

The Graduate Enterprise Programme (GEP): An Evaluation Study

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Submitted to:
The Vocational Training and Human Resources Development Component
Euro-Jordanian Action for the Development of Enterprise (EJADA)

March 2006

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The Executive Summary

I. EJADA (Euro-Jordanian Action for the Development of Enterprise) launched the Graduate Enterprise Programme (GEP) in November 2002, and ended in January 2006. The main objective of GEP was “to assist eligible SMEs (small and medium sized enterprises) to meet their immediate business needs while, at the same time, developing their human resources and future managerial capacity by providing them with highly qualified young graduates on a structured one-year traineeship. One of the specific objectives of GEP is to reduce unemployment among young graduates”. Around 340 university graduates joined the GEP programme.

EJADA, the organiser of the GEP as one of its major projects in Jordan, was keen on evaluating the programme on continuous basis. The first evaluation of the programme was carried out by EJADA itself (Monitoring and Evaluation Unit). It launched “EJADA’s First Impact Assessment and Client Satisfaction Survey”. In May–June 2005, EJADA again contracted Dr. Zaki Ayoubi to assess the following aspects of the programme: its relevance, effectiveness, efficiency, impact and future sustainability. In February 2006, EJADA contracted us, as local senior experts, to assess the following elements of the programme: the employability, client satisfaction and potential disciplines meeting SMEs future demands. The research team put extensive efforts to finish their assignment in almost two months. The findings regarding the assessment of aspects mentioned earlier are encouraging indeed.

II. The report, besides the introduction and the executive summary is composed of the following sections:

Chapter One: The Graduate Enterprise Programme (GEP): the Context.

Chapter Two: The Methodology and the Findings of the Study.

Chapter Three: Conclusions and Recommendations.

Annexes.

III. As for as the Methodology of the study is concerned questionnaires we designed and used by the research team to collect the data; the titles of which were the following:

- Graduate Appraisal Questionnaire
- Mentor Appraisal Questionnaire
- SMEs Appraisal Questionnaire

After the questionnaires were administrated, data were analyzed using the SPSS programme.

IV. The study came up with the following conclusions:

1. Based on the results of the quantitative and qualitative analysis, of the all three GEP Appraisal Questionnaire surveys, the GEP Programme was a success.
2. The GEP Programme helped to bridge the gap between the Jordanian academia and the Jordanian labour market.
3. The success of the GEP Programme was that it addressed the demands of the local labour market, providing Jordanian graduates with the hands-on training and experiences they needed to successfully enter into the Jordanian labour market.

4. The results of the three GEP Appraisal Questionnaire surveys provide empirical support for the need to implement similar types of programmes across all educational specializations, and in all areas of higher education.

5. The successful transition from the Jordanian academia to its labour market can only happen through strengthening the cooperation between both sides.

6. Any future programmes should borrow from the lessons learned from the GEP Programme, making the appropriate changes as outlined in the recommendations section.

V. The research team has the pleasure to present the following recommendations:

1. Diversify the sources of graduate recruitment for the programme from other districts of Jordan.
2. Make “training of trainer” programmes a prerequisite for all course instructors and mentors prior to actually teaching/mentoring.
3. Offer orientation meetings to all incoming programme participants incorporating the facilitation of previous programme alumni.
4. Ensure that Programme courses and training topics are related and applicable to real-life work situations, and less theoretical in nature.
5. Ensure the adequate compensation for trainees/employees when working extra or long hours.
6. Increase the involvement and supervision of programme authorities of participating graduates, trainers/mentors, and SMEs.
7. Increase the programme course lengths.
8. Jordanian universities should cooperate more with local industry in designing their academic programmes, and require job-training programs for all enrolled students.
9. Standardize higher educational training programmes, on an educational specialization basis, whereby avoiding any unnecessary repetitiveness with continuing education programmes and specialized job-training workshops or seminars.
10. Encourage the diversification of employment-seeking methods of graduates via career-counselling workshops or seminars.
11. Increase the role of the private sector to employ graduates through:
 - the creation on job fair days.
 - offering/facilitating graduate training programmes.
 - offering/facilitating workshops and seminars to undergraduate and/or graduating students.
12. Educate employers about the role of HRD, and encourage the development of HRD coordinators in the Jordanian employment sector.
13. Promote the education of gender-equality, teach students how to identify cases of gender discrimination, and offer gender-sensitivity training in the Jordanian universities and the local employment sector.
14. Enforce merit-based hiring and promotional policies in the local employment sector, whereby qualifications and experiences become the basis of employment practices and policies, eliminating the local tradition of discrimination based on favouritism and nepotism.

15. Recommend a wider use of the content of the GEP by universities, private sector, and civil community organizations.
16. Encourage donor countries and organizations to adopt programmes such as the GEP because of its relevance and employability.
17. Including the following educational specializations to the recruitment of graduates for future programmes:
 - English language
 - public relations
 - technical writing
 - chemistry
 - general electrical wiring
 - hospital administration
 - human sciences
 - medical engineering
 - medical laboratories
 - pharmacy
 - project management
 - public administration
18. Increase the attention paid to marketing this and future programmes among the graduates and universities.
19. Commend EJADA for the efforts it exerted to design and implement such a successful programme. It is an excellent model for helping combating unemployment, cost effective and a mechanism to educational-industrial interface.
20. Use local consultants to improve future programmes of providing university gratuities whereby increasing their competencies and employability levels. Local consultants are aware of environmental factors and limitations; MMIS which administrated the GEP is a case in point.

Introduction

Jordan is a country without many natural resources to rely on for its modernization and development. Therefore throughout the fifties, sixties, seventies and eighties, (of the twentieth century) the Jordanian Government took on this role and responsibility. Its efforts to establish industries, encouraging agricultural and commercial projects, during these decades, are well documented. To help in planning and implementing such projects, Jordan invested heavily in two areas: one is building of a modern infrastructure in terms of roads, highways, sewage system, telecommunications and health services; the other one is the development of its human resources.

The development of Jordan's human resources was accomplished through establishing schools, VT schools and centres, community college, universities and research centres. Jordan did very well in the area of developing its human capital. Jordan is considered one of few Arab States where illiteracy rate is less than 10%. Qualified graduates from Jordanian schools, colleges and universities are the required manpower for planning and implementing the country's development projects. Also, it is worth mentioning that Jordanian qualified manpower has a distinct role in building and modernising many Arab Gulf States. On the other hand, the financial remittances educated Jordanian human resources send back home are known as the prime mover of investment and building the rather modern infrastructure of the country.

One of the pillars of human resources development efforts is the higher education system exemplified in community colleges and universities. Since the establishment of modern Jordan in the twenties of the last century, Jordanians used to go to neighbouring Arab countries to have their university education, namely: Syria, Lebanon, Iraq, and Egypt. In 1962, the University of Jordan was established as a state university, and then other state universities followed. In 1990, the first private university was established, starting a movement toward privatisation of higher education system. That movement was accompanied by a trend of giving the private sector in general and small and medium enterprises in particular a bigger role in the economy of the country (since the eighties of the last century).

There is no question that Jordan made large strides in establishing adequate number of higher education institutions and diversifying its educational programmes. On the quantity side, the achievements were remarkable. At the same time, the higher education system suffered from a number of shortages, the major among them were the weak cooperation between Jordanian universities and SMEs, the high rate of unemployed university graduates and the mismatch between their competencies and the needs of the labour market on one hand and SMEs on the other hand.

EJADA's (Euro-Jordanian Action for the Development of Enterprise) launched the Graduate Enterprise Programme (GEP) in November 2002 and ended in January 2006. The main aim of GEP was "to assist eligible SMEs to meet their immediate business needs while, at the same time, developing their human resources and future managerial capacity by providing them with highly qualified young graduates on a structured one-year traineeship. One of the specific objectives of GEP is to reduce unemployment among young graduates".

Around 340 university graduates joined the GEP programme. It was a programme of coordination and cooperation between EJADA on one hand and Jordanian universities and SMEs in Jordan on the other hand. The programme was designed on a scientific and systematic bases, has certain impact on SMEs, the university graduates and Jordan economy. It has certain implications to all stakeholders: universities, the Ministry of Higher Education and Scientific Research, the Ministry of Planning and International Cooperation, SMEs, the university graduates and EJADA.

EJADA, the organiser of the GEP as one of its major projects in Jordan, was keen on evaluating the programme on continuous basis. The first evaluation of the programme was carried out by EJADA itself (Monitoring and Evaluation Unit). It launched “EJADA’s First Impact Assessment and Client Satisfaction Survey”. In May–June 2005, EJADA again contracted Dr. Zaki Ayoubi to assess the following aspects of the programme: its relevance, effectiveness, efficiency, impact and future sustainability. In February 2006, EJADA lastly contracted us, as local senior experts, to assess the following elements of the programme: the employability, client satisfaction and potential disciplines meeting SMEs future demands.

The research team put extensive efforts to finish their assignment in almost two months. The findings regarding the assessment of aspects mentioned earlier are encouraging indeed. It is our greatest pleasure that we accomplished the task as specified in the ToR. It gives us great honour to deeply thank the following partners for their help and assistance:

- EJADA’s VT/HRD Component staff in general, and Eng Ali Nasrallah, VT/HRD Local Senior Adviser in particular.
- The Management Marketing Information System (MMIS), the Programme Management Consultants (PMC) which managed the programme.
- SMEs’ CEOs and Directors and Mentors.
- The graduates, who cooperated willingly to meet and fill out the questionnaires.

Finally, we are sure that this report would not have been finished without the relentless efforts extended by our two colleagues: Ms. Iman Al-Omari and Mr. Mamdouh Al-Salamat. We are greatly in debt to them.

Thank you all very much.

Research Team:

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Chapter One

The Graduate Enterprise Programme (GEP): The Context

In this chapter we will deal with the following topics regarding the contextualisation of GEP and the background of this ambitious and innovative programme.

A: The Socio-Economic Context:

The economy of Jordan may be judged in terms of the following characteristics:

- high vulnerability to external influences.
- limited natural resources.
- a large public sector.
- a highly educated labour force.
- a large number of entrants into the labour market because of high demographic growth rate.
- public-private wage distortion on a capital bias in production.

World Bank, August 7, 1996 P.1

These aspects were aggravated in the last decade by existence of poverty pockets in a number of districts, high rate of unemployment especially among university graduates, a heavy burden of taxes on poor sectors of population, the diminishing role of middle class citizens, and the widening gap between those who have and those who don't. Dr. Zaki Ayoubi, the local senior expert who evaluated the GEP Programme put GEP in the following socio-economic context:

“The GEP is a programme about young Jordanian university graduates and their transition to the world of work. It is about SMEs in various economic sectors that are trying to enhance their capacity and competitiveness by bringing into their organization young, bright graduates with technical and social skills. The GEP programme was launched within a socioeconomic context characterized by a growing economy and manufacturing sector. Jordan's GDP growth rate in real terms has been about 4.5% in the last three years. Industrial production showed a growth rate of about 9% in 2004. But both the economy and manufacturing sector are facing severe regional and international competition in addition to regional instability.

Domestically, socio-economic conditions are under severe strain because of high levels of unemployment estimated between 14%-25%. Unemployment is more severe among the young, university graduates, and women. About fifty thousand graduates enter the labour market every year. Many have to wait two years or more to be employed. It takes longer to get a proper job and reasonable salary. For women graduates, these conditions are tougher. Women's participation in the workforce hasn't exceeded 17% in the last two decades. This is the socio-economic context within which the Graduate Enterprise Programme (GEP) derives its relevance and importance”.

Ayoubi, June 2005, P.5

B: The Educational Context of GEP:

When referring to the educational context of GEP, we are referring the higher education system which comprises both: universities and community colleges. Our primary concern is that of the university level. As was alluded to in the introduction, Jordan has been investing in human resources development since the fifties. The question then follows, what is the present status of Jordanian universities? Currently, there are eight public universities in Jordan, with student bodies of around 32,000 annually; there are an additional twelve private Jordanian universities with student bodies totalling nearly 15,000 per year. In the academic year of 2004/2005, the total number of students enrolled in Jordan for a BA was 178,169: of which 89,454 were females*.

We are going to shed more light on the educational context of GEP because of its direct linkages to the programme on terms of its origin, policies, impact, and sustainability.

The General Features of University Education in Jordan

1. The trend toward democratisation of higher education. This is evidenced in the huge numbers of enrolment of students in different levels of Jordanian universities. There was an explosion in the number of students enrolled in Jordanian institutions of higher education in the last years.
2. In spite of the democratisation process (mentioned in 1 above) there is a trend toward giving a better chance to males and students from higher socioeconomic classes to have access to education.
3. Jordanian universities are centrally managed on the institutional level.
4. There is a process of expansion of universities in the regions outside the capital (Amman).
5. The tendency to emphasis general ambitious goals of higher education without specifying plans to achieve such goals. Almost every university emphasises the quality of education, research, and community service. However, the amount of resources dedicated towards achieving these goals is insufficient.
6. Paying more interests to scientific and technological studies at the expense of humanistic and social studies. Better financial resources are directed toward scientific fields. It is estimated, for example, that the student/faculty ratios in these fields in public universities are significantly less than those in arts and social studies.
7. There is a disparity between education and employment in Jordanian universities. Some causes of this problem are:

* Source: Ministry of Higher Education and Scientific Research website

- a. the dramatic enrolment expansion in university education was not accompanied by a corresponding expansion in the labour market.
 - b. students insist on majoring in theoretical rather than practical specialisations.
 - c. the female graduates are not effectively utilised.
 - d. the curricula, teaching and services offered to the students in most universities do not provide with marketable skills.
8. The quality of education in the universities is rather low and deteriorating. To elaborate:
- a. no serious attempt has been made to evaluate higher education on the national or institutional levels
 - b. educational evaluation is the weakest point in the life of Jordanian universities
 - c. There is almost a complete absence, in theory and practice, of the notion of academic and professional accreditation of the programmes and fields of study in public universities. Academicians and decision makers in these universities do not know for sure the exact nature of the quality of education in their institutions
 - d. There are no serious efforts to evaluate the programmes at the universities, as was mentioned above. Leadership in these universities is busy in paper and routine work. Not many Arab educators raise simple and sophisticated questions such as, “what is the quality of education we offer to our students? What is the academic level of these students? Is there a corresponding relationship between their skills and the market requirements? What is the relevance of academic programmes to the societal needs?”

Many university leaders give lip service to good quality of education which their universities offer. If you ask the, “where are the quality assurance check lists which measures such quality?” the answer is always vague. World literature on higher education is full, of course, of research and articles on criteria and indices of the quality of that education. Such criteria cover the following areas:

- the quality of students.
- the quality of faculty members.
- the cost of education per student.
- the availability of facilities such as building classrooms; recreation areas, the library, etc.
- the quality of research.

9. The public sector is still the dominant factor in financing and controlling education in universities.

In sum, the general picture of university education in Jordan at the start of this new millennium isn't a bright one. However, there are some positive sides in university education. These aspects include the democratization process of higher education, the contribution of higher education to economic and social development, the establishment of regional universities outside the capital, providing an incipient nucleus of science and technology, the establishment of Pan-Arab cultural association, giving universities opportunities to interact with other cultures and research centres,

helping in diagnosing and solving societal problems, and providing students with the skills and knowledge necessary to work and earn rather respectable income.

On the other hand, relatively, there are lots of loopholes, external and internal inefficiencies, problems, bureaucracy, and inertia. All these aspects of Arab university education have led Arab intellectuals to consider the Arab university education in a state of crisis. Many Arab scholars who have studied the present status of universities are almost in agreement regarding the fact that these universities are dominated by what could be called "the conventional paradigm" in their philosophies, curricula, organizational structures, management, methods of teaching, weaknesses and scarcity of research, and community service programmes, low standards of graduates, the irrelevance of graduate's skills to the labour market, the weakness of their role in national development, the erosion of academic autonomy, the absence of participation of faculty members and staff in the decision-making process and the tension in the relationship between students on the one hand and the instructors on the other.

The impact of the conventional paradigm on the ethos and practices of universities has reached a point, which forced an Arab scholar to call Arab universities "live tombs", and universities in Jordan are no exception. These conclusions are sustainable by the international organisations which have studied higher education systems in developing countries. Higher education in the Middle East, according to a recent report by the World Bank, "is on the defensive. Research indicates that it is elitist and isolated; emphasis is on success in examinations to enter universities...; produces a supply of graduates and type of research that do not correspond to demand or to its cost to society; and has scale and structure that result in persistent shortages of manpower in some priority fields and surpluses in others". Such evidences drive us to believe that the ability of Jordanian universities to face the challenges of the 21st century (major among them globalisation and excellent quality of education), is weak and leaves many aspects to be desired. Jordanian universities, as mentioned above, are too short of skills, tools and techniques, conceptually and practically, to deal with such challenges.

To elaborate more on the different aspects of the present status of Jordanian universities, force field analysis technique is suggested. This technique was developed by Kurt Lewin, a pioneering social psychologist, and has proved to be highly useful to action-oriented managers and consultants. This technique implies that any situation can be considered to be in a state of equilibrium resulting from a balance of forces constantly pushing against each other. Certain forces in the situation resist change. In other words, restraining forces tend to maintain the status quo. At the same time, various pressures for change or driving forces are acting opposite to these forces and are pushing for change.

We can apply this model to understand the present status of Jordanian universities. As Figure 1 shows, certain restraining forces in the situation keep the status quo whereas certain driving forces are pushing for change in the situation. Leaderships in Arab universities might attempt to change the situation by:

- Increasing the strength of the driving forces for change.
- Reducing the strength of the restraining forces or removing them completely from the situation.

- Changing the direction of a force that is, changing a restraining force into a driving force for change.

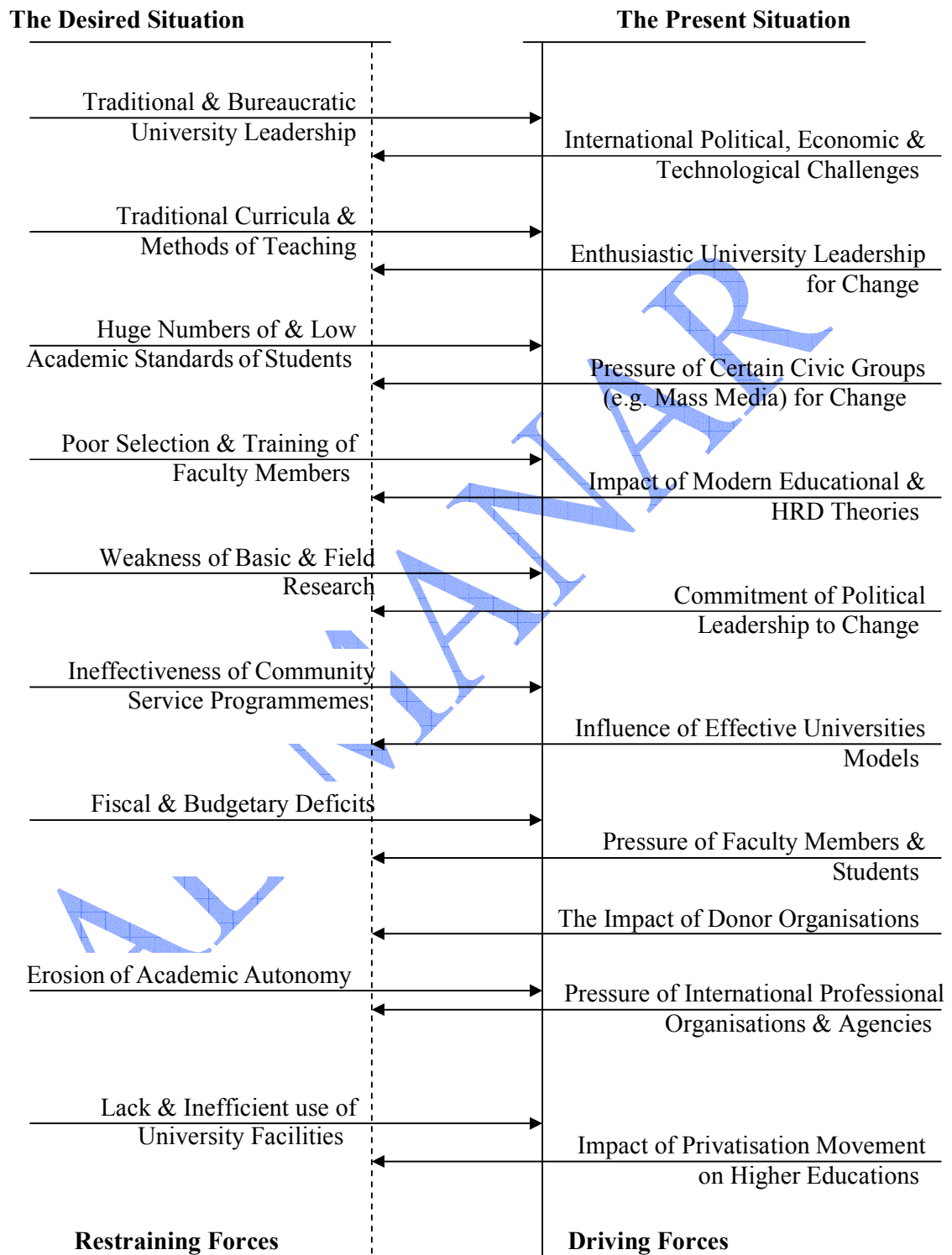


Figure 1: Force – Field Analysis as a Diagnostic Tool of Present Status of Jordanian Universities

If we look at the restraining and the driving forces, we can say that they interact together negatively and positively. This means that leaders of universities in Jordan can use this tool of analysis to diagnose the strong and weak points in the structure of their universities and have a plan of action to reform that structure. They can maximise the strength of driving forces and weaken the restraining forces. It is worth mentioning that one of the driving forces is the impact of donor organisations such as EJADA, which initiated GEP.

It is hoped that the authors of the report are not taken as pessimistic educators. The image, as was mentioned, isn't very optimistic; the current status of higher education in Jordan is in serious need of drastic changes if it is to change the course of its future. This could be concluded from general observations, the standard of university graduates, and recent research dedicated to study the higher education system in Jordan.

C: Review of Previous Reports of the GEP:

There were two evaluation reports of the GEP:

1. EJADA First Impact Assessment and Client Satisfaction Survey – May/June 2003

The Monitoring and Evaluation Unit in EJADA carried out the evaluation process. The survey was conducted among 97 clients and institutional partners during May-June 2003. The respondents were comprised of: 15 Direct Support clients, 15 Financial Support clients, 21 clients and institutional partners of the Policy Support and Institutional Strengthening (PSIS), 29 graduates and 17 SMEs of the Graduate Enterprise Programme (GEP), which is a sub-component of the Vocational Training and HRD Component.

The objectives of the survey were:

- (1) To assess the effectiveness and preliminary impact on SME clients and;
- (2) To measure the level of satisfaction among all principal institutional partners to ensure firsthand feedback from the concerned clients.

The client satisfaction study focused on the following criteria: Client Expectation and Perception, Marketing Awareness and Communication, Management, Process, and Implementation, Communication between EJADA and Clients, Overall Satisfaction, and Priorities for Improvement. The survey was conducted in order to help EJADA set priorities for improvements, reveal the current needs of EJADA's clients, learn clients' perceptions and opinions and consequently improve services. It was also intended to determine the impact of technical assistance offered so far to client small and medium-sized enterprises (SMEs). As for the methodology is concerned, the survey consisted of 5 sets of different questionnaires

Findings of the survey:

The average overall satisfaction for all components was 71%. The average satisfaction for individual components was as follows:

Direct Support Component	75%
PSIS Component	74%
Financial Schemes Support Component	74%
VT/HRD (GEP Only)	69%

The survey results revealed that efficiency was good, immediate objectives were achieved and impact will potentially be achieved at the end of implementation.

2. GEP Evaluation Report Conducted by Dr. Zaki Ayoubi – June 2006

The ultimate purpose of Dr. Ayoubi's evaluation was to improve the effectiveness, efficiency, sustainability and impact of the GEP for the benefit of the Jordanian SMEs, Graduates and the competitiveness of the Jordanian economy.

In other words the expert is to judge GEP in terms of:

a. GEP relevance to:

- SMEs
- Graduates
- The Jordanian business community
- The Jordanian economy
 - employments
 - investments
 - competitiveness
- EJADA's overall objectives
- The VT/HRD Component at EJADA

b. Effectiveness and impact in regard to:

- GEP overall results/ outcomes
- GEP objectives
- EJADA's objectives
- Circle of impact

The methodology Dr. Ayoubi used had the following elements:

- Questionnaires to graduates, mentors and SMEs
- Participation in Technical Training Sessions
- Focus group discussions
- Visits and interviews

Dr. Ayoubi's Findings:

The GEP is a generally successful programme. It has proved to be relevant, useful and viable. The evaluation through surveys, focus group discussions and direct observations, shows that the GEP achieved its overall objectives with regard to graduates and most of those for the SMEs.

The Evaluation of the Two Reports:

Our assessment of the two reports could be mentioned in the following points:

1. The weakest point in the structure of educational projects in Jordan is the reluctance of the decision makers to evaluate the projects in terms of its management, relevance and impact. EJADA was aware of this shortcoming and thus initiated the two studies mentioned above. The first survey was preliminary but it paved the way to the second report which was more meticulous and comprehensive.
2. Dr. Ayoubi is commended on both the **methodology** he used to study the GEP and the **content** of his report.
3. As far as the methodology is concerned it was scientific, multifaceted in terms of the tools he used to collect data. His analysis was extensive and profound.
4. As far as the content is concerned he covered all the variables of the GEP: the objectives, the clients, the effectiveness, the efficiency, the management of the programme and its impact on the stakeholders.
5. The overall of evaluation of the programme is as follows:
 - GEP is an excellent model for a successful employment.
 - GEP can always be improved to meet new challenges.
 - GEP is a cost effective programme.
 - GEP is creating a new area for an education-industry interface and linkages.
6. We agree with Dr. Ayoubi's conclusions that the GEP faced serious challenges such as: structural challenges in terms of programme structure and design, expanding its geographical coverage and the partnership among universities, business associations, and the government.
7. The operational issues raised by Dr. Zaki Ayoubi are worth looking into by JUMP, the universities, and business community. Dr. Ayoubi suggested improvement in the following areas of the programme:
 - The graduates and SMEs.
 - Selection of SMEs.
 - Off-the-job technical training courses
 - Salaries of the graduates.
 - Counselling and guidance.

- Mentors.
- Marketing of the programme.

We hope that we will tackle these and other issues in our report, which will be the first one after EJADA is phased out of Jordan.

D: EJADA and the Graduate Enterprise Programme (GEP)

EJADA (Euro-Jordanian action for the development of enterprise), the local corporate identity and working title of the first Industrial Modernisation Programme (IMP), to be implemented in the South Mediterranean region, was established in 4 April 2000 in Jordan. The project commenced on 2 January 2001 and with a one-year extension which is currently being prepared, will conclude in 1 July 2006. The total budget for this programme is Euro 46.6 million.

The overall objectives of EJADA is to enhance the capacity of private sector industry and small and medium sized enterprises, creating wealth whereby contributing to the growth of GDP per capita, as well as to facilitate the insertion of Jordan into the Euro-Mediterranean Free Trade Area by the year 2010. EJADA is comprised of three components: Policy Support and Industrial Strengthening, Direct Support to SMEs, Financial Support Schemes and one activity, the Vocational Training and Human Resources Development Unit. These components operate in close cooperation with each other.

The VT/HRD Activity is now responsible for the following two sub-components:

- Establishing the Euro-Jordanian Advanced Business Institute (EJABI)
- Implementing the Graduate Enterprise Programme.

