Achievement of Market-Friendly Initiatives and Results Program
(AMIR 2.0 Program)

Funded By U.S. Agency for International Development

ICDL Training Phase II Evaluation

Final Report

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This report was prepared by Community Development Group in collaboration with Chemonics International Inc., prime contractor to the U.S. Agency for International Development for the AMIR Program in Jordan.

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Executive Summary

This study is part of the assistance and support offered by AMIR II towards the ICDL training efforts of Ministry of Information and Communications Technology (MOICT). It has been contracted to Community Development Group (CDG) to conduct with the objective of carrying out an evaluation of the International Computer Driver's License (ICDL) program so far into the process, based on the feedback of the trainees themselves, and offering recommendations for enhancing the training process.

A total of 726 trainees (around 57% of the total 1,334 trainees) provided their evaluation through filling an evaluation form designed by MOICT in cooperation with CDG.

Sample Distribution by Training Center
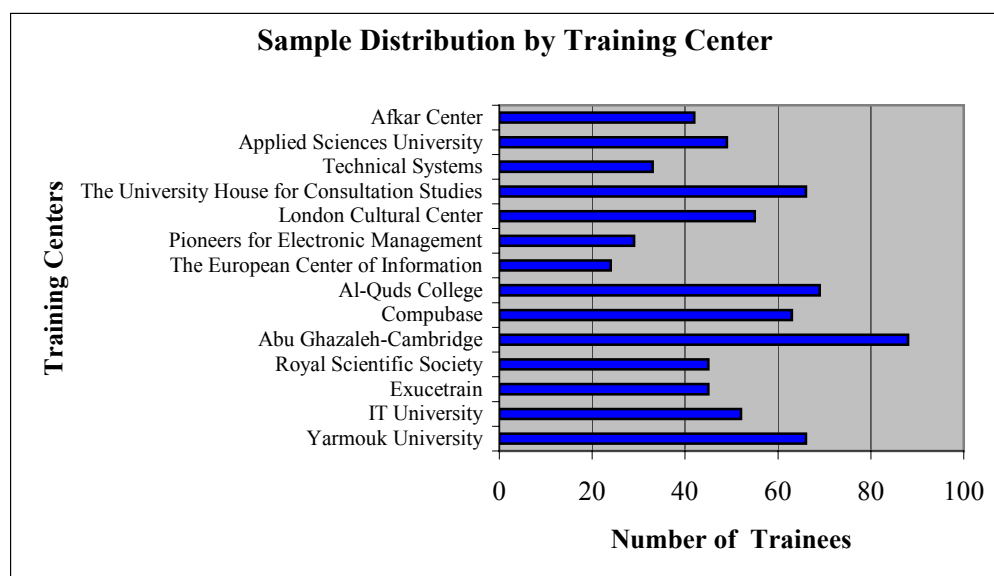
In addition to prompting the trainees to identify problems and offer suggestions for future enhancement of training, this form sought evaluation of training services, trainers, training courses, and linkage of course to the e-government concept and the expected role of employee in it. Several measuring criteria were devised for the evaluation of these topics. For each measuring criterion five positions on the evaluation scale were defined: Not acceptable, Weak, Good, Very Good, and Excellent and a grade was also given to each of the evaluation positions on the scale: 0 for Not Acceptable, 1 for Weak, 2 for Good, 3 for Very Good, and 4 for Excellent. This enabled the analysis of the gathered information in terms of percentage statistics as well as through an evaluation scoring process where the measuring criteria were scored based on a weighted average approach. In addition, an average score was calculated for the centers, trainers and training courses. This overall score was also grouped within ranges: A score of less than 2.5 was rated as Weak, 2.5 - 2.9 as Good, 3 - 3.5 as Very Good and above 3.5 as Excellent.

Reached Trainees Distribution

The 726 reached trainees frequented 14 training centers: Afkar Center, Applied Sciences Center, Technical Systems, The University for Consultation Studies, London Cultural Center, Pioneers for Electronic Management, The European Center for Information, Al-Quds College, Compubase, Abu Ghazaleh-Cambridge, Royal Scientific Society, Executrain, IT University and Yarmouk University. Nearly 32% of 701 trainees (remainder did not indicate)

were female employees at 25 governmental organizations. Forty-two (42) trainers were involved in administering the ICDL course at these 14 centers, 24% of which were female trainers.

Previous Experience in IT Among Trainees

A high percentage (65%) of the trainees have previous experience with computers and 71.1% have access to a computer at their workplace. More than half the trainees from all organizations reported that they have access to computers at their workplace. An exception was the Pension Fund Directorate, where only 40% of trainees reported that they have access to computers at work.

Training Services and Training Centers General Evaluation

The following criteria measured the evaluation of the training services and training centers:
1. Dealings of training center's staff
2. Training center location
3. Lighting in the training hall
4. Ventilation in the training hall
5. Efficiency of maintaining computer upon malfunctioning
6. Multimedia data show availability
7. Lighting in the training hall
8. Training material photocopy quality
9. Training material availability

Overall, all training centers were evaluated as very good. The lowest score went to Technical Systems at 2.8 (Good). Executrain received the highest evaluation with a score of 3.6. Training centers that ranked second were IT University, Abu Ghazaleh-Cambridge, Compubase, Al-Quds College and London Cultural Center. Ranking third are the Royal Scientific Society, The European Center of Information Technology and Afkar Center; Ranking fourth is Pioneers for Electronic Management; Ranking fifth are Yarmouk University and Applied Sciences University; Ranking sixth is the University House for Consultation Studies; Lastly, Technical Systems ranked seventh.

Center's Overall Average Score
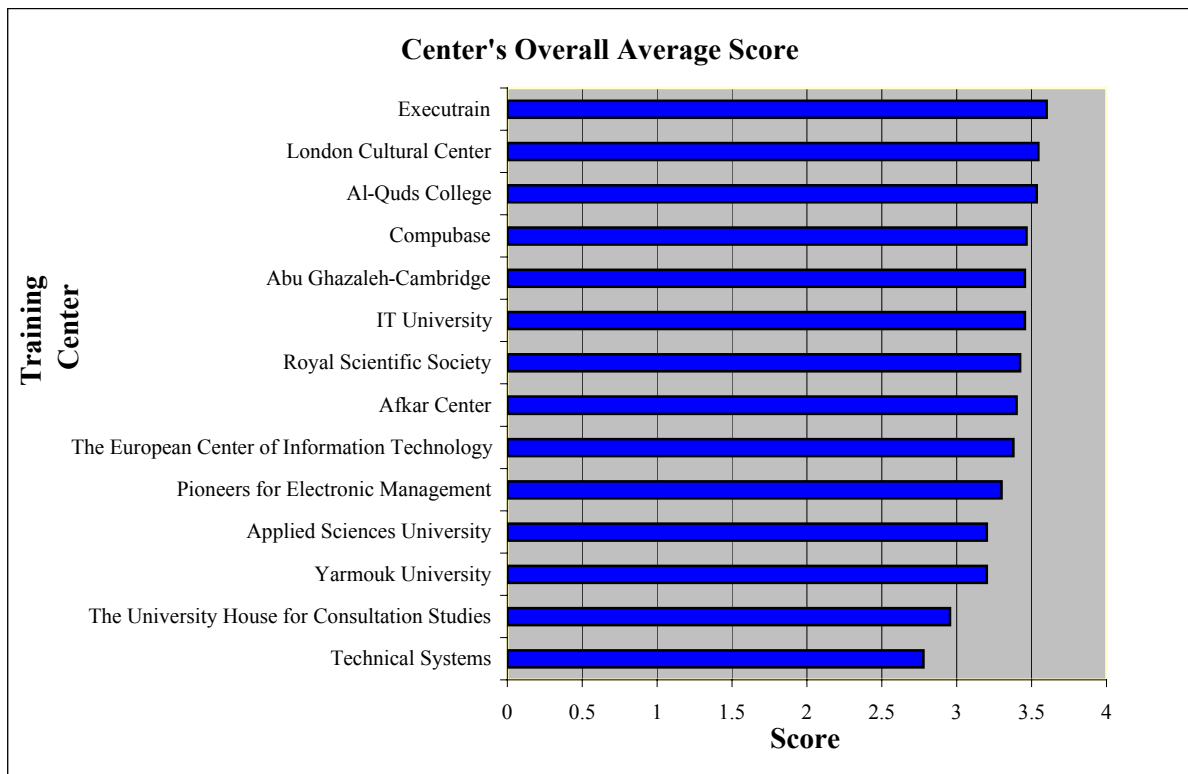
As for the training services and facilities, they were rated as very good overall. Photocopying quality of training material, and Lighting at centers' training halls received the highest overall scores of 3.5 (very good) while the overall lowest score of 3.1 (very good) went to efficiency of computers at centers.

Training Services and Facilities Overall Average Score
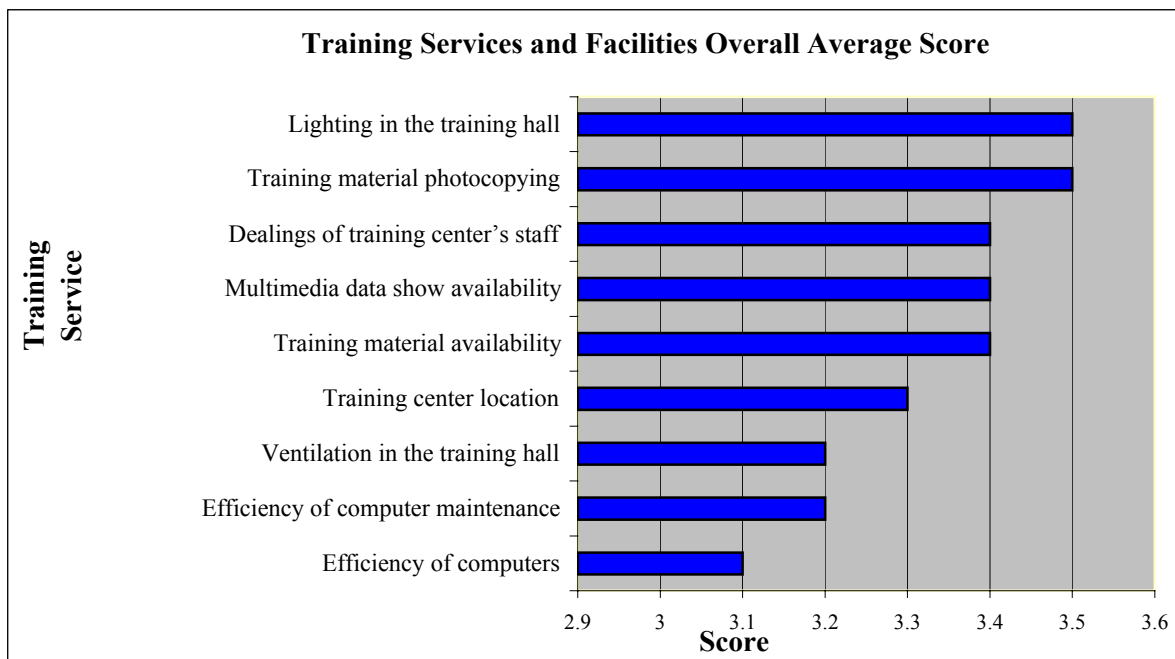
Evaluation of Trainers Pool

The following criteria measured the evaluation of trainers that have been administering the ICDL course at the 14 training centers:
1. Trainer offering practical examples that make learning easier
2. Proper use of course time by trainer
3. Trainer's ability to answer all questions asked
4. Encouragement of trainers' effective participation
5. Trainers' ability to encourage and provide incentives to trainees to learn
6. Trainers' adherence to course topics
7. Trainers' strength in training material and training
8. Proper structuring of training content, easy flow of presentation and integration of thoughts
9. Introducing the course contents and topics before start of training

Most trainers were able to answer all questions asked and have adhered to course topics which they have introduced at the start of the course. In fact, more than 81% of all trainees reported a general very good to excellent evaluation for all of the above mentioned trainers evaluation criteria.

Results show a successful selection of trainers. With the exception of Ismaeil Al-Rawashdeh, training at the University House for Consultation Studies, who was evaluated as weak with a score of 2.4, all trainers attained very good to excellent ratings (21 trainers received excellent rating and 19 received very good ratings). In summary, three trainers received an excellent evaluation score of 3.9; Alia Al-Shyoukhi, Foad Amawi and Tareq Younis. Seven trainers followed behind very closely with a score of 3.8. (Please note that Akram Zalloum received a score of 3.8 but was evaluated by only seven trainees). Please refer to Table 3-2 for more details.

Training Course Evaluation

Below are the criteria that measured the evaluation of the training course. There appeared a distinct evaluation variance of the topics that are related to the trainees themselves compared to those related to the course itself. Evaluation criteria such as:
- Extent of course achieving personal expectations
- Extent of personal benefits drawn from attending course
- Personal interest to know more about computer applications related to your work
- Extent of your acceptance and willingness to use computer applications at your work
- Course offered new information beneficial in streamlining and increasing effectiveness of job

have received an evaluation of very good to excellent by more than 49% of the trainees. While the criteria that relate to the course such as:
- Comprehensiveness of course
- Course material having appropriate number of training exercises
- Clear technical terms and understandable phrases
- Quality of translation and Arabic language
- Good balance between length of course and volume of offered material

have received an overall evaluation of very good to excellent by 72% of trainees. The lowest evaluation was for the balance between length of course and volume of offered material,

which received a weak score of 2.4 with nearly 21% of trainees reporting weak and unacceptable for course criteria.

Comparison Table of Training Course Material Evaluation Criteria

Evaluation	Topics									
	Comprehensiveness of course	Course material having appropriate number of training exercises	Clear technical terms and understandable phrases	Quality of translation and Arabic language	Good balance between length of course and volume of offered material	Course offered new information beneficial in streamlining and increasing effectiveness of job	Extent of your acceptance and willingness to use computers applications at your work	Personal interest to know more about computer applications related to your work	Extent of personal benefits drawn from attending course	Extent of course achieving my expectations
Not Acceptable	1.1%	0.8%	3.1%	3.5%	5.6%	1.7%	0.4%	0.6%	1.0%	1.3%
Weak	4.6%	7.3%	11.2%	10.2%	15.4%	3.9%	2.5%	1.5%	2.0%	5.2%
Good	21.8%	26.1%	28.3%	23.9%	29.0%	16.5%	12.4%	8.9%	10.3%	21.2%
Very Good	43.3%	39.9%	34.8%	33.5%	30.7%	35.4%	35.3%	26.5%	29.7%	42.0%
Excellent	29.2%	25.9%	22.7%	29.0%	19.2%	42.5%	49.4%	62.4%	57.0%	30.4%
Evaluation Score	2.9	2.8	2.6	2.7	2.4	3.1	3.3	3.5	3.4	3
No. of responses	716	714	715	708	713	715	711	716	717	714

Comparison of Phase I and Phase II Findings

Comparison of training services and facilities

The ***overall evaluation for training services and facilities*** improved since the previous ICDL study. Below table lists the highest and lowest scores for each criterion of the two evaluation studies:

Comparison Between *Training Services and Facilities* Criteria

Criteria	Phase I (10 centers)		Phase II (14 centers)	
	Highest Score	Lowest Score	Highest Score	Lowest Score
Training material availability	3.4	2.9	3.6	2.7
Training material photocopying quality	3.8	3.2	3.7	3.1
Multimedia/Data Show Availability	3.9	1.7	3.8	2.9
Efficiency of the computer used	3.6	2.4	3.5	2.2
Efficiency of computer maintenance	3.6	2.5	3.6	2.1
Ventilation in the training hall	3.8	2.5	3.6	2.1
Lighting in the training hall	3.9	2.9	3.8	2.3
Training center location	3.7	2.1	3.7	2.7
Dealing with training centers' staff and their handling of trainees' complaints	3.7	2.1	3.8	2.7
Overall Score	**3.1**		**3.3**	

Note: scores are rated as <2.5 weak, 2.5-2.9 good, 3.0-3.5 very good, > 3.5 excellent

The table shows that there was an overall improvement in training services and facilities evaluation since the previous study. The lowest score in Phase II being 2.2 (Weak) compared to 1.7 (Weak) in Phase I. *Multimedia data show availability* scored a low at 1.7 in Phase I study and a low at 2.9 (Good) in Phase II – a significant increase in score. This indicates that overall there is an increase in the evaluation criteria. *Training center location* and *Dealing of training centers' staff and their handling of trainees' complaints* both show that despite maintaining the same high score, there was an overall increase in their lowest evaluation scores. Their lowest scores went from Weak to Good. *Training material availability* scored a high of 3.6 in Phase II as opposed to a high of 3.4 in Phase I – raising the score from a Very Good to Excellent rating.

Comparison Between Same Training Centers

Five of the training centers in Phase I of the ICDL evaluation study were also included in the Phase II study. Overall, there was an increase for most criteria at the centers.

The following findings were noted:

- Despite Executrain ranking highest in both evaluation phases, it scored lower on a number of criteria than it had in the Phase I study. In Phase I it had obtained a top score of 3.7 and in Phase II it attained a score of 3.6 – a decrease in overall evaluation despite remaining within the excellent range.

- Compubase and IT University both ranked second highest in Phase II evaluation with an overall score of 3.5; Compubase remained at the same second rank but advancing from a score of 3.4 to 3.5, while IT University advanced to second from fourth in Phase I, increasing its score from 3.1 to 3.5.

- The Royal Scientific Society ranked third, dropping in rank from second in Phase I. Nonetheless its overall score remained the same at 3.4 (Very Good) in both Phase I and Phase II evaluation studies.

- Yarmouk University maintained the same rank at fifth in Phase II as it had in the previous evaluation study. Its overall evaluation score increasing from 3.0 to 3.2 still remaining in the Very Good range.

Comparison of Trainer Pool Evaluation

The 11 trainers who trained in both ICDL training courses, improved. Their overall evaluation scores have increased; the lowest evaluation score in Phase II was in the Very Good range whereas in Phase I the lowest was in the Weak evaluation range.

Three trainers maintained their overall evaluation score of 3.8 (Excellent), they are: Mohammad Al-Jamal, Hala Al-Sharif, and Hilal Abu-Sada. Six trainers improved their score, notably, Omaran Nazzal advanced from Weak to the lower Very Good range, Amer Al-Najjar advanced from Good to Very Good range, and Nuha Zaghari advanced from Very Good to Excellent range. On the other hand, two trainers received lower overall scores in Phase II; Samar Saead Hasan dropped from Excellent to Very Good and Abdullah Darwish dropped from Excellent to a high Very Good evaluation.

Comparison of Training Course Evaluation

Overall, improvement was noted for all training course evaluation criteria. The highest score in both studies was given to P*ersonal interest to know more about computer applications related to your work*, which received a score of 3.4 (Very Good) in Phase I and improved slightly to 3.5 (Excellent) in Phase II. While the lowest score in both studies was for *Good balance between length of course and volume of offered material* which received a score of 2.3 in Phase I and 2.4 in Phase II (both Weak).

Recommendations and Conclusions

Follow-up Trainee Focus Group
CDG proposes that focus group sessions be conducted with the trainees who passed the ICDL exam from the various organizations. This focus group will provide in-depth information of the effect of the ICDL training course on the trainees' use of the technology at the workplace and its effect in the application of e-government.

Separating Trainees on Basis of IT skills
Although in actual number the trainees suggesting beginners should be separated from those having IT experience was much lower in the Phase II study, it was clearly still an issue. It is again recommended that this matter be taken into account for future training programs and that those with very low or no previous IT skills undergo a basic IT orientation course prior to joining the ICDL training. This will uplift their IT knowledge and enable them to join more effectively in the class. Moreover, this will lessen the stress and the studying burden for certification of a brand new subject they know nothing about, and consequently reduce the feeling that the course length and volume are not matched.

On the same point, a concern still stands regarding the government organizations' choice of trainees. We recommend that trainees be selected with a maximum ceiling of IT knowledge, as ideally the objective would be to educate rather than to provide certification for the government employee.

Complaints of Training Center Service
Despite the overall Very Good evaluation of the training centers, there were still a few concerns of uncomfortable seating, small halls, old machines and generally the location of the center. This concern received the largest number of complaints from the list of problems faced by trainees (*see Table 5-1 Reported Problems by Trainees*). We suggest that a log is kept for complaints to be filed during the training sessions. This will ensure that the training centers' performance is up to standard and any problems could be tackled early on in the training.

Need for Practical Application of Taught Course Material
Another concern was the short period of training as opposed to the large amount of course material to cover. This in turn raised flags for other concerns: respondents suggested that there be more course practice and/or increase course material, provide more time for homework solving and that there be less theoretical work and more homework.

Lessons Learnt for Future Evaluation

A number of setbacks were faced due to the lack of resources provided for this survey. The limited man-hours meant that a stratified sampling considering organizations as a stratum could not be adopted. The time constraint also meant that adding additional questions to the initial evaluation survey form could not be made.

1
Background and Methodology

1.   Introduction and Background

The Ministry of Information and Communications Technology (MOICT) has taken on the task of training government employees on four modules of the International Computer Driver's License (ICDL). So far, two phases of training have taken place; the first consisting 1,040 persons and the second 1,343 persons. ICDL was first introduced to Jordan through the UNDP and UNESCO Regional Office in Cairo, and has been widely accepted in Jordan and elsewhere in the world. The ICDL has proved to be a highly effective vehicle for the promotion of computer literacy. The program's four modules, which introduce the trainee to IT and computer use, word processing and mathematical spreadsheet as well as internet and email, have been Arabized and distributed to the training providers contracted for the purpose of administering the training. Trainers have been given orientation and training of e-government and ICDL, and training coordinators from various ministries have been appointed to carry through with the needed training coordination.

A memorandum of understanding has been signed between the MOICT, UNESCO, and AMIR II program that ensures the support of AMIR II to the ICDL training efforts of MOICT. To date several stakeholders are engaged in the process, namely the MOICT, the PMO, and the first 20 government departments that would soon have the Secure Government Network (SGN) deployed at them.

This is the second evaluation study of Phase II ICDL training. The first evaluation was conducted during November 2002 and evaluated the first phase of ICDL training. Both evaluation studies are part of the assistance and support offered by AMIR II. It has been contracted to Community Development Group with the objective of carrying an evaluation of the ICDL program so far into the process, based on the feedback of the trainees themselves, and offering recommendations for enhancing the training process.

2.   Study Methodology

Sample Design
The sample surveyed was aimed at reaching at least 50% of trainees from each training center as well as cover all 42 trainers. The surveyors managed to visit all 14 training centers. 726 trainees from 25 organizations were evaluated, comprising 57% of the population that were initially offered training.

Center	No. of Trainees	No. of Trainers	Targeted Sample Size	Sampled	Sampled %
Abu Ghazaleh-Cambridge	198	4	99	88	44%
Afkar Center	73	2	37	42	58%
Al-Quds College	128	4	64	69	54%
Applied Sciences University	86	4	43	49	57%
Compubase	84	3	42	63	75%
Executrain	108	2	54	45	42%
IT University	116	3	58	52	45%
London Cultural Center	83	3	42	55	66%
Pioneers for Electronic Management	87	2	44	29	33%
Royal Scientific Society	54	3	27	45	83%
Technical Systems	75	2	37.5	33	44%
The European Center of Information Technology	63	2	32	24	38%
The University House for Consultation Studies	74	4	37	66	89%
Yarmouk University	105	4	53	66	63%
Actual Total					
14	**1334**	**42**	**-**	**-**	**57%**

Evaluation Form

The evaluation form was designed by the Ministry of Information and Communications Technology in cooperation with CDG. It sought evaluation of training services, trainers, training course, and linkage of course to the e-government concept and the expected role of the employee in it. Trainees were also prompted to identify problems and offer suggestions for future enhancement of training. It should be noted that the questionnaire did not include the previously asked question relating to *perceived role of e-government*. This question was withdrawn because it yielded ambiguous answers during Phase I evaluation.

Several measuring criteria were devised for the evaluation of the training services, trainers, and training course. For each measuring criterion five positions on the evaluation scale were defined: Not Acceptable, Weak, Good, Very Good, and Excellent. The trainee was asked to mark one only.

Field Work

Four surveyors undertook the task of visiting the 14 centers providing the ICDL training. They visited all training centers for both schedules: The one offered on Mondays, Wednesdays and Saturdays, and the other on Sundays, Tuesdays, and Thursdays.

A number of difficulties were faced in reaching at least 50% of trainees from each training center. Firstly, at the time of the survey, two centers were caught during examinations and the start of a new course; The European Center of Information Technology and Abu Ghazaleh-Cambridge. This meant a number of students had finished their exams early and were not present for questioning. Also, those starting a new course were not familiar enough with the trainer or the course to qualify for evaluating. In addition, one trainer at Pioneers for

Electronic Management fell ill during a length of the course, which meant a number of trainees were not familiar enough to participate in the survey and complete the questionnaire. This qualified 15 trainees attending the session at Pioneers for Electronic Management.

All training centers were informed of the evaluation to be conducted and as such each surveyor was allowed to distribute the evaluation form among the trainees attending the class. The surveyor went over the form with the trainees, explained the questions, allowed time for trainees to fill it out and then collected the form. The course instructor and any of the center's staff were asked to leave the room in order to allow an environment for proper feedback.

Evaluation Form Checking and Coding
Data Checking - Every form was reviewed for completeness. All completed surveys were then assigned serial numbers. Open-ended answers were coded and the responses tabulated. Coding tables were kept for each open-ended question.

Data Entry and Validation - After complete checking of the questionnaire, its coded information was entered digitally into a spreadsheet format. After complete entry of all filled questionnaires, validation of the entered information took place where each questionnaire was double checked for correct data entry. Also logical data entry crosschecks were done.

By the end of this phase, cleaned data sets were ready for analysis by Software statistical package (SPSS software).

Statistical Analysis and Evaluation Scoring
Several measuring criteria were devised for the evaluation of training services, trainers, training course, and linkage of course to the e-government concept and the expected role of employee in it. For each measuring criterion five positions on the evaluation scale were defined: Not Acceptable, Weak, Good, Very Good, and Excellent and a grade was also given to each of the evaluation positions on the scale: 0 for Not Acceptable, 1 for Weak, 2 for Good, 3 for Very Good, and 4 for Excellent. This enabled the analysis of the gathered information in terms of percentage statistics as well as through an evaluation scoring process.

Statistical Analysis - This task included planning the analysis and the required statistical results in terms of frequency of responses, and cross-tabulation of results. Based on this plan a program for the statistical analysis was written using the SPSS software and the statistics were produced for each measuring criteria of evaluation of training services, trainers, training courses, and linkage of course to the e-government concept and the expected role of employee in it.

Evaluation Scoring – Based on the above mentioned grading system the measuring criteria were scored based on a weighted average approach using the frequency of each evaluation position response and its grade. Also a total average score was calculated for the centers, trainers and training courses. In addition the scores were grouped within ranges: A score of less than 2.5 was rated as Weak, 2.5 to 2.9 as Good, 3 to 3.5 as Very Good and above 3.5 as Excellent.

2
Results and Recommendations

1.   General Information

1.1   Sample Characteristics

A total of 726 trainees from twenty-five organizations were reached in this survey. This constitutes nearly 57% of the population of trainees attending the offered ICDL training course.

Please refer to Appendix A for distribution of the reached trainees by organization.

The bar chart below shows the reached trainees distribution by training centers. In summary, trainees were frequenting 14 IT Training Centers:

1.   The European Center of Information Technology
2.   Pioneers for Electronic Management
3.   Technical Systems
4.   Afkar Center
5.   Royal Scientific Society
6.   Executrain
7.   Applied Sciences University
8.   IT University
9.   London Cultural Center
10. Compubase
11. Yarmouk University
12. The University House for Consultation Studies
13. Al-Quds College
14. Abu Ghazaleh-Cambridge

Sample Distribution by Training Center
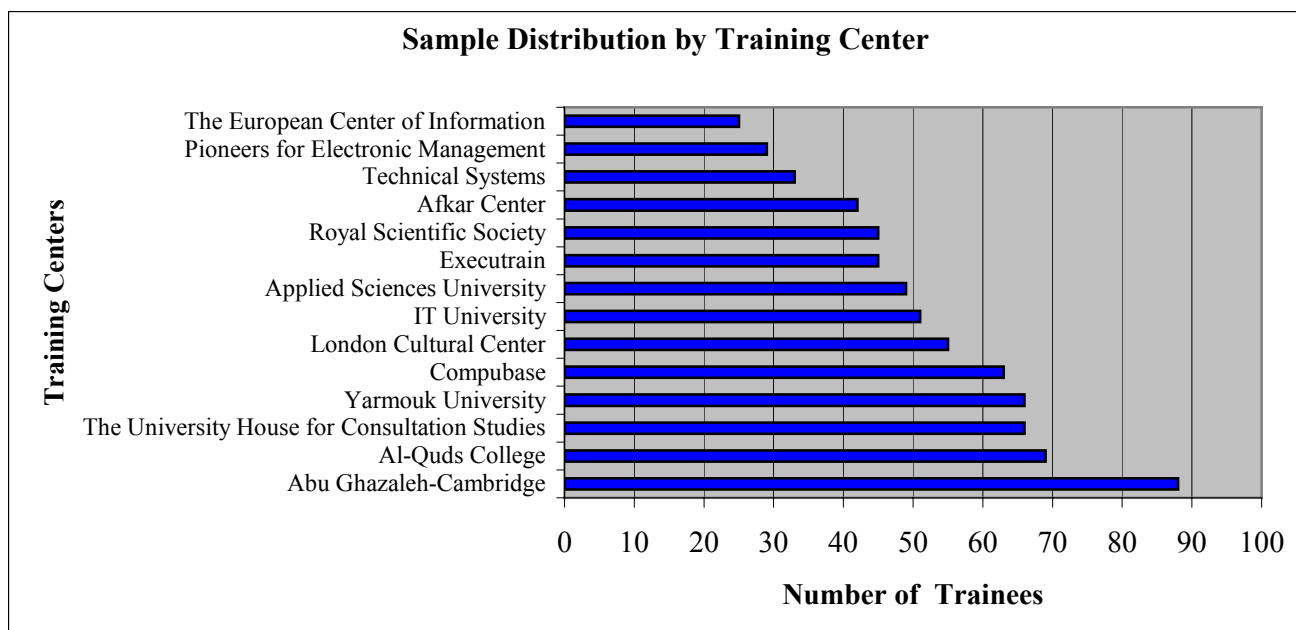
1.2   Sample Gender Characteristics

Of the 726 trainees, 693 indicated their name and gender; nearly 32% of these respondents (221 trainees) were female employees. The bar chart below indicates the distribution of the sample trainees by their gender and organization. It shows that the Department of Statistics had 100% female trainees; Ministry of Finance-Customs Department had 89%; and the Postal Savings Fund more than 70% female trainees. The chart also shows that the sample trainees from the Jordan Industrial Estate Corporation and Ministry of Interior were all male. There were more than 92% male at the Directorate of Public Security and 90% at the Pension Fund Directorate. Of the 25 organizations, 10 organizations had more than 50% female trainees.

