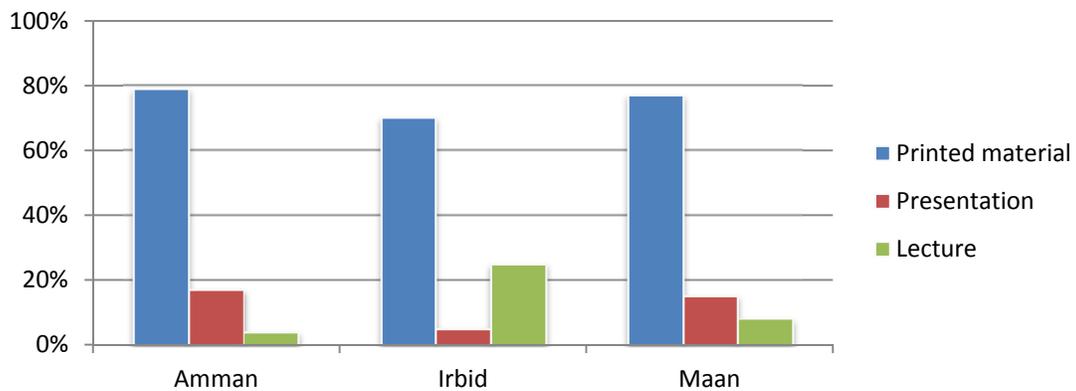
The below figure illustrate that volunteers rely on 'printed material' in 76% of their sessions; on 'presenting' in 14% of the sessions; and on 'oral lectures' in 10% of the time.

Figure 205: Training material format



In Amman, the data reveals that the 'printed training material' is slightly used more than in Irbid and Maan. 'Presentation' is stated to be used equally in Amman and Maan. 'Lecturing' is more used in Irbid than the other governorates.

Figure 206: Technique by governorate



QUESTION 24: TRAINING MATERIAL FOCUS

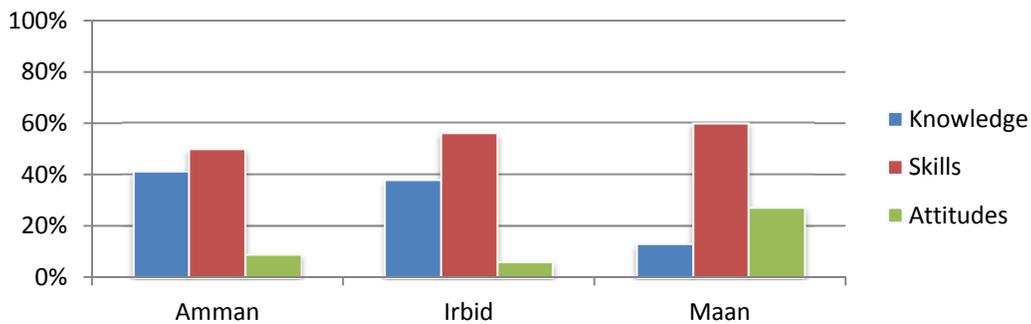
Thirty five percent of respondents state that the focus of the training material is on 'Knowledge'. Fifty three percent say it is on 'Skills'. The remaining twelve percent say the focus is on 'Attitudes'.

Figure 207: Training material focus



The analysis reveals that cross governorates, 'Skills' is the most area of focus for INJAZ training; and most responses come from 60% of Maan volunteers. The second aspect of focus is 'Knowledge' and as stated by 41% of Amman volunteers. According to 27% of Maan volunteers, 'Attitudes' ranks second as an area of focus, then comes 'Knowledge' with 13% of responses.

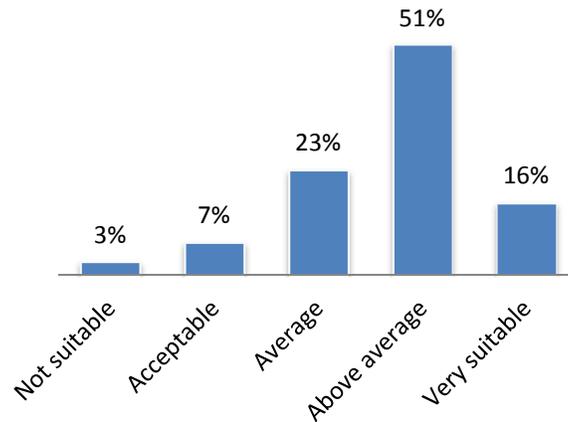
Figure 208: Training material focus by governorate



QUESTION 25: VOLUNTEERS EVALUATION OF THE TRAINING MATERIAL

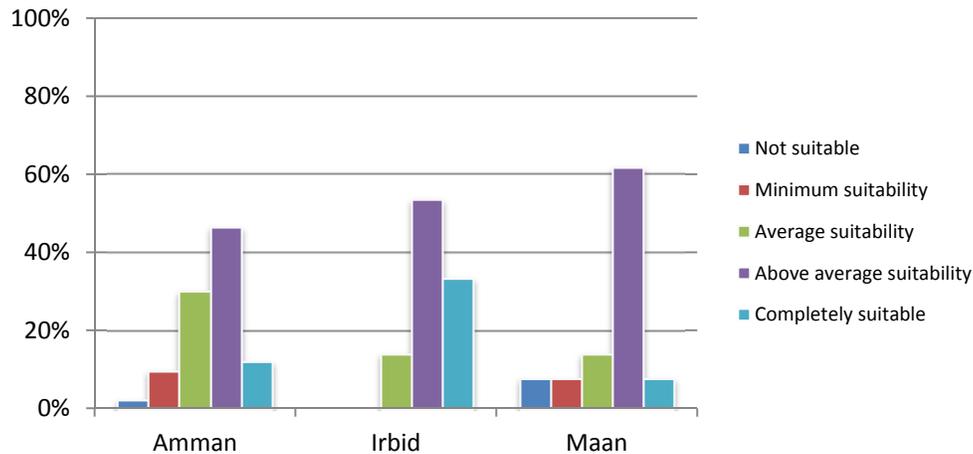
Sixteen percent of our survey volunteers evaluate INJAZ training course materials as 'very suitable'; fifty one percent of respondents evaluate as 'above average'; and twenty three percent evaluate it as 'average'. The remaining ten percent is divided; seven percent value it as 'minimally suitable'; while three percent see it is 'not suitable' for the courses.

Figure 209: Volunteers evaluation of the training material



Analyzing the data by governorate, it reveals that 62% of Maan volunteers are most to evaluate INJAZ program training material as above average level. Cross governorates, 33% of Irbid volunteers believe that the material is completely suitable in an extent greater than others in Amman (12%) and Maan (8%). Eight percent (8%) of Maan volunteers and 2% of Amman volunteers state that the training material is not suitable.