The GEP Programme was launched in November 2002 with its first intake of 35 graduates drawn from the financial and accountancy fields. The second intake of 70 graduates was recruited in September 2003 in marketing, accounting, finance and information and communication technologies. The third intake of 70 graduates was recruited in February 2004 in marketing, information and communication technologies and industry-related engineering disciplines. The fourth and fifth intake of 70 graduates each were recruited in September 2004 and January 2005 respectively, in the fields of: marketing, information and communication technologies and industry-related engineering. The GEP Programme offered selected young Jordanian graduates a one-year integrated traineeship consisting of in-company placement in SMEs combined with participation in tailor-made training activities. The main aim of GEP is to assist eligible SMEs to meet their immediate business needs while, at the same time, developing their human resources and future managerial capacity by providing them with highly qualified young graduates on a structured one-year traineeship. During their traineeship graduates received guidance and feedback by an EJADA established SME-based mentoring system.

The GEP is relevant to both the university graduates and SMEs. As Dr. Ayoubi's aptly put it: "during the one year traineeship, the university graduates strengthen their technical and personal skills through on and off-the-job training. They develop a realistic view of the nature of work environment and what are the requirements for

growth and success in the work arena. The GEP does facilitate the transition of the graduate from the environment of university to the environment of work. But its harder impact is that it facilitates the transition from the prospect of unemployment to employment and from no income to some income. Very importantly, it also enhances significantly the graduate's chances to get sooner a real job and a reasonable salary.

Relevance of the GEP to SMEs is largely tied to the issue of competitiveness. Companies in Jordan, large and small, have realized that in seeking survival and growth in a highly competitive market, the critical factor will be the quality of human resources that a company has, at all levels of the organization. However, most SMEs don't know how to attract and recruit talented individuals; and when they do, they don't have the capability to manage and keep them. The GEP offers a pioneering experiment to match the challenges faced by SMEs on the one hand with those faced by graduates on the other".

Ayoubi, June 2005, P.6

AL-MANAR

Chapter Two

Methodology and Findings of the Study

1. Methodology

Graduate Sample:

A comprehensive list of all graduates who participated in the EJADA programme was the basis from which the sample was selected. All pertinent information regarding the participating graduates was provided, including: name, educational specialization, contact information, etc. The total number of graduates who participated in the EJADA programme was 329, of which was divided up into five different groups. The information provided in Table 1 represents the distribution of GEP graduates for each corresponding group.

Table 1: GEP Graduate Population Distribution

GEP Group Number	Number of Graduates
1	36
2	66
3	82
4	75
5	70
Total	329

This questionnaire survey used a stratified random sampling method to select the graduate respondents. Each GEP graduate group was considered as one stratum, while each individual GEP graduate was considered as a sampling unit. The hypothesized sample size was 100 GEP graduates. In accordance with the hypothesized GEP graduate sample population distribution provided in Table 2, all 100 GEP graduates were asked to complete the GEP Graduate Appraisal Questionnaire survey. However, the response rate was extremely unsatisfactory; only 44 GEP graduates managed to complete the questionnaire survey. Although follow-up attempts were made to have the remaining 66 GEP graduates complete the survey, none materialized. Due to time constraints, the analysis of the GEP graduate survey was conducted using the data collected from the 44 GEP graduates. The sample fraction was 13%.

Table 2: Hypothesized GEP Graduate Sample Population Distribution

GEP Group Number	Number of Graduates
1	11
2	20
3	25
4	23
5	21
Total	100*

* The actual GEP graduate sample population consisted of 44.

A proportional allocation method was used to provide a self-weighting design while generating a hypothesized sample population from among the five different GEP groups. After categorizing the sampling units in each stratum by both: gender and educational specialization, a systematic random sample was used to generate the respondent list. According to the method applied to the selection of the sample population, an implicit stratification was maintained. The following table exhibits the hypothesized distribution of the GEP graduate sample population according to their corresponding GEP group number.

Mentor Sample

A comprehensive list of all mentors who participated in the EJADA programme was the basis from which the sample was selected. All pertinent information regarding the participating mentors was provided, including: name, affiliated GEP enterprise, contact information, etc. The total number of mentors who participated in the EJADA programme was 180. This questionnaire survey used a systematic random sample to select the mentor respondents. The hypothesized sample size consisted of 20 mentors; however, the actual number of respondents for the GEP Mentorship Appraisal survey was only 8. Although many follow-up attempts were made to complete their questionnaire surveys, the total number of respondents remained at only 8. Due to time constraints, the sample design was adapted to create a new population group. Consequently, the GEP mentor sample population was combined with the GEP SME sample population to create a new sample population labelled: “Business Side/Non-Graduates”. This new sample population consisted of a total of 19 respondents.

SMEs Sample

A comprehensive list of all the SMEs who participated in the EJADA programme was the basis from which the sample was selected. All pertinent contact information regarding the participating SMEs was provided. The total number of SMEs who participated in the EJADA programme was 116. This questionnaire survey used a systematic random sample to select the SME respondents. The total number of GEP affiliated SMEs were 116. The hypothesized sample size consisted of 50 SMEs; however, the response actual number of respondents for the GEP SME Appraisal Questionnaire survey was only 11. Although many follow-up attempts were made to complete their questionnaire surveys, the total number of respondents remained at only 11. Due to time constraints, the sample design was adapted to create a new population group. Consequently, the GEP mentor sample population was combined with the GEP SME sample population to create a new sample population labelled: “Business Side/Non-Graduates”. This new sample population consisted of a total of 19 respondents.

2. Findings

GEP Graduate Survey Findings:

The data compiled from the findings of the GEP Graduate Appraisal Questionnaire survey is discussed in the following format:

1. General Sample Population Trends
2. Measures of Client Satisfaction

3. Measures of Employability
4. Recommendations of Graduates

Each findings section is followed by individual subsections, according to the various components of the GEP Programme:

- A. Induction Course Appraisals
- B. Track-Specific Training Course Appraisals
- C. Mentorship Programme Appraisals
- D. Traineeship Programme Appraisals
- E. Comparisons by GEP Component
- F. Overall GEP Programme Appraisals

Each section and associated subsections have been thoroughly analyzed, the highlights of which are discussed according to the format provided above. All values are referenced to their appropriate annexes.

1. General Sample Population Trends of the GEP Graduate Appraisal Questionnaire

The general trends of the GEP Graduate Appraisal survey fall into two categories: demographic information and general measures of employability. According to the results of the demographical aspects of the GEP Graduate Appraisal Questionnaire survey, the distribution of gender among the GEP Graduate survey was nearly 4:1 (see Annex 4.2.A.1 Figure 1); 73% of those surveyed were male, while only 27% of the respondents were female. Regarding the age distribution of those GEP graduate who participated in the survey, all were between the ages of twenty-four and thirty years of age; nearly half of those surveyed were twenty-five years old (see Annex 4.2.A.1 Figure 2). 90% of those surveyed had a marital status of “not married” (see Annex 4.2.2 Figure 1). The distribution of GEP graduates by their governorate of primary residence was skewed, overly represented by the governorate of Amman (see Annex 4.2.A.2 Figure 2); more than 75% of those graduates surveyed replied that they lived in Amman, while seven out of the remaining twelve governorates weren’t residence to any of those surveyed. When compared by the name of their alumni university, the distribution was more evenly distributed (see Annex 4.2.A.3 Figure 1); according to the results of the GEP Graduate Appraisal Questionnaire survey, Yarmouk University accounted for the majority of the GEP graduates who participated in the GEP Programme, representing more than 25% of those surveyed. The distribution of the GEP graduates according to their educational specializations was also relatively even (see Annex 4.2.A.4 Figure 1); the majority of the respondents specialized in “computer science”, followed by “accounting”, and then “marketing”. The remaining educational specializations accounted for approximately 25% of the sample population.

With regards to the general employment appraisal aspects of the GEP Graduate Appraisal Questionnaire survey, and the distribution of graduates according to their employment-seeking methods, four methods were frequently used by more than half of those surveyed (see Annex 4.2.A.4 Figure 2); newspaper ads and GEP programme affiliates tied for the top-ranking employment-seeking method used by the GEP graduates, compromising more than 60% of those surveyed while only 5% of those surveyed considered themselves to be “unemployed” (see Annex 4.2.A.5 Figure 1); however, the percentage of GEP graduates who were themselves employers was significant:

approximately 10% of those surveyed. The distribution of duration of unemployment period was significant: the vast majority of GEP graduates were able to find employment in less than three months upon their completion of their one-year traineeship programme, comprising nearly 60% of those surveyed (see Annex 4.2.A.5 Figure 2). Additionally, when asked about the duration of their current employers, more than 50% of the graduates replied that their jobs have been stable for the past 1-2 years (see Annex 4.2.A.6 Figure 1). In regards to the location of the GEP graduates' current employer, 89% of those surveyed responded with Amman, while the remaining 11% of the GEP employed graduates had work located within the three following governorates: Balqa, Zarqa, and Ajloun (see Annex 4.2.A.6 Figure 2). According to the results of the general employment appraisal aspect of the GEP Graduate survey, more than 90% of the graduates are employed in the private sector (see Annex 4.2.A.7 Figure 1). With respect to the targeted enterprise market, as depicted in the terms of agreement for the GEP Programme, more than 70% of the graduates were trained and hosted in companies which consisted of less than ten employees (see Annex 4.2.A.7 Figure 2). When asked about the existence of an HRD coordinator/facilitator, the distribution of graduates who responded that their affiliated GEP enterprise had or hadn't had one was equal (see Annex 4.2.A.8 Figure 1).

2. Measures of Client Satisfaction for the GEP Graduate Appraisal Questionnaire

A. Induction Course Appraisals

Two different aspects of the induction course were used to measure the client satisfaction: the quality of the induction course trainer(s) and students' self-appraisals for the induction course. The quality of the "Induction Course" trainer(s) was appraised on ten different levels, beginning with course preparation and organization; according to the results of the GEP Graduate survey, 63% of the graduates rated the induction course trainer(s) course preparation and organization as "very good" (see Annex 4.2.A.9 Table 1). In regards to the use of class time, more than 70% of the graduates also gave a "very good" rating about their induction course trainer(s). When asked about the clarity and understandability of the induction course trainer(s), approximately 80% of the graduates gave them a rating of "very good" (see Annex 4.2.A.9 Table 1). Regarding the respect and concern for the students, more than half of the graduates responded that their trainer(s) were "very good" (56%). Similarly, 56% of the GEP graduates surveyed rated their induction course trainer(s) as showing "very good" respect and concern for their students (see Annex 4.2.A.9 Table 1). In stark contrast however, the vast majority of the GEP graduates (55%) rated the effect of their gender influencing the amount of attention or time offered to them by their induction course trainer(s) (see Annex 4.2.A.9 Table 1). In unison with the previous appraisals of the induction course trainer(s), 71% of the graduates replied that the availability and approachability of their induction course trainer(s) by students was "very good" (see Annex 4.2.A.9 Table 1). Regarding how well informed the induction course trainer(s) were 73% of the graduates gave their instructors a "very good" rating (see Annex 4.2.A.9 Table 1). The overall effectiveness of the induction course trainers were rated as "very good" by more than 75% of those graduates surveyed (see Annex 4.2.A.9 Table 1).

In conclusion to the appraisal of the quality of the induction course trainers, by the GEP graduates, approximately 65% of those graduates surveyed rated their trainer(s) as either "very good" or "excellent" (see Annex 4.2.A.9 Table 1). The average rating for all

aspects of the induction course trainer(s) appraised was between “fair” and “very good”. Half (five) of the ten induction course trainer appraisals were rated above the average, while the other five were rated above average (see Annex 4.2.A.9 Table 1). When taken as a whole, taking into consideration all ten induction course trainer appraisals, the average rating given by the graduates was 2.99; when compared to a rating of 2.5 equivalent to having no effect, it is clear that the assessment of the induction course trainer(s) was positive (see Annex 4.2.A.9 Table 1). Hence, the GEP graduates were by and large pleased with the quality of the induction course trainers.

The second appraisal for the overall measure of client satisfaction of the induction course consisted of the students’ self-appraisals, the first aspect of which was their level of attendance. According to the results of the GEP Graduate Appraisal Questionnaire survey, 93% of the graduates attended their induction courses regularly (see Annex 4.2.A.12 Table 1). However, when asked about the amount of effort put into the induction course, more than 85% of the GEP graduates believed they put from moderate to a strong amount of effort into it (see Annex 4.2.A.12 Table 1). When asked about the amount of course content understood by the GEP graduates, 83% of the respondents strongly or somewhat agreed that they gained a good understanding of the course (see Annex 4.2.A.12 Table 1). With regards to the length of the induction course, more than 60% of the graduates believed that it was sufficient (see Annex 4.2.A.12 Table 1). More than 65% of the GEP graduates surveyed found that the induction course was repetitive of their academic training (see Annex 4.2.A.12 Table 1). However, more than 85% of the graduates said that they would recommend the induction course(s) to their friends (see Annex 4.2.A.12 Table 1).

In conclusion, regarding the students’ self-appraisals of the induction course(s), four out of six appraisals gave positive reviews of the induction course(s). More than half of the students’ self-appraisals was either equal to or exceeded the overall average. The two appraisals that measured below the overall average were: student effort and the course length. Although more than 80% of the graduates gave favourable self-appraisals for the induction course, the overall rating of all self-appraisal measures, when taken as a whole, the students rating measured 2.11, which was fourteen-hundredths of a point below having no effect (see Annex 4.2.A.12 Table 1). Therefore, according to the graduate survey respondents, the overall graduate satisfaction rate for the students’ self appraisals of the induction course was slightly unfavourable.

B. Track-Specific Training Course Appraisals

In accordance with the two measures of client satisfaction of the induction course(s), the track-specific training courses also consisted of two different measurements: the quality of the track-specific training course trainers and the GEP graduate students’ self-appraisals of the track-specific training courses. With regards to the first of the two client satisfaction measures, the quality of the track-specific training course trainers consisted of fifteen different appraisals. According to the results of the GEP Graduate survey, 48% of the graduates rated the course preparation and organization of the track-specific training course trainer(s) as “very good” (see Annex 4.2.A.10 Table 1). In regards to the use of class time, more than 50% of the graduates also gave a “very good” rating about their track specific training course trainer(s). When asked about the clarity and understandability of their track-specific training course trainer(s), approximately 70% of the graduates gave them a rating of “very good” (see Annex 4.2.A.10 Table 1). When rated on their degree of enthusiasm for the subject and teaching, more than 70% of the GEP

graduates gave their track-specific training course trainer(s) a very good to excellent rating. Regarding the respect and concern for the students, more than half of the graduates responded that their trainer(s) were “very good” (56%).

In stark contrast however, according to the results of the graduate survey, nearly half (46%) of the GEP graduates indicated that their gender influenced the amount of attention or time offered to them by their track-specific training course trainer(s) (see Annex 4.2.A.10 Table 1). More than 80% of the graduates surveyed indicated that their track-specific training course trainer(s) showed “very good” to “excellent” levels of respect and concern for their students (see Annex 4.2.A.10 Table 1). 83% of the graduates replied that their track-specific training course trainer(s) level of honesty was either “very good” or “excellent” (see Annex 4.2.A.10 Table 1). More than 90% of the graduates rated the integrity of the track-specific training course trainer(s) as “very good” to “excellent” (see Annex 4.2.A.10 Table 1). Approximately 70% of the graduates surveyed indicated that their track-specific training course trainer(s) was fair in their evaluations of the students (see Annex 4.2.A.10 Table 1). Regarding the quality of the feedback of the work submitted by the students, nearly 70% of those surveyed rated their track-specific training course trainer(s) with “very good” or “excellent” ratings (see Annex 4.2.A.10 Table 1). More than 80% of the graduates replied that the availability and approachability of their track-specific training course trainer(s) by students was “very good” or “excellent” (see Annex 4.2.A.10 Table 1). Regarding the readiness and willingness of their track-specific training course trainer(s) to accept feedback from students, approximately 65% of the graduates surveyed rated their trainers as either “very good” or “excellent” (see Annex 4.2.A.10 Table 1). Regarding how well informed the track-specific training course trainer(s) were 73% of the graduates gave their instructors a “very good” rating (see Annex 4.2.A.10 Table 1). When asked about the amount of applied knowledge or experience that their track-specific training course trainer(s) had, more than 75% of those surveyed indicated that they were either “very good” or “excellent” (see Annex 4.2.A.10 Table 1). Similarly, the overall effectiveness of the track-specific training course trainers were rated as “very good” or “excellent” by more than 71% of those graduates surveyed (see Annex 4.2.A.10 Table 1).

In conclusion, the appraisal of the quality of the track-specific training course trainers, by the GEP graduates, approximately 56% of those graduates surveyed rated their trainer(s) as “very good” (see Annex 4.2.A.10). The average rating for all aspects of the induction course trainer(s) appraised was between “fair” and “very good”. Eleven out of the fifteen track-specific training course trainer appraisals were rated above the average; the exceptions were the appraisals ratings of the use of class time, the effect of gender on the performance of the trainers, the readiness and willingness of the trainers to accept feedback from students, and the trainers overall effectiveness as a teacher (see Annex 4.2.A.10 Table 1). When taken as a whole, taking into consideration all fifteen track-specific training course trainer appraisals, the average rating given by the graduates was 2.78; when compared to a rating of 2.5 equivalent to having no effect, it is clear that the assessment of the induction course trainer(s) was positive (see Annex 4.2.A.10 Table 1). Hence, the GEP graduates were by and large pleased with the quality of the track-specific training course trainers.

The second appraisal for the overall measure of client satisfaction of the track-specific training course consisted of the students’ self-appraisals, the first aspect of which was their level of attendance. According to the results of the GEP Graduate Appraisal Questionnaire survey, approximately 85% of the graduates attended their track-specific

training courses regularly; while approximately 10% of the graduates didn't (see Annex 4.2.A.13 Table 1). However, when asked about the amount of effort put into the track-specific training course(s), approximately 90% of the GEP graduates believed they put from moderate to a strong amount of effort into it (see Annex 4.2.A.13 Table 1). When asked about the amount of course content understood by the GEP graduates, 86% of the respondents strongly or somewhat agreed that they gained a good understanding of the course (see Annex 4.2.A.13 Table 1). With regards to the length of the track-specific training course(s), more than 63% of the graduates believed that it was sufficient (see Annex 4.2.A.13 Table 1). More than 67% of the GEP graduates surveyed found that the track-specific training course was either strongly or somewhat repetitive of their academic training (see Annex 4.2.A.13 Table 1). However, more than 90% of the graduates said that they would recommend the track-specific training course(s) to their friends (see Annex 4.2.A.13 Table 1).

In conclusion, regarding the students' self-appraisals of the track-specific training course(s), four out of six appraisals gave positive reviews of the track-specific training course(s). More than half of the students' self appraisals was either equal to or exceeded the overall average. The two appraisals that measured below the overall average were: understanding of course content and the course length. Although more than 80% of the graduates gave favourable self-appraisals for the track-specific training course(s), the overall rating of all self-appraisal measures, when taken as a whole, the students rating measured 2.22, which was a quarter points above having no effect (see Annex 4.2.A.13 Table 1). Therefore, according to the graduate survey respondents, the overall graduate satisfaction rate for the students' self appraisals of the track-specific training course(s) was only slightly favourable.

C. Mentorship Programme Appraisals

In accordance with the two measures used for assessing the client satisfaction of the induction course(s) and the track-specific training courses, the measures used to gauge the client satisfaction of the GEP mentorship programme was no exception; the two following measurements were employed for evaluating the GEP graduates level of satisfaction with the mentorship component of the GEP programme: the quality of the on-site mentor and the GEP graduate students' self-appraisals of the mentorship programme. With regards to the first of the two client satisfaction measures, the quality of the on-site mentor consisted of thirteen different appraisals. According to the results of the GEP Graduate survey, when asked about the clarity and understandability of their mentors, approximately 58% of the graduates gave them a rating of "very good" (see Annex 4.2.A.11 Table 1). Regarding the degree of respect and concern for the students, more than half of the graduates responded that their mentors were "very good" (55%). According to the results of the graduate survey, more than two-thirds (69%) of the GEP graduates indicated gender their gender influenced the amount of attention or time offered to them by their mentors (see Annex 4.2.A.11 Table 1). 77% of the graduates replied that their mentors level of honesty was either "very good" or "excellent" (see Annex 4.2.A.11 Table 1). More than 75% of the graduates rated the integrity of their mentors as either "very good" or "excellent" (see Annex 4.2.A.11 Table 1). Approximately 70% of the graduates surveyed indicated that their mentors were fair in their evaluations of the trainees (see Annex 4.2.A.11 Table 1).

Regarding the quality of the feedback of the work submitted by the students, nearly 85% of those surveyed gave their mentors with either "very good" or "excellent" ratings

(see Annex 4.2.A.11 Table 1). More than 65% of the graduates replied that the availability and approachability of their mentors were either “very good” or “excellent” (see Annex 4.2.A.11 Table 1). Regarding how well informed their mentors were 58% of the graduates gave their instructors a “very good” rating (see Annex 4.2.A.11 Table 1). When asked about the amount of applied knowledge or experience that their mentors had, more than 70% of those surveyed indicated that they were either “very good” or “excellent” (see Annex 4.2.A.11 Table 1). Regarding the readiness and willingness of their mentors to accept feedback from trainees, more than 70% of the graduates surveyed appraised their mentors as being either “very good” or “excellent” in this regard (see Annex 4.2.A.11 Table 1). When asked about the degree of willingness of their mentors to answer questions and help trainees with their work, more than 70% of the graduates indicated that their mentors were either “very good” or “excellent”. In addition, the last appraisal regarding the quality of the on-site mentor, regarding the overall effectiveness of the mentors were rated as “very good” or “excellent” by more than 65% of those graduates surveyed (see Annex 4.2.A.11 Table 1).

In conclusion, the quality appraisal of the GEP mentors, as indicated by the GEP graduates, approximately 50% of those graduates surveyed rated their mentors as “very good”, while more than 20% rated them as “excellent” (see Annex 4.2.A.11 Table 1). The average rating for all aspects of the induction course trainer(s) appraised was between “fair” and “very good”. Eleven out of the thirteen on-site mentor appraisals were rated above the average; the exceptions were the appraisals ratings of the effect of trainee’s gender on the performance of the mentors, and the level of how well informed the mentors were (see Annex 4.2.A.10 Table 1). When taken as a whole, taking into consideration all thirteen on-site mentor appraisals, the average rating given by the graduates was 2.78; when compared to a rating of 2.5 equivalent to having no effect, it is clear that the assessment of the induction course trainer(s) was positive (see Annex 4.2.A.11 Table 1). Hence, the GEP graduates were by and large pleased with the quality of the on-site mentors.

The second assessment measure used for determining the overall measure of client satisfaction of the mentorship programme consisted of the students’ self-appraisals, the first aspect of which was their level of attendance. According to the results of the GEP Graduate Appraisal Questionnaire survey, approximately 65% of the graduates attended their mentorship programmes regularly; while approximately 45% of the graduates didn’t (see Annex 4.2.A.14 Table 1). However, when asked about the amount effort put into the mentorship programme course, approximately 90% of the GEP graduates believed they put from moderate to a strong amount of effort into it (see Annex 4.2.A.14 Table 1). 68% of the GEP graduates surveyed indicated that they would have preferred more mentoring (see Annex 4.2.A.14 Table 1). When asked about the amount mentoring provided was sufficient for the trainees to complete their work tasks, the majority (68%) of the GEP graduates indicated that the mentorship provided was sufficient (see Annex 4.2.A.14 Table 1). Approximately 70% of the GEP graduates surveyed found that the mentorship programme was either strongly or somewhat repetitive of their academic training (see Annex 4.2.A.14 Table 1). However, more than 70% of the graduates said that they would recommend the GEP mentorship programme to their friends (see Annex 4.2.A.14 Table 1).

In conclusion, regarding the students’ self-appraisals of the mentorship programme, only two out of the six appraisals yielded above average reviews of the mentorship programme: the level of effort exerted in the mentorship programme and the repetitiveness

of the mentorship programme of their academic training (see Annex 4.2.A.14). Although the remaining four mentorship programme appraisals indicated below average ratings, the graduates level of agreement with the statements in the appraisals actually indicate a positive assessment; at closer examination, high levels of agreement with the four below average self-appraisal aspects demonstrate the success and usefulness of the mentorship programme, not the contrary (see Annex 4.2.A.14 Table 1). Therefore, in contrast with the indication provided by statistical analysis, once contextualized it is clear that the overall assessment of the GEP graduates level of satisfaction with the mentorship programme is indeed high.

D. Traineeship Programme Appraisals

In order to measure the client satisfaction of the GEP traineeship programme, ten different appraisals were designed to achieve this goal. All of these appraisals consisted of measuring the GEP graduates level of agreement with ten different statements, the first of which consisted of examining the potential opportunities for promotion. According to the results of the graduate survey, more than 70% of the graduates indicated that opportunities for promotion were possible through the traineeship programme (see Annex 4.2.A.15 Table 1); this indicates a highly positive evaluation of this aspect of the traineeship programme appraisal. However, when asked about the effect of the gender of the trainees on the practices and policies of the traineeship programme, especially in regards to the “GEP affiliated enterprises” (or SMEs), only 40% of those graduates surveyed “somewhat” or “strongly disagreed” (see Annex 4.2.A.15 Table 1); therefore, the majority (60%) of the GEP graduates assessed the impact of gender in the traineeship programme, as experienced through the GEP affiliated enterprises, as negative and problematic. The third appraisal of the traineeship programme assessed the importance of quality of work or job skills in the traineeship programme policies and practices; nearly 80% of those graduates surveyed either “strongly” or “somewhat agreed” with this statement (see Annex 4.2.A.15 Table 1). Therefore, the appraisal of the third aspect of the GEP traineeship was considered extremely positive.

When asked about the influence of “wastahs” on the traineeship programme policies and practices, as conducted through the GEP affiliated enterprises, more than 60% of those graduates surveyed responded that the role of “wastahs” played a significant role (see Annex 4.2.A.15 Table 1); hence the fourth appraisal regarding the GEP traineeship programme, as conducted through the GEP affiliated enterprises, was seen as extremely negative. Similarly, when asked about the sufficiency of the income provided to the GEP trainees through the traineeship programme, less than half (48%) of the graduates indicated that they either “strongly” or “somewhat agreed” with this statement (see Annex 4.2.A.15 Table 1); hence, the majority (52%) of the GEP graduates gave this appraisal of client satisfaction a low level of approval. Similarly, only slightly more than 50% of those graduates surveyed agreed with the fairness of income provided for the amount of work produced through the GEP traineeship programme (see Annex 4.2.A.15 Table 1); therefore the client satisfaction allotted to this particular appraisal measure was seen as only slightly positive. Approximately 60% of the graduates responded that the amount of income they received through the GEP traineeship programme was comparable to others with similar educational and experiential backgrounds (see Annex 4.2.A.15 Table 1); therefore, the seventh appraisal of the level of client satisfaction with the traineeship component of the GEP programme was seen as positive. In addition, when asked about whether or not the total number of working hours were less than preferred, the majority (66%) of those

surveyed disagreed with this statement (see Annex 4.2.A.15 Table 1); therefore, the eighth appraisal used to measure the graduates level of satisfaction with the GEP traineeship component was also very positive. In stark contrast however, the ninth appraisal yielded negative client satisfaction levels; more than 75% of those graduates surveyed worked extra hours without overtime pay (see Annex 4.2.A.15 Table 1). Similarly, the last appraisal of the GEP traineeship programme indicated that the majority of the trainees (63%) were working below their educational and professional levels (see Annex 4.2.A.15 Table 1); therefore this appraisal also indicated a low level of client satisfaction.