Sample Distribution by Organization and Gender
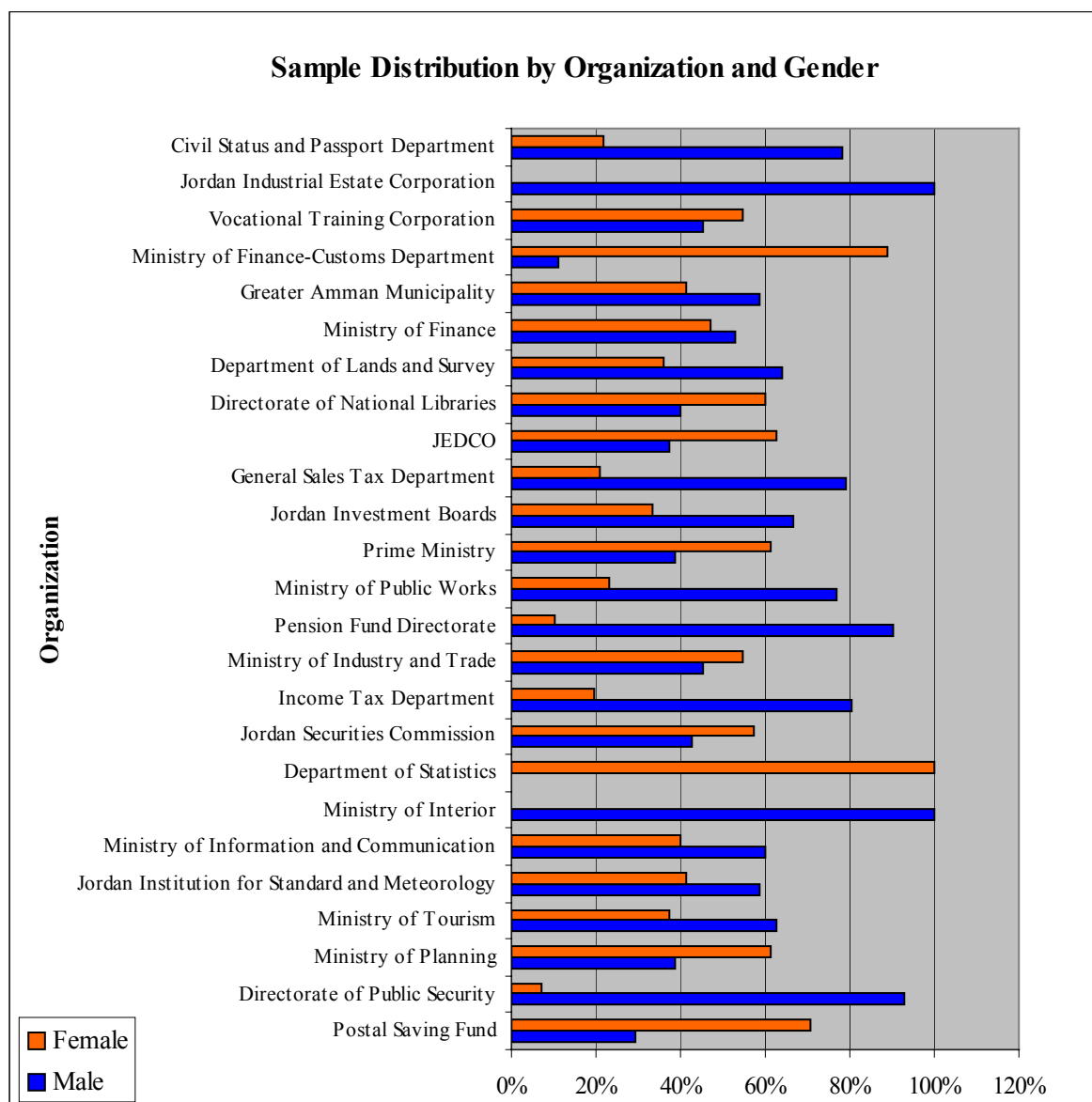
The following bar chart shows the distribution of the sample according to gender indicating the percentage of females frequenting the training centers. Only the Applied Sciences University had a majority of female attendees, with 63%. The rest of the female attendees constituted no more than 42% at other training centers, based on this sample.

Sample Distribution by Training Center and Gender
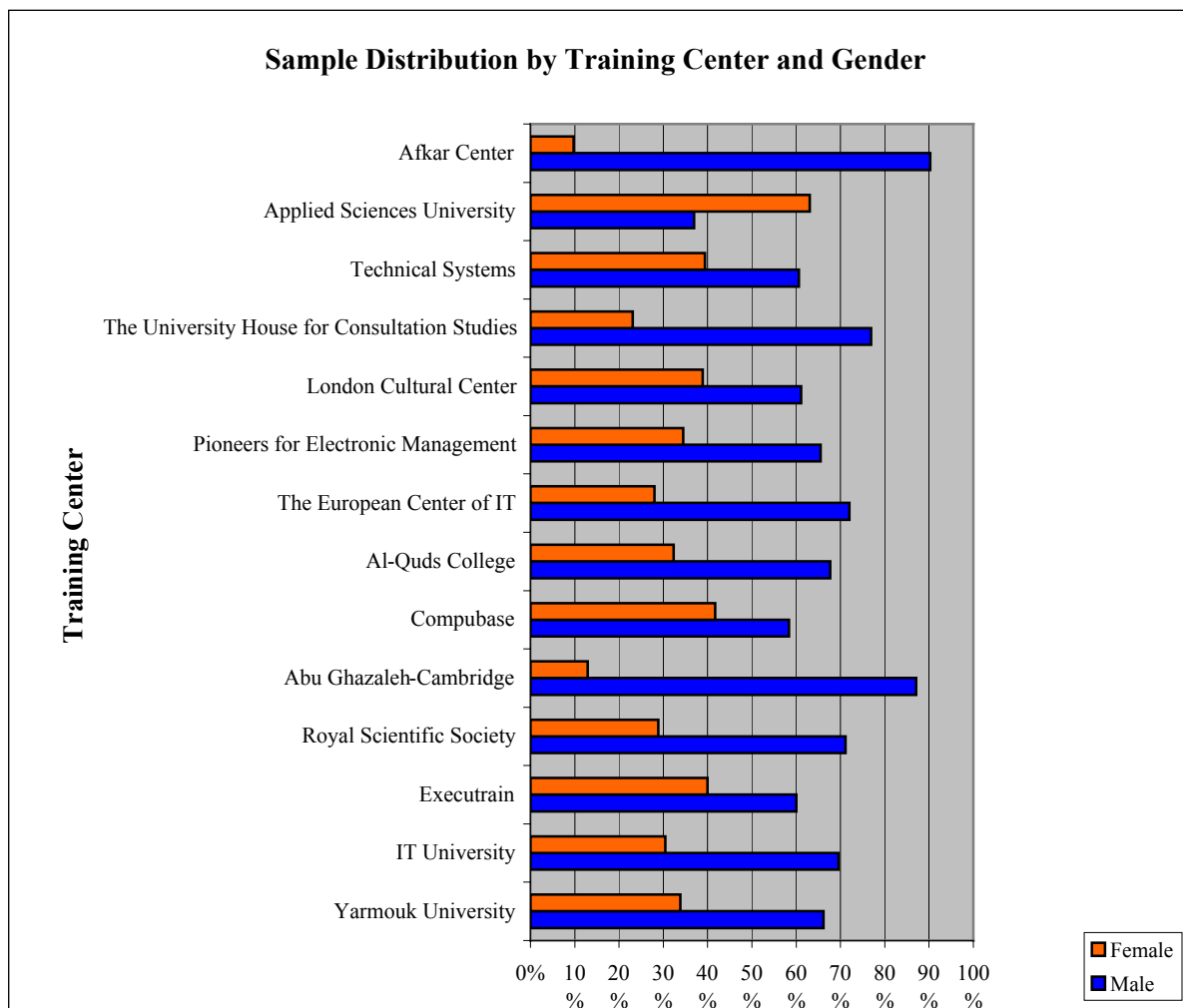
Please refer to Annex A for further Sample Distribution and Gender Statistics

1.3   Trainers and Training Centers General Information

Forty-two (42) trainers were involved in administering the ICDL course at the 14 centers, 24% of which were female trainers. Table below lists the number of reached trainees that were trained by each trainer, and the center at which they were trained.

Table 1-1 Trainers General Information

	Trainers	Training Center	No. of Trainees
1	Laith Farouki	Abu Ghazaleh-Cambridge	34
2	Foad Amawi	Executrain	30
3	Samer Abd Raboh	The University House for Consultation Studies	29
4	Ghadeer Kamal Barhoumeh	London Cultural Center	27
5	Amira Batayneh	IT University	27
6	Firas Al-Amourin	Afkar Center	25
7	Firas Hanandeh	Yarmouk University	24
8	Hala Al-Sharif	Compubase	23
9	Ala Yaseen	Abu Ghazaleh-Cambridge	22

Continued…

	Trainers	Training Center	No. of Trainees
10	Ehab Daoud Asfour	Abu Ghazaleh-Cambridge	21
11	Nuha Zaghari	Compubase	20
12	Adnan Kamal	Compubase	20
13	Haitham Allian	Technical Systems	19
14	Mohammad Nasrallah	Al-Quds College	18
15	Suhaib Jaber	Al-Quds College	18
16	Abdullah Darwish	Royal Scientific Society	18
17	Maen Haddad	Yarmouk University	17
18	Amer Al-Najar	Al-Quds College	17
19	Abd Al-Muti Mujahed	The European Center of Information Technology	17
20	Alia Al-Shyoukhi	Afkar Center	17
21	Dima Al-Assaf	Al-Quds College	16
22	Omar Ayad	Pioneers for Electronic Management	16
23	Iyad Dassouki	Royal Scientific Society	16
24	Tareq Younis	London Cultural Center	15
25	Mohammad Al-Jamal	Executrain	15
26	Husam Serdah	IT University	15
27	Mustafa Saadat	The University House for Consultation Studies	15
28	Shireen Oweiss	Technical Systems	14
29	Omran Nazal	Applied Sciences University	14
30	Nidal Abu Tarboush	Yarmouk University	13
31	Radwan Ayoub	London Cultural Center	13
32	Basel Maqableh	Pioneers for Electronic Management	13
33	Maher Habash	Applied Sciences University	13
34	Fadwa Hammoudeh	The University House for Consultation Studies	12
35	Mohammad Mheidat	Yarmouk University	12
36	Samar Saead Hasan	Royal Scientific Society	11
37	Najah Ayyad	Abu Ghazaleh-Cambridge	11
38	Samer Barakat	Applied Sciences University	11
39	Abdulrahman Abu Al-Rish	Applied Sciences University	11
40	Hilal Abu Sada	IT University	10
41	Ismaeil Al-Rawashdeh	The University House for Consultation Studies	10
42	Akram Zalloum	The European Center of Information Technology	7
	No. of Respondents		726

Please note that Akram Zalloum from The European Center for Information Technology was evaluated by less than ten trainees; two trainers are evaluated by ten trainees, while the remaining 40 trainers are evaluated between 11 and 34 trainers.

1.4   Trainees Experience With Computers

Over half of the trainees have previous experience with computers as well as having access to a computer at their workplace. The following two pie charts show that 65% of the trainees indicated that they have some sort of previous experience with computers; and that around 72% of the trainees indicated that they have access to a computer at their workplace.

Trainees With Previous Experience in Computers
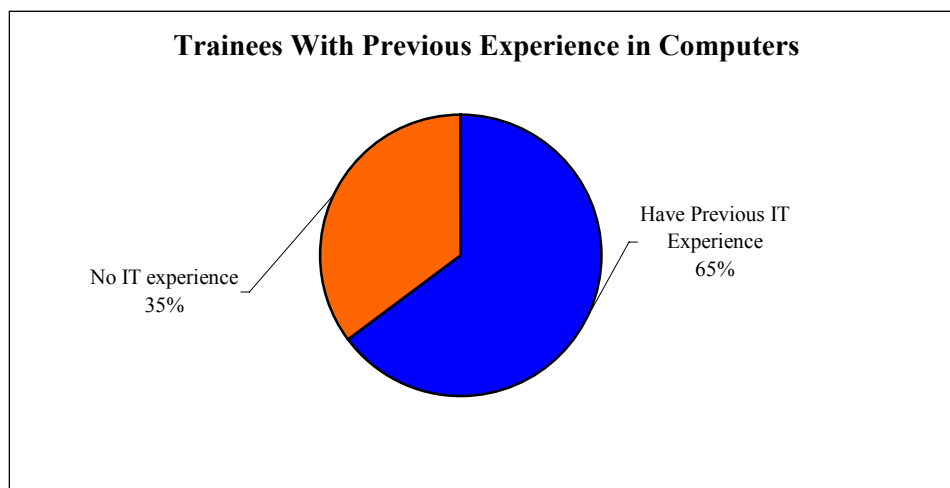
Note: 649 total respondents

Trainees With Access to Computers at Work
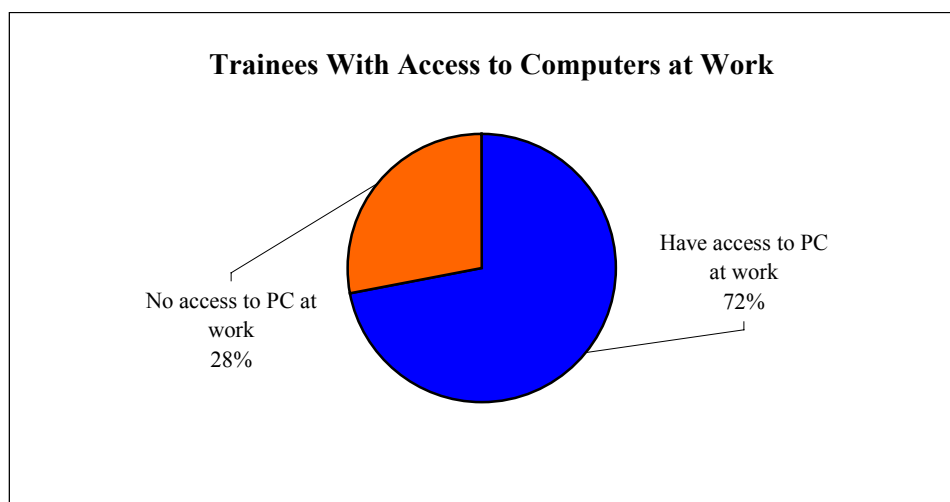
Note: 650 total respondents

Looking closely at the previous IT experience of trainees from each organization, the following two bar charts point out that more than half the trainees from the 25 organizations have previous experience with computers. In fact, all respondents at the Ministry of Planning, Department of Statistics and Vocational Training Corporation have previous experience with computers. On the other hand, around 52% of the Postal Saving Fund trainees and half the trainees from the Directorate of National Libraries reported they have not had any previous experience with computers.

Also, the majority indicated they did have access to computers at the workplace. However, 60% of trainees at the Pension Fund Directorate and nearly 46% of the Income Tax Department trainees do not have access to a computer at their workplace.

Previous Experience With Computers by Organization

Legend: ■ Have previous experience with computers ■ No previous experience with computers

Access to Computers at Work by Organization

Legend: ■ Access to computers at work ■ No access to computers at work
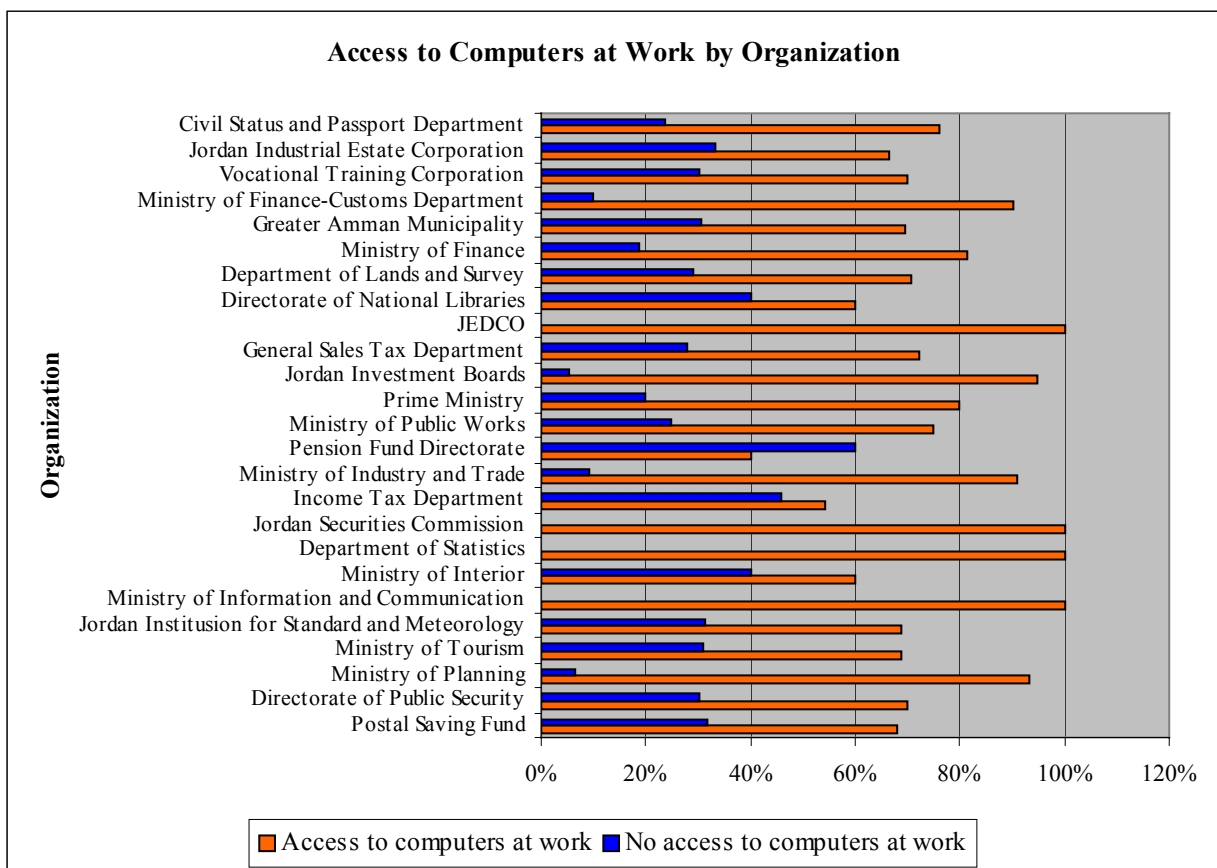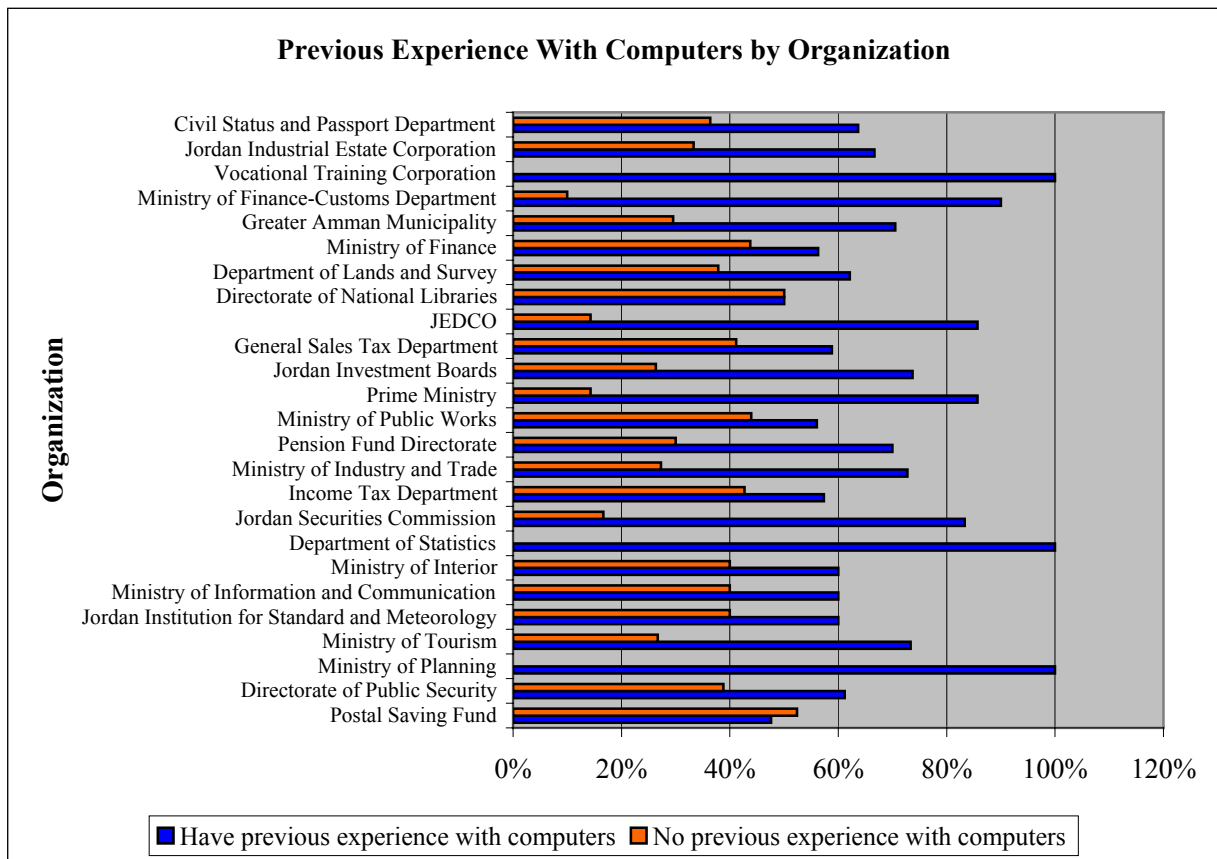
2.   Training Services and Facilities Evaluation

2.1   Overall Evaluation of Training Services and Facilities

The following table and bar chart indicate the overall evaluation of the training services at all centers as given by all trainees. They show that more than 76% of the trainees reported an evaluation of very good to excellent for all of the following training services.

1.   Training material availability
2.   Training material photocopying quality
3.   Multimedia data show availability
4.   Efficiency of the computer used
5.   Efficiency of computer maintenance
6.   Ventilation in the training hall
7.   Lighting in the training hall
8.   Training center location
9.   Dealing of training centers' staff and their handling of trainees' complaints

Table 2-1 - Overall Evaluation of Training Services

Evaluation	Topics								
	Training material availability	Training material photocopying	Multimedia data show availability	Efficiency of computers	Efficiency of computer maintenance	Ventilation in the training hall	Lighting in the training hall	Training center location	Dealings of training center's staff
Not Acceptable	1.1%	0.7%	2.2%	1.5%	1.0%	3.2%	0.8%	1.9%	1.0%
Weak	2.1%	1.0%	2.9%	6.6%	5.0%	5.0%	1.9%	1.7%	3.1%
Good	10.4%	10.2%	9.6%	15.6%	16.5%	12.0%	7.9%	14.1%	10.3%
Very Good	23.1%	25.4%	21.5%	31.5%	29.8%	27.0%	24.9%	24.9%	23.2%
Excellent	63.3%	62.7%	63.8%	44.7%	47.8%	52.8%	64.4%	57.3%	62.5%
No. of Responses	723	724	712	723	699	722	722	722	720

The highest response received for Very Good to Excellent evaluation was for *lighting in the training hall* by around 89% of trainees.

Overall Evaluation of Training Services
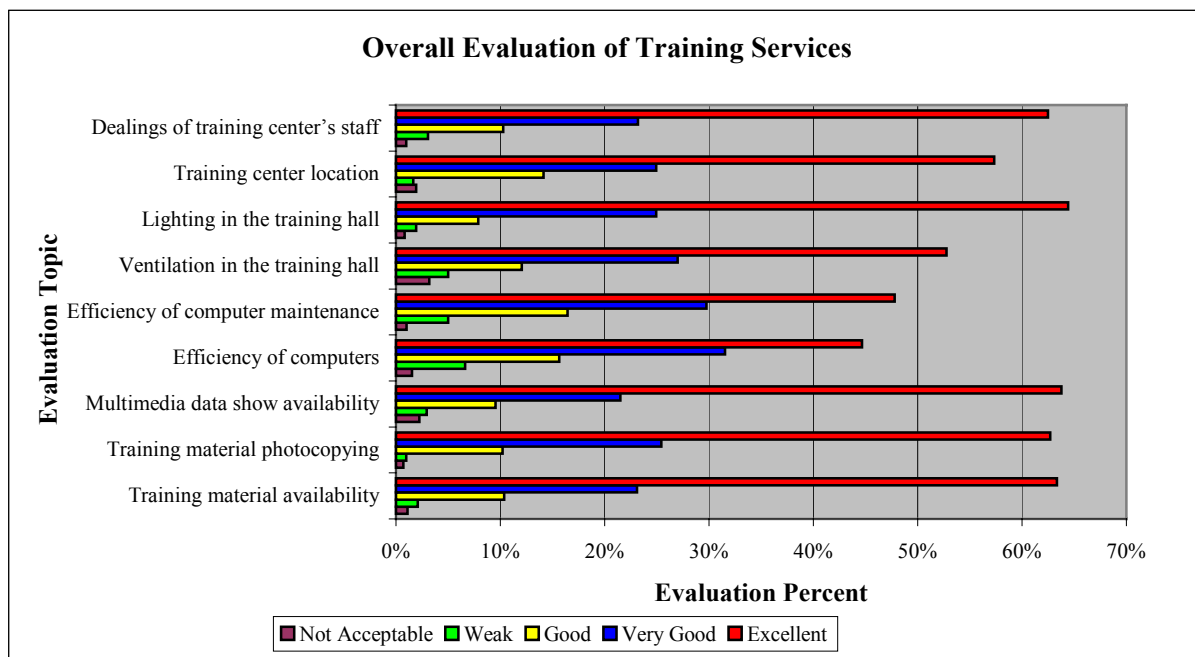
2.2   Detailed Evaluation of Training Centers

Training Centers

Table 2-2 below details the score attained by each center for every criterion of measurement as well as the overall average score for each center. In summary, all centers maintained a Very Good rating with an overall score at 3.4. Moreover, it may be deduced that the top center is Executrain with an Excellent rating with a score of 3.6 followed by the centers of IT University, Abu Ghazaleh-Cambridge, Compubase, Al-Quds College and the London Cultural Center, all attaining a Very Good rating with a score of 3.5.

Table 2-2 below also provides details of the supporting evaluation topics, namely: availability of hospitality services, air-conditioning, and comfortable seating at the centers. More than 92% of the trainees reported positively on the efficient availability of hospitality with 100% at Abu Ghazaleh-Cambridge. Following in this service are Executrain, Applied Sciences University, and Al-Quds College, respectively.

Comfortable seating also received overall positive satisfaction by 89% of trainees but Technical Systems and Applied Sciences University received the lowest evaluation at 70% and 76.6% consecutively. Executrain and Pioneers for Electronic Management received 100% evaluation ratings. Also, despite the fact that over 90% of trainees reported overall air-conditioning availability, Technical Systems seemed somewhat of a problem, followed by Yarmouk University to a lesser extent. Compubase and Al-Quds College received 100% evaluation ratings on air-conditioning availability.