Figure 210: Volunteers evaluation of the training material by governorate

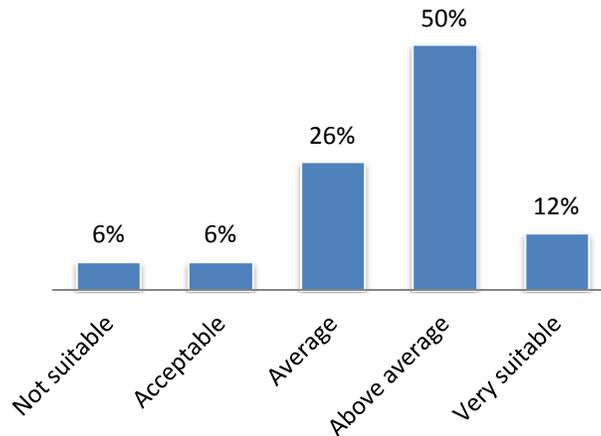


QUESTION 26: VOLUNTEERS EVALUATION OF SUITABILITY OF TRAINING MATERIAL TO STUDENTS' LEVELS OF KNOWLEDGE

When asked to evaluate the suitability of INJAZ training material to students levels, surveyed volunteers responses were as follows: 12% believes they completely suite student's levels; 50%

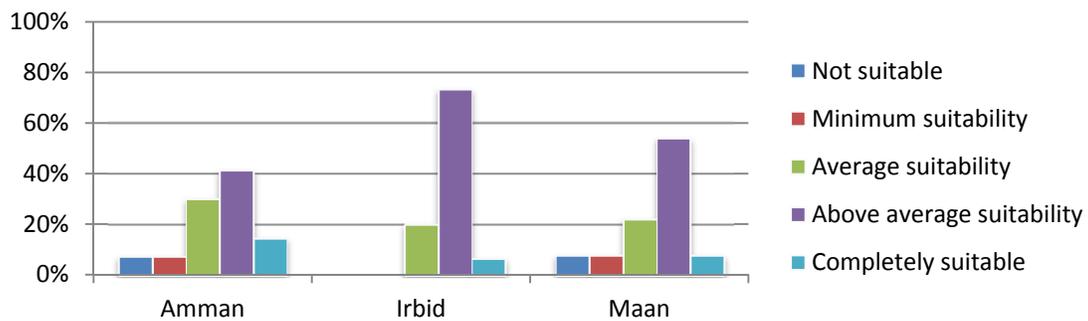
believes that they suite student’s levels to above average degree; 26% believe so to average degree. On the other hand, six percent of volunteers believe that the material is acceptable; while the remaining six percent stated they are not suitable to student’s levels.

Figure 211: Suitability of training material to students levels of knowledge



The below figure illustrates that 73% of Irbid volunteers are most to evaluate the level of suitability as ‘above average’ followed by 54% of Maan volunteers then 41% of Amman volunteers. Similarly, 30% of Amman volunteers are most to evaluate the suitability on ‘average level’. Furthermore, 15% of Amman volunteers evaluate the material as ‘completely suitable’ more than Irbid volunteers (7%) and Maan volunteers (8%).

Figure 212: Volunteers evaluation by governorate



QUESTION 27: TRAINING TOOLS APPROPRIATENESS CROSS SEGEMENT AND GOVERNORATES

When asked about the appropriateness of the training tools used, seventy percent of volunteers replied that they are adequate; while twenty eight percent believes the opposite. Those 28% are mainly from Amman governorate.

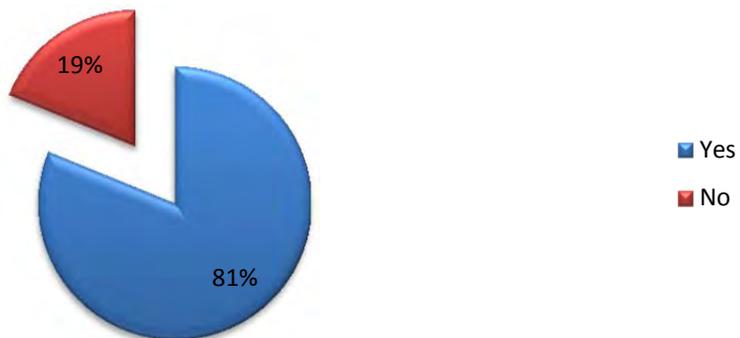
Figure 213: Training tools adequacy



QUESTION 28: APPROPRIATE TRAINING AREAS AND ENVIRONMENT- BY SEGMENT AND GOVERNORATE

Eighty one percent of surveyed volunteers believe that the training environment is adequate; while nineteen percent agree to the opposite. Those who don't agree are mostly from Amman.

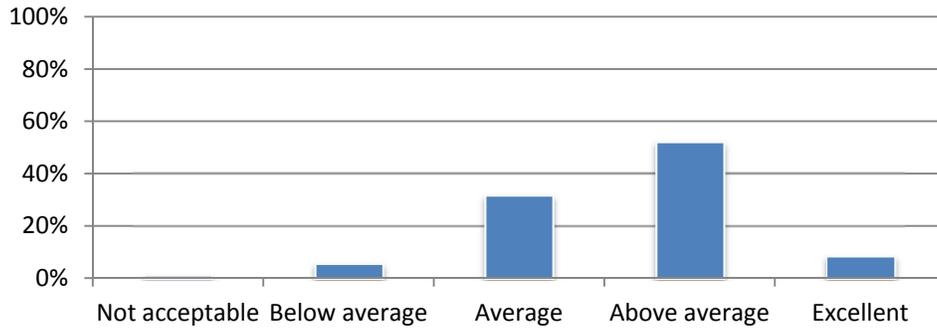
Figure 214: Training environment adequacy



QUESTION 29: EVALUATION OF STUDENTS' DEDICATION DURING TRAINING SESSIONS

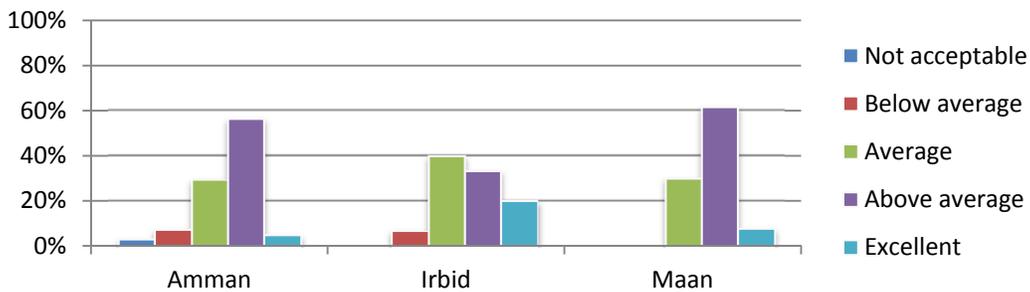
Nine percent of surveyed volunteers stated that students 'fully adhere' to training session rules. The majority (84%) stated student's commitment ranges from average to above average. Six percent of responding volunteers say that student's commitment is below average, and one percent considers the students' commitment as not acceptable.