In conclusion, according to the quantitative results of the graduate survey the overall assessment regarding the client satisfaction of the GEP graduates with traineeship programme was below expectations for the Programme. Only three out of the ten different appraisals used to measure the level of graduates' satisfaction with the GEP traineeship programme, yielded above average results, while the other seven yielded below average results (see Annex 4.2.A.15 Table 1). Therefore, the majority (70%) of the appraisals yielded below average ratings (see Annex 4.2.A.15 Table 1). However, when the quantitative results were examined qualitatively, it is clear that the actual overall client satisfaction ratings of the GEP traineeship programme was somewhat positive; six out of the ten appraisal measures yielded positive ratings. Therefore, in conclusion, the overall client satisfaction rating with the traineeship component seen as slightly positive, despite the quantitative results.

E. Comparisons by GEP Component

When comparing the overall measures of client satisfaction, for each of the four various GEP components (induction course(s), track-specific training course(s), mentorship programme, and traineeship programme) only one of the components yielded a slightly positive satisfaction rating, the induction course(s) GEP component (see Annex 4.2.A.16 Figure 1). In contrast, the majority (75%) of the GEP components yielded either neutral or negative client satisfaction ratings (see Annex 4.2.A.16 Figure 1). Therefore, according to the quantitative analysis provided in Figure 1, Annex 4.3.A.16, the client satisfaction ratings of all four GEP components was significantly below those projected for the GEP Programme. However, with respect to the qualitative analysis conducted on all measures of client satisfaction for all four GEP components, the results yielded much higher levels of client satisfaction. Therefore, in order to determine the overall client satisfaction level of the GEP Programme, one needs to take into consideration both: the quantitative and qualitative analysis prior to making any conclusions. Hence, from a comprehensive and holistic perspective, the level of client satisfaction of the GEP Programme is somewhat positive.

F. Overall GEP Programme Appraisals

In accordance with the conclusions drawn by the comparisons of overall client satisfaction levels provided in the previous subsection, the findings yielded in this subsection serve as additional support. In particular, the overall client satisfaction of GEP graduates with the entire GEP programme was evaluated on the basis of seven different appraisals. The first of which asked the graduates assess whether or not the amount of time and effort that they spent in the GEP Programme was worthwhile; according to the results of the survey, more than 90% of the graduates indicated that the programme was worthwhile (see Annex 4.2.A.17 Table 1). Similarly, when asked if whether or not the

GEP Programme was useful in their transitions from the academia to the workplace, an overwhelming 89% of the graduates surveyed indicated that the programme was useful (see Annex 4.2.A.17 Table 1). In addition, more than 95% of the GEP graduates found the programme both interesting and stimulating (see Annex 4.2.A.17 Table 1). When evaluating whether or not the GEP Programme gave equal opportunities to all qualified and interested graduates to participate in the programme, 88% of the graduates surveyed indicated the programme did provide equal opportunities (see Annex 4.2.A.17 Table 1). Similarly, 89% of the GEP graduates indicated that the GEP Programme qualifications, procedures, and expectations were clear (see Annex 4.2.A.17 Table 1). More than 85% of the GEP graduates surveyed found the GEP participants helpful (see Annex 4.2.A.17 Table 1). In addition, 93% of the GEP graduates surveyed indicated that that the GEP Programme was effective in preparing them for their careers (see Annex 4.2.A.17 Table 1).

In conclusion, the majority of the GEP Programme client satisfaction appraisals yielded above average ratings (see Annex 4.2.A.17 Table 1). On average, 89% of all the GEP graduates surveyed indicated positive GEP Programme satisfaction appraisals (see Annex 4.2.A.17 Table 1). Therefore, based on the qualitative as well as quantitative analysis provided above, whereby all seven appraisals used to measure the client satisfaction of the GEP Programme indicated an overwhelmingly high level of client satisfaction, nearly all of the graduates who participated in the GEP graduate survey indicated high levels of satisfaction with the GEP Programme overall.

3. Measures of Employability for the GEP Graduate Appraisal Questionnaire

A. Induction Course Appraisals

In order to determine the employability of the GEP induction course(s), two different indicators were used: the quality of the induction course(s) and the effect of the induction course(s) had on job skill acquisition/improvement. The quality of the induction course(s) was assessed by seven different appraisals, the first of which indicated the use of supplementary materials during the course(s). According to the results of the GEP Graduate Appraisal Questionnaire survey, more than 80% of the graduates surveyed indicated that the use of supplementary materials was either “very good” or “excellent” (see Annex 4.2.A.18 Table 1). Approximately 65% of the graduates rated the relatedness of the induction course material to their traineeship between “very good” to “excellent” (see Annex 4.2.A.18 Table 1). However, when asked to rate the usefulness of the induction course material to their traineeships, less than half (46%) of the graduates surveyed indicated that the induction course material was useful in their traineeships (see Annex 4.2.A.18 Table 1). More than 70% of the GEP graduates surveyed replied that the induction course(s) prepared them for future jobs/work (see Annex 4.2.A.18 Table 1). Approximately 81% of those graduates surveyed rated the overall learning experience of the induction course(s) as either “very good” or “excellent” (see Annex 4.2.A.18 Table 1). When asked to rate the cleanliness of the induction course training room, approximately 75% of the GEP graduates surveyed, rated the cleanliness of the location as either “very good” or “excellent” (see Annex 4.2.A.18 Table 1). The final appraisal regarding the quality of the induction course(s) rated the adequacy of the training room’s space; 77% of the graduates rated the induction course room’s spaciousness as either “very good” or “excellent” (see Annex 4.2.A.18 Table 1).

In conclusion, the first indicator of the measure of employability of the induction course(s) yielded consistently positive results. On average, more than 75% of the GEP graduates gave quality ratings for the induction course(s) as either “very good” or “excellent” (see Annex 4.2.A.18 Table 1). On a scale of 1-4, the GEP graduates rated the induction course at 2.89 (see Annex 4.2.A.18 Table 1). Six out of the seven induction course appraisals gave above average ratings (see Annex 4.2.A.18 Table 1). Therefore, the quality appraisals provide quantitative support for a high level of employability for the induction course.

However, before any concrete conclusions are drawn, the results of the second group of indicators used to determine the level of employability of the induction course(s) must be analyzed. As indicated above, the second measure of employability consisted of assessing what the effect of the induction course(s) had on the acquisition/improvement of the GEP graduates’ job skills; this indicator consisted of seven different appraisals all of which were designed to assess their effects of the induction course(s) on job skills. When asked to rate the effect of the induction course(s) had on their communication skills, 89% of the GEP graduates surveyed indicated the effect as either “very good” or “excellent” (see Annex 4.2.A.21 Table 1). Similarly, when asked to rate the effect of the induction course(s) on their organizational skills, more than 80% of the graduates indicated their effect as either “very good” or “excellent” (see Annex 4.2.A.21 Table 1). When asked about the effect of the induction course(s) on their leadership skills, approximately 80% of the graduates responded with ratings of either “very good” or “excellent” (see Annex 4.2.A.21 Table 1). More than 70% of the GEP graduates surveyed indicated that the induction course(s) had either a “very good” or “excellent” effect on their problem solving skills (see Annex 4.2.A.21 Table 1). Similarly, more than 70% of those graduates surveyed rated the effect of the induction course(s) on their analytical skills as either “very good” or “excellent” (see Annex 4.2.A.21 Table 1). In addition, the effect of the induction course(s) on the negotiation skills of the GEP graduates was rated as either “very good” or “excellent” by 77% of those surveyed (see Annex 4.2.A.21 Table 1). With respect to the effect of the induction course(s) had on the teamwork skills of the GEP graduates, 84% of those surveyed rated the effect as either “very good” or “excellent” (see Annex 4.2.A.21 Table 1).

In conclusion, the overall effect of the second indicator for the level of employability of the GEP induction course(s) was extremely positive. According to the results of the GEP Graduate Appraisal Questionnaire survey, throughout all seven job skill categories, the induction course(s) demonstrated positive effects for the vast majority of the GEP graduates (see Annex 4.2.A.21 Table 1). More than 80% of those graduates surveyed indicated the induction course(s) had either “very good” or “excellent” effects on their job skills (see Annex 4.2.A.21 Table 1). Given a scale of 1-4, the average rating by the GEP graduates given to the effect of the induction course(s) on the various job skill categories was 3.12 (see Annex 4.2.A.21 Table 1). Five out of the seven appraisals yielded above average ratings (see Annex 4.2.A.21 Table 1). Therefore, in light of the overwhelming qualitative and quantitative support, provided by the results of the GEP Graduate Appraisal Questionnaire survey, both employability measures used to assess the induction course(s), clearly indicate that the induction course(s) displayed high levels of employability.

B. Track-Specific Training Course Appraisals

In order to determine the employability of the GEP track-specific training course(s), two different indicators were used: the quality of the track-specific training course(s) and the effect of the track-specific training course(s) had on job skill acquisition/improvement. The quality of the track-specific training course(s) was assessed by twelve different appraisals, the first of which indicated the presence or use of a syllabus and handouts. According to the results of the GEP Graduate Appraisal Questionnaire survey, 69% of the graduates surveyed indicated that the use of a syllabus and handouts in the track-specific training course(s) was either “very good” or “excellent” (see Annex 4.2.A.19 Table 1). With regards to the rating of the track-specific training course(s) use of exercises and case studies, more than 65% of the GEP graduates gave either “very good” or “excellent” ratings (see Annex 4.2.A.19 Table 1). When asked to rate the track-specific training course(s) assignments, 64% of the graduates gave a rating of either “very good” or “excellent” (see Annex 4.2.A.19 Table 1). However, only slightly more than half (54%) of the GEP graduates surveyed rated the required readings used in the track-specific training courses as either “very good” or “excellent” (see Annex 4.2.A.19 Table 1). Approximately 80% of those graduates surveyed rated the use of supplementary materials during the course(s) as either “very good” or excellent” (see Annex 4.2.A.19 Table 1). Nearly 80% of the graduates rated the relatedness of the track-specific training course material to their traineeship between “very good” to “excellent” (see Annex 4.2.A.19 Table 1). When asked to rate the usefulness of the track-specific training course material to their traineeships, 67% of the graduates surveyed indicated that the induction course material was useful in their traineeships (see Annex 4.2.A.19 Table 1). Approximately 70% of the GEP graduates surveyed replied that the track-specific training course(s) prepared them for future jobs/work (see Annex 4.2.A.19 Table 1). 61% of those graduates surveyed rated the overall learning experience of the track-specific training course(s) as either “very good” or “excellent” (see Annex 4.2.A.19 Table 1). When asked to rate the cleanliness of the track-specific training course training room(s), 73% of the GEP graduates surveyed, rated the cleanliness of the location as either “very good” or “excellent” (see Annex 4.2.A.19 Table 1). The final appraisal regarding the quality of the track-specific training course(s) rated the adequacy of the training room’s space; 68% of the graduates rated the induction course room’s spaciousness as either “very good” or “excellent” (see Annex 4.2.A.19 Table 1).

In conclusion, the first indicator of the measure of employability of the track-specific training course(s) yielded consistently positive results. On average, more than 69% of the GEP graduates gave quality ratings for the track-specific training course(s) as either “very good” or “excellent” (see Annex 4.2.A.19 Table 1). On a scale of 1-4, the GEP graduates rated the track-specific training course(s) at 2.83 (see Annex 4.2.A.19 Table 1). However, seven out the twelve track-specific training course(s) appraisals gave below average ratings (see Annex 4.2.A.19 Table 1). Therefore, despite some of the conflicting quantitative data, the majority of the qualitative and quantitative quality appraisals provide support for a somewhat high level of employability for the track-specific training course(s).

However, before any concrete conclusions are drawn, the results of the second group of indicators used to determine the level of employability of the track-specific training course(s) must be analyzed. As indicated above, the second measure of employability consisted of assessing what the effect of the track-specific training course(s) had on the acquisition/improvement of the GEP graduates’ job skills; this indicator consisted of seven different appraisals all of which were designed to assess their effects of

the track-specific training course(s) on job skills. When asked to rate the effect of the track-specific training course(s) had on their communication skills, 82% of the GEP graduates surveyed indicated the effect as either “very good” or excellent” (see Annex 4.2.A.22 Table 1). Similarly, when asked to rate the effect of the track-specific training course(s) on their organizational skills, more than 70% of the graduates indicated their effect as either “very good” or “excellent” (see Annex 4.2.A.22 Table 1). When asked about the effect of the track-specific training course(s) on their leadership skills, approximately 70% of the graduates responded with ratings of either “very good” or “excellent” (see Annex 4.2.A.22 Table 1). According to those graduates surveyed, the effect of the track-specific training course(s) on job-specific skills was rated at either “very good” or “excellent” by 64% of the GEP graduates (see Annex 4.2.A.22 Table 1). In addition, 72% of the GEP graduates surveyed indicated that the track-specific training course(s) had either a “very good” or “excellent” effect on their problem solving skills (see Annex 4.2.A.22 Table 1). Similarly, more than 70% of those graduates surveyed rated the effect of the track-specific training course(s) on their analytical skills as either “very good” or “excellent” (see Annex 4.2.A.22 Table 1). In addition, the effect of the track-specific training course(s) on the negotiation skills of the GEP graduates was rated as either “very good” or “excellent” by 68% of those surveyed (see Annex 4.2.A.22 Table 1). With respect to the effect of the track-specific training course(s) had on the teamwork skills of the GEP graduates, 80% of those surveyed rated the effect as either “very good” or “excellent” (see Annex 4.2.A.22 Table 1).

In conclusion, the overall effect of the second indicator for the level of employability of the GEP track-specific training course(s) was extremely positive. According to the results of the GEP Graduate Appraisal Questionnaire survey, throughout all eight job skill categories, the track-specific training course(s) demonstrated positive effects for the vast majority of the GEP graduates (see Annex 4.2.A.22 Table 1). More than 70% of those graduates surveyed indicated the track-specific training course(s) had either “very good” or “excellent” effects on their job skills (see Annex 4.2.A.22 Table 1). Given a scale of 1-4, the average rating by the GEP graduates given to the effect of the track-specific training course(s) on the various job skill categories was 2.93 (see Annex 4.2.A.22 Table 1). However, five out of the eight appraisals yielded equal to or below average ratings (see Annex 4.2.A.22 Table 1). Despite this, the majority of the qualitative and quantitative analysis of the results, of the GEP Graduate Appraisal Questionnaire survey, both employability measures used to assess the track-specific training course(s), clearly indicate that the track-specific training course(s) displayed somewhat high levels of employability.

C. Mentorship Programme Appraisals

In order to determine the employability of the GEP mentorship programme, two different indicators were used: the quality of the mentorship programme and the effect of the mentorship programme had on job skill acquisition/improvement. The quality of the mentorship programme was assessed by ten different appraisals, the first of which indicated the relevancy of assignments/exercises. According to the results of the GEP Graduate Appraisal Questionnaire survey, 62% of the graduates surveyed indicated that the relevancy of assignments/exercises in the mentorship programme was either “very good” or “excellent” (see Annex 4.2.A.20 Table 1). With regards to the rating of track-specific training course(s) amount of supervision, nearly 70% of the GEP graduates gave either “very good” or “excellent” ratings (see Annex 4.2.A.20 Table 1). When asked to rate the

amount of rotation within the affiliated GEP enterprise, 64% of the graduates gave a rating of either “very good” or “excellent” (see Annex 4.2.A.20 Table 1). However, only slightly more than half (57%) of the GEP graduates surveyed rated the project work administered in the mentorship programme as either “very good” or “excellent” (see Annex 4.2.A.20 Table 1). Approximately 60% of those graduates surveyed rated the effectiveness of training plans used in the mentorship programme as either “very good” or excellent” (see Annex 4.2.A.20 Table 1). Similarly, 56% of the graduates rated the usefulness of the quarterly evaluations used in the mentorship programme as either “very good” or “excellent” (see Annex 4.2.A.20 Table 1). When asked to rate the efficiency of the mentorship training, 59% of the graduates surveyed indicated that the efficiency of the mentorship training as either “very good” or “excellent” (see Annex 4.2.A.20 Table 1). 63% of the GEP graduates surveyed rated the quality of the mentoring provided in the GEP mentorship programme prepared them for future jobs/work as either “very good” or “excellent” (see Annex 4.2.A.20 Table 1). An overwhelming majority (76%) of the graduates surveyed rated the overall quality of the GEP mentorship programme as a learning experience as either “very good” or “excellent” (see Annex 4.2.A.20 Table 1).

In conclusion, the first indicator of the measure of employability of the mentorship programme yielded consistently positive results. On average, more than 60% of the GEP graduates gave quality ratings for the mentorship programme as either “very good” or “excellent” (see Annex 4.2.A.20 Table 1). On a scale of 1-4, the GEP graduates rated the mentorship programme at 2.74 (see Annex 4.2.A.19 Table 1). However, six out the ten mentorship programme appraisals gave below average ratings (see Annex 4.2.A.20 Table 1). Therefore, despite some of the conflicting quantitative data, the majority of the qualitative and quantitative quality appraisals provide support for a somewhat positive level of employability for the mentorship programme.

However, before any concrete conclusions are drawn, the results of the second group of indicators used to determine the level of employability of the mentorship programme must be analyzed. As indicated above, the second measure of employability consisted of assessing what the effect of the mentorship programme had on the acquisition/improvement of the GEP graduates’ job skills; this indicator consisted of twelve different appraisals all of which were designed to assess the effects of the mentorship programme on GEP graduates’ job skills. When asked to rate the effect of the mentorship programme had on their communication skills, 76% of the GEP graduates surveyed indicated the effect as either “very good” or excellent” (see Annex 4.2.A.23 Table 1). Similarly, when asked to rate the effect of the mentorship programme on their organizational skills, approximately 85% of the graduates indicated their effect as either “very good” or “excellent” (see Annex 4.2.A.23 Table 1). When asked about the effect of the mentorship programme on their leadership skills, 75% of the graduates responded with ratings of either “very good” or “excellent” (see Annex 4.2.A.23 Table 1). According to those graduates surveyed, the effect of the mentorship programme on the graduates’ job-specific skills was rates at either “very good” or “excellent” by 72% of the GEP graduates (see Annex 4.2.A.23 Table 1). In addition, approximately 70% of the graduates rated the effect of the GEP mentorship programme as having either a “very good” or “excellent” effect on their computer literacy skills (see Annex 4.2.A.23 Table 1).

Slightly more than half (57%) of the GEP graduates surveyed rated the effect of mentorship programme on their internet skills as either “very good” or “excellent” (see Annex 4.2.A.23 Table 1). Similarly, only 52% of those graduates surveyed indicated that

the effect of the mentorship programme on their familiarity with specialized computer software programmes as either “very good” or “excellent” (see Annex 4.2.A.23 Table 1). When asked about the effect of the GEP mentorship programme’s effect of their foreign language skills, nearly 60% of the graduates rated the effect as either “very good” or “excellent” (see Annex 4.2.A.23 Table 1). Approximately 80% of the GEP graduates surveyed indicated that the mentorship programme had either a “very good” or “excellent” effect on their problem solving skills (see Annex 4.2.A.23 Table 1). Similarly, 67% of those graduates surveyed rated the effect of the mentorship programme on their analytical skills as either “very good” or “excellent” (see Annex 4.2.A.23 Table 1). In addition, the effect of the mentorship programme on the negotiation skills of the GEP graduates was rated as either “very good” or “excellent” by 69% of those surveyed (see Annex 4.2.A.23 Table 1). With respect to the effect of the mentorship programme had on the teamwork skills of the GEP graduates, 84% of those surveyed rated the effect as either “very good” or “excellent” (see Annex 4.2.A.23 Table 1).

In conclusion, the overall effect of the second indicator for the level of employability of the GEP mentorship programme was positive. According to the results of the GEP Graduate Appraisal Questionnaire survey, throughout all twelve job skill categories, the mentorship programme yielded positive results for the majority of the GEP graduates (see Annex 4.2.A.23 Table 1). Approximately 70% of those graduates surveyed indicated the mentorship programme had either “very good” or “excellent” effects on their job skills (see Annex 4.2.A.23 Table 1). Given a scale of 1-4, the average rating by the GEP graduates given to the effect of the mentorship programme on the various job skill categories was 2.87 (see Annex 4.2.A.23 Table 1). However, seven out of the twelve appraisals yielded below average ratings (see Annex 4.2.A.23 Table 1). Despite this, the majority of the qualitative and quantitative analysis of the results, of the GEP Graduate Appraisal Questionnaire survey, for both employability measures used to assess the mentorship programme clearly indicate that the mentorship programme displayed somewhat high levels of employability.

E. Comparisons by GEP Component

When comparing the overall measures of employability, for each of the three various GEP components (induction course(s), track-specific training course(s), and the mentorship programme) all three components yielded positive level of employability ratings (see Annex 4.2.A.24 Figure 1). On a scale of 1-4, the average quality rating for the three GEP Programme components yielded a rating of 2.91 (see Annex 4.2.A.24 Figure 1). Therefore, both the quantitative and qualitative analysis provides considerable support for the assessment of the level of employability for all three GEP components as highly positive.

4. Recommendations Suggested by the GEP Graduates Surveyed

The recommendations are provided in the following format:

- A. Induction Course(s)
- B. Track-Specific Training Course(s)
- C. Mentorship Programme
- D. Traineeship Programme
- E. Comparisons by GEP Component
- F. Overall GEP Programme

Each section have been thoroughly analyzed, the highlights of which are discussed according to the format provided above. All values are referenced to their appropriate annexes.

A. Induction Course(s)

In order to determine the recommendations suggested by the GEP graduates, regarding the GEP induction course component, two open-ended questions were offered in the GEP Graduate Appraisal Questionnaire survey; the first question specifically targeted those of the induction course trainer(s), while the second addressed the induction course(s) itself. With regards to the distribution of the induction course trainer recommendations, 39% of the GEP graduates surveyed suggested a “training of trainers” course as a prerequisite for all the induction course trainers (see Annex 4.2.A.25 Figure 1). Similarly, 36% of the graduates surveyed suggested that the induction course trainers relate their course material/topics more towards real life work situations (see Annex 4.2.A.25 Figure 1). An additional 14% of the GEP graduates surveyed suggested that the induction course trainers attend orientation meetings combining those trainers who’ve taught the induction courses previously with those who haven’t; whereby sharing their experiences and techniques with each other in order to improve the overall effectiveness of their training capacities (see Annex 4.2.A.25 Figure 1). The remaining 11% of the GEP graduates surveyed indicated that the induction course length was insufficient, and should be increased (see Annex 4.2.A.25 Figure 1).

The second of the two open-ended questions offered in the GEP graduate survey was designed to address the recommendations of the induction course(s) itself. According to the results of the GEP Graduate Appraisal Questionnaire survey, more than half (52%) of those graduates surveyed suggested that the topics covered in the induction course(s) should be more related to real life work situations (see Annex 4.2.A.27 Figure 1). 29% of those graduates surveyed suggested that the length of the induction course(s) be increased (see Annex 4.2.A.27 Figure 1). Furthermore, 14% of the GEP graduates suggested that the induction course trainers undergo a “training of trainers” course as a prerequisite for teaching the course(s) (see Annex 4.2.A.27 Figure 1). The remaining 5% of the GEP graduates suggested that the induction course trainers attend orientation meetings combining those trainers who’ve taught the induction courses previously with those who haven’t; whereby sharing their experiences and techniques with each other in order to improve the overall effectiveness of their training capacities as well as increasing the overall effectiveness of the induction course(s) (see Annex 4.2.A.27 Figure 1).

B. Track-Specific Training Course(s)

In order to determine the recommendations suggested by the GEP graduates, regarding the GEP track-specific training course component, two open-ended questions were offered in the GEP Graduate Appraisal Questionnaire survey; the first question specifically targeted those of the track-specific training course trainer(s), while the second addressed the track-specific training course(s) itself. With regards to the distribution of the track-specific training course trainer recommendations, 38% of the GEP graduates surveyed suggested a “training of trainers” course as a prerequisite for all the track-specific training course trainers (see Annex 4.2.A.25 Figure 2). Similarly, 28% of the graduates surveyed suggested that the track-specific training course trainers relate their course material/topics more towards real life work situations (see Annex 4.2.A.25 Figure 2). An additional 17% of the GEP graduates surveyed suggested that the track-specific training

course trainers attend orientation meetings combining those trainers who've taught the track-specific training courses previously with those who haven't; whereby sharing their experiences and techniques will each other in order to improve the overall effectiveness of their training capacities (see Annex 4.2.A.25 Figure 2). 11% of the GEP graduates surveyed indicated that the track-specific training course length was insufficient, and should be increased (see Annex 4.2.A.25 Figure 2). The remaining 6% of the GEP graduates surveyed suggested that the more involvement or monitoring by the GEP Programme administration was needed in the track-specific training course(s) (see Annex 4.2.A.25 Figure 2).

The second of the two open-ended questions offered in the GEP graduate survey was designed to address the recommendations targeted directly to the track-specific training course(s) itself. According to the results of the GEP Graduate Appraisal Questionnaire survey, the majority (58%) of those graduates surveyed suggested that the topics covered in the track-specific training course(s) should be more related to real life work situations (see Annex 4.2.A.27 Figure 2). 14% of those graduates surveyed suggested that the length of the track-specific training course(s) be increased (see Annex 4.2.A.27 Figure 2). Similarly, 14% of the GEP graduates suggested that the track-specific training course trainers undergo a "training of trainers" course as a prerequisite for teaching the course(s) (see Annex 4.2.A.27 Figure 2). The remaining 14% of the GEP graduates suggested that the track-specific training course trainers attend orientation meetings combining those trainers who've taught the track-specific training courses previously with those who haven't; whereby sharing their experiences and techniques will each other in order to improve the overall effectiveness of their training capacities as well as increasing the overall effectiveness of the track-specific training course(s) (see Annex 4.2.A.27 Figure 2).

C. Mentorship Programme

In order to determine the recommendations suggested by the GEP graduates, regarding the GEP mentorship programme component, two open-ended questions were offered in the GEP Graduate Appraisal Questionnaire survey; the first question specifically targeted those of the on-site mentor(s), while the second addressed the mentorship programme itself. With regards to the distribution of the on-site mentor(s) recommendations, 24% of the GEP graduates surveyed suggested a "training of trainers" course as a prerequisite for all the on-site mentor(s) (see Annex 4.2.A.26 Figure 1). Similarly, 32% of the graduates surveyed suggested that the on-site mentor(s) relate their course material/topics more towards real life work situations (see Annex 4.2.A.26 Figure 1). An additional 36% of the GEP graduates surveyed suggested that the on-site mentor(s) attend orientation meetings combining those mentors who've mentored in the GEP mentorship programme previously with those who haven't; whereby sharing their experiences and techniques will each other in order to improve the overall effectiveness of their mentoring capacities (see Annex 4.2.A.26 Figure 1). 4% of the GEP graduates surveyed indicated that the GEP mentorship programme length was insufficient, and should be increased (see Annex 4.2.A.26 Figure 1). The remaining 32% of the GEP graduates surveyed suggested that the more involvement or monitoring by the GEP Programme administration was needed in the mentorship programme (see Annex 4.2.A.26 Figure 1).

The second of the two open-ended questions offered in the GEP graduate survey was designed to address the recommendations targeted directly to the mentorship programme itself. According to the results of the GEP Graduate Appraisal Questionnaire

survey, 29% of those graduates surveyed suggested that the topics covered in the mentorship programme should be more related to real life work situations (see Annex 4.2.A.28 Figure 1). 14% of those graduates surveyed suggested that the length of the GEP mentorship programme be increased (see Annex 4.2.A.28 Figure 1). The remaining 28% of the GEP graduates suggested that the mentors undergo a “training of trainers” course as a prerequisite for mentoring in the programme (see Annex 4.2.A.28 Figure 1).