Table 2-2 Training Centers Evaluation Scoring Sheet

Training Center	Attained Score per Topic										Supporting Evaluation Topics		
	Training material availability	Training material photocopying	Multimedia data show availability	Efficiency of computers	Efficiency of computer maintenance	Ventilation in the training hall	Lighting in the training hall	Training center location	Dealings of training center's staff	Center's Overall Average	Availability of hospitality services	Availability of air-conditioning	Availability of comfortable seating
											Percentage of Affirmative Answers		
Yarmouk University	3.6	3.5	3.6	2.7	2.6	2.6	3.3	3.4	3.5	3.2	86.2%	76.2%	82.8%
IT University	3.6	3.7	3.2	3.2	3.4	3.4	3.6	3.4	3.6	3.5	92.0%	94.0%	88.0%
Executrain	3.6	3.5	3.8	3.5	3.4	3.4	3.8	3.6	3.8	3.6	97.8%	95.6%	100.0%
Royal Scientific Society	3.4	3.7	3.5	3.2	3.5	3.5	3.6	3	3.4	3.4	95.5%	97.7%	95.5%
Abu Ghazaleh-Cambridge	3.6	3.5	3.6	3.5	3.2	3.2	3.6	3.4	3.5	3.5	100.0%	90.0%	98.7%
Compubase	3.6	3.5	3.4	3.2	3.5	3.5	3.6	3.6	3.3	3.5	96.8%	100.0%	92.1%
Al-Quds College	3.6	3.5	2.9	3.5	3.6	3.6	3.7	3.7	3.7	3.5	97.0%	100.0%	81.2%
The European Center of Information Technology	3.5	3.4	3.8	3.4	3	3	3.5	3.3	3.5	3.4	83.3%	91.7%	79.2%
Pioneers for Electronic Management	3.3	3.5	3.7	3	3.2	3.2	3.5	3.2	3.1	3.3	93.1%	82.1%	100.0%
London Cultural Center	3.6	3.1	3.7	3.4	3.6	3.6	3.8	3.4	3.7	3.5	94.2%	98.0%	92.3%
The University House for Consultation Studies	2.7	3.1	2.9	2.2	3.1	3.1	3.3	3.1	3.1	3	87.5%	96.9%	95.3%
Technical Systems	3.1	3.5	3.2	2.9	2.1	2.1	2.3	3.1	2.7	2.8	83.9%	53.3%	70.0%
Applied Sciences University	3.5	3.5	3.6	2.7	3.1	3.1	3.5	2.7	3.1	3.2	93.6%	97.9%	76.6%
Afkar Center	3.5	3.5	3.4	3.2	3.3	3.3	3.5	3.4	3.5	3.4	88.1%	90.2%	95.2%
Overall Average	3.4	3.5	3.4	3.1	3.2	3.2	3.5	3.3	3.4	**3.3**	**92.1%**	**90.3%**	**89.1%**

Note: scores are rated as <2.5 weak, 2.5-2.9 good, 3.0-3.5 very good, >3.5 excellent

Overall, all training centers were evaluated as Very Good. The lowest score went to Technical Systems at 2.8 (Good). Executrain received the highest evaluation with a score of 3.6. Training centers that ranked second were IT University, Abu Ghazaleh-Cambridge, Compubase, Al-Quds College and London Cultural Center. Ranking third are the Royal Scientific Society, The European Center of Information Technology and Afkar Center; Ranking fourth is Pioneers for Electronic Management; Ranking fifth are Yarmouk

University and Applied Sciences University; Ranking sixth is the University House for Consultation Studies; Lastly, Technical Systems ranked seventh.

Center's Overall Average Score

Training Center	Score
Executrain	3.6
London Cultural Center	3.55
Al-Quds College	3.55
Compubase	3.5
Abu Ghazaleh-Cambridge	3.5
IT University	3.5
Royal Scientific Society	3.45
Afkar Center	3.4
The European Center of Information Technology	3.4
Pioneers for Electronic Management	3.3
Applied Sciences University	3.2
Yarmouk University	3.2
The University House for Consultation Studies	2.95
Technical Systems	2.8
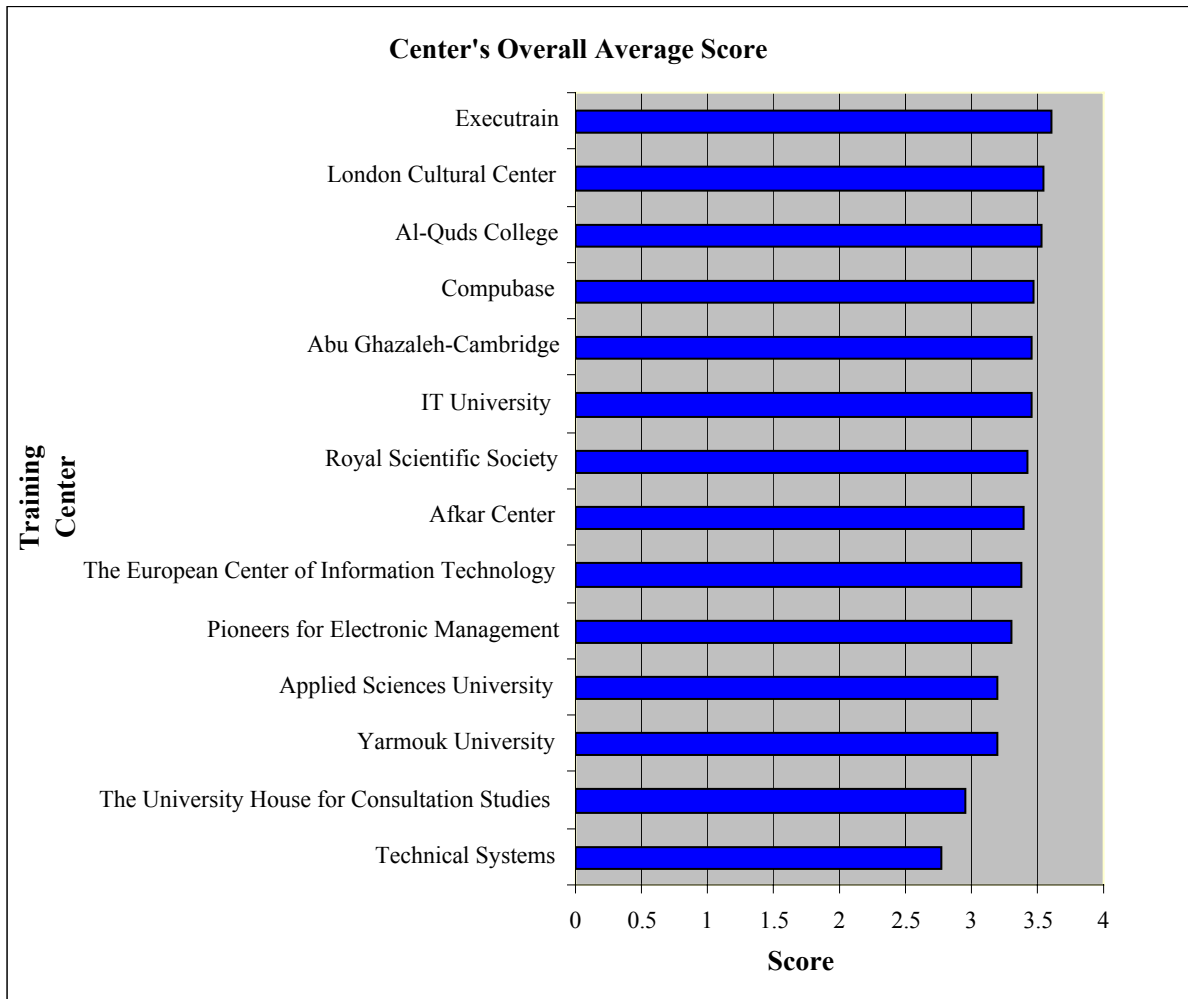
2.3   Detailed Evaluation of Training Services and Facilities in Centers

Overall Evaluation of training services

Overall training services and facilities were rated as Very Good. *Photocopying quality of training material*, and *Lighting at centers' training halls* received the highest overall scores of 3.5 (Very Good) while the overall lowest score of 3.1 (Very Good) went to efficiency of computers at centers. The chart below shows an overall comparison of these services.

Training Services and Facilities Overall Average Score

Training Service	Score
Lighting in the training hall	3.5
Training material photocopying	3.5
Dealings of training center's staff	3.4
Multimedia data show availability	3.4
Training material availability	3.4
Training center location	3.3
Ventilation in the training hall	3.2
Efficiency of computer maintenance	3.2
Efficiency of computers	3.1
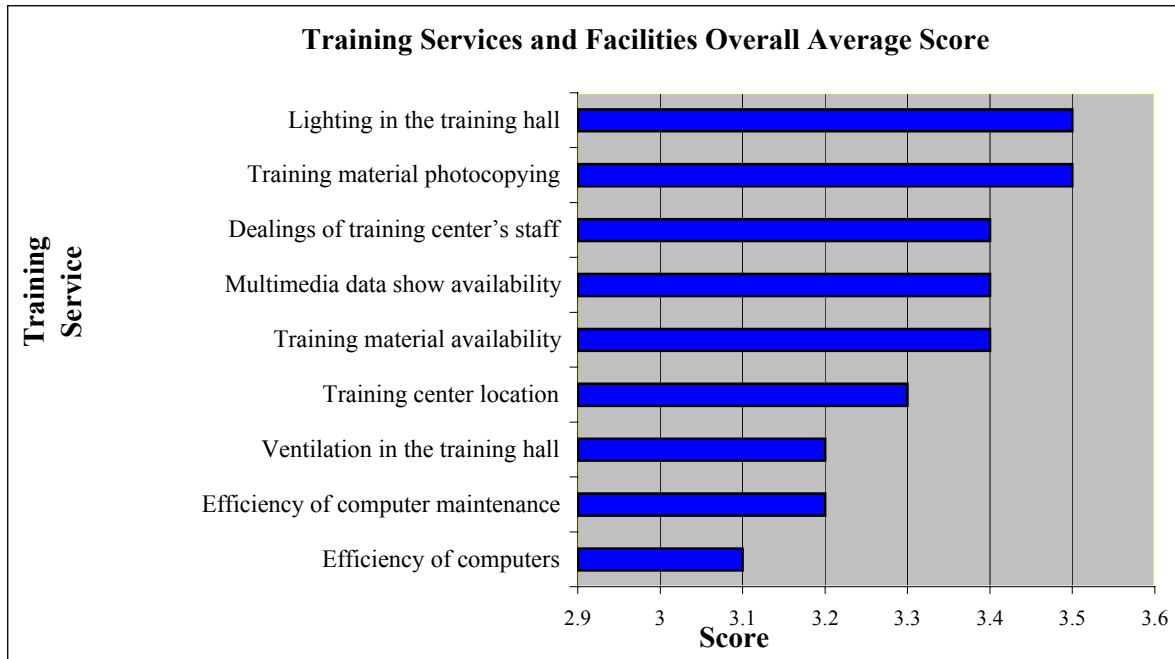
Availability of the Training Material

Availability of the training material received a Very Good rating at all centers with an overall score of 3.4. Executrain, IT University, Yarmouk University, Abu Ghazaleh-Cambridge, Compubase, Al-Quds College and London Cultural Center attained the highest evaluation scores with Excellent ratings of 3.6. Trainees gave the lowest score of 2.7 (Good) to The University House for Consultation Studies for this criterion.

Training Center	Score	Not Acceptable	Weak	Good	Very Good	Excellent	Total no. of Respondents
		Training Material Availability Evaluation Percentage					
Yarmouk University	3.6		1.5%	9.1%	21.2%	68.2%	66
IT University	3.6		2.0%	3.9%	23.5%	70.6%	51
Executrain	3.6			11.1%	15.6%	73.3%	45
Royal Scientific Society	3.4		2.2%	13.3%	26.7%	57.8%	45
Abu Ghazaleh-Cambridge	3.6		1.1%	3.4%	31.8%	63.6%	88
Compubase	3.6		1.6%	9.5%	15.9%	73.0%	63
Al-Quds College	3.6			11.6%	20.3%	68.1%	69
The European Center of Information Technology	3.5		4.2%	12.5%	8.3%	75.0%	24
Pioneers for Electronic Management	3.3	3.4%		13.8%	31.0%	51.7%	29
London Cultural Center	3.6	1.8%		5.5%	20.0%	72.7%	55
The University House for Consultation Studies	2.7	7.7%	10.8%	16.9%	30.8%	33.8%	65
Technical Systems	3.1	3.0%	3.0%	30.3%	12.1%	51.5%	33
Applied Sciences University	3.5		2.1%	10.4%	22.9%	64.6%	48
Afkar Center	3.5			7.1%	31.0%	61.9%	42
Overall Average	3.4						

Note: scores are rated as <2.5 weak, 2.5-2.9 good, 3.0-3.5 very good, > 3.5 excellent

Photocopying Quality of Training Material

Training material photocopying quality received a Very Good overall evaluation with the highest score of 3.7 (Excellent) at the Royal Scientific Society and IT University where 76% and 71% of trainees consecutively, rated the service as Excellent. The lowest score of 3.1 for this criterion was received at London Cultural Center and The University House for Consultation Studies. Overall, the criterion received an overall Very Good score of 3.5.

Training Center	Score	Training Material Photocopying Quality Evaluation Percentage					Total no. of Respondents
		Not Acceptable	Weak	Good	Very Good	Excellent	
Yarmouk University	3.5			17.3%	15.4%	67.3%	66
IT University	3.7			4.4%	24.4%	71.1%	52
Executrain	3.5			15.9%	22.7%	61.4%	45
Royal Scientific Society	3.7		1.1%	2.3%	20.5%	76.1%	44
Abu Ghazaleh-Cambridge	3.5		3.2%	6.3%	25.4%	65.1%	88
Compubase	3.5	1.5%	1.5%	10.3%	23.5%	63.2%	63
Al-Quds College	3.5			8.3%	29.2%	62.5%	68
The European Center of Information Technology	3.4	3.4%		6.9%	34.5%	55.2%	24
Pioneers for Electronic Management	3.5	1.8%		7.3%	29.1%	61.8%	29
London Cultural Center	3.1		1.5%	22.7%	39.4%	36.4%	55
The University House for Consultation Studies	3.1	3.0%	3.0%	21.2%	27.3%	45.5%	66
Technical Systems	3.5		2.0%	10.2%	20.4%	67.3%	33
Applied Sciences University	3.5		0.0%	11.9%	26.2%	61.9%	49
Afkar Center	3.5	0.7%	1.0%	10.2%	25.4%	62.7%	42
Overall Average	3.5						

Note: scores are rated as <2.5 weak, 2.5-2.9 good, 3.0-3.5 very good, > 3.5 excellent

Multimedia Data Show Availability
Availability of multimedia data show was evaluated best at Executrain and The European Center of Information Technology where more than 80% of the trainees rated it as Excellent, raising its score to 3.8. Pioneers for Electronic Management and London Cultural Center followed with a score of 3.7. The lowest score attained for this criterion was at The University House for Consultation Studies and Al-Quds College at 2.9 (Good). Overall, the criterion received an overall Very Good score of 3.4.

| Training Center | Score | Multimedia Data Show Availability | | | | | Total no. of Respondents |
		Not Acceptable	Weak	Good	Very Good	Excellent	
Yarmouk University	3.6		3.1%	7.8%	17.2%	71.9%	64
IT University	3.2	3.8%	5.8%	11.5%	26.9%	51.9%	52
Executrain	3.8				18.2%	81.8%	44
Royal Scientific Society	3.5		2.3%	13.6%	13.6%	70.5%	44
Abu Ghazaleh-Cambridge	3.6		1.1%	4.5%	22.7%	71.6%	88
Compubase	3.4	1.7%	1.7%	15.3%	16.9%	64.4%	59
Al-Quds College	2.9	14.9%	4.5%	7.5%	22.4%	50.7%	67
The European Center of Information Technology	3.8				16.7%	83.3%	24
Pioneers for Electronic Management	3.7			3.4%	27.6%	69.0%	29
London Cultural Center	3.7	1.9%		5.6%	13.0%	79.6%	54
The University House for Consultation Studies	2.9	1.5%	10.8%	23.1%	29.2%	35.4%	65
Technical Systems	3.2		6.5%	12.9%	35.5%	45.2%	31
Applied Sciences University	3.6		2.0%	8.2%	20.4%	69.4%	49
Afkar Center	3.4	2.4%		14.3%	23.8%	59.5%	42
Overall Average	3.4						

Note: scores are rated as <2.5 weak, 2.5-2.9 good, 3.0-3.5 very good, > 3.5 excellent

Efficiency of the Computers at Center

As for the *efficiency of the computers* available for trainees, no centers received an excellent rating. The University House for Consultation Studies received a score of 2.2 (Weak). The centers with the highest ratings are Abu Ghazaleh-Cambridge, Executrain and Al-Quds College, at 3.5. Overall, the criterion received an overall Very Good score of 3.1.

Training Center	Score	Efficiency of Computers					Total no. of Respondents
		Not Acceptable	Weak	Good	Very Good	Excellent	
Yarmouk University	2.7	4.6%	12.3%	18.5%	40.0%	24.6%	65
IT University	3.2	0.0%	3.9%	13.7%	39.2%	43.1%	51
Executrain	3.5	0.0%	0.0%	8.9%	33.3%	57.8%	45
Royal Scientific Society	3.2	2.2%	2.2%	17.8%	33.3%	44.4%	45
Abu Ghazaleh-Cambridge	3.5	0.0%	1.1%	6.8%	30.7%	61.4%	88
Compubase	3.2	0.0%	7.9%	12.7%	30.2%	49.2%	63
Al-Quds College	3.5	0.0%	2.9%	8.7%	27.5%	60.9%	69
The European Center of Information Technology	3.4	0.0%	0.0%	16.7%	29.2%	54.2%	24
Pioneers for Electronic Management	3	0.0%	3.4%	24.1%	37.9%	34.5%	29
London Cultural Center	3.4	0.0%	1.9%	9.3%	33.3%	55.6%	54
The University House for Consultation Studies	2.2	7.6%	16.7%	33.3%	31.8%	10.6%	66
Technical Systems	2.9	6.1%	15.2%	12.1%	12.1%	54.5%	33
Applied Sciences University	2.7	0.0%	16.3%	24.5%	32.7%	26.5%	49
Afkar Center	3.2	0.0%	7.1%	19.0%	23.8%	50.0%	42
Overall Average	3.1						

Note: scores are rated as <2.5 weak, 2.5-2.9 good, 3.0-3.5 very good, > 3.5 excellent

Maintenance Efficiency of the Malfunctioning Computers

Al-Quds College received the highest score for *maintenance efficiency of the malfunctioning computers* criterion at 3.6. More than 70% of its trainees gave it an Excellent rating. Executrain, IT University and London Cultural Center followed close behind with a score of 3.5. In general, all centers received scores within the very Good range, the lowest being 2.5 at The University House for Consultation Studies. Overall, the criterion received an overall Very Good score of 3.2.

Training Center	Score	Efficiency of Computer Maintenance					Total no. of Respondents
		Not Acceptable	Weak	Good	Very Good	Excellent	
Yarmouk University	2.9	1.6%	3.3%	24.6%	41.0%	29.5%	61
IT University	3.5	2.0%	0.0%	5.9%	33.3%	58.8%	51
Executrain	3.5	0.0%	0.0%	13.6%	22.7%	63.6%	44
Royal Scientific Society	3.2	2.3%	2.3%	13.6%	36.4%	45.5%	44
Abu Ghazaleh-Cambridge	3.3	0.0%	4.7%	18.6%	17.4%	59.3%	86
Compubase	3.1	0.0%	9.8%	14.8%	26.2%	49.2%	61
Al-Quds College	3.6	0.0%	1.5%	4.6%	23.1%	70.8%	65
The European Center of Information Technology	3.4	0.0%	0.0%	13.0%	34.8%	52.2%	23
Pioneers for Electronic Management	2.9	0.0%	6.9%	24.1%	41.4%	27.6%	29
London Cultural Center	3.5	0.0%	0.0%	11.1%	31.5%	57.4%	54
The University House for Consultation Studies	2.5	3.2%	15.9%	34.9%	23.8%	22.2%	63
Technical Systems	3	3.3%	10.0%	16.7%	20.0%	50.0%	30
Applied Sciences University	2.8	2.1%	10.4%	14.6%	50.0%	22.9%	48
Afkar Center	3.3	0.0%	2.5%	17.5%	30.0%	50.0%	40
Overall Average	3.2						

Note: scores are rated as <2.5 weak, 2.5-2.9 good, 3.0-3.5 very good, > 3.5 excellent

Ventilation in the Training Halls

Ventilation received scores in the Very Good to excellent range at all centers except Technical Systems. London Cultural Center and Al-Quds College received the highest ratings for ventilation of training halls; with a score of 3.6 while Technical Systems received a score of 2.1 within the Weak range. Overall, the criterion received an overall Very Good score of 3.2.

| Training Center | Score | Ventilation in the Training Hall | | | | | Total no. of Respondents |
		Not Acceptable	Weak	Good	Very Good	Excellent	
Yarmouk University	2.6	12.1%	10.6%	18.2%	27.3%	31.8%	66
IT University	3.4	0.0%	1.9%	11.5%	34.6%	51.9%	52
Executrain	3.4	0.0%	2.3%	11.4%	34.1%	52.3%	44
Royal Scientific Society	3.5	0.0%	2.2%	6.7%	28.9%	62.2%	45
Abu Ghazaleh-Cambridge	3.2	4.5%	4.5%	11.4%	22.7%	56.8%	88
Compubase	3.5	0.0%	1.6%	11.3%	25.8%	61.3%	62
Al-Quds College	3.6	0.0%	1.5%	7.5%	20.9%	70.1%	67
The European Center of Information Technology	3	4.2%	8.3%	8.3%	45.8%	33.3%	24
Pioneers for Electronic Management	3.2	0.0%	0.0%	24.1%	27.6%	48.3%	29
London Cultural Center	3.6	0.0%	3.6%	5.5%	14.5%	76.4%	55
The University House for Consultation Studies	3.1	0.0%	4.5%	21.2%	34.8%	39.4%	66
Technical Systems	2.1	27.3%	18.2%	3.0%	21.2%	30.3%	33
Applied Sciences University	3.1	2.0%	12.2%	8.2%	26.5%	51.0%	49
Afkar Center	3.3	0.0%	2.4%	19.0%	26.2%	52.4%	42
Overall Average	3.2						

Note: scores are rated as <2.5 weak, 2.5-2.9 good, 3.0-3.5 very good, > 3.5 excellent

Lighting in the Training Halls

Lighting in the training halls received the highest evaluation at London Cultural Center and Executrain, with a score of 3.8. With the exception of Technical Systems, all centers received Very Good to Excellent evaluations by the attending trainees. Technical Systems received a rating of Weak with a score of 2.3. Overall, the criterion received an overall Very Good score of 3.5.

Training Center	Score	Lighting in the Training Hall					Total no. of Respondents
		Not Acceptable	Weak	Good	Very Good	Excellent	
Yarmouk University	3.3	3.0%	1.5%	9.1%	34.8%	51.5%	66
IT University	3.6	0.0%	1.9%	1.9%	30.8%	65.4%	52
Executrain	3.8	0.0%	2.2%	0.0%	15.6%	82.2%	45
Royal Scientific Society	3.6	0.0%	0.0%	6.7%	31.1%	62.2%	45
Abu Ghazaleh-Cambridge	3.6	0.0%	1.1%	5.7%	28.7%	64.4%	87
Compubase	3.6	0.0%	0.0%	6.3%	23.8%	69.8%	63
Al-Quds College	3.7	0.0%	0.0%	10.1%	11.6%	78.3%	69
The European Center of Information Technology	3.5	0.0%	0.0%	8.3%	33.3%	58.3%	24
Pioneers for Electronic Management	3.5	0.0%	0.0%	10.3%	31.0%	58.6%	29
London Cultural Center	3.8	0.0%	0.0%	5.5%	10.9%	83.6%	55
The University House for Consultation Studies	3.3	0.0%	0.0%	16.9%	32.3%	50.8%	65
Technical Systems	2.3	12.9%	29.0%	9.7%	9.7%	38.7%	31
Applied Sciences University	3.5	0.0%	2.0%	12.2%	22.4%	63.3%	49
Afkar Center	3.5	0.0%	0.0%	7.1%	33.3%	59.5%	42
Overall Average	3.5						

Note: scores are rated as <2.5 weak, 2.5-2.9 good, 3.0-3.5 very good, > 3.5 excellent

Location of Center

Regarding the *location* of the center, Al-Quds College scored highest at 3.7 with nearly 80% of its trainees rating its location as excellent. Compubase and Executrain followed with a score of 3.6. The lowest score going to Applied Sciences University at 2.7. Overall, the criterion received an overall Very Good score of 3.3.

| Training Center | Score | Training Center Location | | | | | Total no. of Respondents |
		Not Acceptable	Weak	Good	Very Good	Excellent	
Yarmouk University	3.4	1.5%	1.5%	7.7%	35.4%	53.8%	65
IT University	3.4	0.0%	1.9%	15.4%	19.2%	63.5%	52
Executrain	3.6	0.0%	0.0%	8.9%	22.2%	68.9%	45
Royal Scientific Society	3	7.0%	4.7%	20.9%	18.6%	48.8%	43
Abu Ghazaleh-Cambridge	3.4	1.1%	2.3%	10.2%	30.7%	55.7%	88
Compubase	3.6	0.0%	0.0%	12.7%	15.9%	71.4%	63
Al-Quds College	3.7	0.0%	0.0%	7.2%	13.0%	79.7%	69
The European Center of Information Technology	3.3	0.0%	8.3%	8.3%	25.0%	58.3%	24
Pioneers for Electronic Management	3.2	0.0%	3.4%	20.7%	24.1%	51.7%	29
London Cultural Center	3.4	3.6%	1.8%	9.1%	18.2%	67.3%	55
The University House for Consultation Studies	3.1	1.5%	0.0%	25.8%	30.3%	42.4%	66
Technical Systems	3.1	0.0%	0.0%	30.3%	27.3%	42.4%	33
Applied Sciences University	2.7	10.4%	4.2%	20.8%	33.3%	31.3%	48
Afkar Center	3.4	2.4%	0.0%	9.5%	35.7%	52.4%	42
Overall Average	3.3						

Note: scores are rated as <2.5 weak, 2.5-2.9 good, 3.0-3.5 very good, > 3.5 excellent

Dealings of Training Center's Staff
All centers received Very Good to Excellent evaluations by trainees for the *dealings of training center's staff* except for one good rating going to Technical Systems which received the lowest score at 2.7. The highest score was at Executrain where over 84% of the trainees rated this issue as Excellent, resulting in a score of 3.8. Overall, the criterion received an overall Very Good score of 3.4.

Training Center	Score	Dealings of Training Center's Staff					Total no. of Respondents
		Not Acceptable	Weak	Good	Very Good	Excellent	
Yarmouk University	3.5	0.0%	1.5%	4.5%	31.8%	62.1%	66
IT University	3.6	0.0%	0.0%	3.9%	27.5%	68.6%	51
Executrain	3.8	0.0%	0.0%	0.0%	15.6%	84.4%	45
Royal Scientific Society	3.4	0.0%	2.3%	15.9%	25.0%	56.8%	44
Abu Ghazaleh-Cambridge	3.5	1.1%	2.3%	2.3%	29.5%	64.8%	88
Compubase	3.3	1.6%	6.5%	16.1%	12.9%	62.9%	62
Al-Quds College	3.7	0.0%	0.0%	10.3%	11.8%	77.9%	68
The European Center of Information Technology	3.5	0.0%	0.0%	16.7%	16.7%	66.7%	24
Pioneers for Electronic Management	3.1	0.0%	0.0%	27.6%	37.9%	34.5%	29
London Cultural Center	3.7	0.0%	3.6%	3.6%	12.7%	80.0%	55
The University House for Consultation Studies	3.1	0.0%	6.2%	23.1%	23.1%	47.7%	65
Technical Systems	2.7	6.3%	15.6%	15.6%	28.1%	34.4%	32
Applied Sciences University	3.1	6.1%	6.1%	12.2%	26.5%	49.0%	49
Afkar Center	3.5	0.0%	0.0%	7.1%	31.0%	61.9%	42
Overall Average	3.4						

Note: scores are rated as <2.5 weak, 2.5-2.9 good, 3.0-3.5 very good, > 3.5 excellent

The chart below shows a graphical representation of above results among and within the centers.