Figure 215: Students behavior during training sessions



Among governorates, Maan volunteers are the most who evaluate students' commitment inside class on 'above average level', followed by Amman and Irbid volunteers respectively. The majority of Irbid volunteers state that student's level of commitment is 'average'. A slight proportion of Amman volunteers say that student's commitment is 'not acceptable'.

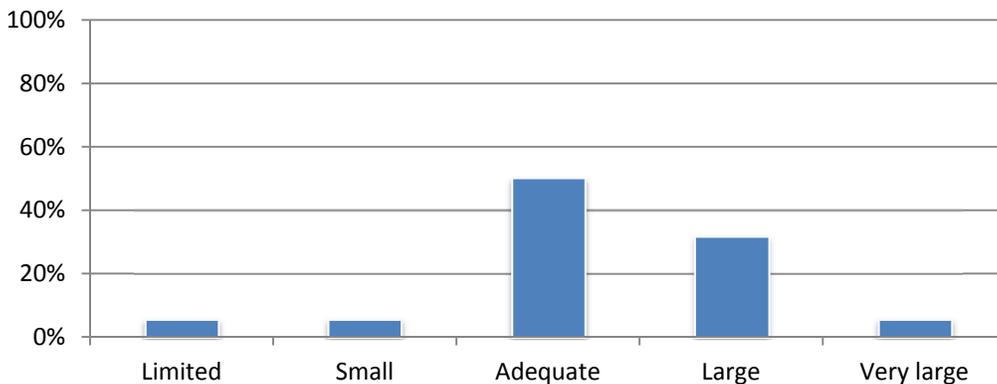
Figure 216: Volunteers opinions by governorate



QUESTION 30: EVALUATION OF NUMBER OF STUDENTS' PER SESSION

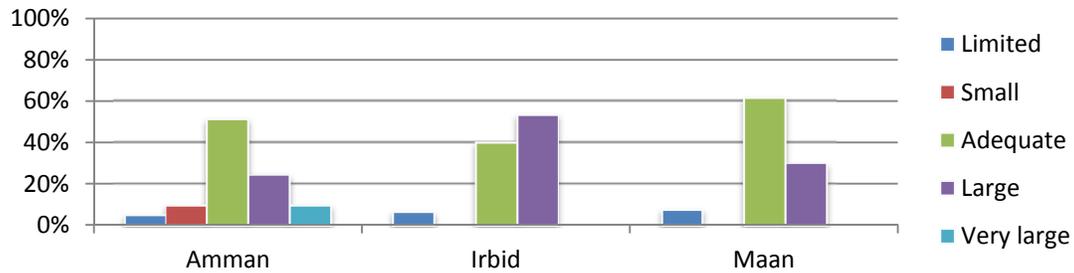
Most responding volunteers to this survey (88%) find that session sizes range from 'adequate' to 'very large'. Volunteers who say 'adequate' are around 50%. The other 6% evaluate the number of students as 'small' or 'limited' almost equally.

Figure 217: No. of students per training session



Class size evaluation by governorate is as follows: 62% of Maan volunteers are the most to say that the number of students in any session is 'adequate'. Fifty three percent (53%) of Irbid volunteers state that the session is 'large'. It is noticeable that 10% of Amman volunteers evaluate the session size as 'small'.

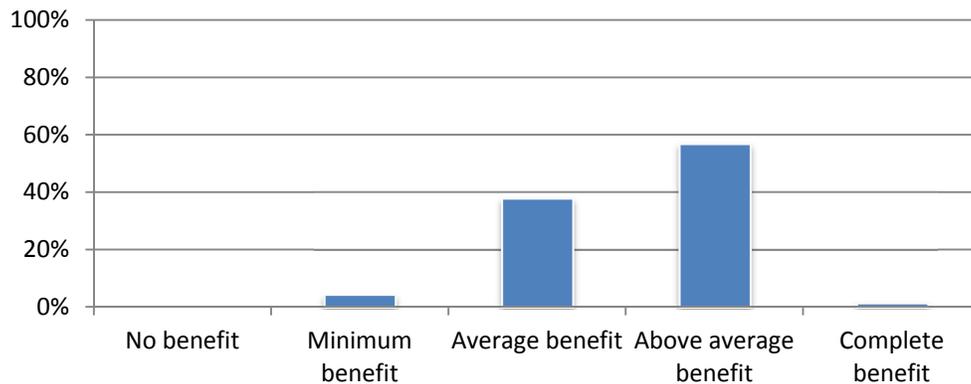
Figure 218: Volunteers opinion by governorate



QUESTION 31: Volunteers EVALUATION OF STUDENTS' BENEFIT OF INJAZ PROGRAMS

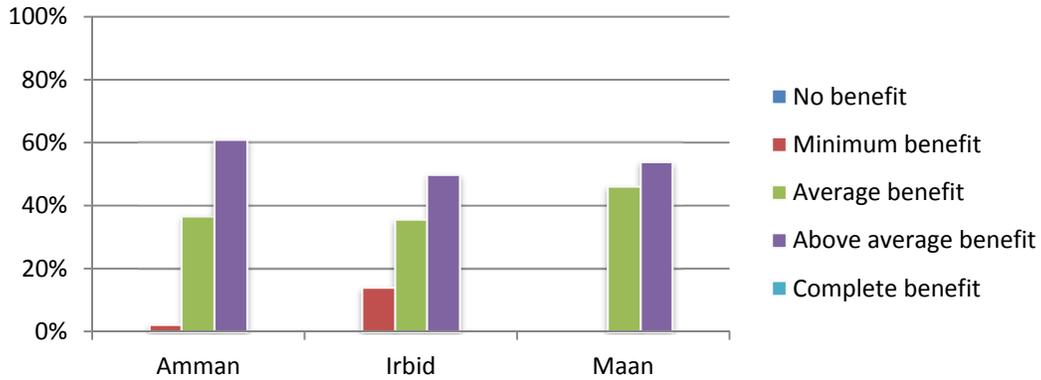
On how they evaluate students benefit from INJAZ school programs, most survey volunteers believe there is at least 'average' benefit. Some volunteers, (1%) of them, believe that the benefit is great. The remaining four percent state that 'there is minimum benefit' to students.