D. Traineeship Programme

In order to determine the recommendations suggested by the GEP graduates, regarding the GEP traineeship programme component, an open-ended question was offered in the GEP Graduate Appraisal Questionnaire survey; the question specifically targeted the needs of the GEP Programme itself. According to the results of the survey, 17% of the GEP graduates surveyed suggested a “training of trainers” course as a prerequisite for all the managers/administrators of the traineeship programme component (see Annex 4.2.A.28 Figure 2). Similarly, 33% of the GEP graduates surveyed suggested that the trainees attend orientation meetings combining those trainees who’ve been trained through the GEP traineeship programme with those who haven’t; whereby sharing their experiences and techniques will each other in order to improve the overall effectiveness of the traineeship programme (see Annex 4.2.A.28 Figure 2). 17% of the GEP graduates surveyed indicated that the GEP traineeship programme length was insufficient, and should be increased (see Annex 4.2.A.28 Figure 2). The remaining 33% of the GEP graduates surveyed suggested that the more involvement or monitoring by the GEP Programme administration was needed in the traineeship programme (see Annex 4.2.A.28 Figure 2).

E. Comparisons by GEP Component

When comparing the distribution of recommendations suggested by the GEP graduates surveyed for each of the three various GEP components (induction course(s), track-specific training course(s), and the mentorship programme) a total of five different recommendations were made; these include the following:

1. Increasing the involvement/monitoring of programme administration authorities/managers.
2. Increase the course/programme lengths.
3. Increase the participation of programme alumni with incoming participants.
4. Course topics/programme material should be more applied than theoretical in nature.
5. Make “training of trainers” course a prerequisite for all trainers/mentors.

Four out of the five different suggestions, made by GEP graduates, were consistently mentioned in all three of the GEP Programme subcomponents (see Annex 4.2.A.26 Figure 2). In addition, four out of the five GEP component recommendations were suggested by at least one-third of all the GEP graduates surveyed (see Annex 4.2.A.26 Figure 2). The most frequently suggested recommendation made by the GEP graduates was to make the “training of trainers” course a prerequisite for all trainers/mentors (see Annex 4.2.A.26 Figure 2).

F. Overall GEP Programme

In order to determine the overall GEP Programme appraisal, two open-ended questions were offered in the GEP Graduate Appraisal Questionnaire survey; the first question specifically targeted the difficulties faced by the graduates in the GEP Programme, while the second asked for their suggestions regarding the overall improvement of the GEP Programme in its entirety. According to the results of the GEP Graduate Appraisal Questionnaire survey, 31% of the graduates surveyed indicated the lack of involvement or absence of orientations with programme alumni with incoming graduates as a weakness of the GEP Programme (see Annex 4.2.A.30 Figure 1). Furthermore, 25% of the GEP graduates mentioned that the topic or material taught in the GEP Programme was impractical, unrelated to their work issues (see Annex 4.2.A.30 Figure 1). Similarly, an additional 25% of those graduates surveyed indicated that that amount of time permitted under the guidelines of the GEP Programme was insufficient, too short in length (see Annex 4.2.A.30 Figure 1). The remaining 19% of the GEP graduates indicated that the amount of involvement/monitoring provided by the GEP Programme administrators/managers was inadequate (see Annex 4.2.A.30 Figure 1).

As mentioned above, the second of the two open-ended questions offered in the GEP graduate survey, to assess the overall appraisal of the GEP Programme asked the graduates to specify their recommendations regarding the overall improvement of the GEP Programme in its entirety. According to the results of the GEP Graduate Appraisal Questionnaire survey, 35% of the graduates surveyed recommended to increase the participation of programme alumni with incoming graduates (see Annex 4.2.A.29 Figure 1). 29% of the GEP graduates surveyed suggested that the course topics/programme material should be more applied than theoretical in nature (see Annex 4.2.A.29 Figure 1). Furthermore, 24% of those graduates surveyed indicated that the length of the GEP Programme should be increased (see Annex 4.2.A.29 Figure 1). The remaining 12% of the GEP graduates surveyed recommended the increasing the amount of involvement/monitoring of GEP Programme administrators/managers (see Annex 4.2.A.29 Figure 1).

In conclusion, when comparing the distributions of all GEP Programme recommendations suggested by the graduates, including those made for: the induction course component, the track-specific training course component, the mentorship programme component, the traineeship component, and the overall GEP Programme, the general trends for the GEP Programme recommendations is clear. There were a total of five different recommendations made, which include:

1. Increasing the involvement/monitoring of programme administration authorities/managers.
2. Increase the course/programme lengths.
3. Increase the participation of programme alumni with incoming participants.
4. Course topics/programme material should be more applied than theoretical in nature.
5. Make “training of trainers” course a prerequisite for all trainers/mentors.

Based on their averages, the most frequently recommended suggestion mentioned by 32% of the GEP graduates surveyed was that the course topics/programme material be more applied than theoretical in nature (see Annex 4.2.A.29 Figure 2). The second most frequently recommended suggestion mentioned by 23% of those graduates surveyed was increase the participation of programme alumni with incoming graduates (see Annex 4.2.A.29 Figure 2). The third most frequently recommended suggestion mentioned by 19% of the GEP graduates surveyed was that the length of the course/programme should be increased (see Annex 4.2.A.29 Figure 2). The fourth most frequently recommended suggestion mentioned by 14% of the GEP graduates surveyed was that a “trainer of trainers” training course be made as a prerequisite for all trainers/mentors. The least frequently recommended suggestion mentioned by 14% of the GEP graduates surveyed was that the amount of involvement/monitoring of GEP Programme administrators or managers be increased (see Annex 4.2.A.29 Figure 2).

GEP Mentorship and SME Survey Findings Combined:

The data compiled from the findings of the GEP Mentorship and SME Appraisal Questionnaire surveys are discussed in the following format:

1. Measures of Client Satisfaction
2. Measures of Employability
3. Recommendations by Mentor and SME Respondents

Each section has been thoroughly analyzed, the highlights of which are discussed according to the format provided above. All values are referenced to their appropriate annexes.

1. Measures of Client Satisfaction for the GEP Mentorship and SME Appraisal Questionnaire Surveys Combined

The quality of the GEP mentorship programme was appraised on 17 different levels. According to the results of the GEP Mentor Appraisal Questionnaire survey, approximately 75% of the mentors rated the quality of the GEP mentorship programme’s pre-mentoring training and advice provided as “very good” (see Annex 4.2.B.1 Table 1). With regard to the supplementary materials provided, 75% of the mentors gave a “very good” rating (see Annex 4.2.B.1 Table 1). When asked about the follow-up monitoring on the mentorship programme provided, approximately 57% of the mentors gave a rating of “very good” (see Annex 4.2.B.1 Table 1). Regarding the ample time allotted to the mentorship programme so as to be regarded as professional in its presentation, half of the mentors responded that the quality of the GEP mentorship programme was “very good.” However, it should be noted that the other 50% of mentors responded with a quality rating of either “poor” or “fair,” indicating the need to allot more time to the mentorship programme to increase its level of professionalism (see Annex 4.2.B.1 Table 1). When asked about the sufficiency of the information provided prior to the start of the mentorship regarding the backgrounds of each of the GEP trainees, 50% of the mentors gave a quality rating of “very good.” (see Annex 4.2.B.1 Table 1).

As to the preparation and organization of the GEP mentorship programme, more than half (57.5%) of the mentors gave a rating of “very good”. However, more than 40% of mentors responded with a quality rating of either “poor” or “fair,” indicating a lack of preparedness and organization that needs to be addressed in future programme planning

(see Annex 4.2.B.1 Table 1). When asked about the use of time, and the clarity and understandability of the GEP mentorship programme, 62.5% of mentors gave a rating of “very good” for both questions (see Annex 4.2.B.1 Table 1). When asked about respect and concern for mentors by PMC/MMIS management/affiliates, 60% of mentors gave a rating of “very good” (see Annex 4.2.B.1 Table 1). As to amount of time, help, attention, etc. offered to mentors by PMC/MMIS management/affiliates with respect to their gender, nearly 60% of mentors gave a rating of “very good” (see Annex 4.2.B.1 Table 1). When asked about fairness in evaluating mentors by PMC/MMIS management/affiliates, 67.5% of mentors gave a rating of “very good” (see Annex 4.2.B.1 Table 1). As to the quality of feedback on submitted work by PMC/MMIS management/affiliates, 55% of mentors gave a rating of “very good” (see Annex 4.2.B.1 Table 1). When asked about availability and approachability of PMC/MMIS management/affiliates by mentors, 75% of mentors gave a rating of “very good” (see Annex 4.2.B.1 Table 1).

Concerning the qualities of how well-informed and as to the sufficiency of practical experience of PMC/MMIS management/affiliates, 57% of mentors gave a rating of “very good” for both questions (see Annex 4.2.B.1 Table 1). As to PMC/MMIS management/affiliates’ willingness to answer questions and help the mentors with their work, 60% of the mentors responded with a quality rating of “very good” (see Annex 4.2.B.1 Table 1). The overall effectiveness of the PMC/MMIS management/affiliates with the GEP mentorship programme received a 67.5% quality rating of “very good” by the mentors (see Annex 4.2.B.1 Table 1).

The overall appraisal of the quality of the GEP mentorship programme by the GEP mentors indicates that approximately 62% of those mentors surveyed rated the GEP mentorship programme as “very good” (see Annex 4.2.B.1 Table 1); 7 out of the 17 questions were rated above the average (see Annex 4.2.B.1 Table 1). The average rating was 2.61. When compared with a rating of 2.5, which is equivalent to having no effect, it can be assessed that the GEP mentorship programme was positive, and the GEP mentors were largely pleased with the overall quality and administration of the GEP mentorship. The second appraisal for the overall measure of client satisfaction of the GEP mentorship programme was comprised of self-appraisals by the mentors. The first aspect concerned the adequacy of space to mentor the GEP trainees. According to the results of the GEP Mentor Appraisal Questionnaire survey, 100% of the mentors agreed that there was enough space to mentor the GEP trainees (see Annex 4.2.B.2 Table 1). When asked about enough privacy to tutor the GEP trainees, more than 89% of the GEP mentors believed that there was enough privacy to tutor the GEP trainees (see Annex 4.2.B.2 Table 1). When asked about the sufficiency of the facilities, amenities and equipment to mentor the trainees, 100% of the respondents agreed that the in fact they were adequate to mentor the trainees (see Annex 4.2.B.2 Table 1). Regarding the overall environment as being conducive to the equity of interpersonal relationships between the employees and the GEP trainees, more than 85% of the graduates responded positively (see Annex 4.2.B.2 Table 1). More than 55% of the GEP mentors indicated that they had sufficient knowledge of the forms used for the management of the GEP (see Annex 4.2.B.2 Table 1).

In conclusion, the overall rating by the mentors of the self-appraisal measures when taken as a whole on a scale of 1-4 (4 representing the most negative effect) calculated to be an average of 1.9. When compared with the mean average of 2.5, which is equivalent to having no effect, it is clear that the assessment GEP mentorship programme had a positive

effect, and the GEP mentors were provided with the proper overall environment to facilitate their completion of the GEP mentorship.

According to the results of the GEP SME Appraisal Questionnaire survey, 100% of the SMEs agreed that the GEP enhanced their training ability (see Annex 4.2.B.3 Table 1). When asked about the provision of counsellors for training planning, 70% of the GEP SMEs agreed that the GEP did provide such a service (see Annex 4.2.B.3 Table 1). According to the results of the GEP SME Appraisal Questionnaire survey, 90% of SMEs agreed that the GEP also provided support when selecting qualified staff (see Annex 4.2.B.3 Table 1). In the same light, 90% of SMEs agreed that qualified staff members were provided at a minimum cost to the SMEs (see Annex 4.2.B.3 Table 1). During the course of the training, 100% of the SMEs agreed that an opportunity was given to implement training activities geared to their individual needs (see Annex 4.2.B.3 Table 1).

Given that the overall rating of the self-appraisal measures when taken as a whole on a scale of 1-4 (4 representing the most negative effect) calculated to be an average of 1.88. When compared with the mean average of 2.5, which is equivalent to having no effect, it is clear that the assessment by the SMEs of the GEP was positive and the SMEs were generally satisfied with the results of their training (see Annex 4.2.B.3 Table 1). Furthermore, nearly 80% of mentors responded positively when asked if they would participate in future GEP mentorship programmes (see Annex 4.2.B.13 Figure 1).

SMEs were asked to evaluate their level of satisfaction with the GEP trainees. In general, the SMEs agreed that the trainees are skilled upon entering the workforce (80%); their productivity is higher than other employees (80%). Similarly, 90% of those GEP SMEs surveyed believed that the GEP graduates were committed to their company policy (see Annex 4.2.B.4 Table 1). 80% of the GEP SMEs surveyed responded that the GEP graduates demonstrated career ethics (see Annex 4.2.B.4 Table 1). Between 10% and 20% of the respondents disagreed in each category, indicating that there is room for improvement. The average for this portion of the survey was 1.9, which indicates that in general the result was positive, and the GEP SME respondents were satisfied with the GEP trainees (see Annex 4.2.B.4 Table 1).

2. Measures of Employability for the GEP Mentorship and SME Appraisal Questionnaire Surveys Combined

One indicator of the success of the trainee programme is that an average of 68% of the trainees remained in the same SME after their traineeship expired. However, it is interesting to note that the percentages vary with respect to the trainee educational specialization. In particular, 100% of those trainees who specialized in industrial engineering remained in their respective SME, while the percentage drops to only 61% remaining in their initial SME traineeship of those trainees who specialized in information technology (see Annex 4.2.B.5 Figure 1).

When the SMEs were asked to identify the primary factor that influenced their appointment of trainees, 37% mentioned that the specialty of the trainee should match with the company requirements; 29% mentioned that the contribution of EJADA to the salary paid to the trainee would influence their appointments; 24% mentioned that the proficiency of the trainee was key; while 10% indicated that the quality of the GEP would be the

influencing factor (see Annex 4.2.B.6 Figure 1). According to the results of the GEP surveys, trainee disappointment, 34% of SMEs identified the lack of experience on the part of the trainee; 22% highlighted that the specialty of the trainee did not match with company requirements; another 22% pointed to the high salary expectations of the trainee; 11% focused on the weakness of the training programme; and the remaining 11% pointed out that the small size of the company was a viable reason for trainee disappointment (see Annex 4.2.B.7 Figure 1). Regarding the level of productivity, 78% of mentors agreed that the affiliated GEP increased its overall productivity as a direct result of appointing GEP trainees (see Annex 4.2.B.8 Figure 1). As to choosing between hiring GEP graduates or the affiliated GEP employees, 67% of the mentors surveyed prefer GEP graduates (see Annex 4.2.B.9 Figure 1).

3. Recommendations Suggested by Mentors and SMEs Surveyed Combined

According to those GEP mentors and SMEs surveyed, 37% of the respondents felt the topics taught were impractical and not related to work issues; 25% felt the amount of time to complete the training was insufficient. Another 25% of the respondents felt that the follow-ups for the trainees was insufficient; while the remaining 13% of those GEP mentors and SMEs surveyed felt the method of choosing trainees was not suitable (see Annex 4.2.B.11 Figure 1). 41% of the GEP mentors and SMEs surveyed suggested that the course topic should be more applied than theoretical. 32% of the GEP mentors and SMEs surveyed suggested that the length of the programme be increased; whereas only 16% of the GEP mentor and SME respondents suggested that criteria used when selecting trainees by EJADA be improved. According to the results of the GEP Mentorship and SME Appraisal Questionnaire surveys, 11% of the respondents suggested that a training course be conducted for the mentors (see Annex 4.2.B.12 Figure 1). However, it should be noted that nearly 80% of the GEP mentors surveyed would recommend some type of financial incentive to participate in any future GEP mentorship programme (see Annex 4.2.B.14 Figure 1). Additionally, 89% of mentors would recommend the GEP programme to a friend (see Annex 4.2.B.15 Figure 1).

In addition, the following educational specializations were recommended by the GEP mentors and participating SME managers: English language majors, industrial engineering, public relations, business administration, technical writing, architectural engineering, chemistry, civil engineering, computer programming, general electrical wiring, hospital administration, human sciences, mechanical engineering, medical engineering, medical laboratories, pharmacy, project management and public administration. Out of the 18 recommendations, the top five educational specializations that received the most recommendations were: public relations, industrial engineering, English language majors, technical writing, and business administration (see Annex 4.2.B.10 Figure 1).

Chapter Three

Conclusions and Recommendations

1. Conclusions

GEP Graduates

According to the results of the general trends of the GEP graduates surveyed, those who benefited by the GEP Programme was overly represented by the governorate of Amman; more than 75% of those graduates surveyed replied that they lived in Amman, while seven out of the remaining twelve governorates weren't residence to any of those surveyed. In addition, Yarmouk University accounted for the majority of the GEP graduates who participated in the GEP Programme, representing more than 25% of those surveyed. Four employment-seeking methods were frequently used by more than half of those surveyed; newspaper ads and GEP programme affiliates tied for the top-ranking employment-seeking method used by the GEP graduates, comprising more than 60% of those surveyed. The percentage of GEP graduates who were themselves employers was significant: approximately 10% of those surveyed, while more than 90% of the graduates are employed in the private sector. However, according to the findings of the Graduate survey, only about half of the graduates surveyed indicated that their SMEs had an HRD coordinator. Therefore, it is clear that there is a need to facilitate the importance of HRD coordinators in the Jordanian SME environment.

In accordance with the results found in the GEP Graduate survey, regarding the client satisfaction of the induction course(s), more than half of the graduates attended their induction courses regularly; while more than one-third of the graduates didn't. However, more than 85% of the GEP graduates believed they put from moderate to a strong amount of effort into it. 83% of the respondents strongly or somewhat agreed that they gained a good understanding of the course. More than 60% of the graduates believed that the course length was sufficient. In conclusion, regarding the students' self-appraisals of the induction course(s), more than half of the students' self-appraisals was either equal to or exceeded the overall average. The overall rating of all self-appraisal measures, when taken as a whole, the students rating measured 2.11, which was fourteen-hundredths points below having no effect (see Annex 4.2.A.12 Table 1). Therefore, the overall graduate satisfaction rate for the students' self appraisals of the induction course was slightly unfavourable.

According to students' self-appraisals of the overall measure of client satisfaction of the track-specific training course approximately 85% of the graduates attended their track-specific training courses regularly; while approximately 10% of the graduates didn't. In addition, approximately 90% of the GEP graduates believed they put from moderate to a strong amount of effort into it. 86% of the respondents strongly or somewhat agreed that they gained a good understanding of the course. In conclusion, regarding these self-appraisals of the track-specific training course(s), four out of six appraisals gave positive reviews of the track-specific training course(s). More than half of the students' self appraisals was either equal to or exceeded the overall average. The two appraisals that measured below the overall average were: understanding of course content and the course length. Although more than 80% of the graduates gave favourable self-appraisals for the

track-specific training course(s), the overall graduate satisfaction rate for the students' self appraisals of the track-specific training course(s) was only slightly favourable.

According to the results of the GEP Graduate survey, regarding the degree of client satisfaction of the GEP mentors, approximately 50% of those graduates surveyed rated their mentors as "very good", while more than 20% rated them as "excellent". Eleven out of the thirteen on-site mentor appraisals were rated above the average; the exceptions were the appraisals ratings of the effect of trainee's gender on the performance of the mentors, and the level of how well informed the mentors were. When taken as a whole, taking into consideration all thirteen on-site mentor appraisals, the average rating given by the graduates was 2.78; when compared to a rating of 2.5 equivalent to having no effect, it is clear that the assessment of the induction course trainer(s) was positive. Hence, the GEP graduates were by and large pleased with the quality of the on-site mentors. In conclusion, regarding the students' self-appraisals of the mentorship programme, only two out of the six appraisals yielded above average reviews of the mentorship programme: the level of effort exerted in the mentorship programme and the repetitiveness of the mentorship programme of their academic training. Although the remaining four mentorship programme appraisals indicated below average ratings, the graduates level of agreement with the statements in the appraisals actually indicate a positive assessment; at closer examination, high levels of agreement with the four below average self-appraisal aspects demonstrate the success and usefulness of the mentorship programme, not the contrary. Therefore, in contrast with the indication provided by statistical analysis, once contextualized it is clear that the overall assessment of the GEP graduates level of satisfaction with the mentorship programme is indeed high.

According to the quantitative results of the graduate survey the overall assessment regarding the client satisfaction of the GEP graduates with traineeship programme was below expectations for the Programme. Only three out of the ten different appraisals used to measure the level of graduates' satisfaction with the GEP traineeship programme, yielded above average results, while the other seven yielded below average results (see Annex 4.2.A.15 Table 1). Therefore, the majority (70%) of the appraisals yielded below average ratings (see Annex 4.2.A.15 Table 1). However, when the quantitative results were examined qualitatively, it is clear that the actual overall client satisfaction ratings of the GEP traineeship programme was somewhat positive; six out of the ten appraisal measures yielded positive ratings. Therefore, in conclusion, the overall client satisfaction rating with the traineeship component seen as slightly positive, despite the quantitative results.

When comparing the results of the GEP Graduate survey overall measures of client satisfaction by the GEP components (induction course(s), track-specific training course(s), mentorship programme, and traineeship programme) only one the induction course(s) yielded a slightly positive satisfaction rating. In contrast, the majority (75%) of the GEP components yielded either neutral or negative client satisfaction ratings. Therefore, according to the quantitative analysis of the findings, the client satisfaction ratings of all four GEP components were significantly below those projected for the GEP Programme. However, with respect to the qualitative analysis conducted on all measures of client satisfaction for all four GEP components, the results yielded much higher levels of client satisfaction. Hence, from a comprehensive and holistic perspective, the level of client satisfaction of the GEP Programme is somewhat positive.

The results of the survey regarding of the overall client satisfaction with the GEP Programme indicate that more than 90% of the graduates believed that the programme was worthwhile. An overwhelming 89% of the graduates surveyed indicated that the programme was useful in their transitions from the academia to the workplace. More than 95% of the GEP graduates found the programme both interesting and stimulating. 88% of the graduates surveyed indicated the programme did provide equal opportunities to all qualified and interested graduates to participate in the programme. More than 85% of the GEP graduates surveyed found the GEP participants helpful; in addition, 93% of the GEP graduates surveyed indicated that that the GEP Programme was effective in preparing them for their careers. In conclusion, the majority of the GEP Programme client satisfaction appraisals yielded above average ratings. On average, 89% of all the GEP graduates surveyed indicated positive GEP Programme satisfaction appraisals. Therefore, based on the qualitative as well as quantitative analysis provided above, whereby all seven appraisals used to measure the client satisfaction of the GEP Programme indicated an overwhelmingly high level of client satisfaction, nearly all of the graduates who participated in the GEP graduate survey indicated high levels of satisfaction with the GEP Programme overall.

According to the results of the Graduate survey regarding the employability assessment of the GEP induction course(s), throughout all seven job skill categories, the induction course(s) demonstrated positive effects for the vast majority of the GEP graduates. More than 80% of those graduates surveyed indicated the induction course(s) had either “very good” or “excellent” effects on their job skills. Given a scale of 1-4, the average rating by the GEP graduates given to the effect of the induction course(s) on the various job skill categories was 3.12. Five out of the seven appraisals yielded above average ratings. Therefore, in light of the overwhelming qualitative and quantitative support, provided by the results of the GEP Graduate Appraisal Questionnaire survey, both employability measures used to assess the induction course(s), clearly indicate that the induction course(s) displayed high levels of employability.

In accordance with the findings of the GEP Graduate survey, the first indicator of the measure of employability of the track-specific training course(s) yielded consistently positive results. On average, more than 69% of the GEP graduates gave quality ratings for the track-specific training course(s) as either “very good” or “excellent”. On a scale of 1-4, the GEP graduates rated the track-specific training course(s) at 2.83. However, seven out of the twelve track-specific training course(s) appraisals gave below average ratings. Therefore, despite some of the conflicting quantitative data, the majority of the qualitative and quantitative quality appraisals provide support for a somewhat high level of employability for the track-specific training course(s). In conclusion, the overall effect of the second indicator for the level of employability of the GEP track-specific training course(s) was extremely positive. Throughout all eight job skill categories, the track-specific training course(s) demonstrated positive effects for the vast majority of the GEP graduates. More than 70% of those graduates surveyed indicated the track-specific training course(s) had either “very good” or “excellent” effects on their job skills. Given a scale of 1-4, the average rating by the GEP graduates given to the effect of the track-specific training course(s) on the various job skill categories was 2.93. However, five out of the eight appraisals yielded equal to or below average ratings. Despite this, the majority of the qualitative and quantitative analysis of the results, of the GEP Graduate Appraisal Questionnaire survey, both employability measures used to assess the track-specific training course(s), clearly indicate that the track-specific training course(s) displayed somewhat high levels of employability.

According to the findings of the Graduate survey, regarding the employability of the GEP mentorship programme, the first indicator yielded consistently positive results. On average, more than 60% of the GEP graduates gave quality ratings for the mentorship programme as either “very good” or “excellent”. On a scale of 1-4, the GEP graduates rated the mentorship programme at 2.74. However, six out of the ten mentorship programme appraisals gave below average ratings. Therefore, despite some of the conflicting quantitative data, the majority of the qualitative and quantitative quality appraisals provide support for a somewhat positive level of employability for the mentorship programme. In conclusion, the overall effect of the second indicator for the level of employability of the GEP mentorship programme was also positive. Throughout all twelve job skill categories, the mentorship programme yielded positive results for the majority of the GEP graduates. Approximately 70% of those graduates surveyed indicated the mentorship programme had either “very good” or “excellent” effects on their job skills. Given a scale of 1-4, the average rating by the GEP graduates given to the effect of the mentorship programme on the various job skill categories was 2.87. However, seven out of the twelve appraisals yielded below average ratings. Despite this, the majority of the qualitative and quantitative analysis of the results, of the GEP Graduate Appraisal Questionnaire survey, for both employability measures used to assess the mentorship programme clearly indicate that the mentorship programme displayed somewhat high levels of employability.

When comparing the overall measures of employability, for each of the three various GEP components (induction course(s), track-specific training course(s), and the mentorship programme) all three components yielded positive level of employability ratings. On a scale of 1-4, the average quality rating for the three GEP Programme components yielded a rating of 2.91. Therefore, both the quantitative and qualitative analysis provides considerable support for the assessment of the level of employability for all three GEP components as highly positive.

GEP Mentors and SMEs Combined

According to the results of the GEP Mentorship Appraisal survey, the client satisfaction ratings of the quality of the GEP mentorship programme indicates that the overall rating by the mentors of the self-appraisal measures was calculated to be an average of 1.9; on a scale of 1-4, whereby 4 represents the most negative effect, it is clear that the assessment GEP mentorship programme had a positive effect. In addition, based on the findings of the survey, the GEP mentors were provided with the proper overall environment to facilitate their completion of the GEP mentorship. Furthermore, nearly 80% of mentors responded positively when asked if they would participate in future GEP mentorship programmes.

According to the results of the GEP SME Appraisal Questionnaire survey, regarding the client satisfaction of the SMEs with the GEP Programme, the overall rating of the self-appraisal measures was calculated to be 1.88; on a scale of 1-4, whereby 4 represents the most negative effect, it is clear that the assessment by the SMEs of the GEP Programme was positive. The SMEs were generally satisfied with the results of their trainees.