Centers Evaluation Comparison
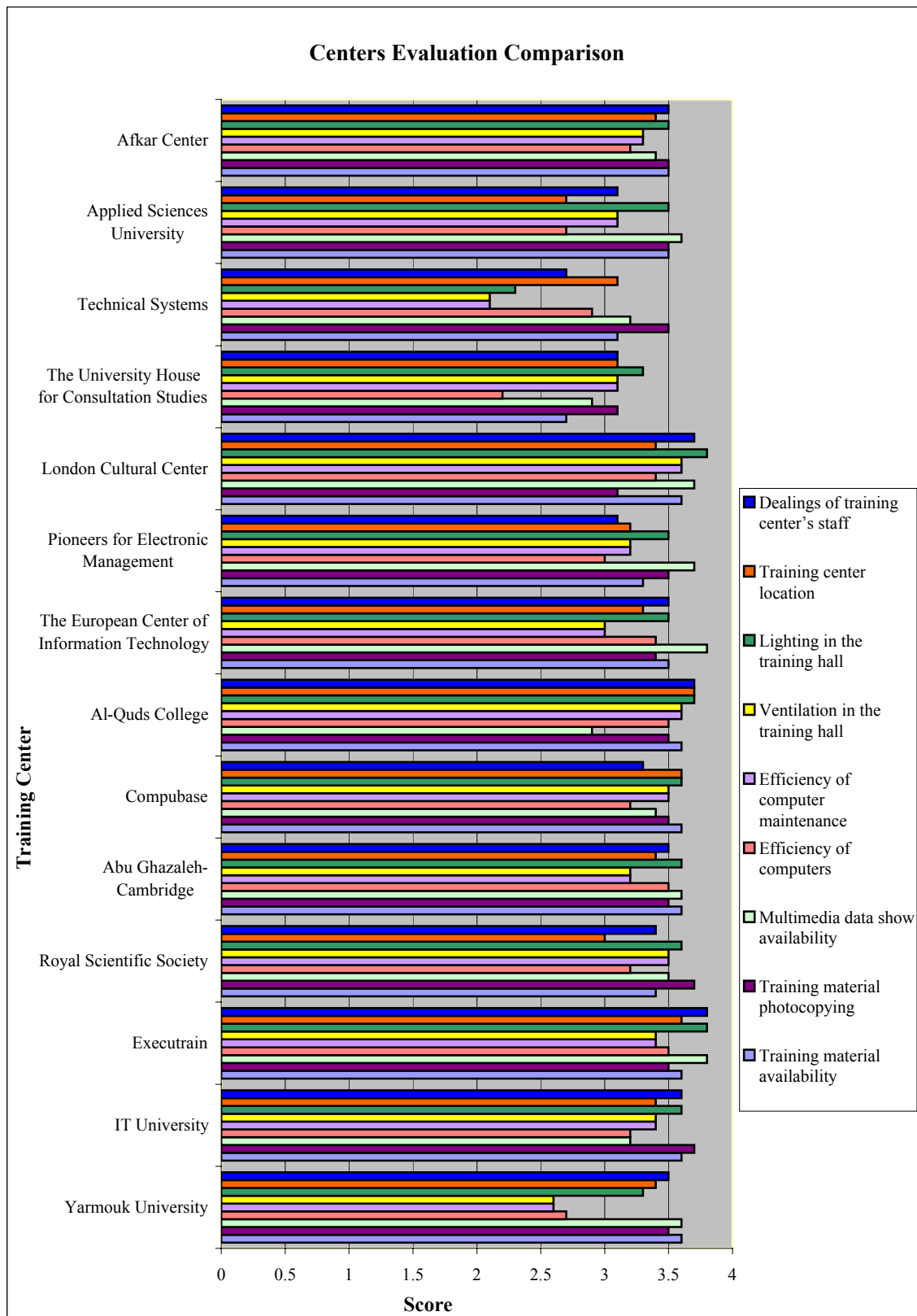
2.4   Detailed Supporting Evaluation of Training Services in Centers

Availability of Hospitality Services at Centers

The table below indicates that all centers offered some form of hospitality services that was acceptable to their trainees. It was most evident at Abu Ghazaleh-Cambridge, where 100% of its attendees noted the availability of hospitality.

IT Center	Availability of Hospitality Services		No. of Respondents
	Yes	No	
Yarmouk University	86.15%	13.85%	65
IT University	92.00%	8.00%	50
Executrain	97.78%	2.22%	45
Royal Scientific Society	95.45%	4.55%	44
Abu Ghazaleh-Cambridge	100.00%	0.00%	80
Compubase	96.77%	3.23%	62
Al-Quds College	97.01%	2.99%	67
The European Center of Information Technology	83.33%	16.67%	24
Pioneers for Electronic Management	93.10%	6.90%	29
London Cultural Center	94.23%	5.77%	52
The University House for Consultation Studies	87.50%	12.50%	64
Technical Systems	83.87%	16.13%	31
Applied Sciences University	93.62%	6.38%	47
Afkar Center	88.10%	11.90%	42
Total			**702**

Availability of Air-Conditioning at Centers

The table below indicates that air-conditioning existed at all centers but with various degrees of performance and acceptability by the trainees. It is clear that air-conditioning was functioning all the time at Al-Quds College and Compubase. The only center that merits questioning of acceptability of air-conditioning availability is Technical Systems, which received an unavailability response of 46.6%.

Training Center	Availability of Air-Conditioning		No. of Respondents
	Yes	**No**	
Yarmouk University	76.19%	23.81%	63
IT University	94.00%	6.00%	50
Executrain	95.56%	4.44%	45
Royal Scientific Society	97.67%	2.33%	43
Abu Ghazaleh-Cambridge	90.00%	10.00%	80
Compubase	100.00%	0.00%	63
Al-Quds College	100.00%	0.00%	68
The European Center of Information Technology	91.67%	8.33%	24
Pioneers for Electronic Management	82.14%	17.86%	28
London Cultural Center	98.04%	1.96%	51
The University House for Consultation Studies	96.88%	3.13%	64
Technical Systems	53.33%	46.67%	30
Applied Sciences University	97.87%	2.13%	47
Afkar Center	90.24%	9.76%	41
Total			**697**

Availability of Comfortable Seating at Centers

In terms of comfortable seating during training, Executrain and Pioneers for Electronic Management provided the most acceptable seating for their trainees, while trainees concerns of uncomfortable seating were reported by 30% of trainees at Technical Systems and over 20% at Applied Sciences University and The European Center for Information Technology.

Training Center	Availability of Comfortable Seating		No. of Respondents
	Yes	**No**	
Yarmouk University	82.81%	17.19%	64
IT University	88.00%	12.00%	50
Executrain	100%	0.00%	45
Royal Scientific Society	95.45%	4.55%	44
Abu Ghazaleh-Cambridge	98.73%	1.27%	79
Compubase	92.06%	7.94%	63
Al-Quds College	81.16%	18.84%	69
The European Center of Information Technology	79.17%	20.83%	24
Pioneers for Electronic Management	100.00%	0.00%	29
London Cultural Center	92.31%	7.69%	52
The University House for Consultation Studies	95.31%	4.69%	64
Technical Systems	70.00%	30.00%	30
Applied Sciences University	76.60%	23.40%	47
Afkar Center	95.24%	4.76%	42
Total			**702**

Please refer to Annex B for further Evaluation Statistics.

3.   Trainer Evaluation

3.1   Overall Evaluation of Trainers Pool

The forty-two (42) evaluated trainers that have been administering the ICDL course at the 14 training centers were evaluated based on the following criteria:

1. Trainer introducing the course contents and topics before start of training
2. Proper structuring of training content, easy flow of presentation, and integration of thoughts
3. Trainer's strength in training material and training
4. Trainer's adherence to course topics
5. Trainer's ability to encourage and provide incentives to trainees to learn
6. Encouragement of trainees' effective participation
7. Trainer's ability to answer all questions asked
8. Proper use of course time by trainer
9. Trainer offering practical examples that make learning easier

Table 3-1 and bar chart below show the overall evaluation of the trainers' pool. More than 81% of the trainees reported an evaluation of Very Good to Excellent for all of the above mentioned trainer evaluation criteria

Table 3-1 Overall Evaluation of Trainers Pool

Evaluation	Trainer Evaluation Topics								
	Introducing the course contents and topics before start of training	Proper structuring of training content, easy flow of presentation, and integration of thoughts	Trainer's strength in training material and training	Trainer's adherence to course topics	Trainer's ability to encourage and provide incentives to trainees to learn	Encouragement of trainees' effective participation	Trainer's ability to answer all questions	Proper use of course time by trainer	Trainer' offering practical examples that makes learning easier
Not Acceptable	0.6%	1.1%	0.1%	0.1%	0.4%	0.6%	0.1%	0.4%	0.6%
Weak	1.2%	2.8%	0.8%	0.8%	2.2%	1.9%	1.0%	1.5%	2.5%
Good	8.4%	14.4%	8.6%	5.7%	8.7%	8.8%	5.8%	9.0%	8.7%
Very Good	25.6%	30.7%	24.6%	25.6%	26.8%	27.2%	21.4%	27.9%	25.8%
Excellent	64.2%	51.0%	65.9%	67.7%	61.9%	61.5%	71.7%	61.2%	62.4%
No. of Respondents	724	722	724	719	721	720	724	725	721

The chart below shows that most trainers were able to answer all questions asked and have adhered to course topics which they have introduced at the start of the course.

Overall Evaluation of Trainers Pool
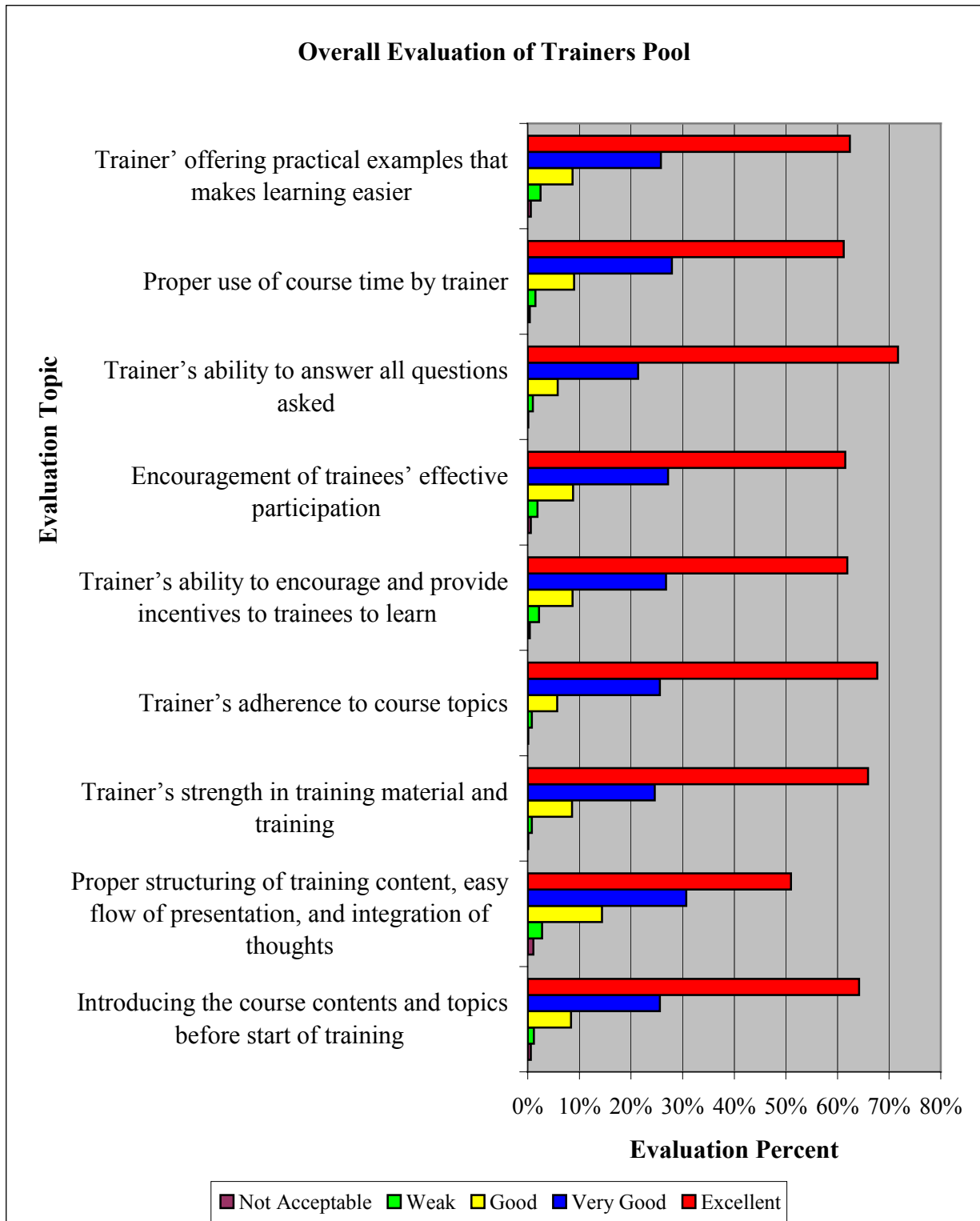
3.2   Evaluation Scoring of ICDL Trainers

Results show a successful selection of trainers. Table 3-2 below details the score attained by each trainer for every criterion of measurement, and shows the overall average score for each. With the exception of Ismaeil Al-Rawashdeh, training at the University House for Consultation Studies, who was evaluated as Weak with a score of 2.4, all trainers attained Very Good to Excellent ratings (21 trainers received Excellent rating and 19 received Very Good ratings). In summary, three trainers received an Excellent evaluation score of 3.9; Alia Al-Shyoukhi, Foad Amawi and Tareq Younis. Seven trainers followed behind very closely with a score of 3.8. (Please note that Akram Zalloum received a score of 3.8 but was evaluated by only seven trainees).

Table 3-2 Trainers Evaluation Scoring Sheet

Trainer's Name	Center	No. of Evaluating Trainees	Introducing the course contents and topics before start of training	Proper structuring of training content, easy flow of presentation, and integration of thoughts	Trainer's strength in training material and training	Trainer's adherence to course topics	Trainer's ability to encourage and provide incentives to trainees to learn	Encouragement of trainees' effective participation	Trainer's ability to answer all questions asked	Proper use of course time by trainer	Trainer' offering practical examples that makes learning easier	Overall Score
Alia Al-Shyoukhi	Afkar Center	17	3.9	3.8	4	4	4	3.9	4	3.9	4	3.9
Foad Amawi	Executrain	30	3.9	3.7	4	4	3.7	3.8	3.9	3.9	3.8	3.9
Tareq Younis	London Cultural Center	15	3.9	3.9	3.9	3.9	3.9	3.9	4	3.9	3.9	3.9
Ala Yaseen	Abu Ghazaleh-Cambridge	22	3.8	3.8	3.9	3.8	3.8	3.9	3.8	3.9	3.8	3.8
Suhaib Jaber	Al-Quds College	18	3.8	3.4	3.9	3.9	3.8	3.8	3.9	4	3.9	3.8
Mohammad Al-Jamal	Executrain	15	3.9	3.7	3.8	3.7	3.7	3.7	3.9	3.8	3.7	3.8
Ghadeer Kamal Barhoumeh	London Cultural Center	27	3.6	3.6	3.9	3.8	3.7	3.8	3.9	3.9	3.7	3.8
Mohammad Mheidat	Yarmouk University	12	3.9	3.7	3.8	3.8	3.8	3.8	4	3.9	3.8	3.8
Nidal Abu Tarboush	Yarmouk University	13	3.8	3.8	3.8	3.9	3.7	3.5	3.8	3.8	3.8	3.8
Ehab Daoud Asfour	Abu Ghazaleh-Cambridge	21	3.9	3.6	3.6	3.7	3.7	3.6	3.7	3.8	3.6	3.7
Najah Ayyad	Abu Ghazaleh-Cambridge	11	3.7	3.7	3.7	3.8	3.8	3.7	3.6	3.7	3.7	3.7
Hala Al-Sharif	Compubase	23	3.8	3.7	3.9	3.7	3.7	3.8	3.8	3.2	3.8	3.7
Hilal Abu Sada	IT University	10	3.8	3.1	3.8	3.9	3.5	3.8	4	3.7	3.9	3.7
Maen Haddad	Yarmouk University	17	3.8	3.6	3.7	3.7	3.8	3.8	3.6	3.6	3.9	3.7
Dima Al-Assaf	Al-Quds College	16	3.8	3.2	3.4	3.7	3.7	3.7	3.6	3.8	3.4	3.6

Continued…

| Trainer's Name	Center	No. of Evaluating Trainees	Introducing the course contents and topics before start of training	Proper structuring of training content, easy flow of presentation, and integration of thoughts	Trainer's strength in training material and training	Trainer's adherence to course topics	Trainer's ability to encourage and provide incentives to trainees to learn	Encouragement of trainees' effective participation	Trainer's ability to answer all questions asked	Proper use of course time by trainer	Trainer' offering practical examples that makes learning easier	Overall Score
Samer Barakat	Applied Sciences University	11	3.6	3.2	3.4	3.6	3.9	3.5	3.8	3.9	3.6	3.6
Nuha Zaghari	Compubase	20	3.7	3.5	3.6	3.8	3.6	3.6	3.8	3.7	3.6	3.6
Amira Batayneh	IT University	27	3.6	3.4	3.6	3.7	3.6	3.5	3.8	3.6	3.5	3.6
Basel Maqableh	Pioneers for Electronic Management	13	3.7	3.5	3.8	3.6	3.5	3.8	3.5	3.4	3.6	3.6
Haitham Allian	Technical Systems	19	3.6	3.4	3.6	3.8	3.7	3.7	3.8	3.5	3.4	3.6
Mustafa Saadat	The University House for Consultation Studies	15	3.7	3.3	3.7	3.6	3.6	3.6	3.7	3.5	3.5	3.6
Mohammad Nasrallah	Al-Quds College	18	3.4	3.1	3.8	3.4	3.4	3.3	3.8	3.5	3.6	3.5
Adnan Kamal	Compubase	20	3.5	3	3.7	3.6	3.6	3.6	3.7	3.5	3.6	3.5
Abdullah Darwish	Royal Scientific Society	18	3.5	3.1	3.6	3.6	3.5	3.2	3.9	3.4	3.6	3.5
Iyad Dassouki	Royal Scientific Society	16	3.6	3.5	3.8	3.6	3.4	3.4	3.6	3.4	3.4	3.5
Firas Al-Amourin	Afkar Center	25	3.4	3.2	3.5	3.4	3.4	3.4	3.5	3.3	3.4	3.4
Amer Al-Najar	Al-Quds College	17	3.4	3.2	3.4	3.5	3.2	3.4	3.6	3.5	3.5	3.4
Abdulrahman Abu Al-Rish	Applied Sciences University	11	3.5	3.1	3.3	3.7	3.6	3.3	3.5	3.1	3.3	3.4
Samer Abd Raboh	The University House for Consultation Studies	11	3.2	3	3.4	3.3	3.4	3.2	3.7	3.1	3.3	3.3
Firas Hanandeh	Yarmouk University	24	3.3	2.9	3.5	3.4	3.3	3.3	3.5	3.1	3.5	3.3
Maher Habash	Applied Sciences University	13	3.1	2.8	3.2	3.5	3.2	3.2	3.3	3.4	3.1	3.2
Samar Saead Hasan	Royal Scientific Society	11	2.7	2.9	3.2	3.5	3	3.2	3.3	3.7	3.3	3.2

Continued…

Trainer's Name	Center	No. of Evaluating Trainees	Introducing the course contents and topics before start of training	Proper structuring of training content, easy flow of presentation, and integration of thoughts	Trainer's strength in training material and training	Trainer's adherence to course topics	Trainer's ability to encourage and provide incentives to trainees to learn	Encouragement of trainees' effective participation	Trainer's ability to answer all questions asked	Proper use of course time by trainer	Trainer' offering practical examples that makes learning easier	Overall Score
Shireen Oweiss	Technical Systems	14	3.1	2.7	3.3	3.2	3.1	3.4	3.6	3.4	3.4	3.2
Laith Farouki	Abu Ghazaleh-Cambridge	34	3.1	2.9	3.1	3.4	2.8	3	3.2	3.2	2.9	3.1
Omran Nazal	Applied Sciences University	14	3.4	3.1	2.9	3.3	2.9	2.7	3.2	3	3.2	3.1
Husam Serdah	IT University	15	3.1	2.8	3.1	3.5	3.1	3.1	3.3	3	3.1	3.1
Abd Al-Muti Mujahed	The European Center of Information Technology	17	3.3	2.8	3.1	3.4	3.1	3.1	3.1	3.1	3.1	3.1
Fadwa Hammoudeh	The University House for Consultation Studies	12	3.3	2.9	2.9	3.4	3.1	3.1	3.3	3.3	2.8	3.1
Radwan Ayoub	London Cultural Center	13	3	2.8	3.3	3.3	2.9	3	2.9	3	2.9	3
Omar Ayad	Pioneers for Electronic Management	16	3.2	2.9	3.1	3.1	3.3	3.2	3.3	2.5	2.8	3
Ismaeil Al-Rawashdeh	The University House for Consultation Studies	10	2.3	1.9	2.4	2.9	2.2	2.5	2.5	2.7	2	2.4

Note: Sores are rated as <2.5 weak, 2.5-2.9 good, 3.0-3.5 very good, > 3.5 excellent

Please refer to Annex D for detailed Evaluation of Trainers

3.3   e-Government Related Evaluation

Trainers Reference to e-Government
The following pie chart indicates that almost all of the trainers have referred to e-government during course administration in an attempt to link the course to its use when implementing e-government.

Trainer Referring to e-Government During Administration of Course

Not referring to e-gov
15%

Referring to e-gov
85%

Referring to e-gov

Not referring to e-gov
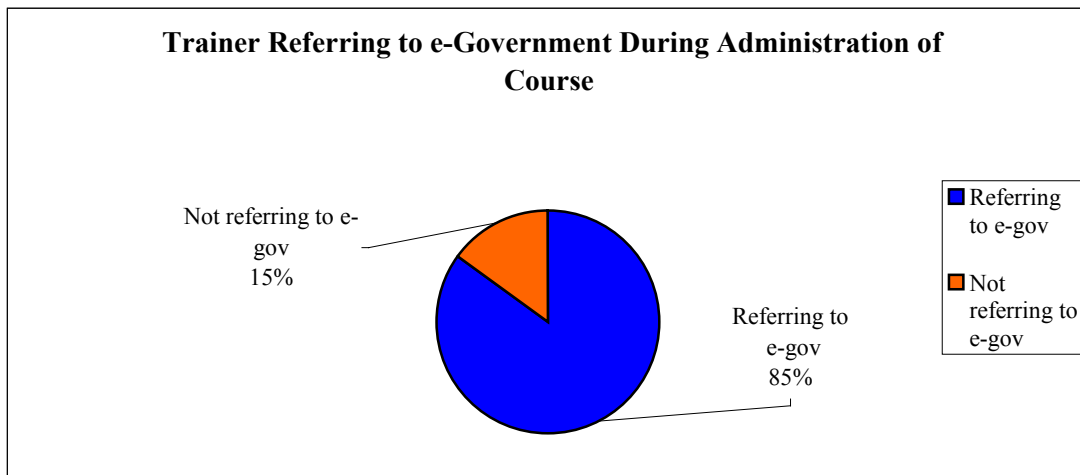
Association of Course to e-Government
The following pie charts indicate very positive results regarding the course's linkage to e-government and impact on its implementation. The charts show that 89% of the trainees believe that the course will have an effect in the implementation of e-government in Jordan, and 90% think that attending the course helps them in performing their role in e-government.

Course Having an Impact on Implementing e-Government

No impact
11%

Having impact
89%

Having impact

No impact

Will Attending Course Help Trainee in Performing Role in e-Government

Does not help in role performance 10%

Help in role performance 90%

Help in role performance

Does not help in role performance
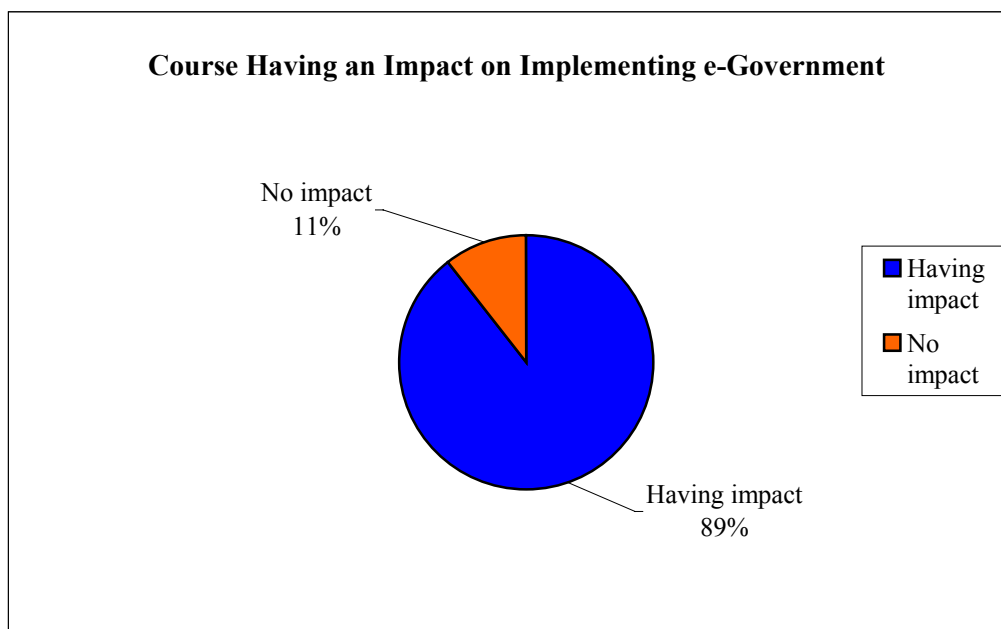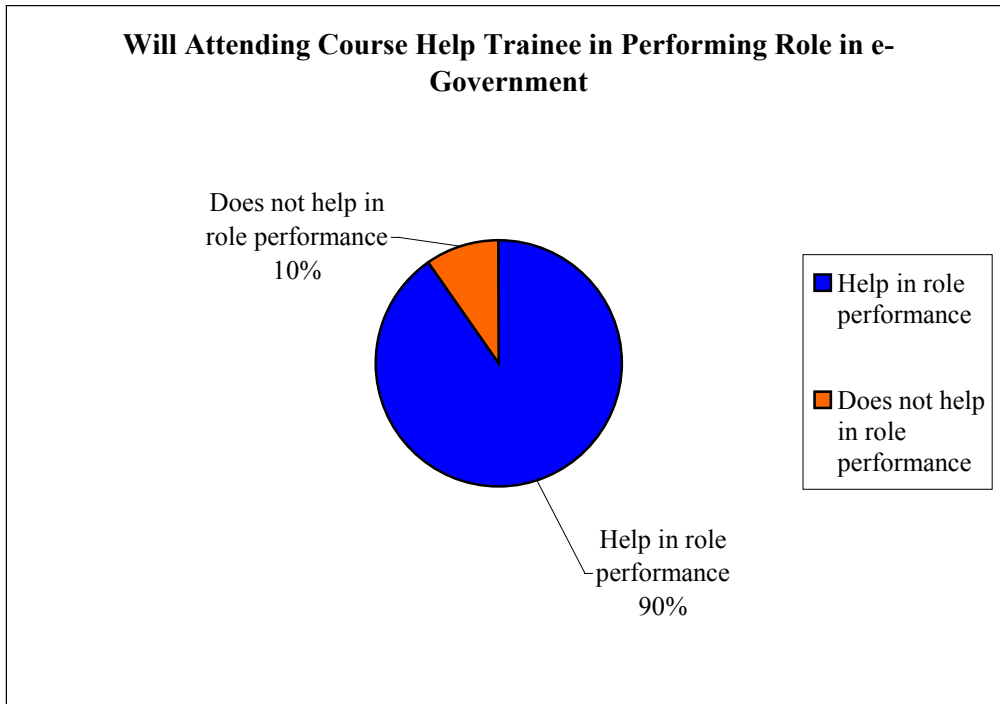
In fact 84% of the trainees indicated that the course helped in clearing the link between the necessity for obtaining IT skills and the successful implementation of e-government.

