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# ICT- CAREER DEVELOPMENT TRAINING

Training of 53 Women on IT and Professional Skills in Irbid and  
Kerak Governorates

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# ICT- CAREER DEVELOPMENT TRAINING

Training of 53 Women on IT and Professional Skills in Irbid and  
Kerak Governorates

SUSTAINABLE ACHIEVEMENT OF BUSINESS EXPANSION AND  
QUALITY (SABEQ)

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5C.8.1.3 CAREER DEVELOPMENT AND IT TRAINING OF  
TRAINERS WORKSHOP TO SELECTED MEMBERS OF THE  
LOCAL COMMUNITY

## DISCLAIMER:

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# ICT- CAREER DEVELOPMENT TRAINING EXECUTIVE SUMMARY

## OVERALL PURPOSE OF THE TRAINING

### INTRODUCTION

The Local Economic Development (LED) sector and the Gender Integration Solution (GIS) have partnered on an initiative aimed at establishing Business Development Center (BDC) in Irbid and Kerak that will foster entrepreneurship using IT as a tool. The BDC will have a special mandate to foster female entrepreneurs to support women's economic empowerment in the regions. This is a result of the Local Economic Councils established in both governorates clearly stating that the business environment is highly discouraging to women and youth entrepreneurs. While males can travel to Amman to obtain the services and training they need, women remain at a disadvantage due to lesser mobility. This is broadening the skill gap between males and females in Jordan and particularly outside the capital.

The GIS assessment further revealed that women lack IT training and skill enhancement opportunities in the regions (particularly in Kerak). Women in Kerak prefer women-only learning environments and current training providers do not offer that.

As a result, one of the roles of the BDC is to provide training for women in computer skills geared towards ICDL certifications and career development skills including effective communication skills, business writing skills, how to write a resume and search for jobs online, email etiquette, budgeting, and presentation skills, among others.

The first step towards providing this training was to hold a Training of Trainers. This was done through working closely with local stakeholders and organizations to train female managerial and technical trainers to insure business improvement and quality performance.

### SELECTION CRITERIA

The women chosen for this task were primarily women with Diplomas or Bachelors degrees in specialties ranging from Education, Languages, Science and even Engineering. There were, however, two women from Kerak who held Masters Degrees in Counseling.

The women ranged in age from 22 to 26 years old except for one trainee from Kerak who was 43 years old.

The various positions held by these women ranged from no employment, to secretarial, education, accounting, and agriculture, as well as, in one case, Dermatology.

### OVERALL RESULTS

The training curricula integrated basic career development skills along with ICDL- based IT skills. The structure of the curricula included:

IT Training	Professional Training
Microsoft Word	How to write a CV
Microsoft Excel	Budget
Microsoft Power Point	Presentation Skills
Microsoft Outlook	Communication Skills
Internet	

## **IRBID**

In Irbid, feedback from the trainers showed that although there were distinct differences between the women in regards to educational background, work experience, interests, and their interaction during the training process, it was clear that the ladies had a strong desire to learn and develop their skills. The ladies were also eager to learn of and take part in the next steps of the program.

Feedback regarding the training facilities was not as positive as expected. The trainers and trainees alike felt that the facilities were below standard and the duration of breaks was not sufficient. Overall, they felt that the Training Center itself was not well prepared.

The training curriculum had overall positive feedback. The trainers agreed that the ladies were interested in the courses provided. The results in the end-of-course examinations showed that the level of achievement was evenly distributed between Excellent and Intermediate. The ladies excelled most in Microsoft Word and Microsoft Outlook. The least popular of the courses was the budgeting course, the trainees were disinterested and the trainer felt that it did not integrate with the other courses.

## **KERAK**

In Kerak, feedback from the trainers showed that the women were from a conservative culture, which made them shy to a certain extent. Although this assisted the trainers in maintaining organization during the course, it did not prevent the ladies from achieving the training objectives. The trainees were especially trusting of their trainers. Due to the fact that the ladies live in an environment that lacks business establishments and large institutions, the training topics were new to them and they were eager to learn.

In regards to the training itself, feedback from the trainers was very positive; their first impression was that the organizers of the training were kind, welcoming and very helpful. The Training Center was well prepared and there was a good level of coordination, flexibility and follow-up.

The training curriculum had overall positive feedback. The trainees were active participants, self controlled, and believed they needed the training. Furthermore, they showed positive results in the end-of-course examinations with most women scoring highest in the Internet and Microsoft Power Point exams.

The below report provides a detailed explanation of the course curricula, schedule and overall feedback with regards to both trainers and trainees. The report has been put together with the utilization of detailed data collected through evaluation reports from the trainers and trainees as well as through the end-of-course examinations given to each group of trainees. The below figures are an averaging out of the statistical data provided. This was done to provide a simple, yet accurate accounting of the results of the IT Training of Trainers Workshop.

## ICT- CAREER DEVELOPMENT TRAINING IMPLEMENTATION OF TRAINING

### INTRODUCTION

The IT and Professional Skills Training was a project aimed to train 53 women from the Irbid and Kerak communities to help them gain IT & Professional Skills and thus spreading the knowledge among their fellow colleagues in their institutions as well as their community.