Figure 219: Evaluation of student's benefit of INJAZ courses



Percentages of volunteers who evaluate students benefits on ‘above average level’ are almost equal across Amman, Irbid and Maan. Volunteers who evaluate the benefits on ‘average level’ are more in Maan. Clearly, some of Irbid volunteer’s evaluation is on ‘minimum level’.

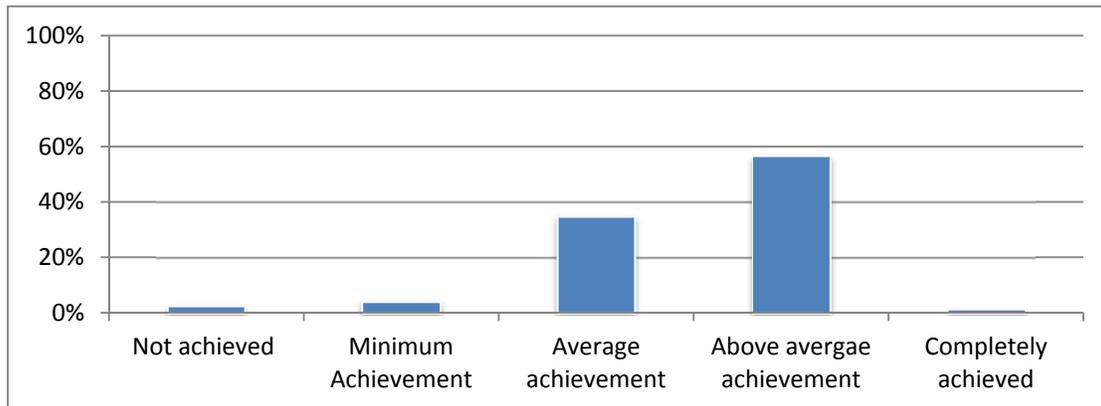
Figure 220: Student’s benefit by governorate



QUESTION 32: ACHIEVEMENT OF INJAZ PROGRAM OBJECTIVES

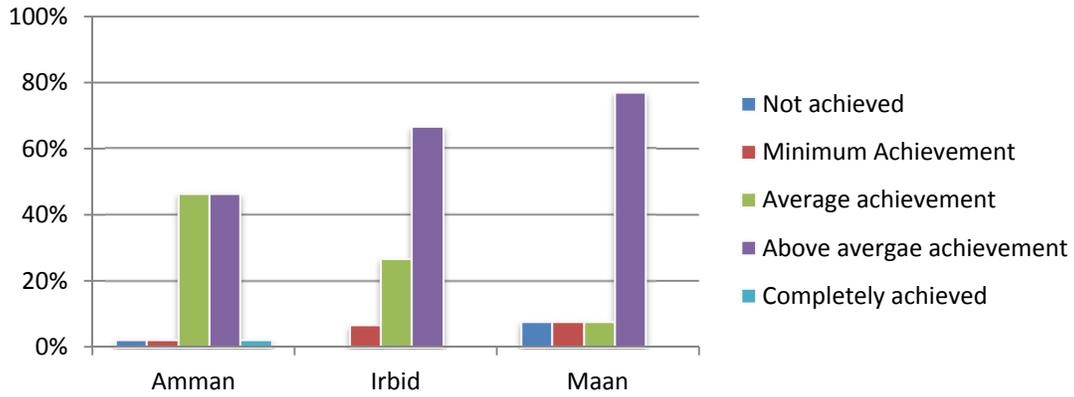
Ninty Two percent (92%) of volunteers surveyed feel that INJAZ program objectives are either achieved to average or above average extent. Moreover, one percent (1%) believes that those objectives are totally or fully achieved; four percent (4%) believe that minimum achievement occurred; and three percent (3%) don’t believe they are achieved.

Figure 221: To what degree are the objectives Achieved?



The data analysis for governorates reveals that Maan volunteers evaluate the achievement of programs objectives as 'above average' more than Irbid and Amman volunteers. Percentages of Amman volunteers who evaluate the level of achievement either 'average' or 'above average' are equal. In Amman only, some volunteers say that the objectives were 'completely achieved'.

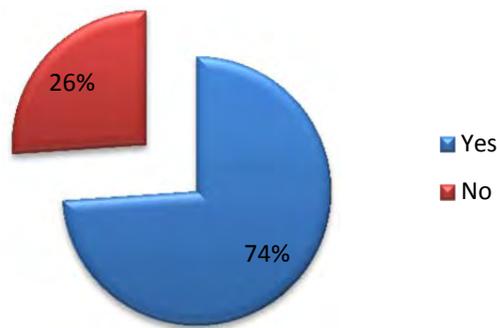
Figure 222: Volunteers opinion by governorate



QUESTION 33: DEMAND ON INJAZ PROGRAMS- BY SEGMENT AND GOVERNORATE

Many volunteers who responded to this question (74%) stated that there is demand from the private sector on INJAZ programs. Twenty six percent thinks that no demand exists on these programs. Those are found mainly in Amman.

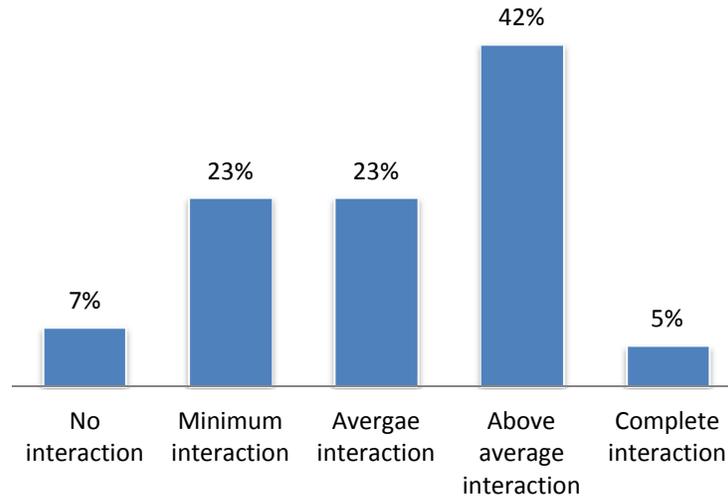
Figure 223: Any demand on INJAZ programs