Trainee Having a Clear Understanding of the Connection of IT Literacy With e-Government

Does not have understanding 16%

Have understanding 84%

Have understanding

Does not have understanding
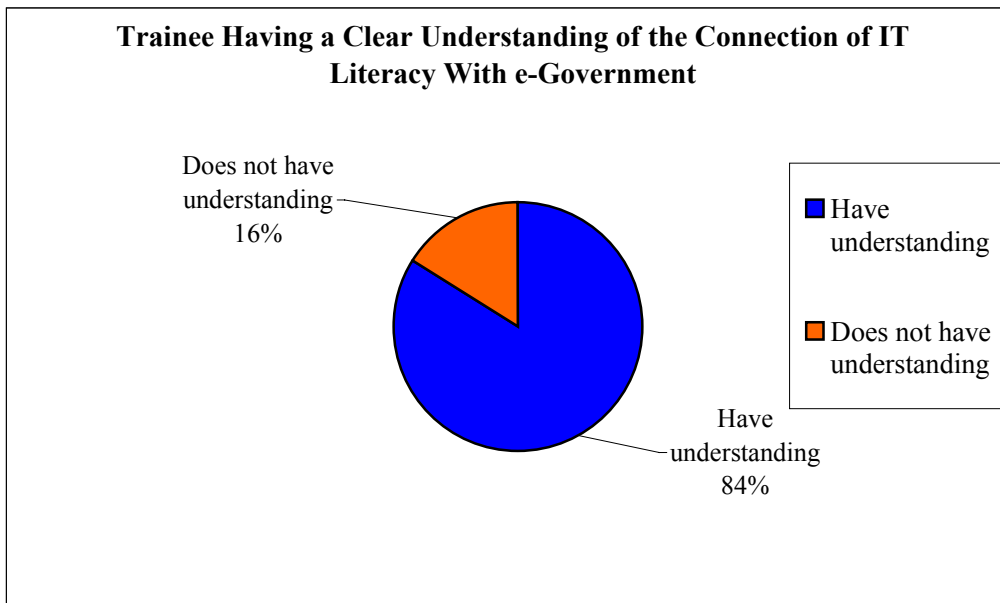
4.   Training Course Evaluation

4.1   Overall Training Course Evaluations

Table 4-1 and the bar chart below indicate the evaluation criteria for the training course and overall evaluation by the trainees. There appeared a distinct evaluation variance of the topics that are related to the trainees themselves compared to those related to the course itself. Evaluation criteria such as:

1. Course offered new information beneficial in streamlining and increasing effectiveness of job
2. Extent of your acceptance and willingness to use computers applications at your work
3. Personal interest to know more about computer applications related to your work
4. Extent of personal benefits drawn from attending course
5. Extent of course achieving my expectations

have received an evaluation of very good to excellent by more than 49% of the trainees. While the criteria that relate to the course such as:

6. Comprehensiveness of course
7. Course material having appropriate number of training exercises
8. Clear technical terms and understandable phrases
9. Quality of translation and Arabic language
10. Good balance between length of course and volume of offered material

have received an overall evaluation of Very Good to Excellent by 72% of trainees. The lowest evaluation was for the balance between length of course and volume of offered material, which received a Weak score of 2.4 with nearly 21% of trainees reporting Weak and unacceptable for course criteria.

Table 4-1 Evaluation of Training Course

Evaluation	Topics									
	Comprehensiveness of course	Course material having appropriate number of training exercises	Clear technical terms and understandable phrases	Quality of translation and Arabic language	Good balance between length of course and volume of offered material	Course offered new information beneficial in streamlining and increasing effectiveness of job	Extent of your acceptance and willingness to use computers applications at your work	Personal interest to know more about computer applications related to your work	Extent of personal benefits drawn from attending course	Extent of course achieving my expectations
Not Acceptable	1.1%	0.8%	3.1%	3.5%	5.6%	1.7%	0.4%	0.6%	1.0%	1.3%
Weak	4.6%	7.3%	11.2%	10.2%	15.4%	3.9%	2.5%	1.5%	2.0%	5.2%
Good	21.8%	26.1%	28.3%	23.9%	29.0%	16.5%	12.4%	8.9%	10.3%	21.2%
Very Good	43.3%	39.9%	34.8%	33.5%	30.7%	35.4%	35.3%	26.5%	29.7%	42.0%
Excellent	29.2%	25.9%	22.7%	29.0%	19.2%	42.5%	49.4%	62.4%	57.0%	30.4%
Evaluation Score	2.9	2.8	2.6	2.7	2.4	3.1	3.3	3.5	3.4	3
No. of responses	716	714	715	708	713	715	711	716	717	714

Note: scores are rated as <2.5 weak, 2.5-2.9 good, 3.0-3.5 very good, >3.5 excellent

Evaluation of Training Course
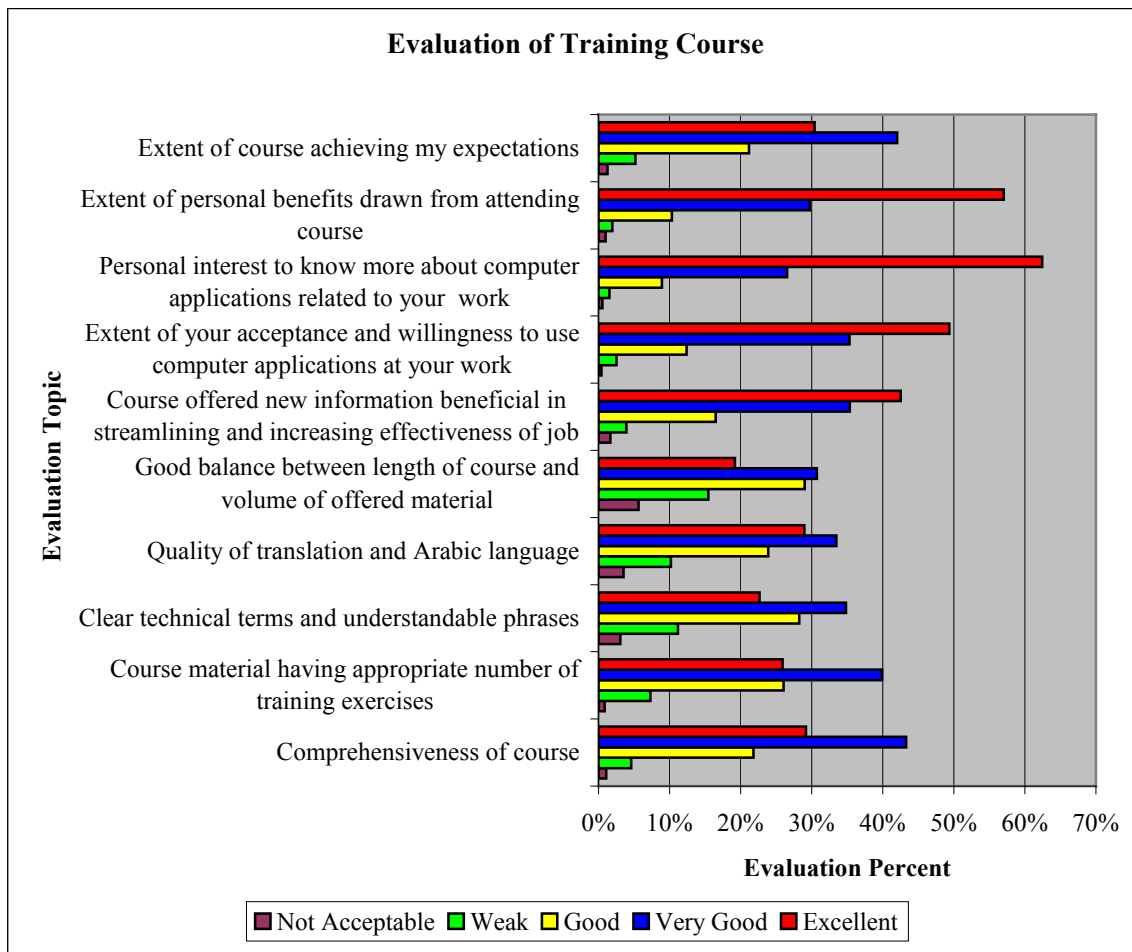
Trainees were also asked to rate their tendency to recommend this course to their colleagues. The pie chart below shows the distribution of the reported scale level where 1 and 2 are degrees of "will not/might recommend ", 2 and 3 are degrees of "will recommend" strength, 3 and 4 are degrees of "strongly recommend".

Extent of Recommending Course to Colleagues
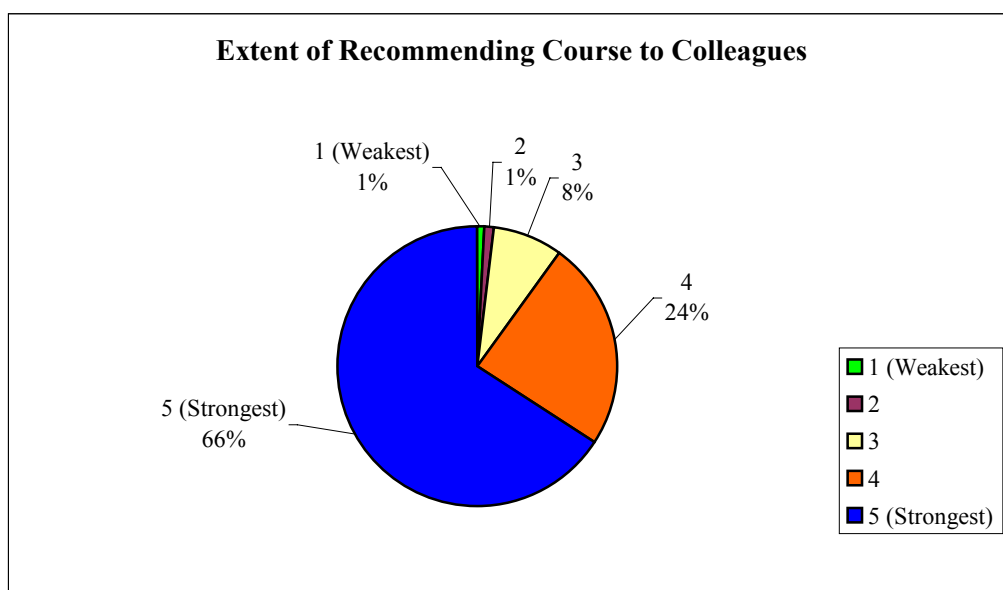
5. Reported Suggestions and Problems

5.1 Offered Suggestions and Reported Problems by Trainees

Table 5-1 details the problems given by the trainees regarding the course.

Table 5-1 Reported Problems by Trainees

Problem	No. of Responses	Percent of Responses
Difficulties concerning the training center (uncomfortable seats, small halls, old machines, long distance)	80	20.20%
The time of the course is unsuitable; length of lecture; short period of training; and large training material	69	17.40%
Lack of enough practice. Little practical application. Training course period short	25	6.30%
The curriculum is not comprehensive and there is repetition and poor translation	20	5.00%
Not considering the goal of the course in the exam and the time determined for the exam	20	5.00%
The teaching material is in Arabic and contradicts the practical reality that the language used on the computer is English	19	4.80%
Lack of practical application of the course at work, there is no devotion to the course	15	3.80%
The trainee is not devoted to the course and coordination is needed between the governmental organization and the training parties	14	3.50%
Lack of computers at work and at home	14	3.50%
Lack of learning and using the Internet	10	2.50%
We cannot practice what we learnt at work in our leisure time	7	1.80%
Different ways of teaching between a trainer and another makes it difficult for beginners to understand. Large amount of information. The trainer should have previous experience in training	6	1.50%
Lack of separation between beginners and those who have experience	5	1.30%
The training hours are too much for those who have previous experience with computers	3	0.80%
Unclear goal and not serious in applying e-government	2	0.50%
Large numbers of trainees in the course, and it should be reduced	1	0.30%
Answer is not relevant to question/ Nothing/ I don't know	87	21.90%

Table 5-2 details the suggestions given by the trainees regarding the course.

Table 5-2 Offered Suggestions by Trainees

Suggestion	No. of Responses	Percent of Responses
Increase the course period to acquire more skills	159	22.50%
Give the whole course from M1-M7 to get the license	107	15.20%
Provide employees with complete dedication to the course. Conduct courses during working hours and on daily basis	89	12.60%
Separate new users from those who have previous experience due to the difference in levels. Prepare mock exams	57	8.10%
Give more training to trainees in their work places; send trainers to them	29	4.10%
Better organization and structure of training materials needed. Repetition of some topics	27	3.80%
Translation of terms into Arabic is not clear, give course in English	25	3.50%
Give other computer courses and practice. Add more topics and give training to all employees of government	24	3.40%
More focus should be given to each chapter followed by an exam	23	3.30%
Reconsider the exam structure or cancel it. Adjust timing to better suit the wanted benefits from the course and give mock exams	22	3.10%
Free choice of the training place and provide transportation	13	1.80%
More practice, and less theoretical work, give more homework	13	1.80%
Conduct training sessions for beginners before the ICDL courses	12	1.70%
Conduct the training sessions in the employees' work places and send trainers to them	10	1.40%
Provide a PC for each employee at work	10	1.40%
Give Mock-exams	9	1.30%
Ensure the efficiency of trainers and training parties	6	0.80%
Reduce length of course lecture and adjust timing to better suit the employees	5	0.70%
Large number of participants. Number should be reduced	5	0.70%
Assist employees in acquiring PCs at home	5	0.70%
Train the employees in accordance with their specialties and type of work. Consider the job and position differences	5	0.70%
Activate the e-government program	4	0.60%
The course should not be given to those who don't have a PC at work/home	3	0.40%
Divide the course into 4/5 sections and gradually train the employees	2	0.30%
Conduct working sessions at which classes are merged and give practical applications to each group to increase benefits	1	0.10%
Not relevant/ Nothing	51	7.20%

6.   Comparison Between Phase I and Phase II Study Findings

6.1   Comparison of General Information

Below Table 6-1 details the basic comparison of information between Phase I and Phase II evaluation studies of the ICDL training course:

Table 6-1 Comparison of General Information

	Phase I	Phase II
Reached Trainees	600	726
% of Total Trainees	57%	57%
Training Centers	10	14
Trainers	34	42
Organizations	21	25
% Female Trainees	25%	32%
No. of Female Trainees	146	221

In addition, in the Phase I study, 71% of trainees indicated that they had previous work experience with computers. Also, 80% indicated that they had access to computers in their workplace. However, in Phase II these percentages decreased showing that 65% had previous work experience with computers – a 6% decrease from the previous study, and 72% had access to a computer at work – 8% down from the last study.

6.2   Comparison of Training Services and Facilities Evaluation

The *overall evaluation for training services and facilities* improved since the previous ICDL study. Below table 6-2 lists the highest and lowest scores for each criterion of the two evaluation studies:

Table 6-2 Comparison Between *Training Services and Facilities* Criteria

	Phase I (10 centers)		Phase II (14 centers)	
Criteria	**Highest Score**	**Lowest Score**	**Highest Score**	**Lowest Score**
Training material availability	3.4	2.9	3.6	2.7
Training material photocopying quality	3.8	3.2	3.7	3.1
Multimedia/Data Show Availability	3.9	1.7	3.8	2.9
Efficiency of the computer used	3.6	2.4	3.5	2.2
Efficiency of computer maintenance	3.6	2.5	3.6	2.1
Ventilation in the training hall	3.8	2.5	3.6	2.1
Lighting in the training hall	3.9	2.9	3.8	2.3
Training center location	3.7	2.1	3.7	2.7
Dealing with training centers' staff and their handling of trainees' complaints	3.7	2.1	3.8	2.7
Overall Score	**3.1**		**3.3**	

Note: scores are rated as <2.5 weak, 2.5-2.9 good, 3.0-3.5 very good, > 3.5 excellent

The table shows that there was an overall improvement in training services and facilities evaluation since the previous study. The lowest score in Phase II being 2.2 (Weak) compared to 1.7 (Weak) in Phase I. *Multimedia data show availability* scored a low at 1.7 in Phase I

study and a low at 2.9 (Good) in Phase II – a significant increase in score. This indicates that overall there is an increase in the evaluation criteria. *Training center location* and *Dealing of training centers' staff and their handling of trainees' complaints* both show that despite maintaining the same high score, there was an overall increase in their lowest evaluation scores. Their lowest scores went from Weak to Good. *Training material availability* scored a high of 3.6 in Phase II as opposed to a high of 3.4 in Phase I – raising the score from a Very Good to Excellent rating.

6.3   Comparison Between Same Training Centers

Five of the training centers in Phase I of the ICDL evaluation study were also included in the Phase II study.

Table 6-3 Comparison Between Same Training Centers

	Training Center	Overall Rank	Training material Availability	Training material photocopying	Multimedia Data Show Availability	Efficiency of computers	Efficiency of computer maintenance	Ventilation in the training hall	Lighting in the training hall	Training center location	Dealings of training center's staff	Center's Overall Average
Phase II	Executrain	1	3.6	3.5	3.8	3.5	3.4	3.4	3.8	3.6	3.8	**3.6**
Phase I		1	3	3.8	3.9	3.6	3.6	3.8	3.9	3.6	3.7	**3.7**
Phase II	IT University	2	3.6	3.7	3.2	3.2	3.4	3.4	3.6	3.4	3.6	**3.5**
Phase I		4	2.9	3.3	3	3.3	3.2	2.7	3.2	3.3	3.4	**3.1**
Phase II	Compubase	2	3.6	3.5	3.4	3.2	3.5	3.5	3.6	3.6	3.3	**3.5**
Phase I		2	3.1	3.4	3.2	3.3	3.2	3.7	3.7	3.7	3.5	**3.4**
Phase II	Royal Scientific Society	3	3.4	3.7	3.5	3.2	3.5	3.5	3.6	3	3.4	**3.4**
Phase I		2	3.3	3.5	3.6	3.2	3.1	3.7	3.8	3.2	3.5	**3.4**
Phase II	Yarmouk University	5	3.6	3.5	3.6	2.7	2.6	2.6	3.3	3.4	3.5	**3.2**
Phase I		5	3	3.2	3.3	3	2.8	2.5	3.2	2.8	3.2	**3**

Note: scores are rated as <2.5 weak, 2.5-2.9 good, 3.0-3.5 very good,> 3.5 excellent

Table 6-3 above offers a comparison of the training services criteria at those centers. Overall, there was an increase for most criteria at the centers. Despite Executrain ranking highest in both evaluation phases, it scored lower on a number of criteria than it had in the Phase I study. In Phase I it had obtained a top score of 3.7 and in Phase II it attained a score of 3.6 – a decrease in overall evaluation despite remaining within the Excellent range. In fact, six out of nine criteria received lower evaluations at this center. Four of these criteria had their score reduced from Excellent to Very Good while the remaining two criteria maintained an Excellent score. Only *Training material availability* and *Dealings of training center's staff*

received higher scores during the Phase II study – from 3 to 3.6 (Very Good to Excellent) and 3.7 to 3.8 (both Excellent ratings), respectively.

In addition the following findings are noted:

- Compubase and IT University both ranked second highest in Phase II evaluation with an overall score of 3.5; Compubase remained at the same second rank but advancing from a score of 3.4 to 3.5, while IT University advanced to second from fourth in Phase I, increasing its score from 3.1 to 3.5.

- The Royal Scientific Society ranked third, dropping in rank from second in Phase I. Nonetheless its overall score remained the same at 3.4 (Very Good) in both Phase I and Phase II evaluation studies.

- Yarmouk University maintained the same rank at fifth in Phase II as it had in the previous evaluation study. Its overall evaluation score increasing from 3.0 to 3.2 still remaining in the Very Good range.

6.4   Comparison of Trainer Pool Evaluation

Table 6-4 shows that the 11 trainers who trained in both ICDL training courses, improved tremendously. Their overall evaluation scores have increased.

Table 6-4 Comparison Between Trainer Pool Evaluation

	Trainer's Name	Overall Rank	No. of Evaluating Trainees	Introducing the course contents and topics before start of training	Proper structuring of training content, easy flow of presentation, and integration of thoughts	Trainer's strength in training material and training	Trainer's adherence to course topics	Trainer's ability to encourage and provide incentives to trainees to	Encouragement of trainees' effective participation	Trainer's ability to answer all questions asked	Proper use of course time by trainer	Trainer' offering practical examples that makes learning easier	Overall Score
Phase II	Mohammad Al-Jamal	2	15	3.9	3.7	3.8	3.7	3.7	3.7	3.9	3.8	3.7	**3.8**
Phase I		1	47	3.8	3.7	3.9	3.9	3.8	3.8	3.9	3.9	3.7	3.8
Phase II	Hala Al-Sharif	3	23	3.8	3.7	3.9	3.7	3.7	3.8	3.8	3.2	3.8	**3.7**
Phase I		2	37	3.7	3.7	3.9	3.8	3.7	3.7	3.7	3.5	3.7	3.7
Phase II	Hilal Abu Sada	3	10	3.8	3.1	3.8	3.9	3.5	3.8	4	3.7	3.9	**3.7**
Phase I		2	25	3.7	3.7	3.8	3.8	3.6	3.6	3.7	3.6	3.6	3.7
Phase II	Nuha Zaghari	4	20	3.7	3.5	3.6	3.8	3.6	3.6	3.8	3.7	3.6	
Phase I		4	16	3.3	3.3	3.4	3.5	3.6	3.6	3.6	3.2	3.4	3.4
Phase II	Abdullah Darwish	5	18	3.5	3.1	3.6	3.6	3.5	3.2	3.9	3.4	3.6	**3.5**
Phase I		3	17	3.5	3.4	3.8	3.9	3.5	3.6	3.7	3.7	3.7	3.6
Phase II	Adnan Kamal	5	20	3.5	3	3.7	3.6	3.6	3.6	3.7	3.5	3.6	**3.5**
Phase I		5	34	3.5	3.1	3.4	3.4	3.4	3.3	3.2	2.8	3.1	3.3
Phase II	Iyad Dassouki	5	16	3.6	3.5	3.8	3.6	3.4	3.4	3.6	3.4	3.4	**3.5**
Phase I		5	15	3.3	3.1	3.5	3.3	3.4	3.3	3.4	3.5	3.2	3.3
Phase II	Abdulrahman Abu Al-Rish	6	11	3.5	3.1	3.3	3.7	3.6	3.3	3.5	3.1	3.3	**3.4**
Phase I		8	10	3.7	2.5	2.8	2.9	2.6	2.5	3.1	2.8	2.5	2.8
Phase II	Amer Al-Najar	6	17	3.4	3.2	3.4	3.5	3.2	3.4	3.6	3.5	3.5	**3.4**
Phase I		7	46	3	2.6	3.1	2.8	2.9	2.8	3.1	2.7	2.8	2.9
Phase II	Samar Saead Hasan	8	11	2.7	2.9	3.2	3.5	3	3.2	3.3	3.7	3.3	**3.2**
Phase I		3	31	3.5	3.4	3.6	3.8	3.5	3.5	3.6	3.7	3.5	3.6
Phase II	Omran Nazal	9	14	3.4	3.1	2.9	3.3	2.9	2.7	3.2	3	3.2	**3.1**
Phase I		11	21	2.7	1.7	2.3	2.8	2.2	2.2	2.2	2.8	2.2	2.3

Note: scores are rated as <2.5 weak, 2.5-2.9 good, 3.0-3.5 very good, > 3.5 excellent

The lowest evaluation score in Phase II was in the Very Good range whereas in Phase I the lowest was in the Weak evaluation range.

Three trainers maintained their overall evaluation score of 3.8 (Excellent), they are: Mohammad Al-Jamal, Hala Al-Sharif, and Hilal Abu-Sada. Six trainers improved their score, notably, Omaran Nazzal advanced from Weak to the lower Very Good range, Amer Al-Najjar advanced from Good to Very Good range, and Nuha Zaghari advanced from Very Good to Excellent range. On the other hand, two trainers received lower overall scores in Phase II; Samar Saead Hasan dropped from Excellent to Very Good and Abdullah Darwish dropped from Excellent to a high Very Good evaluation.

6.5   Comparison of Training Course Evaluation

Table 6-4 below details the comparison in evaluating the training course. Overall, improvement is noted for all criteria.

Table 6-5 Comparison of Training Course Evaluation

Evaluation Score	Comprehensiveness of course	Course material having appropriate number of training exercises	Clear technical terms and understandable phrases	Quality of translation and Arabic language	Good balance between length of course and volume of offered material	Course offered new information beneficial in streamlining and increasing effectiveness of job	Extent of your acceptance and willingness to use computers applications at your work	Personal interest to know more about computer applications related to your work	Extent of personal benefits drawn from attending course	Extent of course achieving my expectations
Phase I	2.9	2.7	2.6	2.6	2.3	3	3.3	3.4	3.1	2.8
Phase II	2.9	2.8	2.6	2.7	2.4	3.1	3.3	3.5	3.4	3
Difference in Score	0	0.1	0	0.1	0.1	0.1	0	0.1	0.3	0.2

Note: scores are rated as <2.5 weak, 2.5-2.9 good, 3.0-3.5 very good, > 3.5 excellent

The highest score in both studies was given to P*ersonal interest to know more about computer applications related to your work*, which received a score of 3.4 (Very Good) in Phase I and improved slightly to 3.5 (Excellent) in Phase II. While the lowest score in both studies was for *Good balance between length of course and volume of offered material* which received a score of 2.3 in Phase I and 2.4 in Phase II (both Weak).

6.6   Comparison of e-Government Related Evaluation

It was found that 87% of the trainees in Phase I believed that the course will have an effect in the implementation of e-government in Jordan. The Phase II study showed a similar figure, with 89% believing the same. As regards the trainees thinking that by attending the course it will help them in their performance in their future role of e-government, 89% from Phase I indicated it would, compared to 90% from Phase II.

On the other hand, in Phase I, 93% of the trainers referred to e-government while in Phase II the number dropped to 85%. Those indicating a clear understanding of the connection of IT literacy with e-government were 90% in Phase I while dropping to 84% in the Phase II study.

7.   Conclusions and Recommendations

Separating Trainees on Basis of IT skills

Although in actual number the trainees suggesting beginners should be separated from those having IT experience was much lower in the Phase II study, it was clearly still an issue. It is again recommended that this matter be taken into account for future training programs and that those with very low or no previous IT skills undergo a basic IT orientation course prior to joining the ICDL training. This will uplift their IT knowledge and enable them to join more effectively in the class. Moreover, this will lessen the stress and the studying burden for certification of a brand new subject they know nothing about, and consequently reduce the feeling that the course length and volume are not matched.

On the same point, a concern still stands regarding the government organizations' choice of trainees. We recommend that trainees be selected with a maximum ceiling of IT knowledge, as ideally the objective would be to educate rather than to provide certification for the government employee.

Complaints of Training Center Service

Despite the overall very good evaluation of the training centers, there were still a few concerns of uncomfortable seating, small halls, old machines and generally the location of the center. This concern received the largest number of complaints from the list of problems faced by trainees (*see Table 5-1 Reported Problems by Trainees*). We suggest that a log is kept for complaints to be filed during the training sessions. This will ensure that the training centers' performance is up to standard and any problems could be tackled early on in the training.

Need for Practical Application of Taught Course Material

Another concern was the short period of training as opposed to the large amount of course material to cover. This in turn raised flags for other concerns: respondents suggested that there be more course practice and/or increase course material, provide more time for homework solving and that there be less theoretical work and more homework.

In the previous study, it was noted that there was a need for more exercises and practical application of the course material. This clearly highlights that not enough practice of the material was made. We suggest that either the length of the course be extended to make time for this need, or the government organizations themselves provide a working agenda that includes the application of the course material in the trainees daily work. In fact, a number of suggestions made included that there be more training to trainees at their workplaces. As previously suggested, it may be worth considering providing practical and real-life examples from the government employees work environment, specifically concerning e-government application. Also, by providing a demo for e-government application, trainees will grasp the basis of e-government and get a perception of what e-government is all about and how the course is related.

Lessons Learnt for Future Evaluation

A number of setbacks were faced due to the lack of resources provided for this survey. The limited man-hours meant that a stratified sampling considering organizations as a stratum could not be adopted. The time constraint also meant that adding additional questions to the initial evaluation survey form could not be made.

Follow-up Trainee Focus Group

CDG proposes that focus group sessions be conducted with the trainees who passed the ICDL exam from the various organizations. This focus group will provide in-depth information of the effect of the ICDL training course on the trainees' use of the technology at the workplace and its effect in the application of e-government.