The training consisted of 4 groups, 2 groups per city. The training schedule for the 4 groups at both locations Irbid and Kerak was as follows:

January 2008						
Sat	Sun	Mon	Tue	Wed	Thu	Fri
5	6	7	8	9	10	11
	Word	Word	How to write CV	Excel	Excel	
12	13	14	15	16	17	18
	Budgeting	PowerPoint	PowerPoint	Presentation Skills	Outlook	
19	20	21	22	23	24	25
	Outlook	Communication Skills	Internet and search	Internet and search		
26	27	28	29	30	31	1

## CURRICULUM

The Curriculum of the Training included:

IT Training	Professional Training
Microsoft Word	How to write a CV
Microsoft Excel	Budget
Microsoft Power Point	Presentation Skills
Microsoft Outlook	Communication Skills
Internet	
<b>Total of 10 training days; 4-5 hours per day per group</b>	<b>Total of 4 training days; 6 hours per day per group</b>

Furthermore, a post-training assessment and evaluation demonstrated that the participants achieved the set objectives for training.

## EVALUATION OF ACHIEVEMENT OF PROGRAM OBJECTIVES IT AND PROFESSIONAL WORKSHOPS

### METHODOLOGY

Trainees evaluated each workshop with reference to the following items:

- Instructor Course Preparation
- Instructor Course Content Knowledge
- Instructor's Encouragement of Questions During the Course
- Instructor Utilization of Course Duration
- Instructor's Commitment to the Course Schedule
- Instructor Overall Appearance
- Instructor's Overall Training Skills
- The Course's Usefulness in Regards to Improving Professional\ Educational Performance
- The Course Met\Exceeded Trainees' Expectations
- Class Room Environment (Heat, Lighting, etc.)

A scale of **Weak, Satisfactory, Good, and Excellent** was used to evaluate each item.

In this report, we grouped the above 10 items into 3 sets. We averaged items 1 to 7 to show how trainees evaluated the trainer; items 8 to 9 to show how trainees evaluated their practical benefit of the material; and item 10 to show how they evaluated the classroom environment.

**For Professional Training**

Trainers evaluated participants according to their harmony during workshops, level of teamwork, discipline, participation, and Q&A contribution. A scale from **1 to 5** was used to evaluate each item.

**For IT Training**

Assessment exams for Word, Excel, PowerPoint, Outlook, and Internet Explorer were utilized to measure the participants gained in knowledge and skills. In this report we illustrate the number of participants who achieved Excellent, Very Good, Good, and Intermediate in each topic.

In the attached Appendix, is a summary of the training, averages of the post assessment and evaluations for both Irbid and Karak.



# APPENDIX

## IRBID (GROUP 1)

Professional Training:			
Trainers Evaluation of the Trainees		Trainees Evaluation of the Training	
General Harmony Throughout the Course	80%	Trainer	92%
Team Work	77%	Practical Use of the Curriculum	91%
Discipline	77%		
Participation	74%	Study Hall Environment	69%
Level of Questions	72%		

IT Training:	
Trainees Evaluation of the Training	
Trainer	98%
Practical Use of the Curriculum	82%
Study Hall Environment	58%

Assessments' Results				
	Excellent	Very Good	Good	Intermediate
Word	8*	1	1	2
Excel	3	5	2	2
Power Point	6	3	2	1
Outlook	8	1	3	0
Internet	3	3	3	3
*This number accounts for the number of Trainees. For Example, 8 Trainees received an 'Excellent' score in Word.				

## IRBID (GROUP 2)

Professional Training:			
Trainers Evaluation of the Trainees		Trainees Evaluation of the Training	
General Harmony Throughout the Course	00%	Trainer	94%
Team Work	73%	Practical Use of the Curriculum	83%
Discipline	70%		
Participation	77%	Study Hall Environment	67%
Level of Questions	72%		

IT Training:	
Trainees Evaluation of the Training	
Trainer	93%
Practical Use of the Curriculum	82%
Study Hall Environment	65%

Assessments' Results				
	Excellent	Very Good	Good	Intermediate
Word	3*	6	4	1
Excel	4	3	4	2
Power Point	6	6	2	0
Outlook	4	3	4	1
Internet	4	3	4	1
*This number accounts for the number of Trainees. For Example, 3 Trainees received an 'Excellent' score in Word.				

## KERAK (GROUP 1)

Professional Training:			
Trainers Evaluation of the Trainees		Trainees Evaluation of the Training	
General Harmony Throughout the Course	69%	Trainer	93%
Team Work	70%	Practical Use of the Curriculum	91%
Discipline	70%		
Participation	70%	Study Hall Environment	79%
Level of Questions	66%		

IT Training:	
Trainees Evaluation of the Training	
Trainer	90%
Practical Use of the Curriculum	84%
Study Hall Environment	75%

Assessments' Results				
	Excellent	Very Good	Good	Intermediate
Word	4*	9	0	1
Excel	4	8	1	2
Power Point	8	5	0	0
Outlook	4	8	1	1
Internet	9	4	0	1
*This number accounts for the number of Trainees. For Example, 4 Trainees received an 'Excellent' score in Word.				

## KERAK (GROUP 2)

Professional Training:			
Trainers Evaluation of the Trainees		Trainees Evaluation of the Training	
General Harmony Throughout the Course	75%	Trainer	93%
Team Work	77%	Practical Use of the Curriculum	88%
Discipline	77%		
Participation	74%	Study Hall Environment	84%
Level of Questions	75%		

IT Training:	
Trainees Evaluation of the Training	
Trainer	92%
Practical Use of the Curriculum	88%
Study Hall Environment	85%

Assessments' Results				
	Excellent	Very Good	Good	Intermediate
Word	4*	9	0	0
Excel	4	8	1	0
Power Point	8	5	0	0
Outlook	4	8	1	0
Internet	9	4	0	0
*This number accounts for the number of Trainees. For Example, 4 Trainees received an 'Excellent' score in Word.				

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