QUESTION 34: PRIVATE SECTOR INTERACTION WITH INJAZ PROGRAM

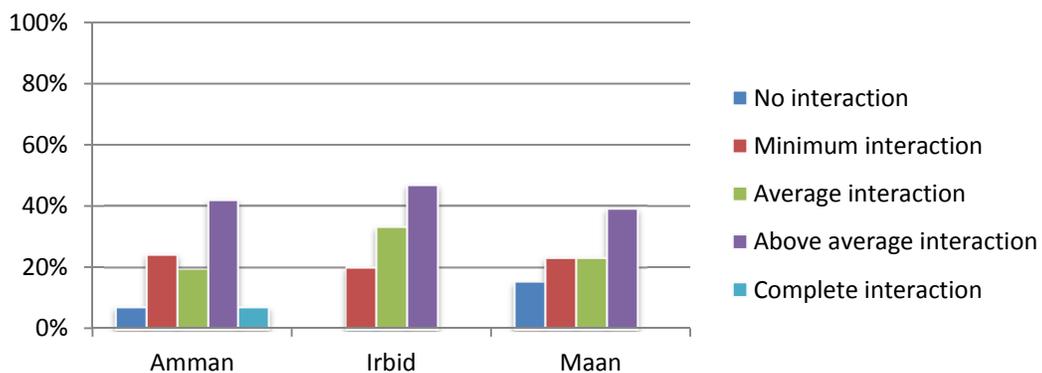
Four percent of surveyed volunteers say that the level of interaction by private companies is very high. A percentage of eighty eight percent of responses ranges between ‘minimum interactions’ and ‘above average interaction’. The remaining 7% states that ‘no interaction’ exists.

Figure 224: Level of private sector interaction to support INJAZ program career wise



Based on governorates data, Amman volunteers state that there is ‘complete interaction’ between INJAZ and the private sector to employ INJAZ graduates. On the other hand, more of Maan volunteers say that the private sector is not really effective in supporting INJAZ. Volunteers who evaluate the interaction level as ‘average interaction’ are more in Irbid.

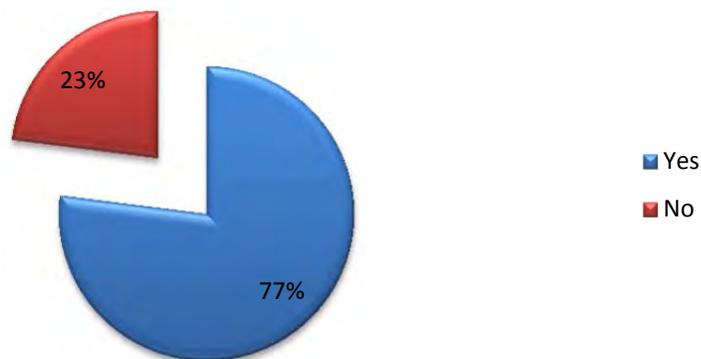
Figure 225: Volunteers responses by governorate



QUESTION 35: DO VOLUNTEERS RECEIVE CERTIFICATION OR THANK YOU LETTERS

As a response for this question, seventy seven percent (77%) of volunteers stated that they receive 'Certification of Appreciation' and 'Thank You Letters'. Twenty three percent state that they don't. Mainly, those were from Amman, then Irbid and lastly from Maan.

Figure 226: Do you receive certifications and thank you letters?



QUESTION 36: Do you advise friends to volunteer with INJAZ?

All respondents answered positively. They advise friends to participate in INJAZ program by volunteering.

QUESTION 37: SUMMARY OF INJAZ PROGRAM STRENGTHS AND WEAKNESSES

Below is a summary of the programs strengths and weaknesses according to volunteers in the survey.

Table 19: Program Strengths and Weaknesses- Volunteers

Strengths	Weaknesses
<p>9. Topics content</p> <p>4.1 'Focus on students Personal qualities'</p> <p>4.2 'Non traditional learning'</p> <p>4.3 'Suitable for student future needs'</p> <p>4.4 'Meet Community needs'</p> <p>5. Training method</p> <p>5.1 'Non traditional ways of learning'</p> <p>5.2 'Students learn to have discussions'</p> <p>5.3 'Students learn to cooperate and work as a team'</p> <p>6. INJAZ Program</p> <p>6.1 'Targets the Youth'</p> <p>6.2 'More interaction between the private sector and the local community.'</p> <p>6.3 'Well managed.'</p> <p>6.4 'Program follow up with stakeholders'</p> <p>6.5 'High Coordination'</p>	<p>10. Program Duration: Some volunteers (32%) believe that the program time is limited and not sufficient.</p> <p>11. Number of participating students is large.</p> <p>12. Quality of students. Sometimes they are not serious for learning.</p> <p>13. Training content needs updating.</p> <p>14. Non coordination with universities in some cases.</p> <p>15. Sometimes after-program follow up is weak.</p> <p>16. Sometimes training tools are weak- especially in universities.</p>

QUESTION 38: GENERAL COMMENTS ADDED BY THE RESPONDING VOLUNTEERS

Below are the volunteer's general comments about the program.

- 38.1 More awareness sessions to students on the importance of INJAZ program.
- 38.2 The need for more planning and program monitoring procedures so that relevant actors can perform their roles properly and efficiently.
- 38.3 Re-consider the number of participating students per session.
- 38.4 More use of modern training methodologies and not rely on 'Lecturing'. Example: Workshop style training.
- 38.5 Get feedback on the training material from the program volunteers.
- 38.6 Offer students 'certificates of completion'.
- 38.7 Regularly update courses training material.
- 38.8 Offer volunteers incentives to commit themselves to the program.
- 38.9 Reconsider the 'student's evaluation' form and procedures.
- 38.10 More practice, and more field visits is required.
- 38.11 More follow up of students during program to motivate them.
- 38.12 More clarification of certain INJAZ programs (e.g. Leadership) to volunteers and participants.
- 38.13 Get students feedback on programs and courses to assess their interest and non interest.

Focus Group

Objectives

The overall objective of the project is to assess the extent to which INJAZ achieved its expected outcomes and the satisfaction level of INJAZ stakeholders – youth, parents, private sector, and partner organizations, identify key strengths, weaknesses and gap areas of programming including the training programs and approaches.

However, and to achieve the overall objective of the project, focus groups sessions were planned to find out the circumstances and barriers which affect INJAZ III program, and to make clear evidence based recommendations regarding the structure, content, sustainability, and approach of the program.