Annex A

Sample Distribution and Gender Statistics

Table A-1 Trainees Distribution by Organization

	Organization	No. of Reached Trainees	Percent
1	Postal Saving Fund	24	3.4%
2	Directorate of Public Security	125	17.5%
3	Ministry of Planning	18	2.5%
4	Ministry of Tourism	37	5.2%
5	Jordan Institution for Standard and Meteorology	17	2.4%
6	Ministry of Information and Communication	5	0.7%
7	Ministry of Interior	6	0.8%
8	Department of Statistics	5	0.7%
9	Jordan Securities Commission	7	1.0%
10	Income Tax Department	90	12.6%
11	Ministry of Industry and Trade	23	3.2%
12	Pension Fund Directorate	10	1.4%
13	Ministry of Public Works	72	10.1%
14	Prime Ministry	15	2.1%
15	Jordan Investment Boards	19	2.7%
16	General Sales Tax Department	19	2.7%
17	JEDCO	8	1.1%
18	Directorate of National Libraries	11	1.5%
19	Department of Lands and Survey	72	10.1%
20	Ministry of Finance	17	2.4%
21	Greater Amman Municipality	67	9.4%
22	Ministry of Finance-Customs Department	10	1.4%
23	Vocational Training Corporation	11	1.5%
24	Jordan Industrial Estate Corporation	3	0.4%
25	Civil Status and Passport Department	25	3.5%
	Total	**716**	**100%**

Table A-2 Distribution of Organization Staff by Training Center

Organization	Yarmouk University	IT University	Executrain	Royal Scientific Society	Abu Ghazaleh-Cambridge	Compubase	Al-Quds College	European Center of Information Technology	Pioneers for Electronic Management	London Cultural Center	University House for Consultation Studies	Technical Systems	Applied Sciences University	Afkar Center	Total
Postal Saving Fund	4	4		4			2			6		4			24
Directorate of Public Security	6	6	16		43	6	8	3	4	9	9	7	4	4	125
Ministry of Planning	7	1								4		4		2	18
Ministry of Tourism		9					28								37
Jordan Institution for Standard and Meteorology	12						5								17
Ministry of ICT		1					2			1		1			5
Ministry of Interior	6														6
Department of Statistics	5														5
Jordan Securities Commission	1	2					2					2			7
Income Tax Department	4		10	3	33	2		8	9	6	13			2	90
Ministry of Industry and Trade	6					11			6						23
Pension Fund Directorate				3						4				3	10
Ministry of Public Works		6	3						5	19	27	2	10		72
Prime Ministry		1					10			4					15
Jordan Investment Boards	12	2								2				3	19
General Sales Tax Department							9	1				7		2	19
JEDCO		6				2									8
Directorate of National Libraries		2				9									11
Department of Lands and Survey				18		10		9					17	18	72
Ministry of Finance					1	3			5		3	1	3	1	17
Greater Amman Municipality	1		7	17		20					14		8		67
Ministry of Finance-Customs Department		1	9												10
Vocational Training Corporation					11										11
Jordan Industrial Estate Corporation												3			3
Civil Status and Passport Department		11											7	7	25
Total	64	52	45	45	88	63	66	21	29	55	66	31	49	42	716

Table A-3 Trainees Distribution by Organization and Gender

Organization	Gender		Total
	Male	Female	
Postal Saving Fund	15	7	22
	68.2%	31.8%	100.0%
Directorate of Public Security	81	35	116
	69.8%	30.2%	100.0%
Ministry of Planning	14	1	15
	93.3%	6.7%	100.0%
Ministry of Tourism	20	9	29
	69.0%	31.0%	100.0%
Jordan Institution for Standard and Meteorology	11	5	16
	68.8%	31.3%	100.0%
Ministry of Information and Communication	5	0	5
	100.0%	0.0%	100.0%
Ministry of Interior	3	2	5
	60.0%	40.0%	100.0%
Department of Statistics	2	0	2
	100.0%	0.0%	100.0%
Jordan Securities Commission	6	0	6
	100.0%	0.0%	100.0%
Income Tax Department	44	37	81
	54.3%	45.7%	100.0%
Ministry of Industry and Trade	20	2	22
	90.9%	9.1%	100.0%
Pension Fund Directorate	4	6	10
	40.0%	60.0%	100.0%
Ministry of Public Works	51	17	68
	75.0%	25.0%	100.0%
Prime Ministry	12	3	15
	80.0%	20.0%	100.0%
Jordan Investment Boards	18	1	19
	94.7%	5.3%	100.0%
General Sales Tax Department	13	5	18
	72.2%	27.8%	100.0%
JEDCO	7	0	7
	100.0%	0.0%	100.0%
Directorate of National Libraries	6	4	10
	60.0%	40.0%	100.0%
Department of Lands and Survey	46	19	65
	70.8%	29.2%	100.0%
Ministry of Finance	13	3	16
	81.3%	18.8%	100.0%
Greater Amman Municipality	41	18	59
	69.5%	30.5%	100.0%
Ministry of Finance-Customs Department	9	1	10
	90.0%	10.0%	100.0%
Vocational Training Corporation	7	3	10
	70.0%	30.0%	100.0%
Jordan Industrial Estate Corporation	2	1	3
	66.7%	33.3%	100.0%
Civil Status and Passport Department	16	5	21
	76.2%	23.8%	100.0%
Total	466	184	650
	71.7%	28.3%	100.0%

Table A-4 Trainees Distribution by Training Center and Gender

Training Center	GENDER		Total
	Male	**Female**	
Yarmouk University	41	21	62
	66.1%	33.9%	100.0%
IT University	33	14	47
	70.2%	29.8%	100.0%
Executrain	27	18	45
	60.0%	40.0%	100.0%
Royal Scientific Society	32	13	45
	71.1%	28.9%	100.0%
Abu Ghazaleh-Cambridge	74	11	85
	87.1%	12.9%	100.0%
Compubase	35	25	60
	58.3%	41.7%	100.0%
Al-Quds College	44	21	65
	67.7%	32.3%	100.0%
The European Center of Information Technology	17	7	24
	70.8%	29.2%	100.0%
Pioneers for Electronic Management	19	10	29
	65.5%	34.5%	100.0%
London Cultural Center	33	21	54
	61.1%	38.9%	100.0%
The University House for Consultation Studies	50	15	65
	76.9%	23.1%	100.0%
Technical Systems	20	13	33
	60.6%	39.4%	100.0%
Applied Sciences University	17	29	46
	37.0%	63.0%	100.0%
Afkar Center	37	4	41
	90.2%	9.8%	100.0%
Total	479	222	701
	68.3%	31.7%	100.0%

Table A-5 Trainees Having Previous Experience with Computers by Training Center

Have previous computer experience	Yarmouk University	IT University	Executrain	Royal Scientific Society	Abu Ghazaleh-Cambridge	Compubase	Al-Quds College	The European Center of Information Technology	Pioneers for Electronic Management	London Cultural Center	The University House for Consultation Studies	Technical Systems	Applied Sciences University	Afkar Center	Total
Yes	41	32	28	26	62	39	42	12	18	23	36	20	30	17	426
	9.6%	7.5%	6.6%	6.1%	14.6%	9.2%	9.9%	2.8%	4.2%	5.4%	8.5%	4.7%	7.0%	4.0%	100.0%
No	16	14	16	15	18	18	18	11	10	25	25	11	12	22	231
	6.9%	6.1%	6.9%	6.5%	7.8%	7.8%	7.8%	4.8%	4.3%	10.8%	10.8%	4.8%	5.2%	9.5%	100.0%
Total	57	46	44	41	80	57	60	23	28	48	61	31	42	39	657
	8.7%	7.0%	6.7%	6.2%	12.2%	8.7%	9.1%	3.5%	4.3%	7.3%	9.3%	4.7%	6.4%	5.9%	100.0%

Table A-6 Trainees with Previous Experience with Computers by Organization

Governmental Organization	Have Previous Experience with Computers		Total
	Yes	No	
Postal Saving Fund	10	11	21
	47.6%	52.4%	100.0%
Directorate of Public Security	71	45	116
	61.2%	38.8%	100.0%
Ministry of Planning	15	0	15
	100.0%	0.0%	100.0%
Ministry of Tourism	22	8	30
	73.3%	26.7%	100.0%
Jordan Institution for Standard and Meteorology	9	6	15
	60.0%	40.0%	100.0%
Ministry of Information and Communication	3	2	5
	60.0%	40.0%	100.0%
Ministry of Interior	3	2	5
	60.0%	40.0%	100.0%
Department of Statistics	2	0	2
	100.0%	0.0%	100.0%
Jordan Securities Commission	5	1	6
	83.3%	16.7%	100.0%
Income Tax Department	47	35	82
	57.3%	42.7%	100.0%
Ministry of Industry and Trade	16	6	22
	72.7%	27.3%	100.0%
Pension Fund Directorate	7	3	10
	70.0%	30.0%	100.0%
Ministry of Public Works	37	29	66
	56.1%	43.9%	100.0%
Prime Ministry	12	2	14
	85.7%	14.3%	100.0%
Jordan Investment Boards	14	5	19
	73.7%	26.3%	100.0%
General Sales Tax Department	10	7	17
	58.8%	41.2%	100.0%
JEDCO	6	1	7
	85.7%	14.3%	100.0%
Directorate of National Libraries	5	5	10
	50.0%	50.0%	100.0%
Department of Lands and Survey	41	25	66
	62.1%	37.9%	100.0%
Ministry of Finance	9	7	16
	56.3%	43.8%	100.0%
Greater Amman Municipality	43	18	61
	70.5%	29.5%	100.0%
Ministry of Finance-Customs Department	9	1	10
	90.0%	10.0%	100.0%
Vocational Training Corporation	9	0	9
	100.0%	0.0%	100.0%
Jordan Industrial Estate Corporation	2	1	3
	66.7%	33.3%	100.0%
Civil Status and Passport Department	14	8	22
	63.6%	36.4%	100.0%
Total	421	228	649
	64.9%	35.1%	100.0%

Table A-7 Access to Computers at Work by Organization

Governmental Organization	Access to Computers at Work		Total
	Yes	**No**	
Postal Saving Fund	15 68.2%	7 31.8%	22 100.0%
Directorate of Public Security	81 69.8%	35 30.2%	116 100.0%
Ministry of Planning	14 93.3%	1 6.7%	15 100.0%
Ministry of Tourism	20 69.0%	9 31.0%	29 100.0%
Jordan Institution for Standard and Meteorology	11 68.8%	5 31.3%	16 100.0%
Ministry of Information and Communication	5 100.0%	0 0.0%	5 100.0%
Ministry of Interior	3 60.0%	2 40.0%	5 100.0%
Department of Statistics	2 100.0%	0 0.0%	2 100.0%
Jordan Securities Commission	6 100.0%	0 0.0%	6 100.0%
Income Tax Department	44 54.3%	37 45.7%	81 100.0%
Ministry of Industry and Trade	20 90.9%	2 9.1%	22 100.0%
Pension Fund Directorate	4 40.0%	6 60.0%	10 100.0%
Ministry of Public Works	51 75.0%	17 25.0%	68 100.0%
Prime Ministry	12 80.0%	3 20.0%	15 100.0%
Jordan Investment Boards	18 94.7%	1 5.3%	19 100.0%
General Sales Tax Department	13 72.2%	5 27.8%	18 100.0%
JEDCO	7 100.0%	0 0.0%	7 100.0%
Directorate of National Libraries	6 60.0%	4 40.0%	10 100.0%
Department of Lands and Survey	46 70.8%	19 29.2%	65 100.0%
Ministry of Finance	13 81.3%	3 18.8%	16 100.0%
Greater Amman Municipality	41 69.5%	18 30.5%	59 100.0%
Ministry of Finance-Customs Department	9 90.0%	1 10.0%	10 100.0%
Vocational Training Corporation	7 70.0%	3 30.0%	10 100.0%
Jordan Industrial Estate Corporation	2 66.7%	1 33.3%	3 100.0%
Civil Status and Passport Department	16 76.2%	5 23.8%	21 100.0%
Total	466 71.7%	184 28.3%	650 100.0%

Annex B

Evaluation Statistics

Table B-1 Trainer Referring to e-Government

Trainer	Referring to e-government		Total
	Yes	No	
	% of Total	% of Total	
Maen Haddad	16	1	17
	94.1%	5.9%	100.0%
Firas Hanandeh	24	0	24
	100.0%	0.0%	100.0%
Nidal Abu Tarboush	12	1	13
	92.3%	7.7%	100.0%
Radwan Ayoub	13	0	13
	100.0%	0.0%	100.0%
Ghadeer Kamal Barhoumeh	27	0	27
	100.0%	0.0%	100.0%
Tareq Younis	15	0	15
	100.0%	0.0%	100.0%
Mohammad Nasrallah	15	3	18
	83.3%	16.7%	100.0%
Suhaib Jaber	16	2	18
	88.9%	11.1%	100.0%
Amer Al-Najar	14	3	17
	82.4%	17.6%	100.0%
Dima Al-Assaf	15	1	16
	93.8%	6.3%	100.0%
Amira Batayneh	22	5	27
	81.5%	18.5%	100.0%
Hilal Abu Sada	10	0	10
	100.0%	0.0%	100.0%
Abd Al-Muti Mujahed	7	10	17
	41.2%	58.8%	100.0%
Akram Zalloum	7	0	7
	100.0%	0.0%	100.0%
Ala Yaseen	18	2	20
	90.0%	10.0%	100.0%
Laith Farouki	6	27	33
	18.2%	81.8%	100.0%
Ehab Daoud Asfour	8	4	12
	66.7%	33.3%	100.0%
Basel Maqableh	13	0	13
	100.0%	0.0%	100.0%
Omar Ayad	16	0	16
	100.0%	0.0%	100.0%
Samar Saead Hasan	7	4	11
	63.6%	36.4%	100.0%
Mohammad Al-Jamal	15	0	15
	100.0%	0.0%	100.0%
Foad Amawi	26	2	28
	92.9%	7.1%	100.0%
Najah Ayyad	9	2	11
	81.8%	18.2%	100.0%
Samer Abd Raboh	27	2	29
	93.1%	6.9%	100.0%
Ismaeil Al-Rawashdeh	1	9	10
	10.0%	90.0%	100.0%
Haitham Allian	19	0	19
	100.0%	0.0%	100.0%

Continued…

Trainer	Referring to e-government		Total
	Yes	**No**	
	% of total	**% of total**	
Shireen Oweiss	10	4	14
	71.4%	28.6%	100.0%
Husam Serdah	10	4	14
	71.4%	28.6%	100.0%
Nuha Zaghari	19	1	20
	95.0%	5.0%	100.0%
Hala Al-Sharif	23	0	23
	100.0%	0.0%	100.0%
Adnan Kamal	18	2	20
	90.0%	10.0%	100.0%
Omran Nazal	13	1	14
	92.9%	7.1%	100.0%
Maher Habash	13	0	13
	100.0%	0.0%	100.0%
Fadwa Hammoudeh	11	1	12
	91.7%	8.3%	100.0%
Mustafa Saadat	11	4	15
	73.3%	26.7%	100.0%
Iyad Dassouki	15	1	16
	93.8%	6.3%	100.0%
Abdullah Darwish	17	1	18
	94.4%	5.6%	100.0%
Firas Al-Amourin	18	7	25
	72.0%	28.0%	100.0%
Samer Barakat	10	1	11
	90.9%	9.1%	100.0%
Alia Al-Shyoukhi	14	2	16
	87.5%	12.5%	100.0%
Abdulrahman Abu Al-Rish	11	0	11
	100.0%	0.0%	100.0%
Mohammad Mheidat	12	0	12
	100.0%	0.0%	100.0%
Total respondents	603	107	710
	84.9%	15.1%	100.0%

Table B-3 Offered Suggestions and Reported Problems by Gender

| Offered reported problems | GENDER | | Total |
| | Male | Female | |
	% of Total	% of Total	
Lack of practice. Little practical application. Short period time for course	15	8	23
	65.2%	34.8%	100.0%
We cannot practice what we learnt at work in our the leisure time	6	1	7
	85.7%	14.3%	100.0%
Lack of learning and using the Internet	5	5	10
	50.0%	50.0%	100.0%
The trainee is not devoted to the course and coordination is needed between the governmental organization and the training parties	12	2	14
	85.7%	14.3%	100.0%
Lack of practical application of the course at work; No devotion to the course	10	5	15
	66.7%	33.3%	100.0%
Difficulties concerning the training center (uncomfortable seats, small halls, old machines, long distance)	56	21	77
	72.7%	27.3%	100.0%
Nothing	52	18	70
	74.3%	25.7%	100.0%
Lack of separation between beginners and those who have experience	4	1	5
	80.0%	20.0%	100.0%
The teaching material is in Arabic which contradicts the practical reality and the fact that the language used on the PC is in English	10	8	18
	55.6%	44.4%	100.0%
Different ways of teaching between a trainer and another makes it difficult for beginners to understand. Large amount of information. The trainer should have previous experience in training	5	1	6
	83.3%	16.7%	100.0%
Training hours are too much for those who have previous experience with computers	1	2	3
	33.3%	66.7%	100.0%
The time of the course is unsuitable, the length of the lecture, the short period of training and large training material	51	16	67
	76.1%	23.9%	100.0%
The curriculum is not comprehensive and there is a repetition and poor translation	12	8	20
	60.0%	40.0%	100.0%
Not considering the goal of the course in the exam and the time determined for the exam	7	13	20
	35.0%	65.0%	100.0%
Lack of computers at work and at home	9	4	13
	69.2%	30.8%	100.0%
Not Relevant	13	2	15
	86.7%	13.3%	100.0%
Large numbers of trainees in the course; should be reduced	1	0	1
	100.0%	0.0%	100.0%
Unclear goals and not serious in applying e-government initiative	2	0	2
	100.0%	0.0%	100.0%
Total	271	115	386

Offered Suggestions	GENDER		Total
	Male	Female	
	% of Total	% of Total	
Increase the course period to acquire more skills	116	38	154
	75.3%	24.7%	100.0%
Give the whole course from M1-M7 to get the license	78	27	105
	74.3%	25.7%	100.0%
Reduce the time of the course lecture and adjust timing to better suit the employees	4	0	4
	100.0%	0.0%	100.0%
Give more training for the trainees in their work place along with the course material and less with the governmental departments	9	10	19
	47.4%	52.6%	100.0%
Separate the new users from those who have previous experience due to the difference in levels; Prepare mock exams	31	25	56
	55.4%	44.6%	100.0%
Conduct the training sessions in the employees' work places and send trainers to them	10	0	10
	100.0%	0.0%	100.0%
Better organization and structure of training materials; Repetition of some topics	19	7	26
	73.1%	26.9%	100.0%
Nothing	22	7	29
	75.9%	24.1%	100.0%
Reconsider the exam structure or cancel it, adjust its timing to better suit the wanted benefits from the course and give mock exams	13	8	21
	61.9%	38.1%	100.0%
Large number of participants; should be reduced	4	1	5
	80.0%	20.0%	100.0%
Give other computer courses and practice. Add more topics and give training to all employees of the government	14	8	22
	63.6%	36.4%	100.0%
Conduct training sessions for beginners before the ICDL courses	7	5	12
	58.3%	41.7%	100.0%
Provide the employees with complete dedication to the course. Conduct courses during working hours and on daily basis.	67	17	84
	79.8%	20.2%	100.0%
More focus should be given to each chapter followed by an exam	11	12	23
	47.8%	52.2%	100.0%
Provide a PC for each employee at work	6	4	10
	60.0%	40.0%	100.0%
The course should not be given to those who don't have a PC at work/home	2	1	3
	66.7%	33.3%	100.0%
Free choice of the training place and provide transportation	12	1	13
	92.3%	7.7%	100.0%
Not Relevant	18	3	21
	85.7%	14.3%	100.0%
Conduct working sessions at which classes are merged and give practical applications to each group to increase benefits	1	0	1

Continued…

Offered Suggestions	GENDER		Total
	Male	**Female**	**Total**
	% of Total	**% of Total**	
	100.0%	0.0%	100.0%
More of practice, less of theoretical work, more homework	10	3	13
	76.9%	23.1%	100.0%
Assist employees in acquiring PCs at home	5	0	5
	100.0%	0.0%	100.0%
Give mock exams	5	4	9
	55.6%	44.4%	100.0%
Train the employees in accordance with their specialties and type of work; Consider the job and position differences	2	3	5
	40.0%	60.0%	100.0%
Translation of terms into Arabic is not clear, give the course in English	15	10	25
	60.0%	40.0%	100.0%
Divide the course into 4/5 sections and gradually train the employees	1	1	2
	50.0%	50.0%	100.0%
Ensure the efficiency of trainers and training parties	5	1	6
	83.3%	16.7%	100.0%
Activate the e-government program	4	0	4
	100.0%	0.0%	100.0%
Total	491	196	687
	71.5%	28.5%	100.0%

Table B-4 Total Trainees Evaluation Scoring

Trainer's Name	No. of Evaluating Trainees	Introducing the course contents and topics before start of training	Proper structuring of training content, easy flow of presentation, and integration of thoughts	Trainer's strength in training material and training	Trainer's adherence to course topics	Trainer's ability to encourage and provide incentives to trainees to learn	Encouragement of trainees' effective participation	Trainer's ability to answer all questions asked	Proper use of course time by trainer	Trainer' offering practical examples that makes learning easier	Overall Score
Abd Al-Muti Mujahed	17	3.3	2.8	3.1	3.4	3.1	3.1	3.1	3.1	3.1	3.1
Abdullah Darwish	18	3.5	3.1	3.6	3.6	3.5	3.2	3.9	3.4	3.6	3.5
Abdulrahman Abu Al-Rish	11	3.5	3.1	3.3	3.7	3.6	3.3	3.5	3.1	3.3	3.4
Adnan Kamal	20	3.5	3	3.7	3.6	3.6	3.6	3.7	3.5	3.6	3.5
Akram Zalloum	7	3.9	3.9	3.9	3.9	4	3.9	3.9	3.7	3.7	3.8
Ala Yaseen	22	3.8	3.8	3.9	3.8	3.8	3.9	3.8	3.9	3.8	3.8
Alia Al-Shyoukhi	17	3.9	3.8	4	4	4	3.9	4	3.9	4	3.9
Amer Al-Najar	17	3.4	3.2	3.4	3.5	3.2	3.4	3.6	3.5	3.5	3.4
Amira Batayneh	27	3.6	3.4	3.6	3.7	3.6	3.5	3.8	3.6	3.5	3.6
Basel Maqableh	13	3.7	3.5	3.8	3.6	3.5	3.8	3.5	3.4	3.6	3.6
Dima Al-Assaf	16	3.8	3.2	3.4	3.7	3.7	3.7	3.6	3.8	3.4	3.6
Ehab Daoud Asfour	21	3.9	3.6	3.6	3.7	3.7	3.6	3.7	3.8	3.6	3.7
Fadwa Hammoudeh	12	3.3	2.9	2.9	3.4	3.1	3.1	3.3	3.3	2.8	3.1
Firas Al-Amourin	25	3.4	3.2	3.5	3.4	3.4	3.4	3.5	3.3	3.4	3.4
Firas Hanandeh	24	3.3	2.9	3.5	3.4	3.3	3.3	3.5	3.1	3.5	3.3
Foad Amawi	30	3.9	3.7	4	4	3.7	3.8	3.9	3.9	3.8	3.9
Ghadeer Kamal Barhoumeh	27	3.6	3.6	3.9	3.8	3.7	3.8	3.9	3.9	3.7	3.8
Haitham Allian	19	3.6	3.4	3.6	3.8	3.7	3.7	3.8	3.5	3.4	3.6
Hala Al-Sharif	23	3.8	3.7	3.9	3.7	3.7	3.8	3.8	3.2	3.8	3.7
Hilal Abu Sada	10	3.8	3.1	3.8	3.9	3.5	3.8	4	3.7	3.9	3.7
Husam Serdah	15	3.1	2.8	3.1	3.5	3.1	3.1	3.3	3	3.1	3.1
Ismaeil Al-Rawashdeh	10	2.3	1.9	2.4	2.9	2.2	2.5	2.5	2.7	2	2.4
Iyad Dassouki	16	3.6	3.5	3.8	3.6	3.4	3.4	3.6	3.4	3.4	3.5
Laith Farouki	34	3.1	2.9	3.1	3.4	2.8	3	3.2	3.2	2.9	3.1
Maen Haddad	17	3.8	3.6	3.7	3.7	3.8	3.8	3.6	3.6	3.9	3.7
Maher Habash	13	3.1	2.8	3.2	3.5	3.2	3.2	3.3	3.4	3.1	3.2
Mohammad Al-Jamal	15	3.9	3.7	3.8	3.7	3.7	3.7	3.9	3.8	3.7	3.8
Mohammad Mheidat	12	3.9	3.7	3.8	3.8	3.8	3.8	4	3.9	3.8	3.8
Mohammad Nasrallah	18	3.4	3.1	3.8	3.4	3.4	3.3	3.8	3.5	3.6	3.5
Mustafa Saadat	15	3.7	3.3	3.7	3.6	3.6	3.6	3.7	3.5	3.5	3.6
Najah Ayyad	11	3.7	3.7	3.7	3.8	3.8	3.7	3.6	3.7	3.7	3.7
Nidal Abu Tarboush	13	3.8	3.8	3.8	3.9	3.7	3.5	3.8	3.8	3.8	3.8
Nuha Zaghari	20	3.7	3.5	3.6	3.8	3.6	3.6	3.8	3.7	3.6	3.6
Omar Ayad	16	3.2	2.9	3.1	3.1	3.3	3.2	3.3	2.5	2.8	3
Omran Nazal	14	3.4	3.1	2.9	3.3	2.9	2.7	3.2	3	3.2	3.1
Radwan Ayoub	13	3	2.8	3.3	3.3	2.9	3	2.9	3	2.9	3
Samar Saead Hasan	11	2.7	2.9	3.2	3.5	3	3.2	3.3	3.7	3.3	3.2

Continued…

Trainer's Name	No. of Evaluating Trainees	Introducing the course contents and topics before start of training	Proper structuring of training content, easy flow of presentation, and integration of thoughts	Trainer's strength in training material and training	Trainer's adherence to course topics	Trainer's ability to encourage and provide incentives to trainees to learn	Encouragement of trainees' effective participation	Trainer's ability to answer all questions asked	Proper use of course time by trainer	Trainer' offering practical examples that makes learning easier	Overall Score
Samer Abd Raboh	29	3.2	3	3.4	3.3	3.4	3.2	3.7	3.1	3.3	3.3
Samer Barakat	11	3.6	3.2	3.4	3.6	3.9	3.5	3.8	3.9	3.6	3.6
Shireen Oweiss	14	3.1	2.7	3.3	3.2	3.1	3.4	3.6	3.4	3.4	3.2
Suhaib Jaber	18	3.8	3.4	3.9	3.9	3.8	3.8	3.9	4	3.9	3.8
Tareq Younis	15	3.9	3.9	3.9	3.9	3.9	3.9	4	3.9	3.9	3.9

Table B-5 Overall Evaluation of Training Services by Gender

Evaluation	Topics																	
	Training material Availability		Training material photocopying quality		Multimedia/ Data Show Availability		Efficiency of the computer you were using		The efficiency of maintaining your computer upon its malfunctioning		Ventilation in The Training hall		Lighting in the training hall		Training center location		Dealing with training center's staff and their handling of trainees' complaints	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Not Acceptable	1.5%	0.5%	0.6%	0.0%	3.2%	0.5%	1.7%	0.9%	1.1%	0.9%	2.9%	3.6%	0.8%	0.9%	1.7%	2.7%	0.6%	1.4%
Weak	2.3%	1.4%	1.3%	0.5%	2.5%	2.8%	5.9%	7.7%	4.8%	5.1%	5.0%	5.5%	2.3%	1.4%	1.5%	1.8%	2.7%	4.1%
Good	11.1%	8.6%	10.3%	8.6%	10.4%	7.8%	15.3%	16.3%	17.6%	13.6%	12.4%	11.8%	6.7%	10.4%	14.9%	11.8%	10.3%	10.0%
Very Good	25.9%	16.7%	27.9%	21.2%	22.9%	16.6%	31.4%	29.9%	27.5%	34.1%	26.6%	26.8%	26.6%	20.4%	24.7%	25.0%	25.6%	18.7%
Excellent	59.2%	72.9%	60.0%	69.8%	61.0%	72.4%	45.8%	45.2%	49.0%	46.3%	53.0%	52.3%	63.5%	67.0%	57.2%	58.6%	60.7%	65.8%
No. of Responses	478	221	477	222	472	217	478	221	461	214	477	220	477	221	477	220	476	219

Annex C

Evaluation Form

Annex D

Detailed Evaluation of Trainers

The following table D-1 summarizes the trainer's evaluation scores. Trainers are grouped by he centers they are training in.

Table D-1 Trainers Distribution Over Centers and Their Evaluation Score

Trainer's Name	Center	Trainers Overall Score
Ala Yaseen	Abu Ghazaleh-Cambridge	3.8
Ehab Daoud Asfour	Abu Ghazaleh-Cambridge	3.7
Laith Farouki	Abu Ghazaleh-Cambridge	3.1
Najah Ayyad	Abu Ghazaleh-Cambridge	3.7
Alia Al-Shyoukhi	Afkar Center	3.9
Firas Al-Amourin	Afkar Center	3.4
Amer Al-Najar	Al-Quds College	3.4
Dima Al-Assaf	Al-Quds College	3.6
Mohammad Nasrallah	Al-Quds College	3.5
Suhaib Jaber	Al-Quds College	3.8
Abdulrahman Abu Al-Rish	Applied Sciences University	3.4
Maher Habash	Applied Sciences University	3.2
Omran Nazal	Applied Sciences University	3.1
Samer Barakat	Applied Sciences University	3.6
Adnan Kamal	Compubase	3.5
Hala Al-Sharif	Compubase	3.7
Nuha Zaghari	Compubase	3.6
Foad Amawi	Executrain	3.9
Mohammad Al-Jamal	Executrain	3.8
Amira Batayneh	IT University	3.6
Hilal Abu Sada	IT University	3.7
Husam Serdah	IT University	3.1
Ghadeer Kamal Barhoumeh	London Cultural Center	3.8
Radwan Ayoub	London Cultural Center	3
Tareq Younis	London Cultural Center	3.9
Basel Maqableh	Pioneers for Electronic Management	3.6
Omar Ayad	Pioneers for Electronic Management	3
Abdullah Darwish	Royal Scientific Society	3.5
Iyad Dassouki	Royal Scientific Society	3.5
Samar Saead Hasan	Royal Scientific Society	3.2
Haitham Allian	Technical Systems	3.6
Shireen Oweiss	Technical Systems	3.2
Abd Al-Muti Mujahed	The European Center of Information Technology	3.1
Akram Zalloum	The European Center of Information Technology	3.8
Fadwa Hammoudeh	The University House for Consultation Studies	3.1
Ismaeil Al-Rawashdeh	The University House for Consultation Studies	2.4
Mustafa Saadat	The University House for Consultation Studies	3.6
Samer Abd Raboh	The University House for Consultation Studies	3.3
Firas Hanandeh	Yarmouk University	3.3
Maen Haddad	Yarmouk University	3.7
Mohammad Mheidat	Yarmouk University	3.8
Nidal Abu Tarboush	Yarmouk University	3.8

Note: scores are rated as <2.5 weak, 2.5-2.9 good, 3.0-3.5 very good, > 3.5 excellent

Mr. Abd Al-Muti Mujahed

Mr. Mujahed trains at the European Center of Information Technology, his main forte is *"trainer's adherence to course topics"*. He has received a number of weak evaluations and one not acceptable, but overall he was evaluated as very good to excellent with a score of 3.1.