One indicator of the success of the employability aspect of the GEP Programme was that an average of 68% of the GEP trainees remained in the same SME after their traineeship expired. However, it is interesting to note that the percentages vary with

respect to the trainee educational specialization. In particular, 100% of those trainees who specialized in industrial engineering remained in their respective SME, while the percentage drops to only 61% remaining in their initial SME traineeship of those trainees who specialized in information technology. Regarding the level of productivity, 78% of mentors agreed that the participating SMEs increased its overall productivity as a direct result of appointing GEP trainees. As further evidence of the high level of employability facilitated by the GEP Programme, when the GEP mentors surveyed were asked to choose between hiring GEP graduates or their own affiliated SME employees, 67% of the mentors surveyed preferred the GEP graduates.

Consequently, based on the results of the quantitative and qualitative analysis, of the all three GEP Appraisal Questionnaire surveys, the GEP Programme was a success. The GEP Programme helped to bridge the gap between the Jordanian academia and the Jordanian labour market. The challenges facing the Jordanian labour market economy and university education are best summarised by a report published by the Jordanian National Centre for Human Resources Development (NCHRD):

Quantity not quality is the single best categorical phrase capable of describing the current status of the Jordanian labour market ... Programmes generally aren't responsive to industry's need; the curriculum is overly academic and often outdated. In addition, their instructors lack both practical and current work experience ... Consequently, students are insufficiently prepared to enter into the workforce.

The ETF Study Labour Market Functioning: the Case of Jordan, 2005: 39, 41

Clearly, the success of the GEP Programme was that it addressed the demands of the local labour market, providing Jordanian graduates with the hands-on training and experiences they needed to successfully enter into the Jordanian labour market. The results of the three GEP Appraisal Questionnaire surveys provide empirical support for the need to implement similar types of programmes across all educational specializations, and in all areas of higher education. The successful transition from the Jordanian academia to its labour market can only happen through strengthening the cooperation between both sides. The success of the development of human resources in Jordan lies in the partnership between the academia and Jordanian employers. In this respect, the GEP Programme can serve as a model for these future programmes. However, any future programmes should borrow from the lessons learned from the GEP Programme, making the appropriate changes as outlined in the recommendations section below.

2. Recommendations

In light of the extensive analysis of the findings of the three GEP Appraisal Questionnaire surveys (for the graduates, the mentors, and the SMEs), we have many recommendations we suggest should be made with the GEP Programme; in addition, to increase the effectiveness of any programme that attempts to replicate the GEP Programme, we also encourage it to adopt the following recommendations:

1. Diversify the sources of graduate recruitment for the programme.
2. Make “training of trainer” programmes a prerequisite for all course instructors and mentors prior to actually teaching/mentoring.

3. Offer orientation meetings to all incoming programme participants incorporating the facilitation of previous programme alumni.
4. Ensure that Programme courses and training topics are related and applicable to real-life work situations, and less theoretical in nature.
5. Ensure the adequate compensation for trainees/employees when working extra or long hours.
6. Increase the involvement and supervision of programme authorities of participating graduates, trainers/mentors, and SMEs.
7. Increase the programme course lengths.
8. Jordanian universities should cooperate more with local industry in designing their academic programmes, and require job-training programs for all enrolled students.
9. Standardize higher educational training programmes, on an educational specialization basis, whereby avoiding any unnecessary repetitiveness with continuing education programmes and specialized training workshops/seminars.
10. Encourage the diversification of employment-seeking methods of graduates via career-counselling workshops or seminars.
11. Increase the role of the private sector to employ graduates through:
 - the creation on job fair days.
 - offering/facilitating graduate training programmes.
 - offering/facilitating workshops and seminars to undergraduate and/or graduating students.
12. Educate employers about the role of HRD, and encourage the development of HRD coordinators in the Jordanian employment sector.
13. Promote the education of gender-equality, teach students how to identify cases of gender discrimination, and offer gender-sensitivity training in the Jordanian universities and the local employment sector.
14. Enforce merit-based hiring and promotional policies in the local employment sector, whereby qualifications and experiences become the basis of employment practices and policies, eliminating the local tradition of discrimination based on favouritism and nepotism.
15. Recommend a wider use of the content of the GEP by universities, private sector, and civil community organizations.
16. Encourage donor countries and organizations to adopt programmes such as the GEP because of its relevance and employability.
17. Including the following educational specializations to the recruitment of graduates for future programmes:
 - English language
 - public relations
 - technical writing
 - chemistry
 - general electrical wiring
 - hospital administration
 - human sciences
 - medical engineering
 - medical laboratories
 - pharmacy
 - project management
 - public administration

18. Increase the attention paid to marketing this and future programmes among the graduates and universities.
19. Commend EJADA for the efforts it exerted to design and implement such a successful programme. It is an excellent model for helping combat unemployment, cost effective and a mechanism to educational-industrial interface.
20. Use local consultants to improve future programmes of providing university gratuities whereby increasing their competencies and employability levels. Local consultants are aware of environmental factors and limitations; MMIS which administrated the GEP is a case in point.

AL-MANAR

4. Annexes

4.1: Terms of Reference.

4.2: Graphs and Tables.

4.3: Questionnaires.

4.4: References.

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Annex 4.1: Terms of Reference.

Annex 4.1 Terms of Reference

As a consequence of EJADA's aim to improve gender equality, GEP's programme management is undertaking special efforts to ensure reasonably balanced gender participation.

1. The specific objectives of GEP are to:

- provide SMEs with a cost-effective recruitment option in line with their immediate business needs and future growth plans
- provide SMEs with an effective tool to recruit and retain highly qualified and trained young business professionals
- give SMEs the opportunity to evaluate the capabilities of participating graduates during the programme before making a final hiring decision
- enrich the academic education of graduates by offering a programme consisting of in-company work experience combined with specific career-relevant off-the-job training
- enhance EJADA's reputation and impact in SMEs through the successful placement of GEP candidates
- develop a high quality, cost-effective model for GEP's long-term sustainability and growth.
- reduce unemployment among young graduates.

These aims are further described in the GEP Operational Work Plan

2. GEP Operational Work Plan

The following core elements are highlighted in the Operational Work Plan (OWP):

- selection of graduates through a transparent application procedure. Graduate selection (according to fixed criteria) will be carried out by a Selection Board comprising competent GEP programme stakeholders
- selection of eligible SMEs will be made in a close cooperation with EJADA's Direct Support Component
- one-year in-company traineeship for achieving practical work experience, combined with a two weeks induction course and three one-week specific profession-oriented training modules
- a monthly feedback system for both trainees and SMEs
- ongoing guidance and counselling by trained SME mentors
- financial system including budgets for internal and external costs, aimed at encouraging SME commitment by offering a training allowance for each participating trainee. This training allowance will cover 50% of the average monthly salary which a newly graduated employee can expect to receive during the first year of work
- contracts covering the financial and legal aspects of the relationship between EJADA, graduates, SMEs and the Programme Management Consultant.

3. Programme Management Consultancy (PMC)

A Jordanian Programme Management Consultancy (PMC) firm is contracted by EJADA for the preparation, implementation and daily management of the programme. On the basis

of the above mentioned OWP, the PMC recruit, place, train and systematically support the assigned number of Jordanian new graduates within the SME sector over a twelve-month period in close co-operation with EJADA. These new graduates will be recruited to form (3-4) groups according to the selected disciplines. Graduate recruitment and placement should be based on a national geographical spread. During the contract period, the PMC will also continue to support the existing group of trainees who joined the programme.

The PMC is responsible for the implementation of the following as described in the OWP:

- recruitment, training and placement of new graduates
- selection of SMEs, in co-operation with EJADA's Direct Support Component
- select and train the requisite number of SME-based mentors
- development of an integrated, comprehensive computer-based database
- evaluation of the professional development of graduates
- evaluate the counselling process in SMEs
- conduct the track-specific training modules for GEP graduates as specified in the GEP OWP.
- conduct the two-week Induction Course for the GEP
- design and conduct the three track-specific training modules for the GEP
- prepare all financial arrangements, based on the OWP guidelines
- cooperate fully with EJADA's Monitoring and Evaluation Unit
- continue to supervise and support the existing GEP trainees
- participate fully in all required marketing and PR functions for GEP
- operate a specialised electronic newsletter for all GEP trainees, host companies and other stakeholders.
- carry-out other related duties described in the Operational Work Plan.

4. Contract Objectives

A local Short-Term Consultant will be recruited to work closely with EJADA's VT/HRD Component, MMIS, SMEs, Mentors and Graduates in order to conduct a survey to assess and evaluate the employability, client satisfaction and potential disciplines needed for the future of the GEP. The outcomes of this survey will be used to improve the overall effectiveness of the GEP and to develop the long-term sustainability of the GEP when the EJADA Project will be hand over to JUMP (Jordan Upgrading and Modernisation Programme).

5. Scope of Work

5.1 General

During the period late January 2006 to end-February 2006, the Consultant will select approximately 100 Graduates, 50 SMEs and 20 Mentors in order to interview them for assessing the employability, client satisfaction, potential disciplines needed for the future.

5.2 Specific Activities

The Consultant will conduct the following activities:

- Complete a study of all relevant GEP documents and reports
- Meet with selected Stakeholders, Graduates, Mentors, SMEs and PMC staff

- Make all preparatory arrangements, including logistical arrangements, questionnaires, meetings and survey forms. Questionnaire could be of comprehensive one or separated parts / questionnaire
- Assess the employability of previous GEP intakes (1,2,3,4) and potential employment of GEP5
- Conduct a client satisfaction survey for the SMEs employing the graduates
- Identify potential disciplines meeting SMEs future needs
- Facilitate a one-day workshop for key stakeholders relevant to the current and future GEP developments and also to present the expert's recommendations and findings
- Prepare a report (approximately 50 pages) on the findings, conclusions and recommendations of the assignment

5.3 Project Management and Responsibilities

The VT/HRD Local Senior Adviser will provide all necessary information and assist to arrange meetings with all relevant stakeholders and provide limited logistical support for conducting the assignment.

The Consultant will, on a regular basis, report directly to the VT/HRD Local Senior Adviser.

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Annex 4.2: Graphs and Tables.

Annex 4.2.A.1

General Trends of the GEP Graduate Appraisal Questionnaire Sampling Population

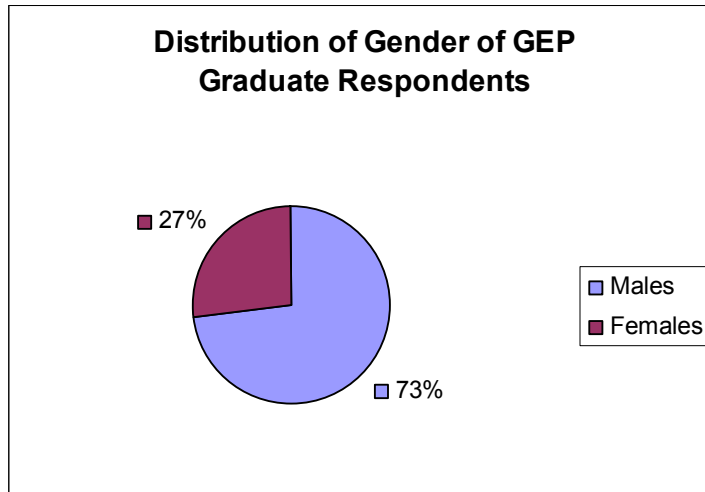


Figure 1: Values represent valid percents, not cumulative percents.

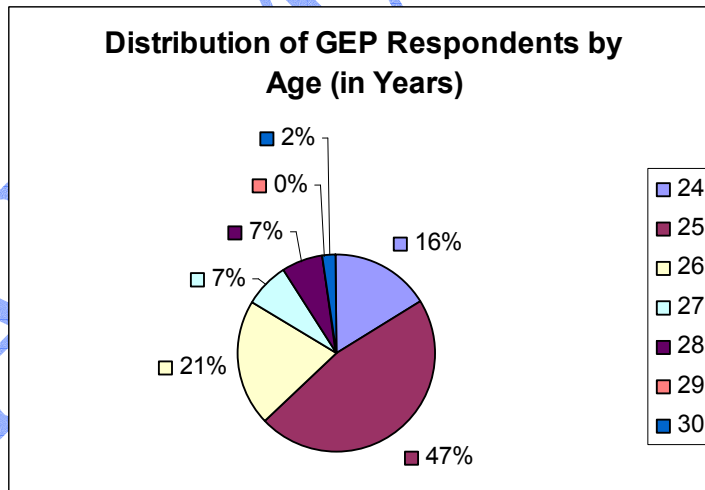


Figure 2: Values represent valid percents, not cumulative percents.

Annex 4.2.A.2

General Trends of the GEP Graduate Appraisal Questionnaire Sampling Population

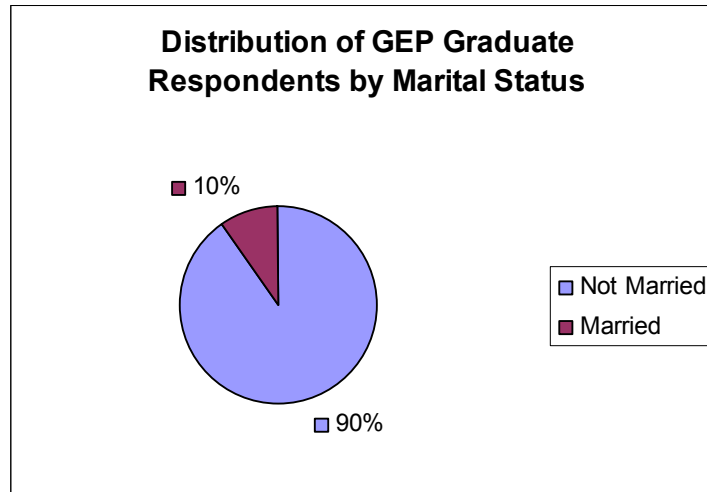


Figure 1: Values represent valid percents, not cumulative percents.

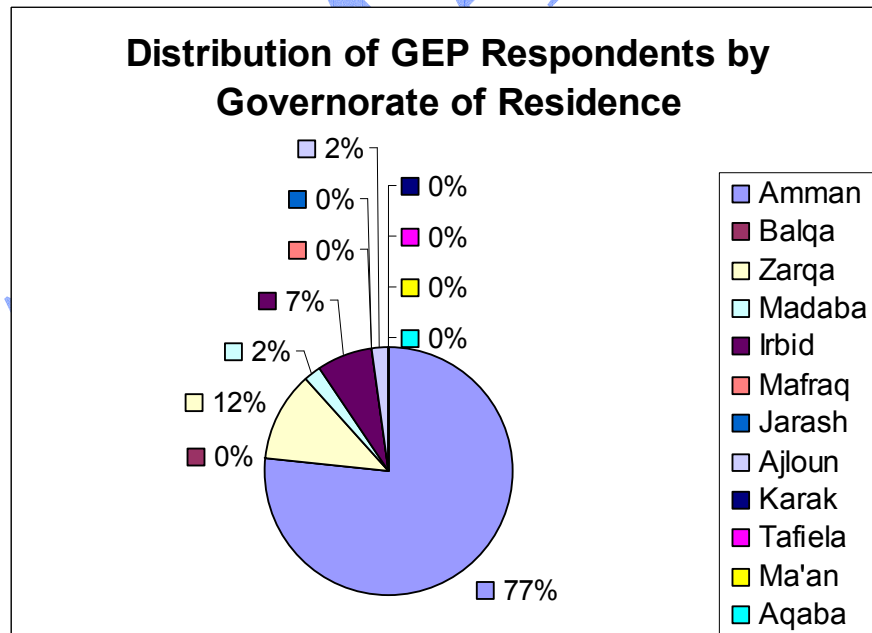


Figure 2: Values represent valid percents, not cumulative percents.

Annex 4.2.A.3

General Trends of the GEP Graduate Appraisal Questionnaire Sampling Population

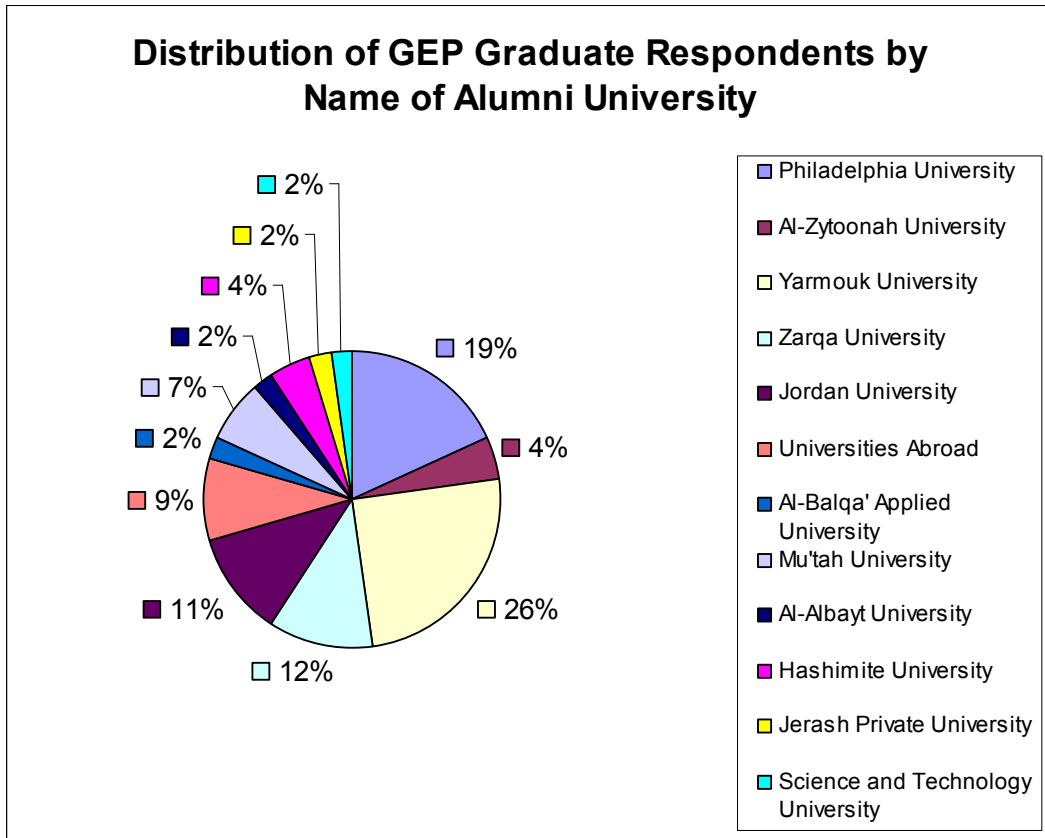


Figure 1: Values represent valid percents, not cumulative percents.

Annex 4.2.A.4

General Trends of the GEP Graduate Appraisal Questionnaire Sampling Population

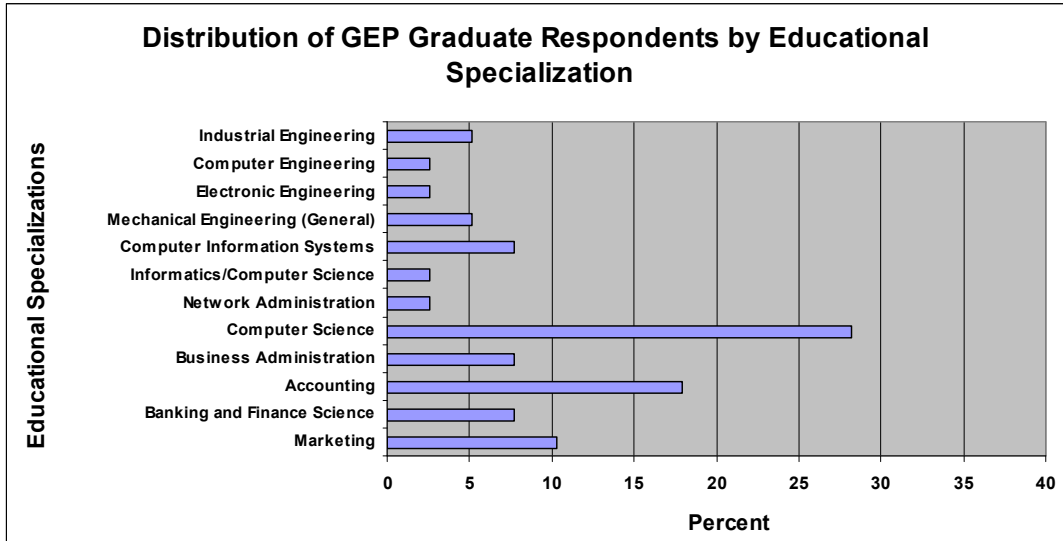


Figure 1: Values represent valid percents, not cumulative percents.

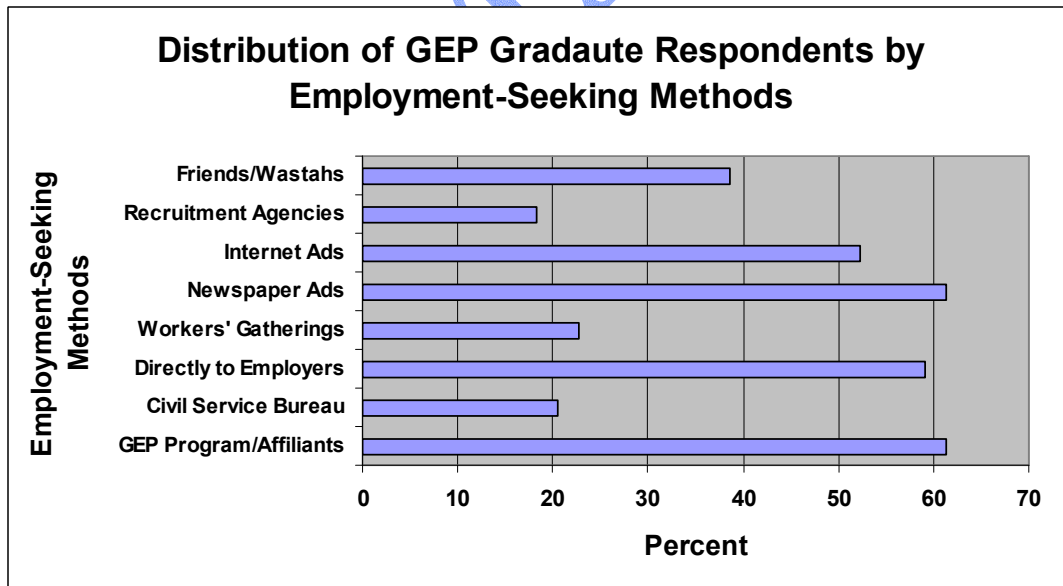


Figure 2: Values represent valid percents, not cumulative percents.

Annex 4.2.A.5

General Trends of the GEP Graduate Appraisal Questionnaire Sampling Population

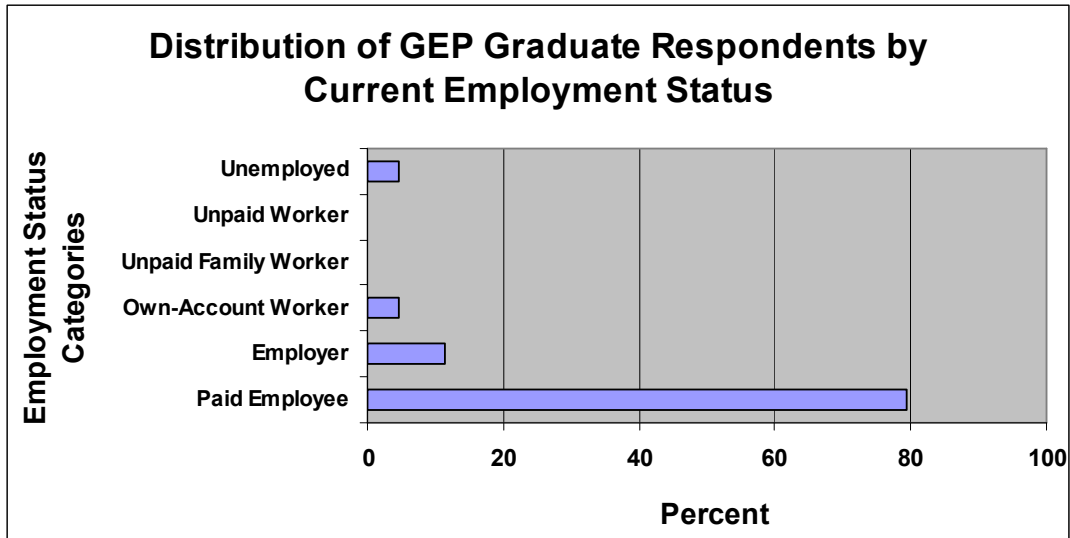


Figure 1: Values represent valid percents, not cumulative percents.

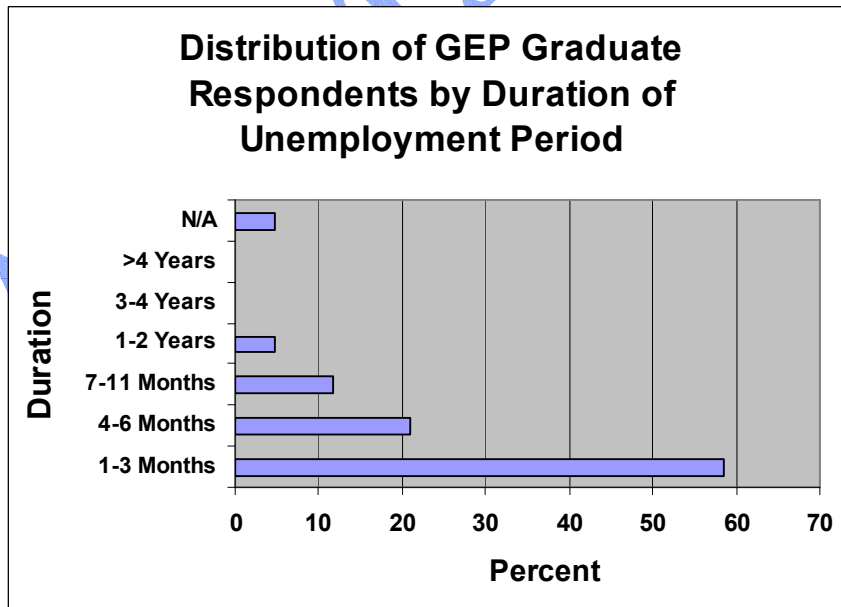


Figure 2: Values represent valid percents, not cumulative percents.

Annex 4.2.A.6

General Trends of the GEP Graduate Appraisal Questionnaire Sampling Population

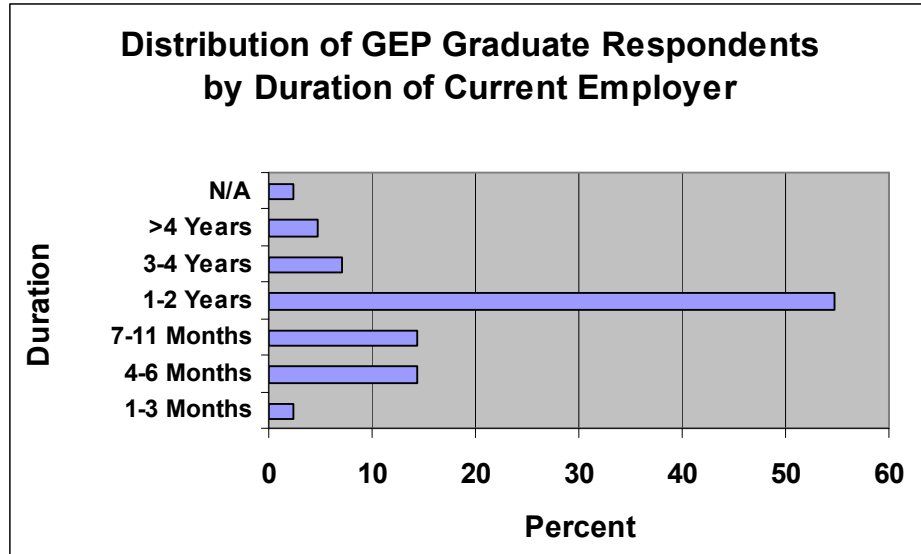


Figure 1: Values represent valid percents, not cumulative percents.