Schedule and Location:

The focus groups schedule was recommended and set up based on the working schedule of the project. No setbacks encountered the implementation of the focus group sessions which took place according to the following dates:

Day & Date	Time	Location	Target Group
Tuesday, 10 Jan. 2012	2:00 – 5:00	Amman	Students Teachers Volunteers Parents
Wednesday, 11 Jan. 2012	2:00 – 5:00	Amman	Students Volunteers
Monday, 16 Jan. 2012	1:00 – 4:00	Irbid	Students Teachers Volunteers Parents

Number of Participants:

The numbers of participants in the focus group sessions was satisfactory and ranged between 3 and 16 participants as mentioned below:

Location	Target Group	No. of Participants
Amman	Students, Teachers, Volunteers, Parents	10
Amman	Students, Volunteers	3
Irbid	Students, Teachers, Volunteers, Parents	16

Main Topics Discussed

A set of topics / questions were drafted in the planning stage for the implementation of the focus group sessions. The aim of these topics is to help the moderator guiding the sessions. The following topics / questions channeled the discussions towards the objectives of the focus groups:

▪ **Theme One: Overall Impression about INJAZ programs and activities**

- 1- The importance and value of the topics that INJAZ III seeks to introduce and to what extent it meets the students and the labor market needs;
- 2- The beneficiaries and stakeholders that INJAZ III program deals with, in addition to the categories that INJAZ III shall target in the future;
- 3- INJAZ III programs and activities selection and distribution mechanism and criteria (training courses programs, extra curriculum programs, programs duration, governorates, Schools/ universities);
- 4- Stakeholders level of satisfaction on INJAZ III programs and activities (satisfied, somehow satisfied, not satisfied).

Findings and observations:

- ✓ It was clear that most of the participants agreed on the fact that INJAZ III programs and activities meet the students and market labor needs, especially; because INJAZ programs and topics are not covered in schools, universities, and community colleges educational curriculum. In addition, there are few parties responsible for preparing the students to be ready to work in the labor market.
- ✓ All attendees supported the students' opinion that says the topic plays a major role in attracting the students' attention and increasing the overall benefit of INJAZ programs and activities.
- ✓ The teachers supported the volunteers when they considered that the level of some training courses is higher than the students' level, especially the courses related to the economics for the school students. In addition, they agreed that there is some repetition in some training courses.
- ✓ The majority of the participants agreed on the need to increase the percentage of the practical part, because of its main role in affecting the students' beliefs and opinions for the future, on the other hand they mentioned that the high number of students and limited capabilities are the most important challenges would face the implementation of that.
- ✓ The majority of attendees agreed that there is a need to include Tawjihi (12th grade) students to INJAZ program, while focusing on both 10th and 11th grades students, as it will help them in developing a better understanding of the labor market. In addition, it will aid them in determining their future academic and occupational path.

- ✓ Most of the attendees agreed that private schools students should be added to INJAZ programs, since they will benefit from INJAZ training courses. This will also help INJAZ through receiving support (donations, volunteer work, facilities, etc...).
- ✓ It was clear that the volunteer is the person who is capable to make the difference in INJAZ program, according to his role in influencing and attracting students' attention, through the linkage between the topic of the training course and the practical life, in order to enhance the training course concept and principles for the students.
- ✓ The volunteers said that new volunteers shall provide a training session before starting their volunteer work, in order to coach them and mentor the way the training session is being conducted. Also; it was suggested by the participants that new volunteers may be given the opportunity to attend training courses with older and more experienced volunteers, so as to benefit from their experience.
- ✓ The participant students said that they don't get any benefit from the volunteers who only teach what is stated in the training course manual, since the volunteers' experience plays a larger role in increasing the students' level of benefit from INJAZ III programs.
- ✓ Where they are the cornerstone of INJAZ III program, there was no doubt between the attendees that the selection of the volunteers shall be based on his qualifications and work experience, so that the volunteer is assigned to teach the programs that match with his qualifications and experience.
- ✓ It was clear that all the participants prefer that the volunteer shall have a professional background not academic background, based on the fact that the ones from the academic background are not able to influence at the students' ideas and mentality in the same way the volunteers from the professional background do.
- ✓ The volunteers agreed on that the coordinator between INJAZ and them shall be qualified and able to facilitate and arrange for their work at the schools, universities and community colleges, through specifying his duties and responsibilities clearly to avoid problems and complications and increase efficiency.
- ✓ The participant parents were very pleased by INJAZ program and its impact on their sons and daughters, and they are looking forward to a greater participation with INJAZ program, which will benefit both the students and their parents.

- ✓ The participants insisted that the parents' role in developing their sons' skills and abilities is very important and shall help INJAZ in achieving its goals and objectives.
 - ✓ Enhancing the role of the volunteers from the public sector was a point of agreement by all the participants based on the fact that selecting and presenting volunteers from different backgrounds, allows the students to compare between the private and public sectors, and be familiar with different areas of work and to be well qualified to the labor market and its challenges.
 - ✓ The common belief between all the participants was the need to activate and increase the role of the private sector in a larger and wider way, in order to help INJAZ expand its support to include more areas especially remote ones to achieve INJAZ goals and objectives.
 - ✓ There was a clear desire between the students to increase the frequency or the duration of the training session, as once a week is insufficient to cover the training material well, especially for some extra curriculum programs.
 - ✓ On the other hand; the volunteers agreed on that the frequency and duration of the training sessions are suitable, except for some of the extra curriculum programs which INJAZ shall reconsider its frequency and duration.
 - ✓ The participant students and volunteers agreed on changing the date of the beginning of the course to start with the beginning of the semester, as to make use of time as much as possible before the start of the exams.
 - ✓ The majority of attendees suggested that INJAZ shall take advantage of the summer vacation to expand its reach, in order to increase the number of beneficiary students particularly in remote areas.
- **Theme tow: INJAZ III program achievements**
 - 5- Benefits at the individual level (personality, education, skills, values);
 - 6- Benefits at the family level (living standard, beliefs, family relationships);
 - 7- Benefits at the community level (Entrepreneurship, culture, awareness);
 - 8- Most important achievements the last 2 years.