Evaluation Topics	Abd Al-Muti Mujahed				
	Not Acceptable	Weak	Good	Very Good	Excellent
Introducing the course contents and topics before start of training	0.0%	0.0%	11.8%	47.1%	41.2%
Proper structuring of training content, easy flow of presentation, and integration of thoughts	5.9%	5.9%	23.5%	35.3%	29.4%
Trainer's strength in training material and training	0.0%	0.0%	23.5%	41.2%	35.3%
Trainer's adherence to course topics	0.0%	0.0%	17.6%	29.4%	52.9%
Trainer's ability to encourage and provide incentives to trainees to learn	0.0%	5.9%	23.5%	23.5%	47.1%
Encouragement of trainees' effective participation	0.0%	5.9%	17.6%	41.2%	35.3%
Trainer's ability to answer all questions asked	0.0%	5.9%	17.6%	35.3%	41.2%
Proper use of course time by trainer	0.0%	0.0%	41.2%	11.8%	47.1%
Trainer' offering practical examples that make learning easier	0.0%	5.9%	23.5%	29.4%	41.2%
Total no. of Respondents					17

Mr. Abdullah Darwish

Mr. Darwish trains at the Royal Scientific Society, his main forte is his "ability to answer all questions asked" which received a score of 3.9. His lowest score is a very good 3.1, which was attained for "proper structuring of training content, easy flow of presentation and integration of thoughts". All of his evaluations are above 3.1, attaining an overall very good score of 3.5.

Evaluation Topics	Abdullah Darwish				
	Not Acceptable	Weak	Good	Very Good	Excellent
Introducing the course contents and topics before start of training	0.0%	5.6%	5.6%	22.2%	66.7%
Proper structuring of training content, easy flow of presentation, and integration of thoughts	0.0%	5.6%	22.2%	33.3%	38.9%
Trainer's strength in training material and training	0.0%	0.0%	5.6%	27.8%	66.7%
Trainer's adherence to course topics	0.0%	0.0%	5.6%	27.8%	66.7%
Trainer's ability to encourage and provide incentives to trainees to learn	0.0%	0.0%	11.8%	29.4%	58.8%
Encouragement of trainees' effective participation	0.0%	5.6%	16.7%	33.3%	44.4%
Trainer's ability to answer all questions asked	0.0%	0.0%	0.0%	11.8%	88.2%
Proper use of course time by trainer	0.0%	0.0%	5.6%	44.4%	50.0%
Trainer' offering practical examples that make learning easier	0.0%	0.0%	5.6%	27.8%	66.7%
Total no. of Respondents					18

Mr. Abdulrahman Abu Al-Rish

Mr. Abu Al-Rish trains at Applied Science University, his main forte is his "adherence to course topics" attaining an excellent score at 3.7, followed closely by his "ability to encourage and provide incentives to trainees to learn" at 3.6. His drawback was "proper structuring of training content, easy flow of presentation and integration of thoughts". Overall, he was evaluated as very good to excellent, attaining a score at 3.4 by trainees.

Evaluation Topics	Abdulrahman Abu Al-Rish				
	Not Acceptable	Weak	Good	Very Good	Excellent
Introducing the course contents and topics before start of training	0.0%	0.0%	9.1%	36.4%	54.5%
Proper structuring of training content, easy flow of presentation, and integration of thoughts	0.0%	0.0%	18.2%	54.5%	27.3%
Trainer's strength in training material and training	0.0%	9.1%	0.0%	45.5%	45.5%
Trainer's adherence to course topics	0.0%	0.0%	0.0%	27.3%	72.7%
Trainer's ability to encourage and provide incentives to trainees to learn	0.0%	0.0%	9.1%	18.2%	72.7%
Encouragement of trainees' effective participation	0.0%	9.1%	9.1%	27.3%	54.5%
Trainer's ability to answer all questions asked	0.0%	0.0%	9.1%	36.4%	54.5%
Proper use of course time by trainer	0.0%	0.0%	27.3%	36.4%	36.4%
Trainer' offering practical examples that make learning easier	0.0%	9.1%	9.1%	27.3%	54.5%
Total no. of Respondents					11

Mr. Adnan Kamal

Mr. Kamal trains at Compubase, his forte is in his "ability to answer all questions asked" and "strength in training material" attaining scores at 3.7. His drawback was "proper structuring of training content, easy flow of presentation and integration of thoughts" which was evaluated as not acceptable and weak and received a score at 3. Overall, he was evaluated as very good to excellent attaining a score of 3.5.

Evaluation Topics	Adnan Kamal				
	Not Acceptable	Weak	Good	Very Good	Excellent
Introducing the course contents and topics before start of training	0.0%	0.0%	10.0%	35.0%	55.0%
Proper structuring of training content, easy flow of presentation, and integration of thoughts	5.0%	10.0%	15.0%	20.0%	50.0%
Trainer's strength in training material and training	0.0%	0.0%	5.0%	25.0%	70.0%
Trainer's adherence to course topics	0.0%	0.0%	5.0%	30.0%	65.0%
Trainer's ability to encourage and provide incentives to trainees to learn	0.0%	0.0%	5.0%	35.0%	60.0%
Encouragement of trainees' effective participation	0.0%	0.0%	5.0%	30.0%	65.0%
Trainer's ability to answer all questions asked	0.0%	5.0%	0.0%	20.0%	75.0%
Proper use of course time by trainer	0.0%	0.0%	20.0%	15.0%	65.0%
Trainer' offering practical examples that make learning easier	0.0%	5.0%	5.0%	20.0%	70.0%
Total no. of Respondents					20

Mr. Akram Zalloum
Mr. Zalloum trains at the European Center of Information Technology, his forte is "ability to encourage and provide incentives to trainees to learn," attaining a number of high scores at 3.9. Mr. Zalloum's lowest evaluation is a score of 3.7 for "proper use of course time" and "offering practical examples that make learning easier". Overall, he was evaluated as very good to excellent attaining a score at 3.8.

Evaluation Topics	Akram Zalloum				
	Not Acceptable	Weak	Good	Very Good	Excellent
Introducing the course contents and topics before start of training	0.0%	0.0%	0.0%	14.3%	85.7%
Proper structuring of training content, easy flow of presentation, and integration of thoughts	0.0%	0.0%	0.0%	14.3%	85.7%
Trainer's strength in training material and training	0.0%	0.0%	0.0%	14.3%	85.7%
Trainer's adherence to course topics	0.0%	0.0%	0.0%	14.3%	85.7%
Trainer's ability to encourage and provide incentives to trainees to learn	0.0%	0.0%	0.0%	0.0%	100.0%
Encouragement of trainees' effective participation	0.0%	0.0%	0.0%	14.3%	85.7%
Trainer's ability to answer all questions asked	0.0%	0.0%	0.0%	14.3%	85.7%
Proper use of course time by trainer	0.0%	0.0%	14.3%	0.0%	85.7%
Trainer' offering practical examples that make learning easier	0.0%	0.0%	0.0%	28.6%	71.4%
Total no. of Respondents					7

Mr. Ala Yaseen

Mr. Yaseen trains at Abu Ghazaleh-Cambridge, his forte is his "encouragement of trainees' effective participation." Mr. Yaseen received a number of excellent scores of 3.9, his lowest score is at 3.8. He does not appear to have any weaknesses or topics evaluated as unacceptable. Overall, he was evaluated as very good to excellent attaining a score at 3.8.

Evaluation Topics	Ala Yaseen				
	Not Acceptable	Weak	Good	Very Good	Excellent
Introducing the course contents and topics before start of training	0.0%	0.0%	0.0%	18.2%	81.8%
Proper structuring of training content, easy flow of presentation, and integration of thoughts	0.0%	0.0%	0.0%	18.2%	81.8%
Trainer's strength in training material and training	0.0%	0.0%	0.0%	13.6%	86.4%
Trainer's adherence to course topics	0.0%	0.0%	0.0%	22.7%	77.3%
Trainer's ability to encourage and provide incentives to trainees to learn	0.0%	0.0%	4.5%	9.1%	86.4%
Encouragement of trainees' effective participation	0.0%	0.0%	0.0%	9.1%	90.9%
Trainer's ability to answer all questions asked	0.0%	0.0%	0.0%	22.7%	77.3%
Proper use of course time by trainer	0.0%	0.0%	0.0%	13.6%	86.4%
Trainer' offering practical examples that make learning easier	0.0%	0.0%	4.5%	9.1%	86.4%
Total no. of Respondents					22

Ms. Alia Shyoukhi

Ms. Shyoukhi trains at Afkar Center, she has a number of fortes evaluated as excellent attaining full scores of 100%. The evaluation topics include "strength in training material and training", "adherence to course topics", "ability to encourage and provide incentives to trainees to learn", "ability to answer all questions asked" and "offering practical examples that make learning easier." Ms. Shyoukhi does not appear to have any weaknesses or topics evaluated as unacceptable. Overall, she was evaluated as very good to excellent attaining a score of 3.9 by the trainees on all topics.

Evaluation Topics	Alia Al-Shyoukhi				
	Not Acceptable	Weak	Good	Very Good	Excellent
Introducing the course contents and topics before start of training	0.0%	0.0%	0.0%	5.9%	94.1%
Proper structuring of training content, easy flow of presentation, and integration of thoughts	0.0%	0.0%	5.9%	5.9%	88.2%
Trainer's strength in training material and training	0.0%	0.0%	0.0%	0.0%	100.0%
Trainer's adherence to course topics	0.0%	0.0%	0.0%	0.0%	100.0%
Trainer's ability to encourage and provide incentives to trainees to learn	0.0%	0.0%	0.0%	0.0%	100.0%
Encouragement of trainees' effective participation	0.0%	0.0%	0.0%	5.9%	94.1%
Trainer's ability to answer all questions asked	0.0%	0.0%	0.0%	0.0%	100.0%
Proper use of course time by trainer	0.0%	0.0%	0.0%	11.8%	88.2%
Trainer' offering practical examples that make learning easier	0.0%	0.0%	0.0%	0.0%	100.0%
Total no. of Respondents					17

Mr Amer Al-Najar

Mr. Najar trains at Al-Quds College, his main forte is his "ability to answer all questions asked" and equally his ability to offer "practical examples that makes learning easier." Mr. Najar has weak and unacceptable evaluations on a number of topics, but overall he was evaluated as very good to excellent with a score of 3.4 on all evaluated topics.

Evaluation Topics	Amer Al-Najar				
	Not Acceptable	Weak	Good	Very Good	Excellent
Introducing the course contents and topics before start of training	5.9%	0.0%	11.8%	17.6%	64.7%
Proper structuring of training content, easy flow of presentation, and integration of thoughts	0.0%	5.9%	17.6%	29.4%	47.1%
Trainer's strength in training material and training	0.0%	0.0%	11.8%	35.3%	52.9%
Trainer's adherence to course topics	0.0%	0.0%	5.9%	41.2%	52.9%
Trainer's ability to encourage and provide incentives to trainees to learn	0.0%	5.9%	11.8%	35.3%	47.1%
Encouragement of trainees' effective participation	0.0%	5.9%	5.9%	29.4%	58.8%
Trainer's ability to answer all questions asked	0.0%	0.0%	5.9%	23.5%	70.6%
Proper use of course time by trainer	0.0%	0.0%	5.9%	41.2%	52.9%
Trainer' offering practical examples that make learning easier	0.0%	5.9%	11.8%	11.8%	70.6%
Total no. of Respondents					17

Ms. Amira Batayneh

Ms. Batayneh trains at IT University, her main forte is "ability to answer all questions asked" which received an excellent score at 3.8. She appears to have no weaknesses, her lowest score being 3.4. Overall, she was evaluated as very good to excellent attaining an overall score of 3.6.

Evaluation Topics	Amira Batayneh				
	Not Acceptable	Weak	Good	Very Good	Excellent
Introducing the course contents and topics before start of training	0.0%	0.0%	7.4%	22.2%	70.4%
Proper structuring of training content, easy flow of presentation, and integration of thoughts	0.0%	0.0%	22.2%	18.5%	59.3%
Trainer's strength in training material and training	0.0%	0.0%	14.8%	14.8%	70.4%
Trainer's adherence to course topics	0.0%	0.0%	7.4%	18.5%	74.1%
Trainer's ability to encourage and provide incentives to trainees to learn	0.0%	0.0%	11.1%	22.2%	66.7%
Encouragement of trainees' effective participation	0.0%	0.0%	11.5%	23.1%	65.4%
Trainer's ability to answer all questions asked	0.0%	0.0%	0.0%	18.5%	81.5%
Proper use of course time by trainer	0.0%	0.0%	7.4%	22.2%	70.4%
Trainer' offering practical examples that make learning easier	0.0%	0.0%	11.1%	29.6%	59.3%
Total no. of Respondents					27

Mr. Basel Maqableh

Mr. Maqableh trains at Pioneers for Electronic Management, his fortes are "strength in training material and training" and "encouragement of trainees' effective participation" which both received a score at 3.8. He has no weaknesses and received an overall excellent evaluation, attaining a score of 3.6 by the trainees on all topics.

Evaluation Topics	Basel Maqableh				
	Not Acceptable	Weak	Good	Very Good	Excellent
Introducing the course contents and topics before start of training	0.0%	0.0%	7.7%	15.4%	76.9%
Proper structuring of training content, easy flow of presentation, and integration of thoughts	0.0%	0.0%	7.7%	30.8%	61.5%
Trainer's strength in training material and training	0.0%	0.0%	0.0%	23.1%	76.9%
Trainer's adherence to course topics	0.0%	0.0%	0.0%	38.5%	61.5%
Trainer's ability to encourage and provide incentives to trainees to learn	0.0%	0.0%	0.0%	46.2%	53.8%
Encouragement of trainees' effective participation	0.0%	0.0%	0.0%	23.1%	76.9%
Trainer's ability to answer all questions asked	0.0%	0.0%	0.0%	46.2%	53.8%
Proper use of course time by trainer	0.0%	0.0%	15.4%	30.8%	53.8%
Trainer' offering practical examples that make learning easier	0.0%	0.0%	7.7%	23.1%	69.2%
Total no. of Respondents					13

Ms. Dima Al-Assaf

Ms. Al-Assaf trains at Al-Quds College, her forte is her "proper use of course time" which received an excellent score of 3.8. She has no weaknesses and received an overall evaluation of very good to excellent with a score of 3.6 by the trainees.

Evaluation Topics	Dima Al-Assaf				
	Not Acceptable	Weak	Good	Very Good	Excellent
Introducing the course contents and topics before start of training	0.0%	0.0%	0.0%	25.0%	75.0%
Proper structuring of training content, easy flow of presentation, and integration of thoughts	0.0%	0.0%	25.0%	31.3%	43.8%
Trainer's strength in training material and training	0.0%	0.0%	6.3%	43.8%	50.0%
Trainer's adherence to course topics	0.0%	0.0%	6.7%	20.0%	73.3%
Trainer's ability to encourage and provide incentives to trainees to learn	0.0%	0.0%	0.0%	31.3%	68.8%
Encouragement of trainees' effective participation	0.0%	0.0%	6.7%	20.0%	73.3%
Trainer's ability to answer all questions asked	0.0%	0.0%	12.5%	12.5%	75.0%
Proper use of course time by trainer	0.0%	0.0%	6.3%	12.5%	81.3%
Trainer' offering practical examples that make learning easier	0.0%	0.0%	18.8%	18.8%	62.5%
Total no. of Respondents					16

Mr. Ehab Daoud Asfour

Mr. Asfour trains at Abu Ghazaleh-Cambridge, his forte is "introducing the course contents and topics before start of training" which received a score of 3.9. He has no weaknesses and was evaluated in the excellent range receiving an overall score of 3.7 by the trainees.

Evaluation Topics	Ehab Daoud Asfour				
	Not Acceptable	Weak	Good	Very Good	Excellent
Introducing the course contents and topics before start of training	0.0%	0.0%	4.8%	4.8%	90.5%
Proper structuring of training content, easy flow of presentation, and integration of thoughts	0.0%	0.0%	4.8%	33.3%	61.9%
Trainer's strength in training material and training	0.0%	0.0%	4.8%	28.6%	66.7%
Trainer's adherence to course topics	0.0%	0.0%	4.8%	19.0%	76.2%
Trainer's ability to encourage and provide incentives to trainees to learn	0.0%	0.0%	4.8%	19.0%	76.2%
Encouragement of trainees' effective participation	0.0%	0.0%	14.3%	14.3%	71.4%
Trainer's ability to answer all questions asked	0.0%	0.0%	4.8%	19.0%	76.2%
Proper use of course time by trainer	0.0%	0.0%	4.8%	14.3%	81.0%
Trainer' offering practical examples that make learning easier	0.0%	0.0%	9.5%	19.0%	71.4%
Total no. of Respondents					21

Ms. Fadwa Hammoudeh

Ms. Hammoudeh trains at the University House for Consultation Studies and her forte is her "ability to answer all questions asked" and "adherence to course topics". Her drawback is her inability to "offer practical examples that make learning easier". Overall, she was evaluated as very good to excellent, attaining a score of 3.1 by the trainees.

Evaluation Topics	Fadwa Hammoudeh				
	Not Acceptable	Weak	Good	Very Good	Excellent
Introducing the course contents and topics before start of training	0.0%	0.0%	8.3%	50.0%	41.7%
Proper structuring of training content, easy flow of presentation, and integration of thoughts	0.0%	0.0%	25.0%	58.3%	16.7%
Trainer's strength in training material and training	0.0%	8.3%	25.0%	33.3%	33.3%
Trainer's adherence to course topics	0.0%	0.0%	9.1%	45.5%	45.5%
Trainer's ability to encourage and provide incentives to trainees to learn	0.0%	16.7%	0.0%	41.7%	41.7%
Encouragement of trainees' effective participation	0.0%	9.1%	0.0%	63.6%	27.3%
Trainer's ability to answer all questions asked	0.0%	8.3%	16.7%	16.7%	58.3%
Proper use of course time by trainer	0.0%	8.3%	0.0%	41.7%	50.0%
Trainer' offering practical examples that make learning easier	0.0%	8.3%	33.3%	25.0%	33.3%
Total no. of Respondents					12

Mr. Firas Al-Amourin

Mr. Al-Amourin trains at Afkar Center, his main forte is his "ability to answer all questions asked" and "strength in training material and training" which both received very good scores of 3.5. A few weaknesses were noted but overall he received a very good evaluation with a score of 3.4.

Evaluation Topics	Firas Al-Amourin				
	Not Acceptable	Weak	Good	Very Good	Excellent
Introducing the course contents and topics before start of training	0.0%	0.0%	12.0%	32.0%	56.0%
Proper structuring of training content, easy flow of presentation, and integration of thoughts	0.0%	4.0%	24.0%	20.0%	52.0%
Trainer's strength in training material and training	0.0%	0.0%	12.0%	28.0%	60.0%
Trainer's adherence to course topics	0.0%	4.0%	4.0%	44.0%	48.0%
Trainer's ability to encourage and provide incentives to trainees to learn	0.0%	4.0%	12.0%	28.0%	56.0%
Encouragement of trainees' effective participation	0.0%	0.0%	16.0%	32.0%	52.0%
Trainer's ability to answer all questions asked	0.0%	0.0%	8.0%	32.0%	60.0%
Proper use of course time by trainer	0.0%	4.0%	16.0%	24.0%	56.0%
Trainer' offering practical examples that make learning easier	0.0%	0.0%	20.0%	24.0%	56.0%
Total no. of Respondents					25

Mr. Firas Hanandeh
Mr. Hanandeh trains at Yarmouk University, his main forte is his "ability to answer all questions asked" which received a very good score of 3.5. Mr. Hanandeh received a number of weak and unacceptable evaluations including "proper structuring of training content, easy flow of presentation, and integration of thoughts" which received his lowest evaluation score at 2.9. Overall, he attained a very good score of 3.3.

Evaluation Topics	Firas Hanandeh				
	Not Acceptable	Weak	Good	Very Good	Excellent
Introducing the course contents and topics before start of training	4.2%	4.2%	4.2%	37.5%	50.0%
Proper structuring of training content, easy flow of presentation, and integration of thoughts	8.3%	4.2%	8.3%	45.8%	33.3%
Trainer's strength in training material and training	0.0%	0.0%	8.3%	37.5%	54.2%
Trainer's adherence to course topics	0.0%	0.0%	8.7%	39.1%	52.2%
Trainer's ability to encourage and provide incentives to trainees to learn	4.2%	0.0%	4.2%	41.7%	50.0%
Encouragement of trainees' effective participation	4.2%	0.0%	4.2%	41.7%	50.0%
Trainer's ability to answer all questions asked	0.0%	0.0%	8.3%	29.2%	62.5%
Proper use of course time by trainer	0.0%	8.3%	12.5%	41.7%	37.5%
Trainer' offering practical examples that make learning easier	0.0%	0.0%	8.7%	30.4%	60.9%
Total no. of Respondents					24

Mr. Foad Amawi

Mr. Amawai trains at Executrain, his forte is his "strength in training material and training" and "adherence to course topics" which both received high ratings. Mr. Amawi does not have any weaknesses except for an unacceptable evaluation of his "structuring of training content, easy flow of presentation, and integration of thoughts." Overall, he was evaluated as very good to excellent attaining a score of 3.9.

Evaluation Topics	Foad Amawi				
	Not Acceptable	Weak	Good	Very Good	Excellent
Introducing the course contents and topics before start of training	0.0%	0.0%	0.0%	6.7%	93.3%
Proper structuring of training content, easy flow of presentation, and integration of thoughts	3.3%	0.0%	0.0%	16.7%	80.0%
Trainer's strength in training material and training	0.0%	0.0%	0.0%	3.3%	96.7%
Trainer's adherence to course topics	0.0%	0.0%	0.0%	3.3%	96.7%
Trainer's ability to encourage and provide incentives to trainees to learn	0.0%	0.0%	6.7%	13.3%	80.0%
Encouragement of trainees' effective participation	0.0%	0.0%	3.4%	10.3%	86.2%
Trainer's ability to answer all questions asked	0.0%	0.0%	0.0%	6.7%	93.3%
Proper use of course time by trainer	0.0%	0.0%	0.0%	6.7%	93.3%
Trainer' offering practical examples that make learning easier	0.0%	0.0%	3.3%	10.0%	86.7%
Total no. of Respondents					30

Ms. Ghadeer Kamal Barhoumeh

Ms. Barhoumeh trains at London Cultural Center, her forte is her "strength in training material and training", "ability to answer all questions asked" and "proper use of course time". She has no drawbacks and received an overall score of 3.8 on all evaluated topics.

Evaluation Topics	Ghadeer Kamal Barhoumeh				
	Not Acceptable	Weak	Good	Very Good	Excellent
Introducing the course contents and topics before start of training	0.0%	0.0%	7.4%	22.2%	70.4%
Proper structuring of training content, easy flow of presentation, and integration of thoughts	0.0%	0.0%	3.7%	37.0%	59.3%
Trainer's strength in training material and training	0.0%	0.0%	3.7%	7.4%	88.9%
Trainer's adherence to course topics	0.0%	0.0%	0.0%	18.5%	81.5%
Trainer's ability to encourage and provide incentives to trainees to learn	0.0%	0.0%	0.0%	25.9%	74.1%
Encouragement of trainees' effective participation	0.0%	0.0%	0.0%	22.2%	77.8%
Trainer's ability to answer all questions asked	0.0%	0.0%	0.0%	11.1%	88.9%
Proper use of course time by trainer	0.0%	0.0%	0.0%	14.8%	85.2%
Trainer' offering practical examples that make learning easier	0.0%	0.0%	3.7%	18.5%	77.8%
Total no. of Respondents					27

Mr. Haitham Allian

Mr. Allian trains at Technical Systems, his forte is "adherence to course topics" which received a score of 3.8. His drawback is in his "offering of practical examples that make learning easier" - a very good evaluation of 3.4. Overall, he attained a score of 3.6 on all evaluated topics.

Evaluation Topics	Haitham Allian				
	Not Acceptable	Weak	Good	Very Good	Excellent
Introducing the course contents and topics before start of training	0.0%	0.0%	0.0%	42.1%	57.9%
Proper structuring of training content, easy flow of presentation, and integration of thoughts	0.0%	0.0%	10.5%	36.8%	52.6%
Trainer's strength in training material and training	0.0%	0.0%	0.0%	36.8%	63.2%
Trainer's adherence to course topics	0.0%	0.0%	0.0%	15.8%	84.2%
Trainer's ability to encourage and provide incentives to trainees to learn	0.0%	0.0%	5.3%	15.8%	78.9%
Encouragement of trainees' effective participation	0.0%	0.0%	0.0%	31.6%	68.4%
Trainer's ability to answer all questions asked	0.0%	0.0%	0.0%	21.1%	78.9%
Proper use of course time by trainer	0.0%	5.3%	0.0%	31.6%	63.2%
Trainer' offering practical examples that make learning easier	0.0%	0.0%	5.3%	52.6%	42.1%
Total no. of Respondents					19

Ms. Hala Al-Sharif

Ms. Al-Sharif trains at Compubase, her forte is "strength in training material and training" which received a score of 3.8. She has no weaknesses and was evaluated in the excellent range attaining an overall score of 3.7 on all evaluated topics.

Evaluation Topics	Hala Al-Sharif				
	Not Acceptable	Weak	Good	Very Good	Excellent
Introducing the course contents and topics before start of training	0.0%	0.0%	4.3%	13.0%	82.6%
Proper structuring of training content, easy flow of presentation, and integration of thoughts	0.0%	0.0%	4.3%	26.1%	69.6%
Trainer's strength in training material and training	0.0%	0.0%	0.0%	13.0%	87.0%
Trainer's adherence to course topics	0.0%	0.0%	4.3%	26.1%	69.6%
Trainer's ability to encourage and provide incentives to trainees to learn	0.0%	0.0%	8.7%	17.4%	73.9%
Encouragement of trainees' effective participation	0.0%	0.0%	0.0%	21.7%	78.3%
Trainer's ability to answer all questions asked	0.0%	0.0%	4.3%	8.7%	87.0%
Proper use of course time by trainer	0.0%	0.0%	17.4%	47.8%	34.8%
Trainer' offering practical examples that make learning easier	0.0%	0.0%	4.3%	13.0%	82.6%
Total no. of Respondents					23

Mr. Hilal Abu Sada

Mr. Abu Sada trains at IT University, his forte is his "ability to answer all questions asked" which received very high ratings. His drawback is "proper structuring of training content, easy flow of presentation, and integration of thoughts" which attained a score of 3.1. Overall, Mr Abu Sada was evaluated in the excellent range attaining a high score at 3.7.

Evaluation Topics	Hilal Abu Sada				
	Not Acceptable	Weak	Good	Very Good	Excellent
Introducing the course contents and topics before start of training	0.0%	0.0%	10.0%	0.0%	90.0%
Proper structuring of training content, easy flow of presentation, and integration of thoughts	10.0%	0.0%	10.0%	30.0%	50.0%
Trainer's strength in training material and training	0.0%	0.0%	0.0%	20.0%	80.0%
Trainer's adherence to course topics	0.0%	0.0%	0.0%	10.0%	90.0%
Trainer's ability to encourage and provide incentives to trainees to learn	0.0%	10.0%	0.0%	20.0%	70.0%
Encouragement of trainees' effective participation	0.0%	0.0%	10.0%	0.0%	90.0%
Trainer's ability to answer all questions asked	0.0%	0.0%	0.0%	0.0%	100.0%
Proper use of course time by trainer	0.0%	0.0%	0.0%	30.0%	70.0%
Trainer' offering practical examples that make learning easier	0.0%	0.0%	0.0%	11.1%	88.9%
Total no. of Respondents					10

Mr. Husam Serdah

Mr. Serdah trains at IT University, his forte is "adherence to course topics" which received a score of 3.5. His drawback was "proper structuring of training content, easy flow of presentation, and integration of thoughts" which received a score of 2.8. Although he received a number of evaluations in the unacceptable and weak categories, his overall score is a very good 3.1.

Evaluation Topics	Husam Serdah				
	Not Acceptable	Weak	Good	Very Good	Excellent
Introducing the course contents and topics before start of training	6.7%	0.0%	13.3%	33.3%	46.7%
Proper structuring of training content, easy flow of presentation, and integration of thoughts	6.7%	0.0%	20.0%	53.3%	20.0%
Trainer's strength in training material and training	6.7%	0.0%	13.3%	33.3%	46.7%
Trainer's adherence to course topics	6.7%	0.0%	0.0%	26.7%	66.7%
Trainer's ability to encourage and provide incentives to trainees to learn	6.7%	6.7%	6.7%	26.7%	53.3%
Encouragement of trainees' effective participation	6.7%	6.7%	6.7%	33.3%	46.7%
Trainer's ability to answer all questions asked	6.7%	0.0%	6.7%	33.3%	53.3%
Proper use of course time by trainer	6.7%	6.7%	6.7%	40.0%	40.0%
Trainer' offering practical examples that make learning easier	6.7%	6.7%	6.7%	33.3%	46.7%
Total no. of Respondents					15

Mr. Ismaeil Al-Rawashdeh

Mr. Al-Rawashdeh trains at the University House for Consultation Studies, his forte is "adherence to course topics" which attained a score of 2.9. His drawback is "proper structuring of training content, easy flow of presentation, and integration of thoughts" which received a score in the weak range of 1.9. Overall he was evaluated as weak, attaining a score of 2.4 by the trainees.