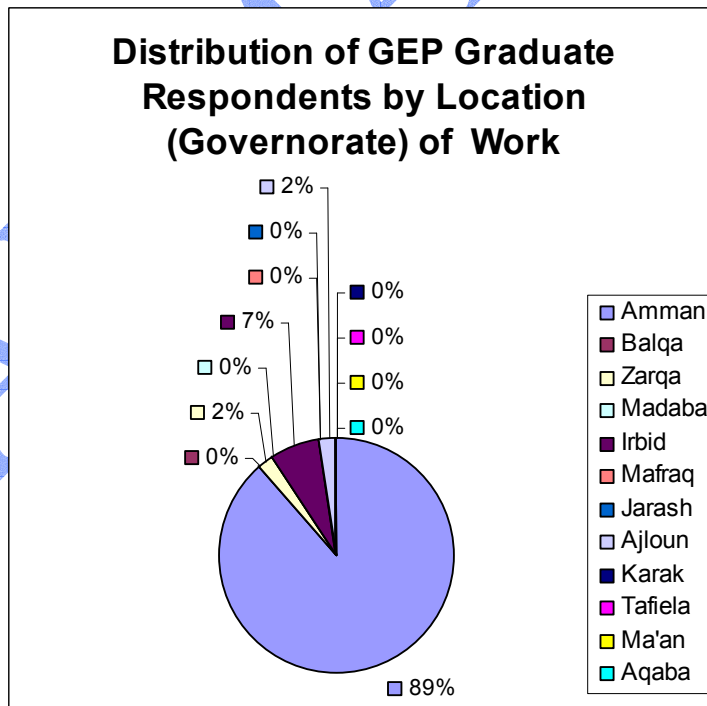


Figure 2: Values represent valid percents, not cumulative percents.

Annex 4.2.A.7

General Trends of the GEP Graduate Appraisal Questionnaire Sampling Population

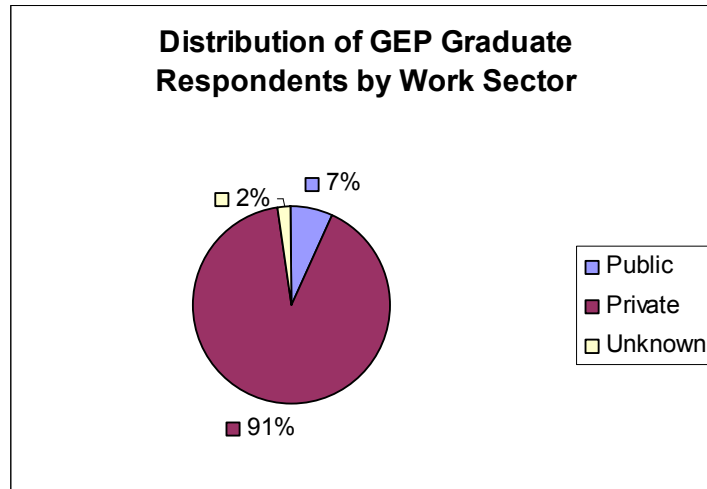


Figure 1: Values represent valid percents, not cumulative percents.

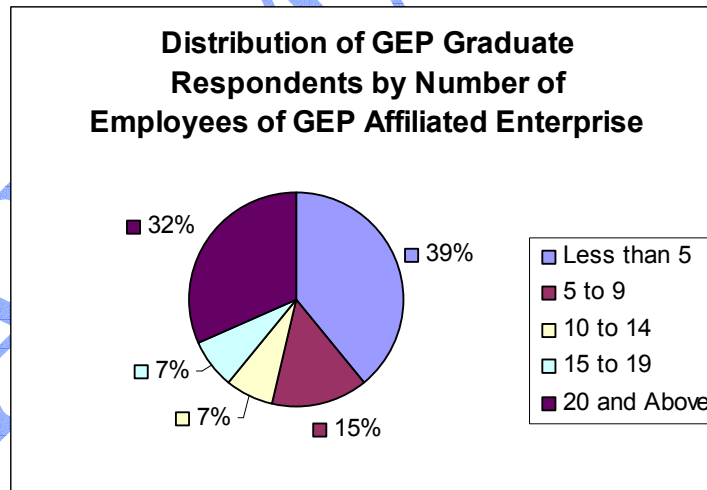


Figure 2: Values represent valid percents, not cumulative percents.

Annex 4.2.A.8

General Trends of the GEP Graduate Appraisal Questionnaire Sampling Population

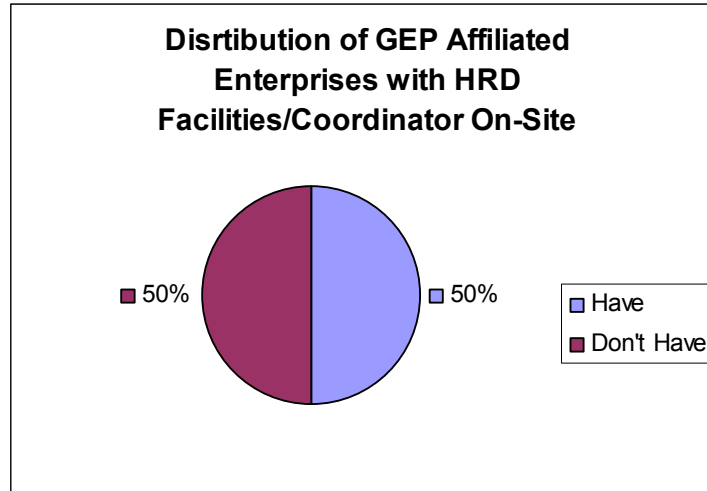


Figure 1: Values represent valid percents, not cumulative percents.

Annex 4.2.A.9

Measures of Client Satisfaction of the GEP Graduate Participants

<u>Proportion of GEP Graduate Respondents by Quality of Induction Course Trainer(s)</u>						
#	Question	<u>Quality Rating (1-4)</u>				<u>Mean</u>
		<u>Poor</u>	<u>Fair</u>	<u>Very Good</u>	<u>Excellent</u>	
		1	2	3	4	
Q13A	Course preparation and organization	0.00	4.65	62.79	32.56	3.28
Q13B	Use of class time	4.55	9.09	72.73	13.64	2.95
Q13C	Clarity and understandability	2.27	4.55	79.55	13.64	2.91
Q13D	Enthusiasm for the subject and teaching	2.33	23.26	55.81	18.60	2.91
Q13E	Respect and concern for students	0.00	11.36	55.81	31.82	3.20
Q13F	Gender of students affected amount of time, help, attention, etc. offered by the trainers	10.26	33.33	43.60	12.80	2.59
Q13G	Availability and approachability by students	0.00	16.67	71.43	11.90	2.95
Q13H	Trainers readiness and willingness to accept feedback from students	2.38	14.29	59.52	23.81	3.05
Q13I	Trainers were well informed	0.00	13.64	72.73	23.81	3.00
Q13J	Trainers overall effectiveness as a teacher	0.00	9.30	76.74	13.95	3.05
Total		21.79	140.1	640.45	227.32	29.89
Average		2.18	14.01	64.04	22.73	2.99

Table 1: Values represent valid percents of the respondents who selected each quality rating per question. “Mean” values represent the average of the quality rating per question; each row total was divided by the total number of quality rating categories. “Total” values represent the sum of each column. “Average” values represent means, which were calculated by dividing each column total by the total number of rows.

Annex 4.2.A.10

Measures of Client Satisfaction of the GEP Graduate Participants

Proportion of GEP Graduate Respondents by Quality of Track-Specific Course Trainer(s)						
#	Question	Quality Rating (1-4)				Mean
		<i>Poor</i>	<i>Fair</i>	<i>Very Good</i>	<i>Excellent</i>	
		1	2	3	4	
Q19A	Course preparation and organization	0.00	31.82	47.73	20.45	2.89
Q19B	Use of class time	4.55	29.55	54.55	11.36	2.73
Q19C	Clarity and understandability	2.27	15.91	70.45	11.36	2.91
Q19D	Enthusiasm for the subject and teaching	2.27	25.00	59.09	13.64	2.84
Q19E	Respect and concern for students	0.00	17.07	56.10	26.83	3.10
Q19F	Gender of students affected amount of time, help, attention, etc. offered by the trainers	8.11	37.84	40.54	13.51	1.41
Q19G	Availability and approachability by students	0.00	18.60	58.14	23.30	3.05
Q19H	Integrity of the trainer(s)	0.00	19.05	64.29	16.67	2.98
Q19I	Fairness in evaluating students	4.65	25.58	51.16	18.60	2.84
Q19J	Quality of feedback on submitted work	2.33	27.91	58.14	11.63	2.79
Q19K	Availability and approachability by students	0.00	21.43	64.29	14.29	2.93
Q19L	Trainers readiness and willingness to accept feedback from students	2.44	31.71	51.22	14.63	2.78
Q19M	Trainers were well informed	2.27	25.00	59.09	13.64	2.84
Q19N	Trainer(s) had a lot of applied knowledge and practical experience	0.00	24.39	58.54	17.07	2.93
Q19O	Trainer(s) overall effectiveness as a teacher	4.55	34.09	43.18	18.18	2.75
Total		33.43	384.94	836.50	245.16	41.74
Average		2.23	25.66	55.77	16.34	2.78

Table 1: Values represent valid percents of the respondents who selected each quality rating per question. “Mean” values represent the average of the quality rating per question; each row total was divided by the total number of quality rating categories. “Total” values represent the sum of each column. “Average” values represent means, which were calculated by dividing each column total by the total number of rows.

Annex 4.2.A.11

Measures of Client Satisfaction of the GEP Graduate Participants

<u>Proportion of GEP Graduate Respondents by Quality of On-Site Mentor</u>						
#	Question	<u>Quality Rating (1-4)</u>				<u>Mean</u>
		<u>Poor</u>	<u>Fair</u>	<u>Very Good</u>	<u>Excellent</u>	
		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	
Q25A	Clarity and understandability	11.63	13.95	58.14	16.28	2.79
Q25B	Respect and concern for trainees	2.38	21.43	54.76	21.43	2.95
Q25C	Gender of students affected amount of time, help, attention, etc. offered by the mentors	10.26	20.51	56.41	12.82	1.28
Q25D	Honesty of the mentor	4.65	18.60	51.16	25.58	2.98
Q25E	Integrity of the mentor	4.76	19.05	59.52	16.67	2.88
Q25F	Fairness in evaluating trainees	2.33	25.58	53.49	18.60	2.88
Q25G	Quality of feedback on submitted work	4.65	11.63	65.12	18.60	2.98
Q25H	Availability and approachability by students	4.76	28.57	38.10	28.57	2.90
Q25I	Trainers were well informed	7.14	30.95	42.86	19.05	2.74
Q25J	Mentor offered/had a lot of applied knowledge and practical experience	6.98	23.26	39.53	30.23	2.93
Q25K	Mentor's readiness and willingness to accept feedback from trainee	4.65	13.95	58.14	23.26	3.00
Q25L	Mentor's willingness to answer questions and help trainees with their work	4.76	23.81	30.95	40.48	3.07
Q25M	Mentor's overall effectiveness as a teacher	9.30	23.26	46.51	20.93	2.79
Total		78.3	275	654.69	292.50	36.18
Average		6.02	21.10	50.36	22.50	2.78

Table 1: Values represent valid percents of the respondents who selected each quality rating per question. “Mean” values represent the average of the quality rating per question; each row total was divided by the total number of quality rating categories. “Total” values represent the sum of each column. “Average” values represent means, which were calculated by dividing each column total by the total number of rows.

Annex 4.2.A.12

Measures of Client Satisfaction of the GEP Graduate Participants

		<u>Level of Agreement (1-4)</u>				<u>Mean</u>
		<u>Strongly Agree</u>	<u>Somewhat Agree</u>	<u>Somewhat Disagree</u>	<u>Strongly Disagree</u>	
<u>#</u>	<u>Question</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	
Q14A	I attended class regularly	56.82	36.36	0.00	6.80	1.65
Q14B	I put considerable effort into this course	40.91	45.45	6.82	6.82	2.20
Q14C	I gained a good understanding of the course content	46.34	36.59	12.20	4.88	2.24
Q14D	The course length was sufficient for the material covered	13.64	50.00	27.27	9.09	1.68
Q14E	The course was repetitive of my academic training	2.33	65.12	18.60	13.95	2.44
Q14F	I would recommend the GEP induction course(s) to a friend	68.18	18.18	4.55	9.09	2.45
Total		228.21	251.70	69.44	50.63	12.66
Average		38.04	41.95	11.57	8.44	2.11

Table 1: Values represent valid percents of the respondents who selected each level of agreement per question. “Mean” values represent the average of the level of agreement per question; each row total was divided by the total number of level of agreement rating categories. “Total” values represent the sum of each column. “Average” values represent means, which were calculated by dividing each column total by the total number of rows.

Annex 4.2.A.13

Measures of Client Satisfaction of the GEP Graduate Participants

<u>Proportion of GEP Graduate Respondent Self-Appraisals for Track-Specific Course(s)</u>						
#	Question	<u>Level of Agreement (1-4)</u>				<u>Mean</u>
		Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	
		1	2	3	4	
Q21A	I attended class regularly	52.27	36.36	9.09	2.27	2.39
Q21B	I put considerable effort into this course	29.55	59.09	6.82	4.55	2.39
Q21C	I gained a good understanding of the course content	37.21	48.84	9.30	4.65	2.19
Q21D	The course length was sufficient for the material covered	11.36	52.27	27.27	9.09	1.66
Q21E	The course was repetitive of my academic training	9.30	58.14	23.26	9.30	2.33
Q21F	I would recommend the GEP track-specific training course(s) to a friend	50.00	40.48	7.14	2.38	2.38
Total		189.69	295.18	82.88	32.24	13.32
Average		31.62	49.20	13.81	5.37	2.22

Table 1: Values represent valid percents of the respondents who selected each level of agreement per question. “Mean” values represent the average of the level of agreement per question; each row total was divided by the total number of level of agreement rating categories. “Total” values represent the sum of each column. “Average” values represent means, which were calculated by dividing each column total by the total number of rows.

Annex 4.2.A.14

Measures of Client Satisfaction of the GEP Graduate Participants

<u>Proportion of GEP Graduate Respondent Self-Appraisals for the Mentorship Programme</u>						
#	Question	<u>Level of Agreement (1-4)</u>				<u>Mean</u>
		<u>Strongly</u>	<u>Somewhat</u>	<u>Somewhat</u>	<u>Strongly</u>	
		<u>Agree</u> 1	<u>Agree</u> 2	<u>Disagree</u> 3	<u>Disagree</u> 4	
Q27A	I was mentored regularly	30.23	34.88	23.26	11.63	1.84
Q27B	I put considerable effort into this training	30.23	60.47	6.98	2.33	2.19
Q27C	I needed or would have liked more mentoring	27.91	39.53	30.23	2.33	1.93
Q27D	The mentoring was sufficient for me to complete my work tasks	25.58	41.86	30.23	2.33	1.91
Q27E	The mentorship was repetitive of my academic training	25.58	44.19	23.26	6.98	2.12
Q27F	I would recommend the GEP mentoring session(s) to a friend	30.00	42.50	20.00	7.50	1.95
Total		169.53	263.43	133.95	33.08	11.93
Average		28.26	43.91	22.33	5.51	1.99

Table 1: Values represent valid percents of the respondents who selected each level of agreement per question. “Mean” values represent the average of the level of agreement per question; each row total was divided by the total number of level of agreement rating categories. “Total” values represent the sum of each column. “Average” values represent means, which were calculated by dividing each column total by the total number of rows.

Annex 4.2.A.15

Measures of Client Satisfaction of the GEP Graduate Participants

<u>Proportion of GEP Graduate Respondents by Traineeship Appraisal</u>						
#	Question	<u>Level of Agreement (1-4)</u>				Mean
		Strongly	Somewhat	Somewhat	Strongly	
		Agree 1	Agree 2	Disagree 3	Disagree 4	
Q31A	There were opportunities for promotion	25.00	47.73	20.45	6.82	1.90
Q31B	Gender played a significant role in hiring practices, promotions, work evaluations, layoffs, and/or in-kind benefits	16.67	42.86	26.19	14.29	2.38
Q31C	Quality of work/job skills was an important criterion in hiring practices, promotions, work evaluations, layoffs, and/or in-kind benefits	28.57	50.00	14.29	7.14	2.00
Q31D	Wastahs are significantly influential in hiring practices, promotions, work evaluations, layoffs, and/or in-kind benefits	15.38	48.72	15.38	20.51	2.41
Q31E	Income was sufficient	10.00	37.50	30.00	22.50	1.35
Q31F	Income was fair for amount of work produced	4.88	48.78	19.51	26.83	1.32
Q31G	Income was comparable to others in the field, with similar educational, technical, and experiential backgrounds	11.90	47.62	28.57	11.90	1.60
Q31H	The working hours were less than you preferred	2.44	31.71	29.27	36.59	3.00
Q31I	There were extra working hours without any overtime pay	35.71	30.95	14.29	19.05	2.17
Q31J	The level of work was below my educational/professional level	17.07	46.34	24.39	12.20	2.32
Total		100.50	275.58	125.83	98.09	11.36
Average		16.75	45.93	20.97	16.35	1.89

Table 1: Values represent valid percents of the respondents who selected each level of agreement per question. “Mean” values represent the average of the level of agreement per question; each row total was divided by the total number of level of agreement rating categories. “Total” values represent the sum of each column. “Average” values represent means, which were calculated by dividing each column total by the total number of rows.

Annex 4.2.A.16

Average Measure of Client Satisfaction of the GEP Graduate Participants

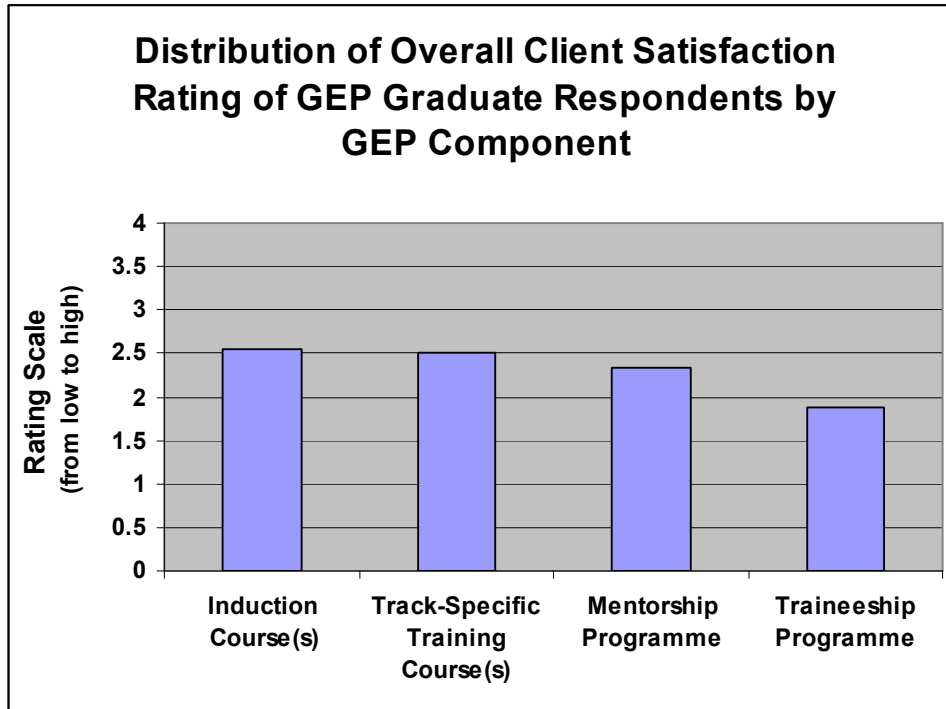


Figure 1: These values represent the mean of all quality ratings and level of agreement ratings for all measurements of client satisfaction per GEP Graduate component.

Annex 4.2.A.17

Measurement of Overall Client Satisfaction with GEP Programme of the GEP Graduate Participants

<i>Proportion of GEP Graduate Respondents by Overall GEP Programme Appraisal</i>						
#	Question	<i>Level of Agreement (1-4)</i>				<i>Mean</i>
		<i>Strongly Agree</i>	<i>Somewhat Agree</i>	<i>Somewhat Disagree</i>	<i>Strongly Disagree</i>	
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	
Q35A	I feel that the GEP programme was worth the time and effort that I put into it	52.38	40.48	7.14	0.00	2.45
Q35B	I feel that the GEP programme was useful in my transition from the academia to the workforce	42.86	42.86	14.29	0.00	2.29
Q35C	I feel that the GEP programme was interesting and stimulating	64.29	30.95	4.76	0.00	2.60
Q35D	The GEP programme gave equal opportunities to all qualified graduates who were interested in participating	33.33	54.76	7.14	4.76	2.17
Q35E	The qualifications, procedures, and expectations of the GEP programme were clear	40.48	47.62	11.90	0.00	2.29
Q35F	All of the affiliated GEP participants were helpful	33.33	52.38	14.29	0.00	2.19
Q35G	Overall, the GEP programme was effective in preparing me for my career	39.47	52.63	7.89	0.00	2.32
Total		266.67	269.05	59.52	4.76	13.98
Average		44.44	44.84	9.92	0.79	2.33

Table 1: Values represent valid percents of the respondents who selected each level of agreement per question. “Mean” values represent the average of the level of agreement per question; each row total was divided by the total number of level of agreement rating categories. “Total” values represent the sum of each column. “Average” values represent means, which were calculated by dividing each column total by the total number of rows.

Annex 4.2.A.18

Measures of Employability of the GEP Graduate Participants

<u>Proportion of GEP Graduate Respondents by Quality of Induction Course(s)</u>						
#	Question	<u>Quality Rating (1-4)</u>				<u>Mean</u>
		Poor	Fair	Very Good	Excellent	
		1	2	3	4	
Q15A	Supplementary materials (films, slides, PDF files, guest lectures, etc.)	4.55	11.36	63.64	20.45	3.00
Q15B	Course material was related to my traineeship	4.55	29.55	54.55	11.40	2.73
Q15C	Course material was useful in my traineeship	6.98	44.19	32.56	16.28	2.58
Q15D	Course prepared me for future jobs/work	4.65	23.26	53.49	18.60	2.86
Q15E	Course overall as a learning experience	2.33	16.28	58.14	23.26	3.02
Q15F	Course training room location was clean	4.55	20.45	40.41	34.09	3.05
Q15G	Course training room had adequate space	9.30	13.95	46.51	30.23	2.98
Total		36.89	159.03	349.39	154.61	20.21
Average		5.27	22.72	49.91	22.09	2.89

Table 1: Values represent valid percents of the respondents who selected each quality rating per question. “Mean” values represent the average of the quality rating per question; each row total was divided by the total number of quality rating categories. “Total” values represent the sum of each column. “Average” values represent means, which were calculated by dividing each column total by the total number of rows.

Annex 4.2.A.19

Measures of Employability of the GEP Graduate Participants

<u>Proportion of GEP Graduate Respondents by Quality of Track-Specific Course(s)</u>						
#	Question	<u>Quality Rating (1-4)</u>				<u>Mean</u>
		<u>Poor</u> 1	<u>Fair</u> 2	<u>Very Good</u> 3	<u>Excellent</u> 4	
Q20A	Syllabus and handouts	4.76	26.19	57.14	11.90	2.76
Q20B	Exercises and case studies	2.27	31.82	40.91	25.00	2.89
Q20C	Assignments	2.27	34.09	47.73	15.91	2.77
Q20D	Required reading	9.30	37.21	41.86	11.63	2.56
Q20E	Supplementary materials (films, slides, PDF files, guest lectures, etc.)	4.65	13.95	46.51	34.88	3.12
Q20F	Course material was related to my traineeship	0.00	20.45	65.91	13.64	2.93
Q20G	Course material was useful in my traineeship	0.00	32.56	53.49	13.95	2.81
Q20H	Course prepared me for future jobs/work	0.00	29.55	52.27	18.18	2.89
Q20I	Course overall as a learning experience	0.00	38.64	45.45	15.91	2.77
Q20J	Course training room location was clean	6.82	20.45	54.55	18.18	2.84
Q20K	Course training room had adequate space	9.09	22.73	50.00	18.18	2.77
Q20L	The equipment was enough for all of the trainees throughout the entirety of course(s)	6.82	25.00	59.09	9.09	2.70
Total		23.26	196.28	353.55	126.92	19.84
Average		3.32	28.04	50.51	18.13	2.83

Table 1: Values represent valid percents of the respondents who selected each quality rating per question. “Mean” values represent the average of the quality rating per question; each row total was divided by the total number of quality rating categories. “Total” values represent the sum of each column. “Average” values represent means, which were calculated by dividing each column total by the total number of rows.

Annex 4.2.A.20

Measures of Employability of the GEP Graduate Participants

<u>Proportion of GEP Graduate Respondents by Quality of Mentorship Programme</u>						
#	Question	<u>Quality Rating (1-4)</u>				<u>Mean</u>
		Poor 1	Fair 2	Very Good 3	Excellent 4	
Q26A	Relevancy of assignments/exercises	4.76	33.33	42.86	19.05	2.76
Q26B	Amount of supervision	2.33	27.91	53.49	16.28	2.84
Q26C	Rotation within the enterprise	2.38	33.33	45.24	19.05	2.81
Q26D	Diversity of equipment	4.65	34.88	51.16	9.30	2.65
Q26E	Project work	2.38	40.48	38.10	19.05	2.74
Q26F	Effectiveness of training plan	4.65	34.88	48.84	11.63	2.67
Q26G	Usefulness of quarterly evaluations	4.65	39.53	37.21	18.60	2.70
Q26H	Efficiency of mentorship training	9.30	32.56	39.53	18.60	2.67
Q26I	Mentoring prepared me for future jobs/work	11.63	25.58	46.51	16.28	2.67
Q26J	Mentorship overall as a learning experience	4.65	18.60	53.49	23.26	2.95
Total		25.80	244.35	316.89	112.96	19.17
Average		3.69	34.91	45.27	16.14	2.74

Table 1: Values represent valid percents of the respondents who selected each quality rating per question. “Mean” values represent the average of the quality rating per question; each row total was divided by the total number of quality rating categories. “Total” values represent the sum of each column. “Average” values represent means, which were calculated by dividing each column total by the total number of rows.

Annex 4.2.A.21

Measures of Employability of the GEP Graduate Participants

<u>Proportion of GEP Graduate Respondents by Effect of Induction Course(s) on Job Skills</u>						
#	Question	<u>Quality Rating (1-4)</u>				<u>Mean</u>
		Poor 1	Fair 2	Very Good 3	Excellent 4	
Q16A	Communication skills	0.00	11.63	41.86	46.51	3.35
Q16B	Organizational skills	2.38	16.67	47.62	33.33	3.12
Q16C	Leadership skills	0.00	18.60	60.47	20.93	3.02
Q16D	Problem solving skills	2.33	16.28	58.14	23.26	3.02
Q16E	Analytical skills	0.00	27.91	51.16	20.93	2.93
Q16F	Negotiation skills	0.00	23.26	46.51	30.23	3.07
Q16G	Teamwork skills	0.00	16.22	37.84	45.95	3.30
Total		4.71	130.56	343.60	221.14	2.33
Average		0.67	18.65	49.09	31.59	3.12

Table 1: Values represent valid percents of the respondents who selected each quality rating per question. “Mean” values represent the average of the quality rating per question; each row total was divided by the total number of quality rating categories. “Total” values represent the sum of each column. “Average” values represent means, which were calculated by dividing each column total by the total number of rows.