Findings and observations:

- ✓ INJAZ program has enhanced students' self-confidence and has made them more capable to understand things more clearly, in order to take the appropriate decisions.
 - ✓ INJAZ program has contributed in expanding the students' perception by introducing new topic and issues to them, that's helped them in planning for their future in a right way.
 - ✓ INJAZ program has given the students an early opportunity to enter and see the various sectors of the labor market, which helped them in choosing their field of study and work.
 - ✓ INJAZ program has made the students more aware of their skills, interests, and abilities and the way of directing them in the right direction to get the best results.
 - ✓ INJAZ program has succeeded in instilling many of the values and ethics in students, especially those values related to working life, a good example of that is the loss of the culture of shame between students.
 - ✓ INJAZ program has played a key role in increasing the confidence of parents in their children, especially their daughters through giving them the opportunity to experience, practice and take decisions.
 - ✓ INJAZ students have succeeded in changing some of their parents' misconceptions, through building effective and fruitful conversations with them using the skills they have gained from taking INJAZ related programs.
 - ✓ INJAZ program has contributed in raising awareness among youth in the community, which limit the spread of culture of shame among members of the community and increase their respect for all professions and businesses.
 - ✓ INJAZ program has played a key role in introducing the labor market needs of competencies to the youth, which lead them to study and work in what is required.
 - ✓ INJAZ program has helped the students in finding out their skills and abilities and supported them in establishing their own businesses, which benefit the community economically.
- **Theme Three: INJAZ program strengths and weaknesses**
 - 3- INJAZ program strengths (Objectives, uniqueness, comprehensiveness and targeted groups,...etc);
 - 4- INJAZ program weaknesses (Coordination, support, funding and geographical coverage,...etc);

Findings and observations:

❖ Strengths:

- ✓ INJAZ program objectives and the competencies it seeks to improve, meet the needs of community.
- ✓ The topics and ideas INJAZ program discusses are in line with the demand of the labor market, and meet the students' needs.
- ✓ The support INJAZ program obtains from the different parties and stakeholders (Public sector, Private sector, volunteers, students, teachers and parents) strengthens it makes it more sustainable and effective .
- ✓ Extracurricular programs play a major role in the development of the student's personalities and skills quickly and effectively.
- ✓ The existence of qualified and experienced volunteers, increase the benefit obtained by the students.
- ✓ Because the volunteers are from many different backgrounds and expertise, that supports the program and deepens the students' benefit.
- ✓ The targeted group is the actual leader of the community in the near future and its development is of high importance to the community
- ✓ The financial support INJAZ program offers to the public schools, enhance their confidence and relationship with INJAZ program
- ✓ Multiplicity and diversity of methods and tools used by volunteers to fit with the theme of the course and the level of students

- ✓ The support and attention given to INJAZ program by students of different age categories because of the benefit they obtain from the program, increase the program opportunities to expand, growth and excellence

❖ Weaknesses:

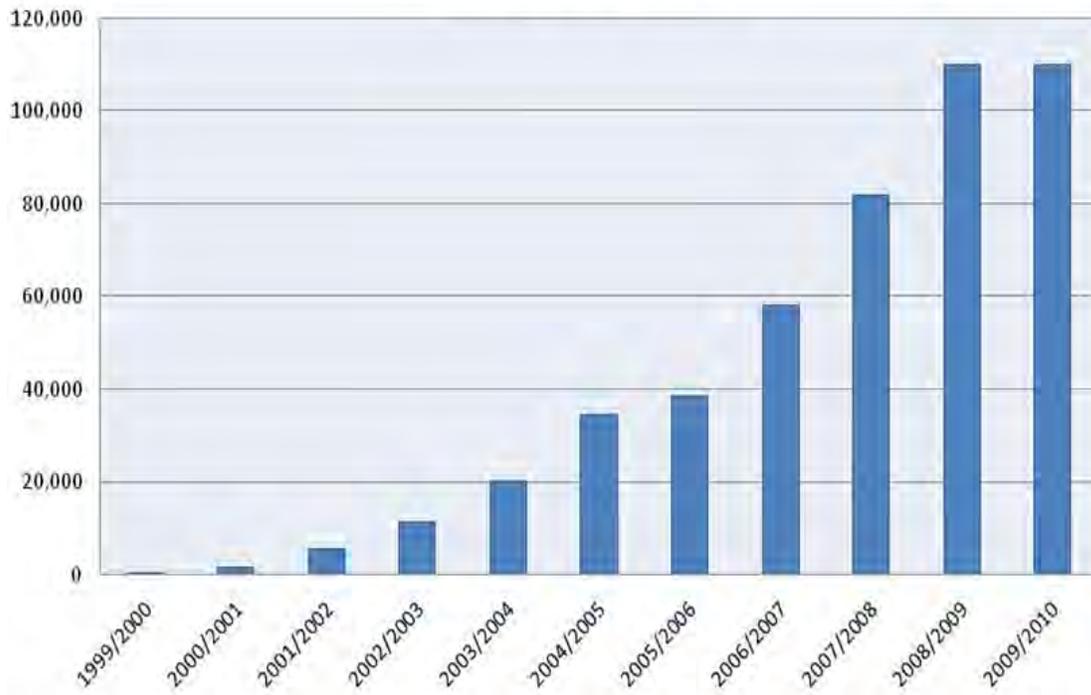
- ✓ Lack of supervision from INJAZ coordinators on the volunteers at the schools and universities.
- ✓ Excess number of students in training sessions especially in schools.
- ✓ Some programs duration is not enough to gain the required knowledge and achieve the program objectives.
- ✓ Some Topics are repetitive (There are similarities in the content in some articles).
- ✓ Lack of seriousness and commitment of some students, especially school students.
- ✓ Lack of coverage of the extra-curricular programs in some schools and governorates.
- ✓ The criteria used in selecting volunteers are weak and do not always achieve the required results.
- ✓ Geographical coverage is not as desired, especially in remote areas where they need such programs

- ✓ Some volunteers are not able to link between the labor market and the training material, as they only adhere to the training manual.