Evaluation Topics	Ismaeil Al-Rawashdeh				
	Not Acceptable	Weak	Good	Very Good	Excellent
Introducing the course contents and topics before start of training	0.0%	10.0%	60.0%	20.0%	10.0%
Proper structuring of training content, easy flow of presentation, and integration of thoughts	0.0%	30.0%	50.0%	20.0%	0.0%
Trainer's strength in training material and training	0.0%	0.0%	60.0%	40.0%	0.0%
Trainer's adherence to course topics	0.0%	0.0%	40.0%	30.0%	30.0%
Trainer's ability to encourage and provide incentives to trainees to learn	0.0%	30.0%	30.0%	30.0%	10.0%
Encouragement of trainees' effective participation	0.0%	0.0%	60.0%	30.0%	10.0%
Trainer's ability to answer all questions asked	0.0%	20.0%	30.0%	30.0%	20.0%
Proper use of course time by trainer	0.0%	10.0%	30.0%	40.0%	20.0%
Trainer' offering practical examples that make learning easier	0.0%	30.0%	40.0%	30.0%	0.0%
Total no. of Respondents					10

Mr. Iyad Dassouki

Mr. Dassouki trains at the Royal Scientific Society, his forte is his "strength in training material and training" which received a score of 3.8. Dassouki has a number of weaknesses and unacceptable points but the majority of evaluations are in the excellent range. Overall he attained a score of 3.5.

Evaluation Topics	Iyad Dassouki				
	Not Acceptable	Weak	Good	Very Good	Excellent
Introducing the course contents and topics before start of training	0.0%	6.3%	6.3%	12.5%	75.0%
Proper structuring of training content, easy flow of presentation, and integration of thoughts	0.0%	6.3%	12.5%	6.3%	75.0%
Trainer's strength in training material and training	0.0%	0.0%	6.7%	6.7%	86.7%
Trainer's adherence to course topics	0.0%	6.3%	0.0%	18.8%	75.0%
Trainer's ability to encourage and provide incentives to trainees to learn	6.3%	6.3%	6.3%	6.3%	75.0%
Encouragement of trainees' effective participation	6.3%	6.3%	0.0%	18.8%	68.8%
Trainer's ability to answer all questions asked	0.0%	6.3%	6.3%	6.3%	81.3%
Proper use of course time by trainer	0.0%	6.3%	0.0%	37.5%	56.3%
Trainer' offering practical examples that make learning easier	0.0%	6.3%	0.0%	37.5%	56.3%
Total no. of Respondents					16

Mr. Laith Farouki

Mr. Farouki trains at Abu Ghazaleh-Cambridge, his forte is his "adherence to course topics" which attained a score of 3.4. His drawback was in his "ability to encourage and provide incentives to trainees to learn". Despite a number of noted weaknesses, Mr. Farouki received an overall evaluation score of 3.1 by trainees.

Evaluation Topics	Laith Farouki				
	Not Acceptable	Weak	Good	Very Good	Excellent
Introducing the course contents and topics before start of training	0.0%	5.9%	14.7%	41.2%	38.2%
Proper structuring of training content, easy flow of presentation, and integration of thoughts	0.0%	5.9%	23.5%	41.2%	29.4%
Trainer's strength in training material and training	0.0%	2.9%	23.5%	32.4%	41.2%
Trainer's adherence to course topics	0.0%	0.0%	9.1%	45.5%	45.5%
Trainer's ability to encourage and provide incentives to trainees to learn	0.0%	2.9%	32.4%	47.1%	17.6%
Encouragement of trainees' effective participation	0.0%	5.9%	26.5%	32.4%	35.3%
Trainer's ability to answer all questions asked	0.0%	0.0%	20.6%	38.2%	41.2%
Proper use of course time by trainer	0.0%	0.0%	5.9%	67.6%	26.5%
Trainer' offering practical examples that make learning easier	0.0%	5.9%	26.5%	41.2%	26.5%
Total no. of Respondents					34

Mr. Maen Haddad

Mr. Haddad trains at Yarmouk University, his forte is his ability in "offering practical examples that make learning easier" which attained a score of 3.9. Haddad did not receive any weak or unacceptable evaluations, his lowest evaluation being a score 3.6 for a number of criteria. Mr. Haddad received an overall evaluation score of 3.7 by the trainees on all evaluation topics.

Evaluation Topics	Maen Haddad				
	Not Acceptable	Weak	Good	Very Good	Excellent
Introducing the course contents and topics before start of training	0.0%	0.0%	0.0%	23.5%	76.5%
Proper structuring of training content, easy flow of presentation, and integration of thoughts	0.0%	0.0%	11.8%	11.8%	76.5%
Trainer's strength in training material and training	0.0%	0.0%	5.9%	17.6%	76.5%
Trainer's adherence to course topics	0.0%	0.0%	5.9%	17.6%	76.5%
Trainer's ability to encourage and provide incentives to trainees to learn	0.0%	0.0%	0.0%	23.5%	76.5%
Encouragement of trainees' effective participation	0.0%	0.0%	0.0%	18.8%	81.3%
Trainer's ability to answer all questions asked	0.0%	0.0%	11.8%	11.8%	76.5%
Proper use of course time by trainer	0.0%	0.0%	17.6%	5.9%	76.5%
Trainer' offering practical examples that make learning easier	0.0%	0.0%	6.3%	0.0%	93.8%
Total no. of Respondents					17

Mr. Maher Habash

Mr. Habash trains at Applied Science University, his forte is his "adherence to course topics" which received an evaluation score of 3.5. Habash also received a number of unacceptable and weak evaluations, his drawback in his "structuring of training content, easy flow of presentation, and integration of thoughts". Mr. Habash received an overall evaluation score of 3.2.

Evaluation Topics	Maher Habash				
	Not Acceptable	Weak	Good	Very Good	Excellent
Introducing the course contents and topics before start of training	0.0%	8.3%	25.0%	16.7%	50.0%
Proper structuring of training content, easy flow of presentation, and integration of thoughts	0.0%	8.3%	25.0%	41.7%	25.0%
Trainer's strength in training material and training	0.0%	7.7%	23.1%	7.7%	61.5%
Trainer's adherence to course topics	0.0%	7.7%	7.7%	7.7%	76.9%
Trainer's ability to encourage and provide incentives to trainees to learn	0.0%	7.7%	15.4%	23.1%	53.8%
Encouragement of trainees' effective participation	0.0%	7.7%	15.4%	30.8%	46.2%
Trainer's ability to answer all questions asked	0.0%	0.0%	15.4%	38.5%	46.2%
Proper use of course time by trainer	0.0%	7.7%	15.4%	7.7%	69.2%
Trainer' offering practical examples that make learning easier	8.3%	8.3%	0.0%	33.3%	50.0%
Total no. of Respondents					13

Mr. Mohammad Al-Jamal

Mr. Al-Jamal trains at Executrain, his forte is his "ability to answer all questions asked" and "introducing the course contents and topics before start of training" which received a score of 3.9. Al-Jamal received no unsatisfactory evaluations, his lowest score being a 3.7. His overall evaluation score is 3.8.

Evaluation Topics	Mohammad Al-Jamal				
	Not Acceptable	Weak	Good	Very Good	Excellent
Introducing the course contents and topics before start of training	0.0%	0.0%	0.0%	13.3%	86.7%
Proper structuring of training content, easy flow of presentation, and integration of thoughts	0.0%	0.0%	6.7%	20.0%	73.3%
Trainer's strength in training material and training	0.0%	0.0%	0.0%	20.0%	80.0%
Trainer's adherence to course topics	0.0%	0.0%	0.0%	26.7%	73.3%
Trainer's ability to encourage and provide incentives to trainees to learn	0.0%	0.0%	6.7%	20.0%	73.3%
Encouragement of trainees' effective participation	0.0%	0.0%	6.7%	13.3%	80.0%
Trainer's ability to answer all questions asked	0.0%	0.0%	0.0%	13.3%	86.7%
Proper use of course time by trainer	0.0%	0.0%	0.0%	20.0%	80.0%
Trainer' offering practical examples that make learning easier	0.0%	0.0%	0.0%	26.7%	73.3%
Total no. of Respondents					15

Mr. Mohammad Mheidat

Mr. Mheidat trains at Yarmouk University, his forte is his "ability to answer all questions asked" which received a full rating of 100%. He received no unacceptable or weak evaluations. Mheidat attained an overall evaluation score of 3.8.

Evaluation Topics	Mohammad Mheidat				
	Not Acceptable	Weak	Good	Very Good	Excellent
Introducing the course contents and topics before start of training	0.0%	0.0%	0.0%	8.3%	91.7%
Proper structuring of training content, easy flow of presentation, and integration of thoughts	0.0%	0.0%	0.0%	33.3%	66.7%
Trainer's strength in training material and training	0.0%	0.0%	0.0%	16.7%	83.3%
Trainer's adherence to course topics	0.0%	0.0%	0.0%	16.7%	83.3%
Trainer's ability to encourage and provide incentives to trainees to learn	0.0%	0.0%	0.0%	16.7%	83.3%
Encouragement of trainees' effective participation	0.0%	0.0%	8.3%	8.3%	83.3%
Trainer's ability to answer all questions asked	0.0%	0.0%	0.0%	0.0%	100.0%
Proper use of course time by trainer	0.0%	0.0%	0.0%	8.3%	91.7%
Trainer' offering practical examples that make learning easier	0.0%	0.0%	0.0%	25.0%	75.0%
Total no. of Respondents					12

Mr. Mohammad Nasrallah
Mr. Nasrallah trains at Al-Quds College, his forte is his "ability to answer all questions asked" and his "strength in training material and training" which received scores of 3.8. He received a few unacceptable and weak evaluations, his drawback being "proper structuring of training content, easy flow of presentation, and integration of thoughts" which received a score of 3.1 – a very good rating. Overall, Nasrallah attained an overall evaluation score of 3.5 by the trainees.

Evaluation Topics	Mohammad Nasrallah				
	Not Acceptable	Weak	Good	Very Good	Excellent
Introducing the course contents and topics before start of training	0.0%	0.0%	5.6%	44.4%	50.0%
Proper structuring of training content, easy flow of presentation, and integration of thoughts	5.6%	0.0%	16.7%	38.9%	38.9%
Trainer's strength in training material and training	0.0%	0.0%	0.0%	16.7%	83.3%
Trainer's adherence to course topics	0.0%	0.0%	22.2%	16.7%	61.1%
Trainer's ability to encourage and provide incentives to trainees to learn	0.0%	0.0%	11.1%	38.9%	50.0%
Encouragement of trainees' effective participation	0.0%	11.1%	5.6%	27.8%	55.6%
Trainer's ability to answer all questions asked	0.0%	0.0%	0.0%	16.7%	83.3%
Proper use of course time by trainer	0.0%	0.0%	11.1%	27.8%	61.1%
Trainer' offering practical examples that make learning easier	0.0%	0.0%	5.6%	33.3%	61.1%
Total no. of Respondents					18

Mr. Mustafa Saadat

Mr. Saadat trains at The University House for Consultation Studies, his forte is his "strength in training material and training" which received a score of 3.7. He received no unacceptable or weak evaluations. Overall, Mr. Saadat received a score of 3.6.

Evaluation Topics	Mustafa Saadat				
	Not Acceptable	Weak	Good	Very Good	Excellent
Introducing the course contents and topics before start of training	0.0%	0.0%	0.0%	33.3%	66.7%
Proper structuring of training content, easy flow of presentation, and integration of thoughts	0.0%	0.0%	6.7%	60.0%	33.3%
Trainer's strength in training material and training	0.0%	0.0%	0.0%	26.7%	73.3%
Trainer's adherence to course topics	0.0%	0.0%	0.0%	40.0%	60.0%
Trainer's ability to encourage and provide incentives to trainees to learn	0.0%	0.0%	0.0%	40.0%	60.0%
Encouragement of trainees' effective participation	0.0%	0.0%	0.0%	40.0%	60.0%
Trainer's ability to answer all questions asked	0.0%	0.0%	0.0%	33.3%	66.7%
Proper use of course time by trainer	0.0%	0.0%	6.7%	40.0%	53.3%
Trainer' offering practical examples that make learning easier	0.0%	0.0%	6.7%	40.0%	53.3%
Total no. of Respondents					15

Ms. Najah Ayyad

Ms. Ayyad trains at Abu Ghazaleh-Cambridge, her forte is her "adherence to course topics" and "ability to encourage and provide incentives to trainees to learn" which both received scores of 3.8. She has no weak or unacceptable evaluations, her overall score being an excellent rating of 3.7.

Evaluation Topics	Najah Ayyad				
	Not Acceptable	Weak	Good	Very Good	Excellent
Introducing the course contents and topics before start of training	0.0%	0.0%	0.0%	27.3%	72.7%
Proper structuring of training content, easy flow of presentation, and integration of thoughts	0.0%	0.0%	0.0%	27.3%	72.7%
Trainer's strength in training material and training	0.0%	0.0%	9.1%	9.1%	81.8%
Trainer's adherence to course topics	0.0%	0.0%	0.0%	18.2%	81.8%
Trainer's ability to encourage and provide incentives to trainees to learn	0.0%	0.0%	0.0%	18.2%	81.8%
Encouragement of trainees' effective participation	0.0%	0.0%	0.0%	27.3%	72.7%
Trainer's ability to answer all questions asked	0.0%	0.0%	0.0%	36.4%	63.6%
Proper use of course time by trainer	0.0%	0.0%	0.0%	27.3%	72.7%
Trainer' offering practical examples that make learning easier	0.0%	0.0%	0.0%	27.3%	72.7%
Total no. of Respondents					11

Mr. Nidal Abu Tarboush

Mr. Abu Tarboush trains at Yarmouk University, his forte is his "adherence to course topics" which received a score of 3.9. He has no weak or unacceptable evaluations, his lowest score being a 3.5 for "encouragement of trainees' effective participation". His overall score is an excellent 3.8.

Evaluation Topics	Nidal Abu Tarboush				
	Not Acceptable	Weak	Good	Very Good	Excellent
Introducing the course contents and topics before start of training	0.0%	0.0%	7.7%	7.7%	84.6%
Proper structuring of training content, easy flow of presentation, and integration of thoughts	0.0%	0.0%	0.0%	15.4%	84.6%
Trainer's strength in training material and training	0.0%	0.0%	7.7%	7.7%	84.6%
Trainer's adherence to course topics	0.0%	0.0%	0.0%	7.7%	92.3%
Trainer's ability to encourage and provide incentives to trainees to learn	0.0%	0.0%	0.0%	30.8%	69.2%
Encouragement of trainees' effective participation	0.0%	0.0%	7.7%	30.8%	61.5%
Trainer's ability to answer all questions asked	0.0%	0.0%	0.0%	15.4%	84.6%
Proper use of course time by trainer	0.0%	0.0%	0.0%	23.1%	76.9%
Trainer' offering practical examples that make learning easier	0.0%	0.0%	0.0%	23.1%	76.9%
Total no. of Respondents					13

Ms. Nuha Zaghari

Ms. Zaghari trains at Compubase, her forte is her "ability to answer all questions asked" which received an evaluation score of 3.8. Nuha's drawback is "proper structuring of training content, easy flow of presentation, and integration of thoughts" which received a very good rating, with a score of 3.5. Overall, she was evaluated as very good to excellent attaining a score of 3.6.

Evaluation Topics	Nuha Zaghari				
	Not Acceptable	Weak	Good	Very Good	Excellent
Introducing the course contents and topics before start of training	0.0%	0.0%	5.0%	25.0%	70.0%
Proper structuring of training content, easy flow of presentation, and integration of thoughts	0.0%	0.0%	10.5%	31.6%	57.9%
Trainer's strength in training material and training	0.0%	0.0%	5.0%	30.0%	65.0%
Trainer's adherence to course topics	0.0%	0.0%	0.0%	20.0%	80.0%
Trainer's ability to encourage and provide incentives to trainees to learn	0.0%	0.0%	5.0%	30.0%	65.0%
Encouragement of trainees' effective participation	0.0%	0.0%	10.0%	20.0%	70.0%
Trainer's ability to answer all questions asked	0.0%	0.0%	5.0%	10.0%	85.0%
Proper use of course time by trainer	0.0%	0.0%	5.0%	20.0%	75.0%
Trainer' offering practical examples that make learning easier	0.0%	10.0%	0.0%	10.0%	80.0%
Total no. of Respondents					20

Mr. Omar Ayad

Mr. Ayad trains at Pioneers for Electronic Management, his forte is his ability in "encouraging trainees' effective participation" which received a score of 3.3. His drawback is his "proper use of course time" which received a good rating at 2.5. Overall, he was evaluated as very good to excellent attaining a score of 3.

Evaluation Topics	Omar Ayad				
	Not Acceptable	Weak	Good	Very Good	Excellent
Introducing the course contents and topics before start of training	0.0%	0.0%	18.8%	43.8%	37.5%
Proper structuring of training content, easy flow of presentation, and integration of thoughts	0.0%	6.3%	25.0%	37.5%	31.3%
Trainer's strength in training material and training	0.0%	0.0%	25.0%	37.5%	37.5%
Trainer's adherence to course topics	0.0%	6.3%	25.0%	25.0%	43.8%
Trainer's ability to encourage and provide incentives to trainees to learn	0.0%	0.0%	12.5%	50.0%	37.5%
Encouragement of trainees' effective participation	0.0%	0.0%	12.5%	56.3%	31.3%
Trainer's ability to answer all questions asked	0.0%	0.0%	6.3%	56.3%	37.5%
Proper use of course time by trainer	6.3%	12.5%	25.0%	37.5%	18.8%
Trainer' offering practical examples that make learning easier	0.0%	12.5%	25.0%	31.3%	31.3%
Total no. of Respondents					16

Mr. Omran Nazal

Mr. Nazal trains at the Applied Sciences University, his forte is "offering practical examples that make learning easier." One of his major drawbacks was his "strength in training material and training" and "encouragement of trainees' effective participation". Overall, he attained an evaluation score of 3.1.

Evaluation Topics	Omran Nazal				
	Not Acceptable	Weak	Good	Very Good	Excellent
Introducing the course contents and topics before start of training	0.0%	0.0%	23.1%	15.4%	61.5%
Proper structuring of training content, easy flow of presentation, and integration of thoughts	0.0%	7.7%	23.1%	23.1%	46.2%
Trainer's strength in training material and training	0.0%	7.7%	15.4%	53.8%	23.1%
Trainer's adherence to course topics	0.0%	8.3%	8.3%	33.3%	50.0%
Trainer's ability to encourage and provide incentives to trainees to learn	0.0%	15.4%	7.7%	46.2%	30.8%
Encouragement of trainees' effective participation	7.7%	15.4%	15.4%	23.1%	38.5%
Trainer's ability to answer all questions asked	0.0%	0.0%	30.8%	23.1%	46.2%
Proper use of course time by trainer	7.7%	0.0%	15.4%	38.5%	38.5%
Trainer' offering practical examples that make learning easier	7.7%	7.7%	7.7%	7.7%	69.2%
Total no. of Respondents					14

Mr. Radwan Ayoub

Mr. Ayoub trains at the London Cultural Center, his forte is his "strength in training material and training" and "adherence to course topics" which attained scores of 3.3. He did not receive any unacceptable or weak evaluations. Overall, he was evaluated as very good to excellent attaining a score of 3.

Evaluation Topics	Radwan Ayoub				
	Not Acceptable	Weak	Good	Very Good	Excellent
Introducing the course contents and topics before start of training	0.0%	0.0%	30.8%	38.5%	30.8%
Proper structuring of training content, easy flow of presentation, and integration of thoughts	0.0%	0.0%	38.5%	46.2%	15.4%
Trainer's strength in training material and training	0.0%	0.0%	7.7%	53.8%	38.5%
Trainer's adherence to course topics	0.0%	0.0%	7.7%	53.8%	38.5%
Trainer's ability to encourage and provide incentives to trainees to learn	0.0%	0.0%	38.5%	30.8%	30.8%
Encouragement of trainees' effective participation	0.0%	0.0%	23.1%	53.8%	23.1%
Trainer's ability to answer all questions asked	0.0%	0.0%	23.1%	61.5%	15.4%
Proper use of course time by trainer	0.0%	0.0%	15.4%	69.2%	15.4%
Trainer' offering practical examples that make learning easier	0.0%	0.0%	23.1%	61.5%	15.4%
Total no. of Respondents					13

Mr. Samar Saead Hasan

Mr. Hasan trains at the Royal Scientific Society, his main forte is his "proper use of course time" which received a score of 3.7. He has received a number of weak evaluations with his major drawback being his inability to "introduce the course contents and topics before start of training" –receiving a good score of 2.7. Overall, he was evaluated as very good to excellent attaining a score of 3.2.

Evaluation Topics	Samar Saead Hasan				
	Not Acceptable	Weak	Good	Very Good	Excellent
Introducing the course contents and topics before start of training	0.0%	18.2%	36.4%	0.0%	45.5%
Proper structuring of training content, easy flow of presentation, and integration of thoughts	0.0%	0.0%	36.4%	36.4%	27.3%
Trainer's strength in training material and training	0.0%	0.0%	18.2%	45.5%	36.4%
Trainer's adherence to course topics	0.0%	0.0%	9.1%	36.4%	54.5%
Trainer's ability to encourage and provide incentives to trainees to learn	0.0%	9.1%	18.2%	36.4%	36.4%
Encouragement of trainees' effective participation	0.0%	0.0%	27.3%	27.3%	45.5%
Trainer's ability to answer all questions asked	0.0%	9.1%	9.1%	27.3%	54.5%
Proper use of course time by trainer	0.0%	0.0%	0.0%	27.3%	72.7%
Trainer' offering practical examples that make learning easier	0.0%	0.0%	9.1%	54.5%	36.4%
Total no. of Respondents					11

Mr. Samer Abd Raboh

Mr. Abd Raboh trains at The University House for Consultation Studies, his main forte is his "ability to answer all questions asked" which received a score of 3.7. He has received a few unacceptable and weak evaluations but overall was evaluated as very good to excellent attaining a score of 3.3.

Evaluation Topics	Samer Abd Raboh				
	Not Acceptable	Weak	Good	Very Good	Excellent
Introducing the course contents and topics before start of training	3.4%	0.0%	10.3%	48.3%	37.9%
Proper structuring of training content, easy flow of presentation, and integration of thoughts	0.0%	0.0%	27.6%	48.3%	24.1%
Trainer's strength in training material and training	0.0%	0.0%	10.3%	34.5%	55.2%
Trainer's adherence to course topics	0.0%	3.4%	10.3%	41.4%	44.8%
Trainer's ability to encourage and provide incentives to trainees to learn	0.0%	0.0%	11.1%	37.0%	51.9%
Encouragement of trainees' effective participation	0.0%	0.0%	13.8%	48.3%	37.9%
Trainer's ability to answer all questions asked	0.0%	0.0%	3.4%	20.7%	75.9%
Proper use of course time by trainer	0.0%	0.0%	24.1%	41.4%	34.5%
Trainer' offering practical examples that make learning easier	3.4%	0.0%	6.9%	44.8%	44.8%
Total no. of Respondents					29

Mr. Samer Barakat

Mr. Barakat trains at the Applied Sciences University, his main forte is his "proper use of course time" which received a score of 3.9. He has received two weak evaluations but overall attained an excellent score of 3.6 on all evaluated topics.

Evaluation Topics	Samer Barakat				
	Not Acceptable	Weak	Good	Very Good	Excellent
Introducing the course contents and topics before start of training	0.0%	0.0%	0.0%	36.4%	63.6%
Proper structuring of training content, easy flow of presentation, and integration of thoughts	0.0%	10.0%	0.0%	50.0%	40.0%
Trainer's strength in training material and training	0.0%	9.1%	9.1%	18.2%	63.6%
Trainer's adherence to course topics	0.0%	0.0%	9.1%	18.2%	72.7%
Trainer's ability to encourage and provide incentives to trainees to learn	0.0%	0.0%	0.0%	10.0%	90.0%
Encouragement of trainees' effective participation	0.0%	0.0%	9.1%	27.3%	63.6%
Trainer's ability to answer all questions asked	0.0%	0.0%	0.0%	18.2%	81.8%
Proper use of course time by trainer	0.0%	0.0%	0.0%	9.1%	90.9%
Trainer' offering practical examples that make learning easier	0.0%	0.0%	0.0%	36.4%	63.6%
Total no. of Respondents					11

Ms. Shireen Oweiss

Ms. Shireen Oweiss trains at Technical Systems, her main forte is her "ability to answer all questions asked" which received a score of 3.6. Her drawback is "proper structuring of training content, easy flow of presentation, and integration of thoughts" which received a score of 2.7 –a good rating. She has received one weak evaluation but overall is evaluated as very good with a score of 3.2.

Evaluation Topics	Shireen Oweiss				
	Not Acceptable	Weak	Good	Very Good	Excellent
Introducing the course contents and topics before start of training	0.0%	0.0%	21.4%	50.0%	28.6%
Proper structuring of training content, easy flow of presentation, and integration of thoughts	0.0%	14.3%	21.4%	42.9%	21.4%
Trainer's strength in training material and training	0.0%	0.0%	14.3%	42.9%	42.9%
Trainer's adherence to course topics	0.0%	0.0%	15.4%	46.2%	38.5%
Trainer's ability to encourage and provide incentives to trainees to learn	0.0%	0.0%	21.4%	42.9%	35.7%
Encouragement of trainees' effective participation	0.0%	0.0%	7.1%	42.9%	50.0%
Trainer's ability to answer all questions asked	0.0%	0.0%	0.0%	35.7%	64.3%
Proper use of course time by trainer	0.0%	0.0%	7.1%	50.0%	42.9%
Trainer' offering practical examples that make learning easier	0.0%	0.0%	7.1%	50.0%	42.9%
Total no. of Respondents					14

Mr. Suhaib Jaber

Mr. Jaber trains at Al-Quds College, his main forte is "proper use of course time" which received a full evaluation rating of 100%. In general he has received weak evaluation on only one topic, "proper structuring of training content, easy flow of presentation, and integration of thoughts" which received a score of 3.4. Overall, he attained a score of 3.8 by all trainees.

Evaluation Topics	Suhaib Jaber				
	Not Acceptable	Weak	Good	Very Good	Excellent
Introducing the course contents and topics before start of training	0.0%	0.0%	0.0%	16.7%	83.3%
Proper structuring of training content, easy flow of presentation, and integration of thoughts	0.0%	5.6%	11.1%	16.7%	66.7%
Trainer's strength in training material and training	0.0%	0.0%	0.0%	5.6%	94.4%
Trainer's adherence to course topics	0.0%	0.0%	0.0%	11.1%	88.9%
Trainer's ability to encourage and provide incentives to trainees to learn	0.0%	0.0%	5.6%	11.1%	83.3%
Encouragement of trainees' effective participation	0.0%	0.0%	0.0%	22.2%	77.8%
Trainer's ability to answer all questions asked	0.0%	0.0%	0.0%	5.6%	94.4%
Proper use of course time by trainer	0.0%	0.0%	0.0%	0.0%	100.0%
Trainer' offering practical examples that make learning easier	0.0%	0.0%	0.0%	11.1%	88.9%
Total no. of Respondents					18

Mr. Tareq Younis

Mr. Younis trains at London Cultural Center, his main forte is his "ability to answer all questions asked" which received a full evaluation rating of 100%. In fact, his lowest evaluation score was a 3.9. Overall, Mr. Younis attained an excellent score of 3.9.

Evaluation Topics	Tareq Younis				
	Not Acceptable	Weak	Good	Very Good	Excellent
Introducing the course contents and topics before start of training	0.0%	0.0%	0.0%	13.3%	86.7%
Proper structuring of training content, easy flow of presentation, and integration of thoughts	0.0%	0.0%	0.0%	6.7%	93.3%
Trainer's strength in training material and training	0.0%	0.0%	0.0%	13.3%	86.7%
Trainer's adherence to course topics	0.0%	0.0%	0.0%	13.3%	86.7%
Trainer's ability to encourage and provide incentives to trainees to learn	0.0%	0.0%	0.0%	13.3%	86.7%
Encouragement of trainees' effective participation	0.0%	0.0%	0.0%	13.3%	86.7%
Trainer's ability to answer all questions asked	0.0%	0.0%	0.0%	0.0%	100.0%
Proper use of course time by trainer	0.0%	0.0%	0.0%	13.3%	86.7%
Trainer' offering practical examples that make learning easier	0.0%	0.0%	0.0%	13.3%	86.7%
Total no. of Respondents					15