Annex 4.2.A.22

Measures of Employability of the GEP Graduate Participants

<i>Proportion of GEP Graduate Respondents by Effect of Track-Specific Course(s) on Job Skills</i>						
#	Question	<i>Quality Rating (1-4)</i>				<i>Mean</i>
		<i>Poor</i> 1	<i>Fair</i> 2	<i>Very Good</i> 3	<i>Excellent</i> 4	
Q22A	Communication skills	0.00	18.60	41.86	39.53	3.21
Q22B	Organizational skills	0.00	20.45	54.55	25.00	3.05
Q22C	Leadership skills	2.33	25.58	53.49	18.60	2.88
Q22D	Job-specific skills	4.76	30.95	52.38	11.90	2.71
Q22E	Problem solving skills	4.55	22.73	52.27	20.45	2.89
Q22F	Analytical skills	4.55	25.00	54.55	15.91	2.82
Q22G	Negotiation skills	2.27	29.55	40.91	27.27	2.93
Q22H	Teamwork skills	0.00	20.00	45.00	35.00	3.15
Total		18.45	172.87	350.00	158.68	23.64
Average		2.64	24.70	50.00	22.67	2.93

Table 1: Values represent valid percents of the respondents who selected each quality rating per question. “Mean” values represent the average of the quality rating per question; each row total was divided by the total number of quality rating categories. “Total” values represent the sum of each column. “Average” values represent means, which were calculated by dividing each column total by the total number of rows.

Annex 4.2.A.23

Measures of Employability of the GEP Graduate Participants

<u>Proportion of GEP Graduate Respondents by Effect of Mentorship Programme on Job Skills</u>						
#	Question	<u>Quality Rating (1-4)</u>				<u>Mean</u>
		Poor 1	Fair 2	Very Good 3	Excellent 4	
Q28A	Communication skills	0.00	23.26	53.49	23.26	3.00
Q28B	Organizational skills	2.33	13.95	55.81	27.91	3.09
Q28C	Leadership skills	0.00	25.58	48.84	25.58	3.00
Q28D	Job-specific skills	0.00	27.91	58.14	13.95	2.86
Q28E	Computer literacy skills	6.98	25.58	46.51	20.93	2.81
Q28F	Internet skills	11.90	30.95	35.71	21.43	2.67
Q28G	Familiarity with specialized computer software programmes	7.32	41.46	31.71	19.51	2.63
Q28H	Foreign language skills	14.63	26.83	43.90	14.63	2.59
Q28I	Problem solving skills	0.00	20.93	62.79	16.28	2.95
Q28J	Analytical skills	0.00	33.33	50.00	16.67	2.83
Q28K	Negotiation skills	7.14	35.71	35.71	21.43	2.71
Q28L	Teamwork skills	0.00	25.64	51.28	23.08	2.97
Total		28.52	188.69	330.21	152.57	22.65
Average		4.07	26.96	47.17	21.80	2.87

Table 1: Values represent valid percents of the respondents who selected each quality rating per question. “Mean” values represent the average of the quality rating per question; each row total was divided by the total number of quality rating categories. “Total” values represent the sum of each column. “Average” values represent means, which were calculated by dividing each column total by the total number of rows.

Annex 4.2.A.24

Average Measure of Employability of the GEP Graduate Participants

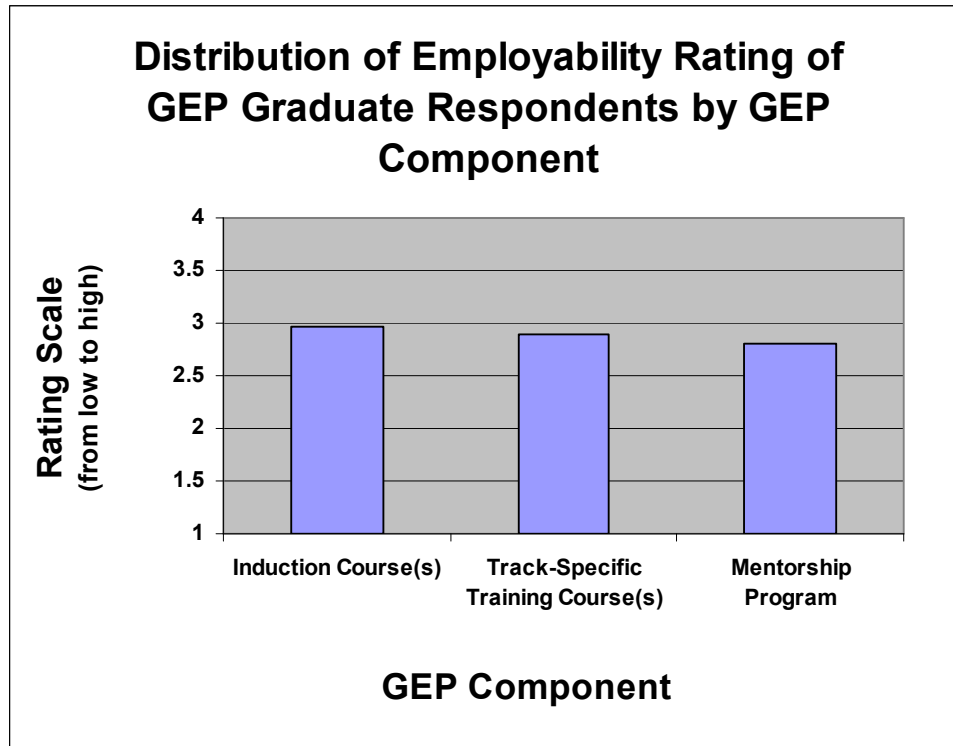


Figure 1: These values represent the mean of all quality ratings and level of agreement ratings for all measurements of employability per GEP Graduate component.

Annex 4.2.A.25

New Disciplines/Recommendations Suggested by GEP Graduate Participants for Trainers/Mentors

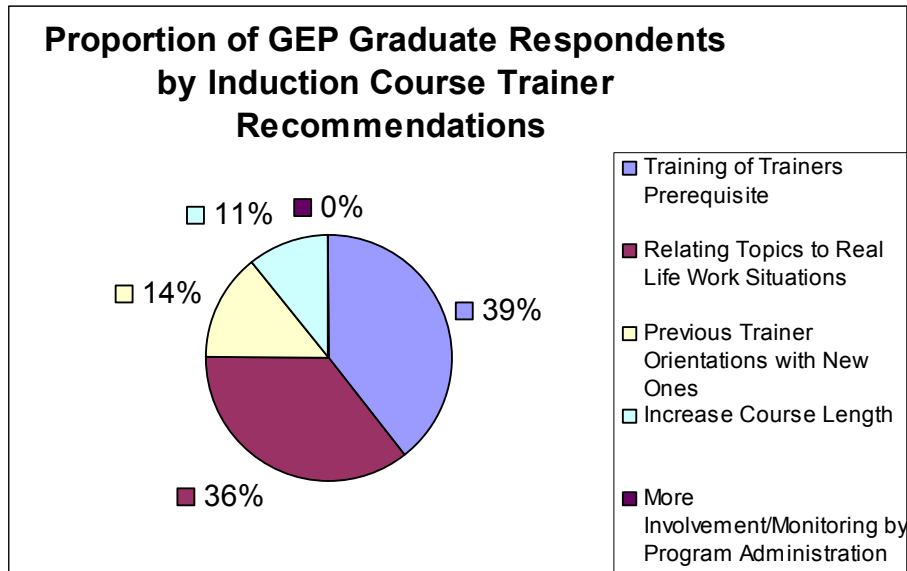


Figure 1: Values represent valid percents, not cumulative percents.

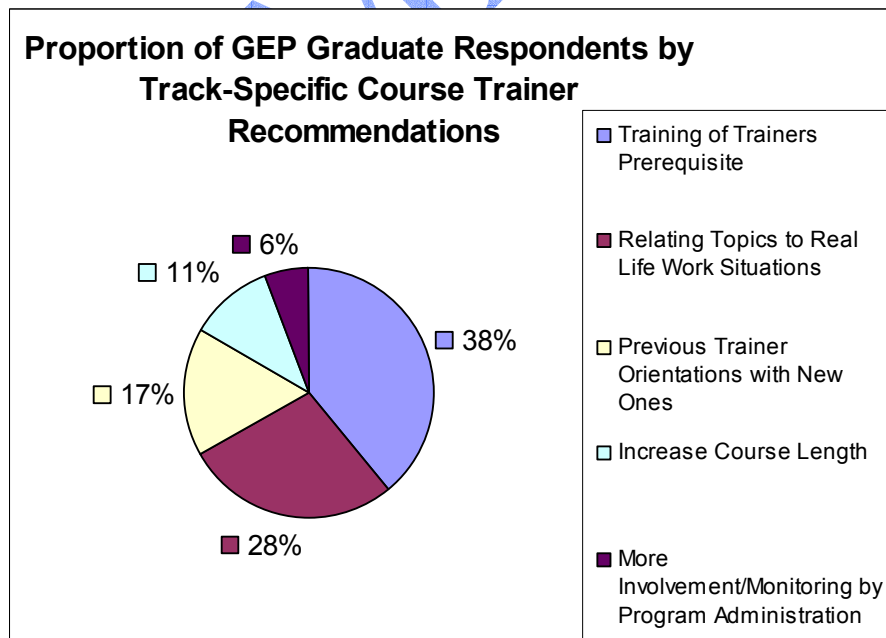


Figure 2: Values represent valid percents, not cumulative percents.

Annex 4.2.A.26

New Disciplines/Recommendations Suggested by GEP Graduate Participants for Trainers/Mentors

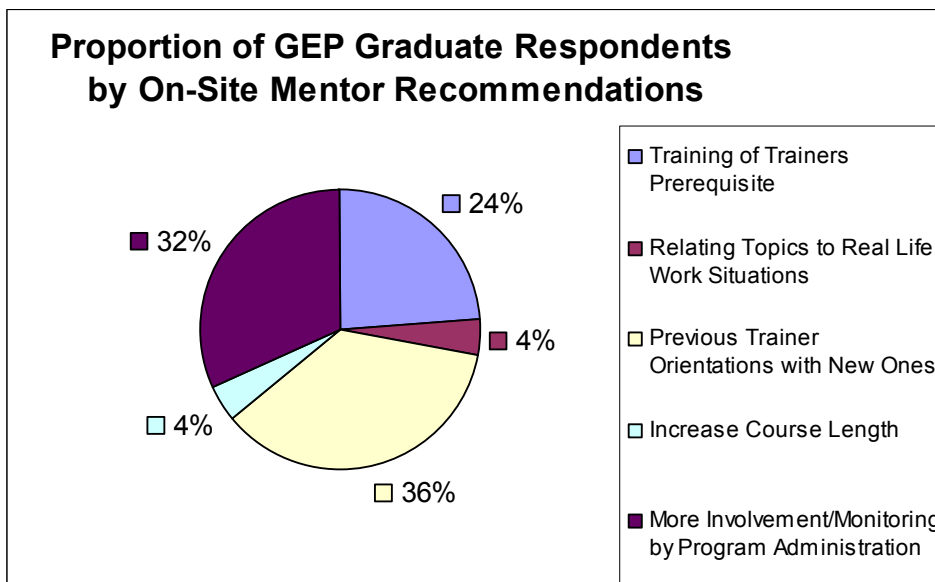


Figure 1: Values represent valid percents, not cumulative percents.

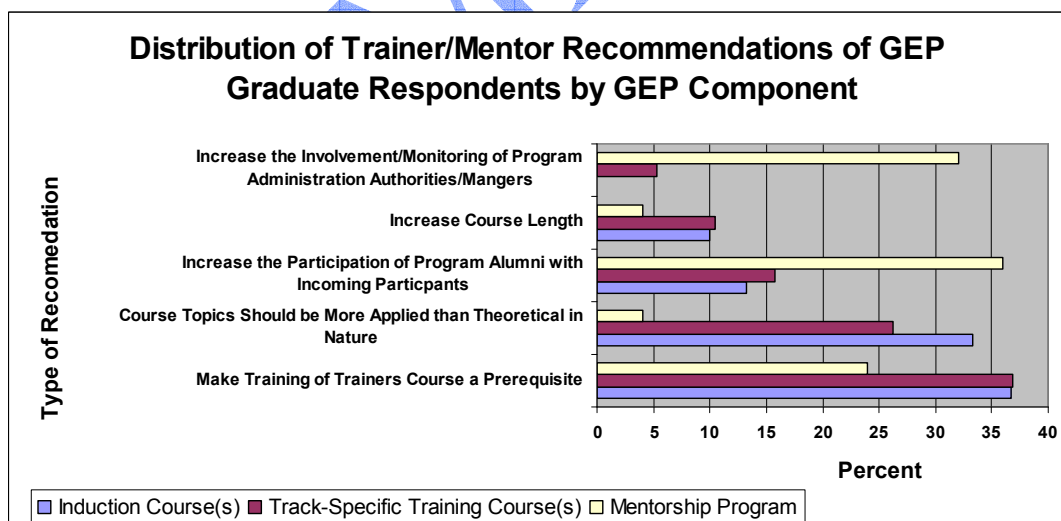


Figure 2: These values represent the valid percents of each recommendation made by GEP graduate respondents per GEP programme component.

Annex 4.2.A.27

New Disciplines/Recommendations Suggested by GEP Graduate Participants for GEP Courses/Programmes

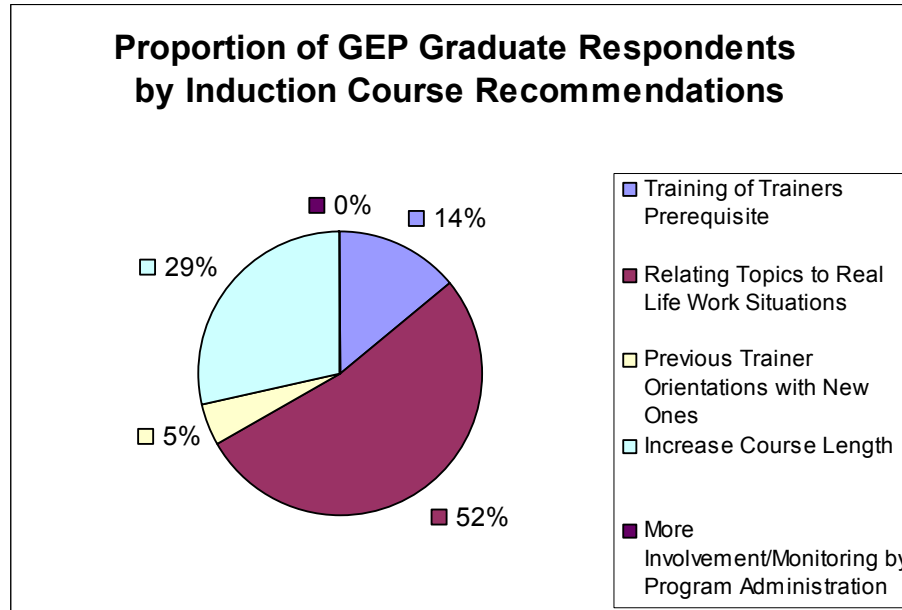


Figure 1: Values represent valid percents, not cumulative percents.

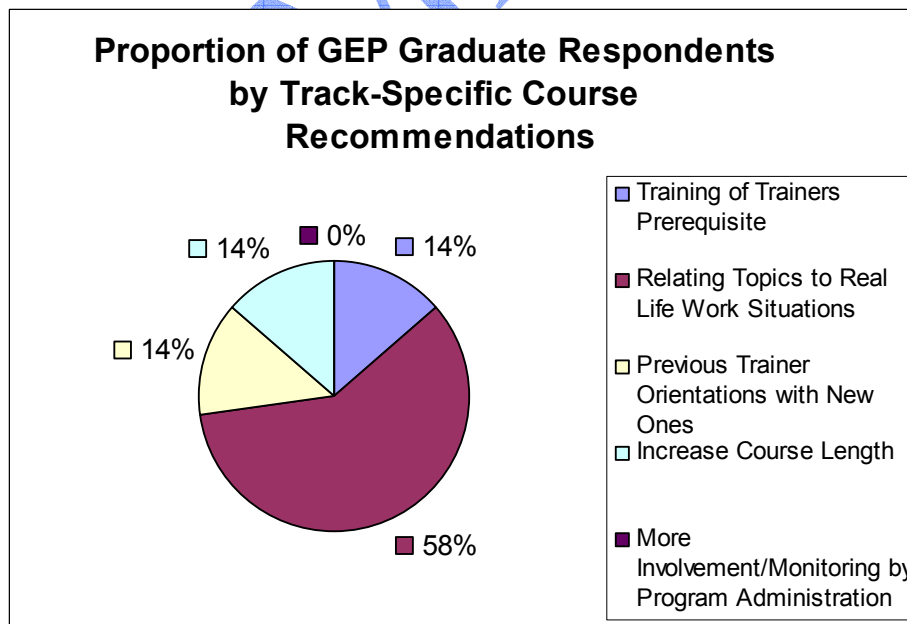


Figure 2: Values represent valid percents, not cumulative percents.

Annex 4.2.A.28

New Disciplines/Recommendations Suggested by GEP Graduate Participants for GEP Courses/Programmemes

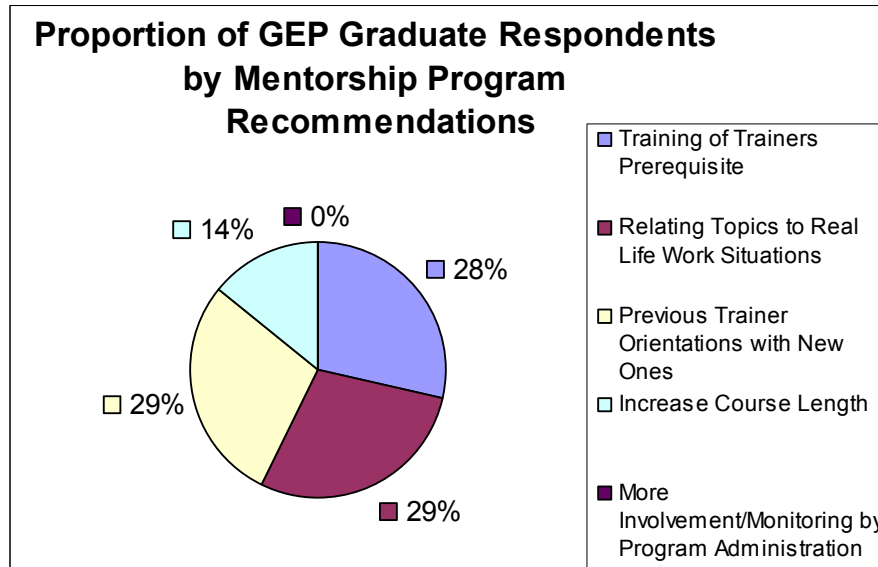


Figure 1: Values represent valid percents, not cumulative percents.

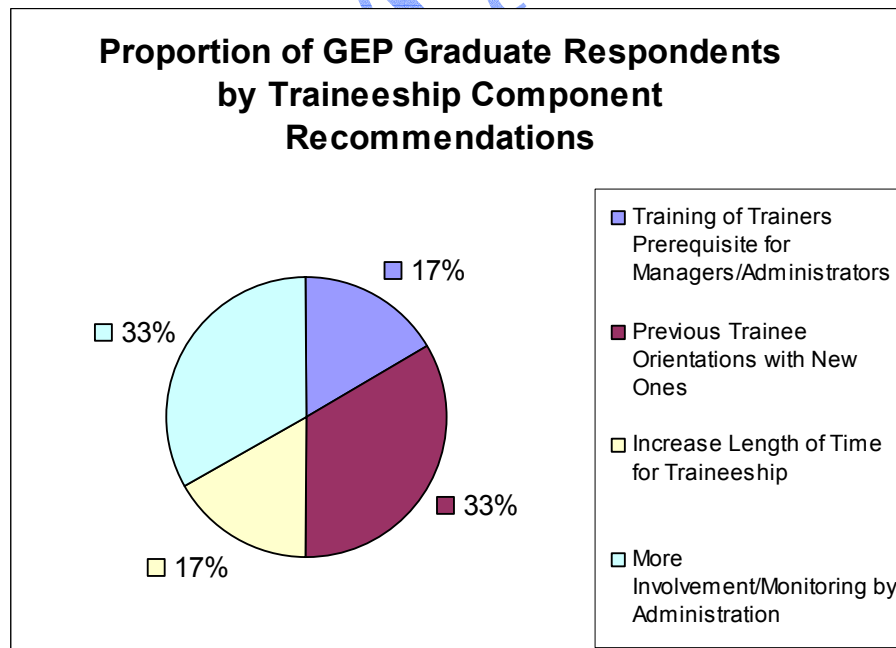


Figure 2: Values represent valid percents, not cumulative percents.

Annex 4.2.A.29

New Disciplines/Recommendations Suggested by GEP Graduate Participants for GEP Courses/Programmes

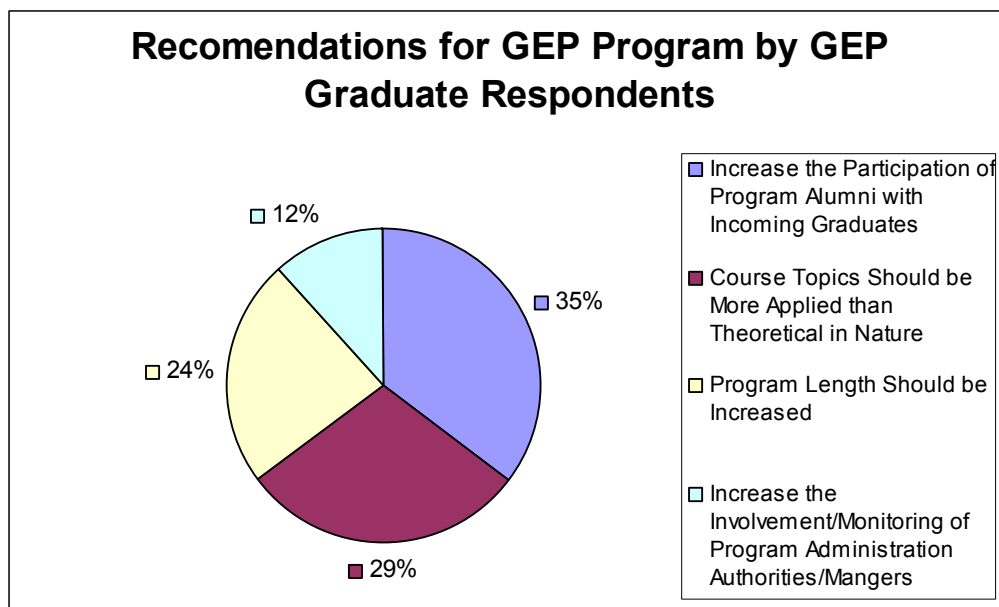


Figure 1: Values represent valid percents, not cumulative percents.

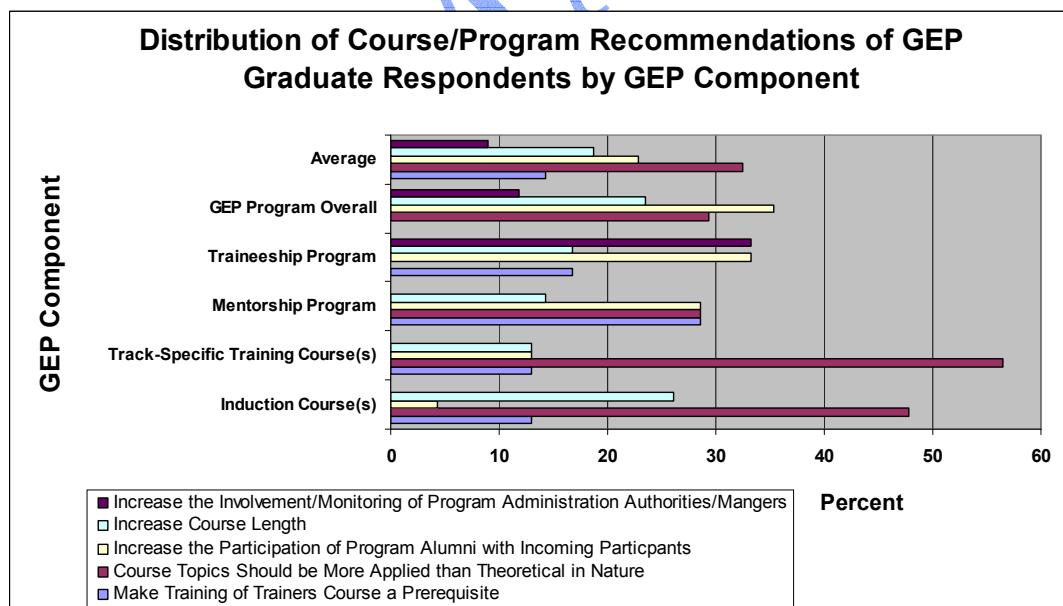


Figure 2: These values represent the valid percents of each recommendation made by GEP graduate respondents per GEP programme component. "Averages" were calculated by finding the mean of each recommendation made by the valid percents of each GEP component appraisal.

Annex 4.2.A.30

Difficulties faced by GEP Graduate Participants in the GEP Graduate Programme

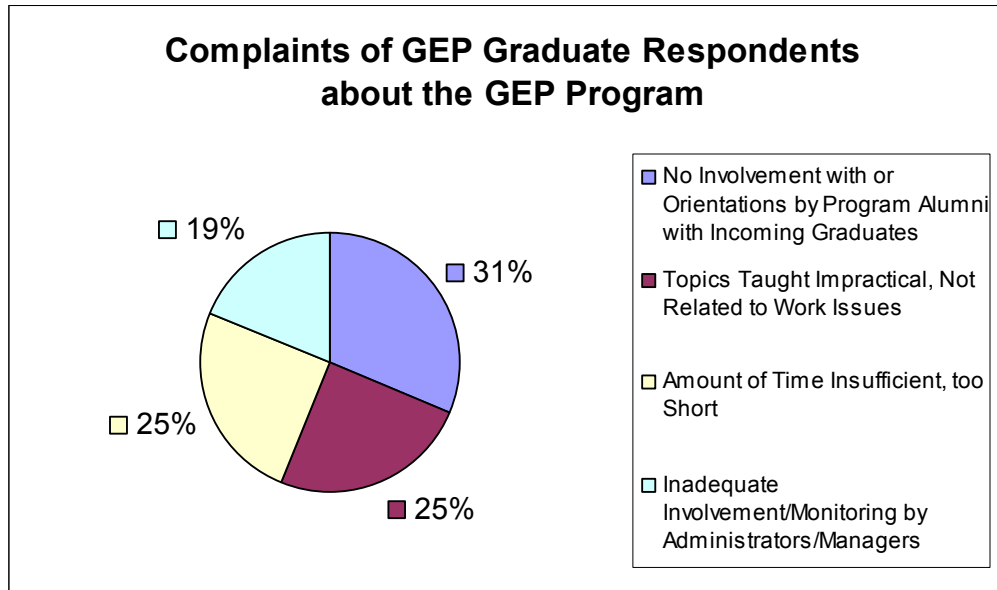


Figure 1: Values represent valid percents, not cumulative percents.