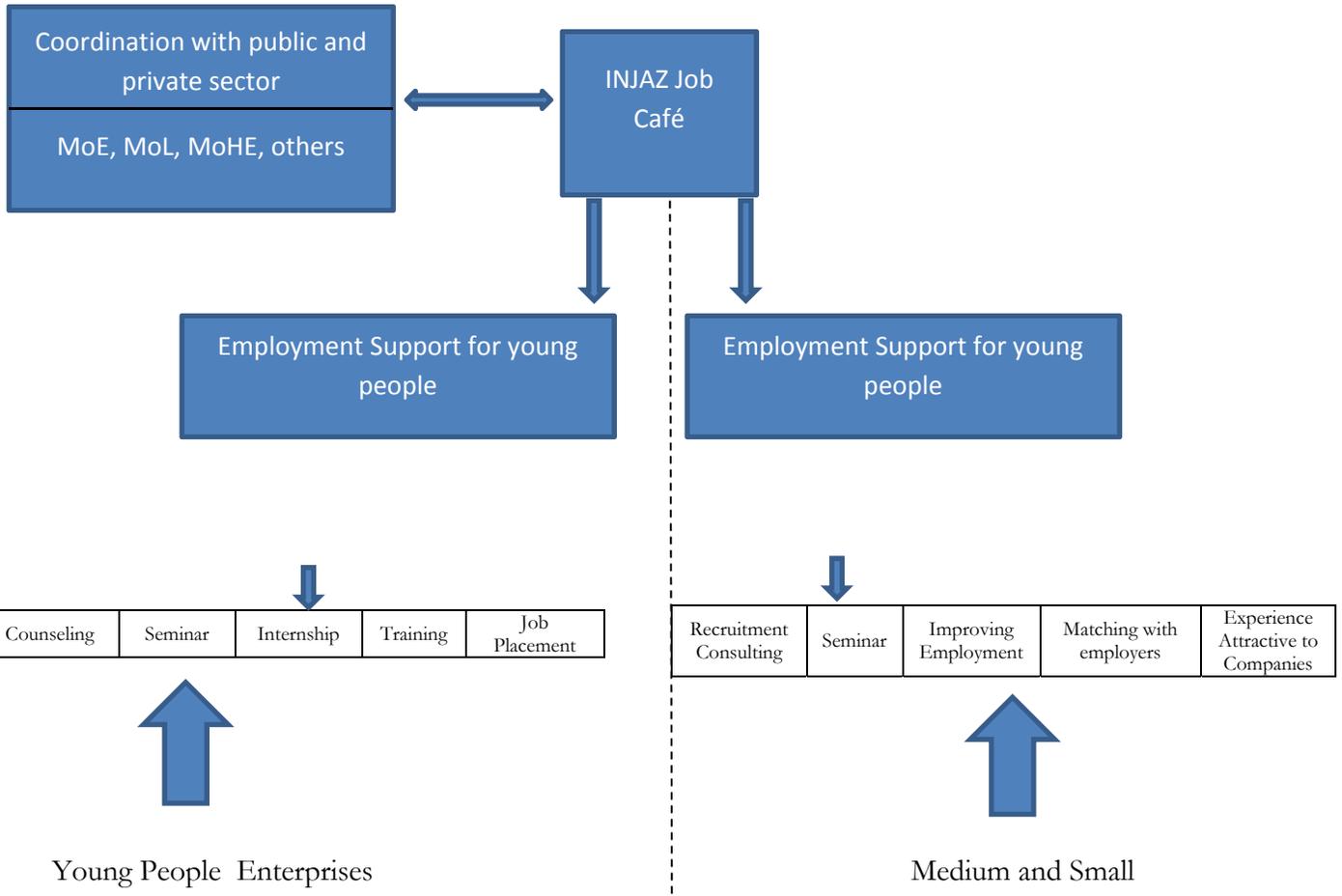
Annex II: INJAZ Program Cycle 2011-2012

Curricular Programs (Financial Literacy / Work Skills)	Extra Curricular (Inspirational / Career Guidance)	Entrepreneurship (Social / Business)
Personal Life Planning-PLP	Young Volunteers Day-YVD	We are Social Leaders -WSL
More Than Money-MTM	Business Leaders Campaign-BLC	WSL Projects & Competition
Economics for Success-EFS	ArtLink	Social Leaders Program -SLP
It's My Business-IMB	Students Exchange Program	SLP Projects & Competition
Success Skills-SSS	Tiwar Al Ajyal	
Travel & Tourism Business-TTB		Company Program - CP
My Money Business-MMB	My Career Options -MCO	CP Projects & Competition
Leadership Course-LCS	Career Month-CM	TEAM
Entrepreneurial Master Class-EMC	Job Shadow-JS	TEAM Projects & Competition
Exploring Economics-EE	Career Fair-CF	Company Course Braille - CPB
Success Skills-SSU	Ask the Expert	CPB Projects & Competition
Business Ethics-BE		
Be Entrepreneurial-BEN		
Working in Tourism-WIT		
My Entrepreneurial Project-MEP		
Success Skills- Braille		
Leadership Course - Braille		
Entrepreneurial Master Class - Braille		
18 Programs	10 Programs	10 Programs

INJAZ Beneficiaries



INJAZ Job Café Model



INJAZ Graduate Enterprise Program (GEP)

- This program is suggested to be implemented by INJAZ as one of the long-term programs targeting fresh graduates for vocational schools, community colleges, and universities in order to help them make a successful transit from education environment into the world of professional work within small medium enterprises (SMEs). It is a six months integrated program of training, in-company placement and ongoing guidance and counseling to selected graduates.
- The project can be financed through partnership between TVET Fund and the participating enterprises on 50%:50% bases. INJAZ will design, implement, manage, and evaluate the program activities. Criteria will be established for the selection of graduates, enterprises, and the mentors who will supervise the training process. It is a full time placement within enterprises lead to employment.
- Remuneration will be paid to the participants as follows:
 - 100 JDs for Secondary Schools Graduates
 - 150 JDs for Community Colleges Graduates
 - 200 JDs for University Graduates
- **The specific Objectives of GEP is to:**
 - a) Enrich the academic education of graduates by offering a program consisting of in-company work experience combined with specific career relevant training.
 - b) Enhance INJAZ's reputation and impact in SMEs through the successful contribution of GEP candidates.
 - c) Develop a high quality, cost-effective model of GEP, capable of long-term sustainability and growth.
 - d) Reduce unemployment among young graduates
 - Through this program, students will be requested to attend two weeks of-the-job training course where entrepreneurial competencies will be offered to them in order to prepare them for the placement in the enterprise and employment when they complete the requirements of the program.
 - This program is one of the suitable measures that INJAZ can deliver. It is a partnership program with the private sector funded by Industry and TVET Fund. INJAZ will manage it, design, operate, and make sure that employment is achieved.

Enhancing the role of schools for the development of local communities

INJAZ can implement this project in cooperation with local community (schools, colleges, municipality and others) for enhancing the role of institutions for the development of community through using existing facilities such as pre-vocational education workshops, vocational schools, and training centers.

- Basic skills can be offered to participants specially youth, school leaver or even to other groups.
- INJAZ can benefit from the community technicians or experienced persons as volunteers.
- Selected schools will participate for the implementation; certain competencies can be assigned to schools based on community needs.
- There are many benefits can be achieved, educational, vocational, social and career guidance.
- This can be part of INJAZ curricula and training courses. Arrangements will be made with institutions.
- Financial contributions can be obtained through public and private sector institutions. E-TVET Fund can study the possibility of allocating contributions.
- This is one of the sustainable measures that can be made.

Of course this proposal needs more details that can be prepared by stakeholders.