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Annex 4.2.B.1

Measures of Client Satisfaction by the Mentors

<i>Proportion of GEP Mentors Respondents by Quality of the GEP Mentorship Programme</i>						
		<i>Quality Rating (1-4)</i>				
#	Question	<i>Poor</i> 1	<i>Fair</i> 2	<i>Very Good</i> 3	<i>Excellent</i> 4	<i>Mean</i>
Q13a	Pre-mentoring training and advice	12.50	12.00	75.50	0.00	2.63
Q13b	Supplementary materials (syllabus, handouts, PDF files, etc.)	0.00	25.00	75.00	0.00	2.75
Q13c	Follow-up monitoring on mentorship programme	14.29	28.57	57.14	0.00	2.43
Q13d	Ample time allotted to the mentorship programme to be professional	25.00	25.00	50.00	0.00	2.25
Q13e	There was sufficient information provided prior to the start of the mentorship regarding the backgrounds of each of the GEP trainees	25.00	25.00	50.00	0.00	2.25
Q13f	Preparation and organization of the GEP mentorship programme	12.50	30.00	57.50	0.00	2.45
Q13g	Use of class time	0.00	37.50	62.50	0.00	2.63
Q13h	Clarity and understandability	0.00	37.50	62.50	0.00	2.63
Q13i	Respect and concern for mentors by PMC/MMIS management/affiliates	0.00	25.00	60.00	15.00	2.90
Q13j	Gender of mentors affected amount of time, help, attention, etc. offered by PMC/MMIS management/affiliates	14.29	18.57	57.14	10.00	2.63
Q13k	Fairness in evaluating mentors by PMC/MMIS management/affiliates	0.00	32.50	67.50	0.00	2.68
Q13L	Quality of feedback on submitted work by PMC/MMIS management/affiliates	12.50	20.00	55.00	12.50	2.68
Q13m	Availability and approachability of PMC/MMIS management/affiliates by mentors	12.50	12.50	75.00	0.00	2.63
Q13n	PMC/MMIS management/affiliates were well informed	15.00	15.00	57.50	12.50	2.68
Q13o	PMC/MMIS management/affiliates had sufficient practical experience	15.00	15.00	57.50	12.50	2.68
Q13p	PMC/MMIS management/affiliates' willingness to answer questions and help the mentors with their work	0.00	25.00	60.00	15.00	2.90
Q13q	PMC/MMIS management/affiliates' overall effectiveness with the GEP mentorship programme	00.00	32.50	67.50	0.00	2.68
Total		158.58	416.64	1047.28	77.5	42.61
Average		9.33	24.51	61.60	4.56	2.61

Table 1: Values represent valid percents of the respondents who selected each quality rating per question. "Mean" values represent the average of the quality rating per question; each row total was divided by the total number of quality rating categories. "Total" values represent the sum of each column. "Average" values represent means, which were calculated by dividing each column total by the total number of rows.

Annex 4.2.B.2

Measures of Client Satisfaction by the Mentors

<u>Proportion of the GEP Mentor Respondents</u>						
<u>Regarding the GEP Mentorship Programme</u>						
#	Question	<u>Level of Agreement (1-4)</u>				<u>Mean</u>
		<u>Strongly Agree</u> 1	<u>Somewhat Agree</u> 2	<u>Somewhat Disagree</u> 3	<u>Strongly Disagree</u> 4	
Q12a	Course training room had adequate space	22.2	77.8	0.0	0.0	1.78
Q12b	There was enough privacy to tutor the GEP trainees	11.1	77.8	11.1	0.0	2.00
Q12c	The facilities, amenities, and equipment were sufficient to mentor the trainees	55.6	44.4	0.0	0.0	1.44
Q12d	The environment was conducive to the equity of interpersonal relationships between the employees and the GEP trainees	28.6	57.1	14.3	0.0	1.86
Q12e	I had sufficient knowledge of the forms used for the management of the GEP	11.1	44.4	11.1	33.3	2.67
Total		128.6	301.6	36.5	33.3	9.7
Average		25.7	60.3	7.3	6.7	1.9

Table 1: Values represent valid percents of the respondents who selected each quality rating per question. “Mean” values represent the average of the quality rating per question; each row total was divided by the total number of quality rating categories. “Total” values represent the sum of each column. “Average” values represent means, which were calculated by dividing each column total by the total number of rows.

Annex 4.2.B.3

Measures of Client Satisfaction by the GEP SME Respondents

<u>Proportion of the GEP SME Respondents</u>						
#	Question	<u>Level of Agreement (1-4)</u>				<u>Mean</u>
		<u>Strongly Agree</u>	<u>Somewhat Agree</u>	<u>Somewhat Disagree</u>	<u>Strongly Disagree</u>	
		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	
Q8A	Training ability of the SME was enhanced	20	80	0	0	1.8
Q8B	Counsellors were provided for training planning	10	60	30	0	2.2
Q8C	Support was provided for the SME to select qualified staff members	30	60	10	0	1.8
Q8D	Qualified staff were provided at a minimum cost to the SMEs	40	50	0	10	1.8
Q8E	Opportunity was given to implement training activities geared to SME requirements	20	80	0	0	1.8
Total		120	330	40	10	9.4
Average		24	66	8	2	1.88

Table 1: Values represent valid percents of the respondents who selected each level of agreement per question. “Mean” values represent the average of the level of agreement per question; each row total was divided by the total number of level of agreement rating categories. “Total” values represent the sum of each column. “Average” values represent means, which were calculated by dividing each column total by the total number of rows.

Annex 4.2.B.4

Measures of Client Satisfaction by the GEP SME Respondents

<u>Proportion of the GEP SME Respondents’ Satisfaction with the GEP Trainees</u>						
#	Question	<u>Level of Agreement (1-4)</u>				<u>Mean</u>
		Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	
		1	2	3	4	
Q9A	Trainees are skilled	20	60	10	10	2.10
Q9B	Trainee productivity is higher than other employees	30	50	10	10	2.00
Q9C	Trainees are committed to company policy	40	50	10	0	1.70
Q9D	Trainees have career ethics	30	50	20	0	1.90
Total		120	210	50	20	7.70
Average		30	52	12	5	1.93

Table 1: Values represent valid percents of the respondents who selected each level of agreement per question. “Mean” values represent the average of the level of agreement per question; each row total was divided by the total number of level of agreement rating categories. “Total” values represent the sum of each column. “Average” values represent means, which were calculated by dividing each column total by the total number of rows.

Annex 4.2.B.5

Measures of Employability of the GEP SME Respondents

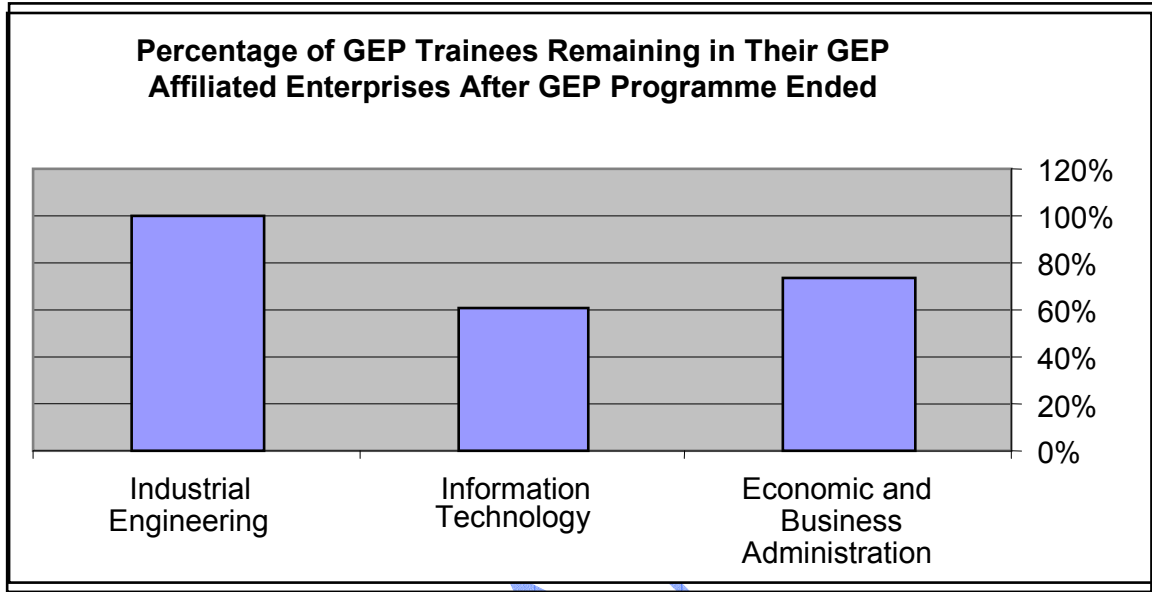


Figure 1: These values represent the percentage of trainees remaining after their traineeship, according to their educational specializations.

Annex 4.2.B.6

Measures of employability of the GEP SME Respondents

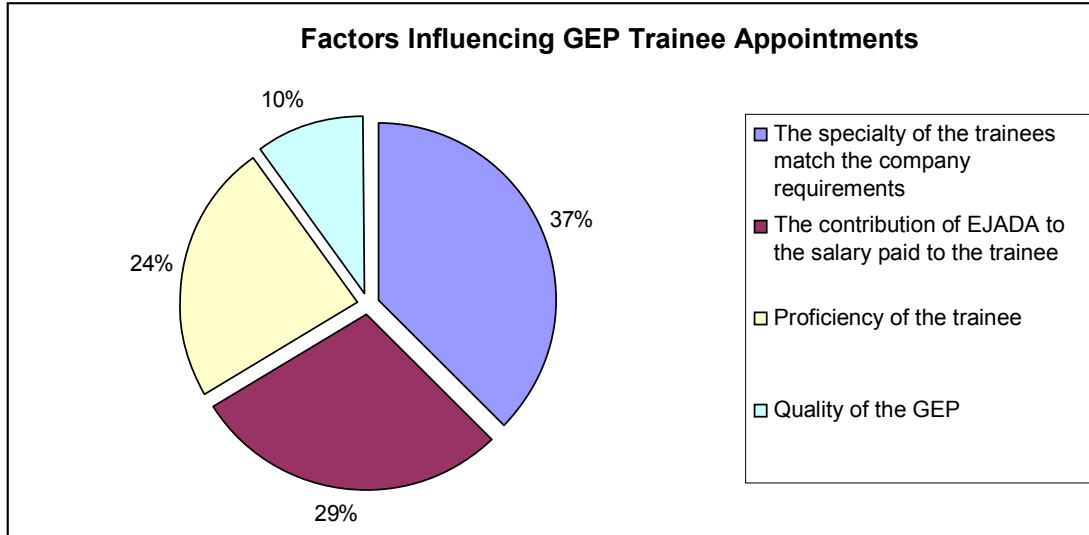


Figure 1: Values represent valid percentages, not cumulative percentages.

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Annex 4.2.B.7

Measures of Employability of the GEP SME Respondents

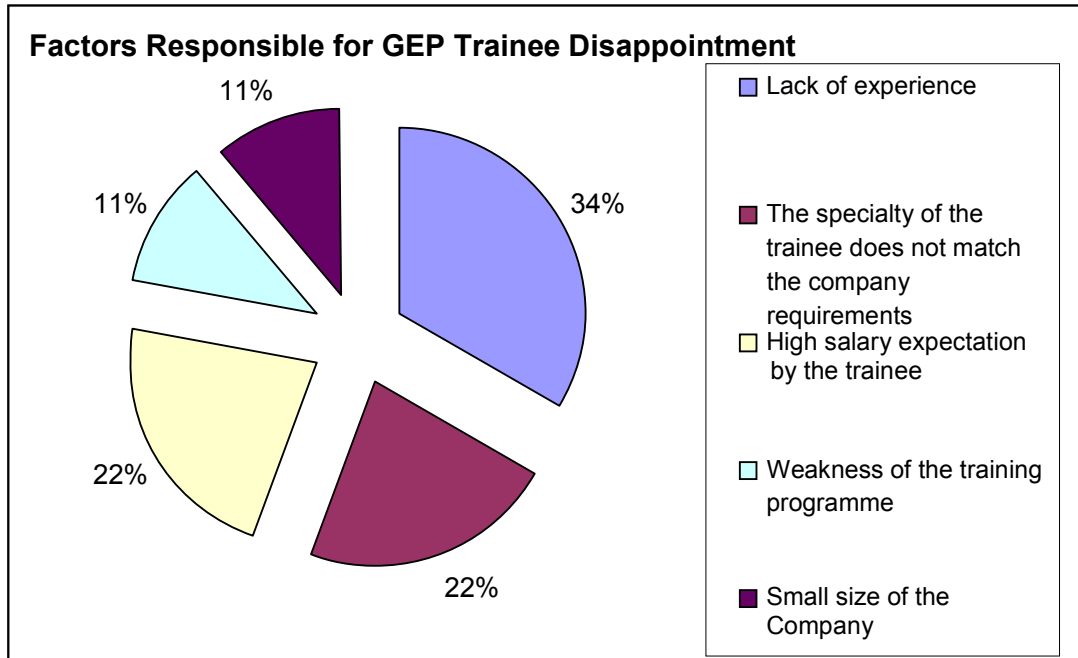


Figure 1: Values represent valid percentages, not cumulative percentages.

Annex 4.2.B.8

Measures of Employability of the GEP SME Respondents

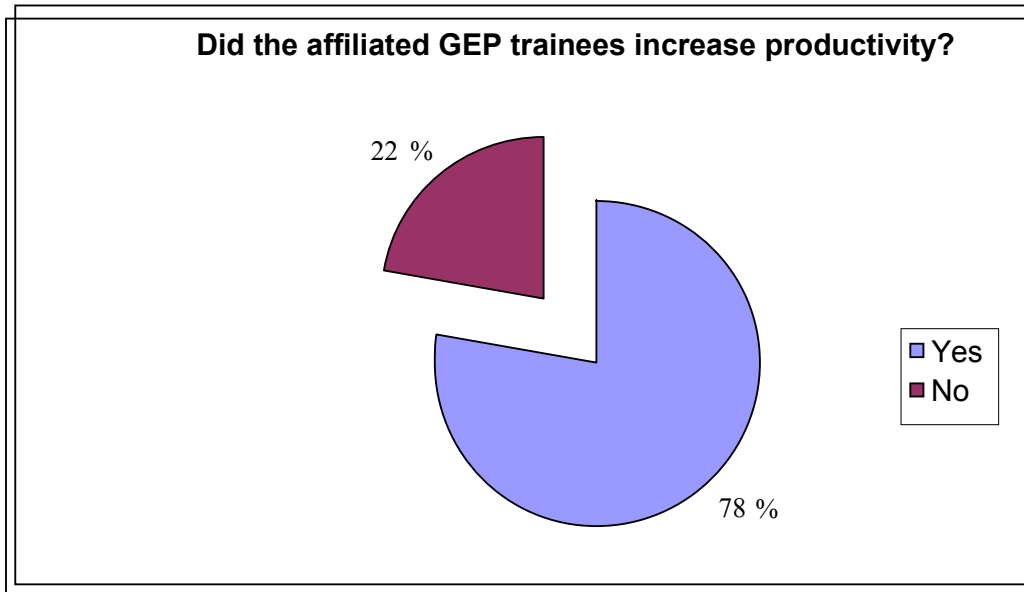


Figure 1: Values represent valid percentages, not cumulative percentages.

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Annex 4.2.B.9

Measures of Employability of the GEP SME Respondents

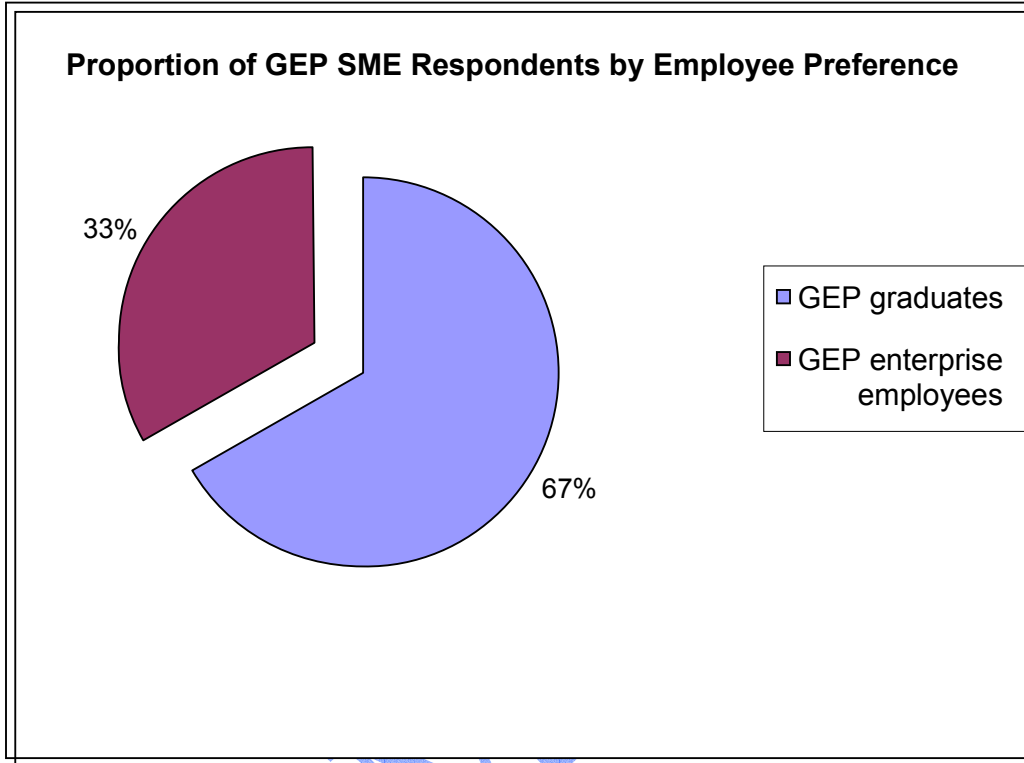


Figure 1: Values represent valid percentages, not cumulative percentages.

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Annex 4.2.B.10

New Disciplines/Recommendations Suggested by the GEP Mentor Respondents and the GEP SME Respondents Combined

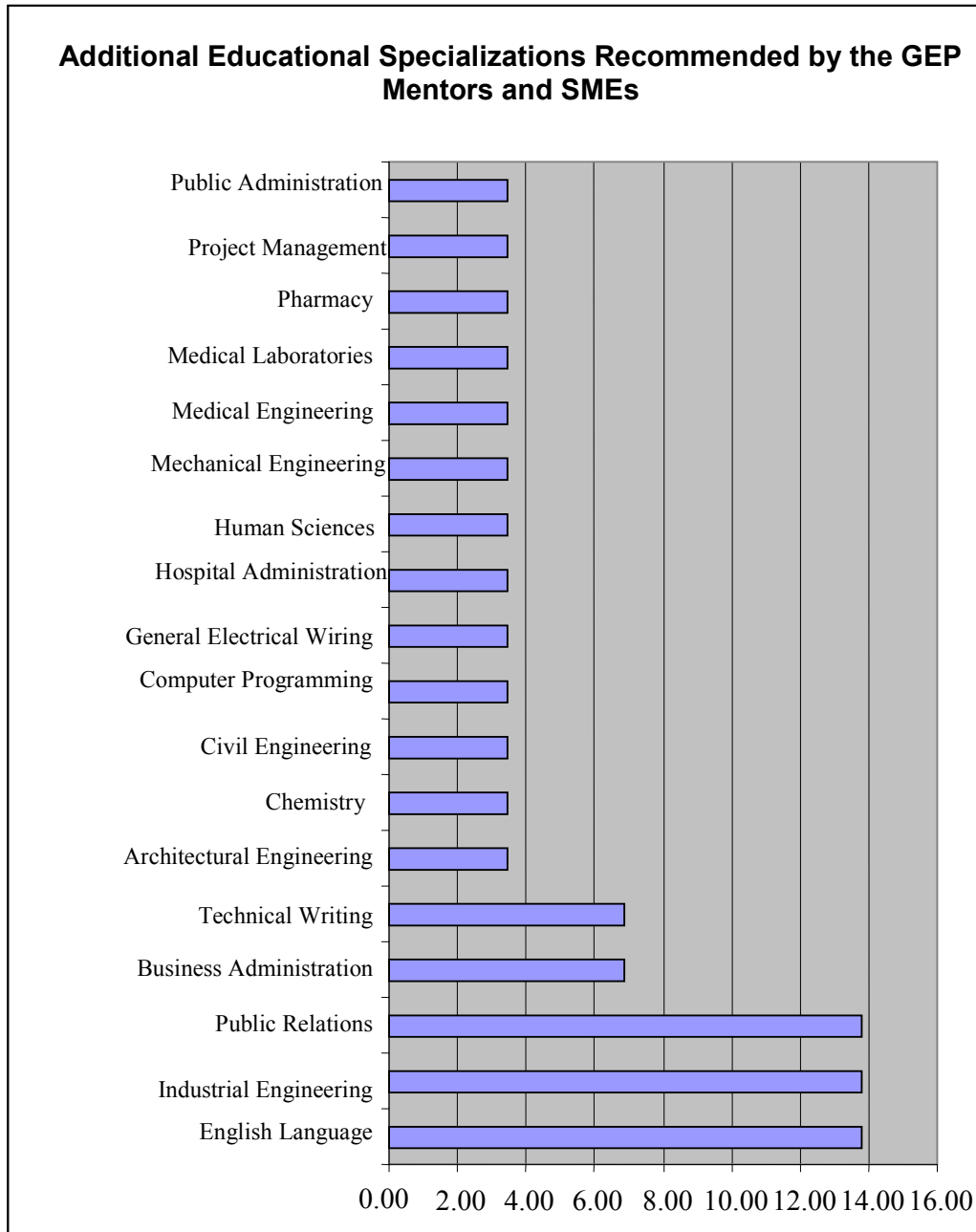


Figure 1: Values represent valid percentages, not cumulative percentages.

Annex 4.2.B.11

New Disciplines/Recommendations Suggested by the GEP Mentor Respondents and the GEP SME Respondents Combined

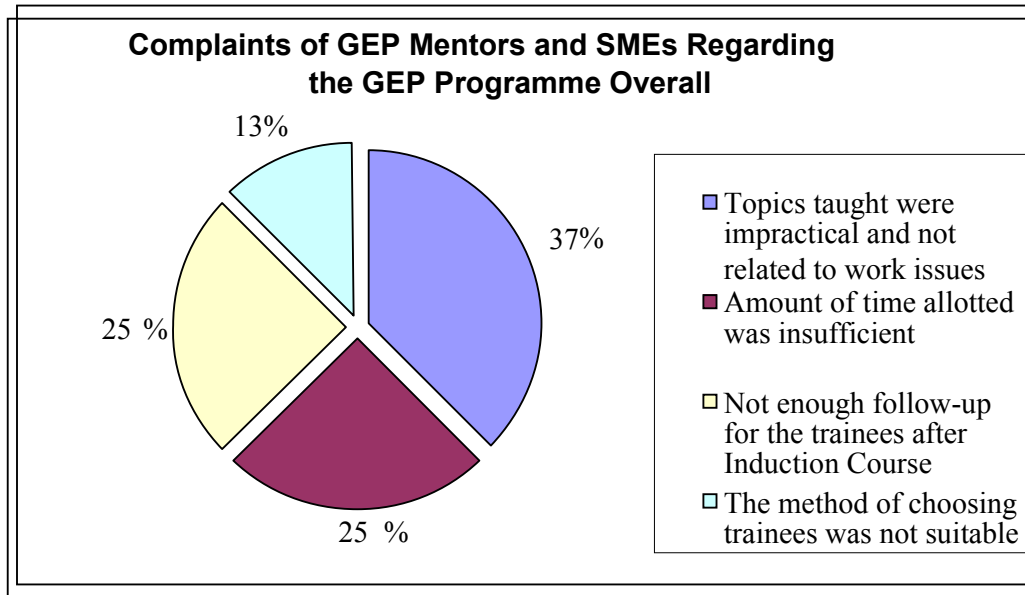


Figure 1: Values represent valid percentages, not cumulative percentages.

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Annex 4.2.B.12

New Disciplines/Recommendations Suggested by the GEP Mentor Respondents and the GEP SME Respondents Combined

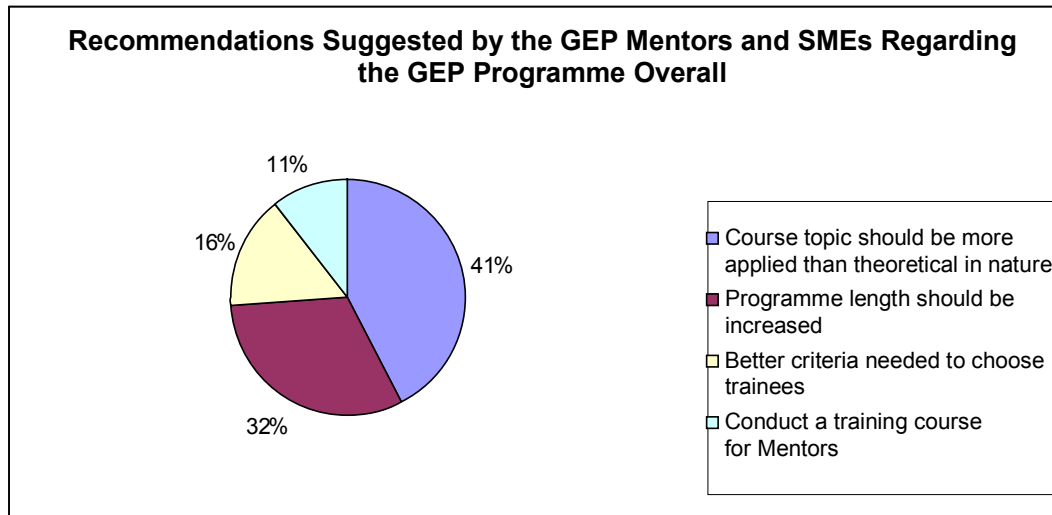


Figure 1: Values represent valid percentages, not cumulative percentages.

AL-MANAR

Annex 4.2.B.13

New Disciplines/Recommendations Suggested by the GEP Mentor Respondents and the GEP SME Respondents Combined

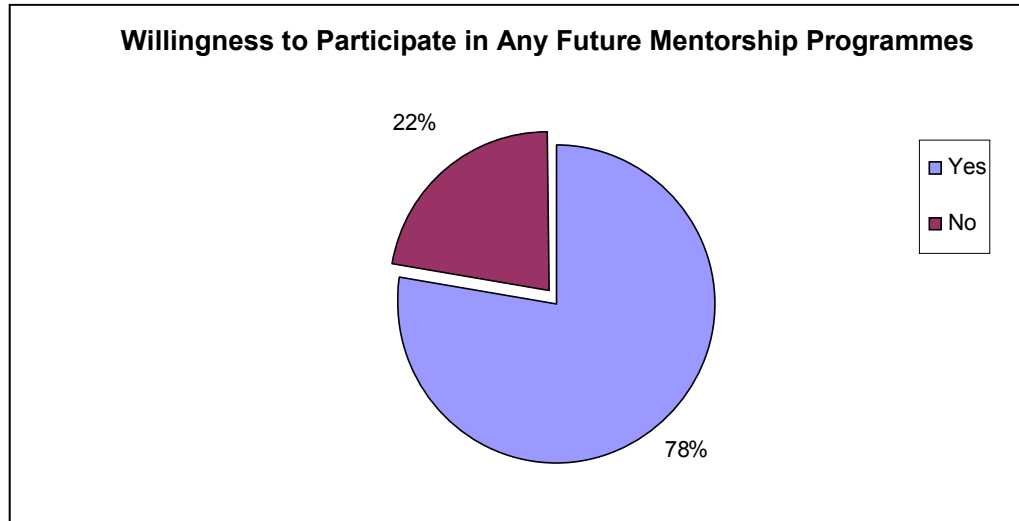


Figure 1: Values represent valid percentages, not cumulative percentages.

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Annex 4.2.B.14

New Disciplines/Recommendations Suggested by the GEP Mentor Respondents

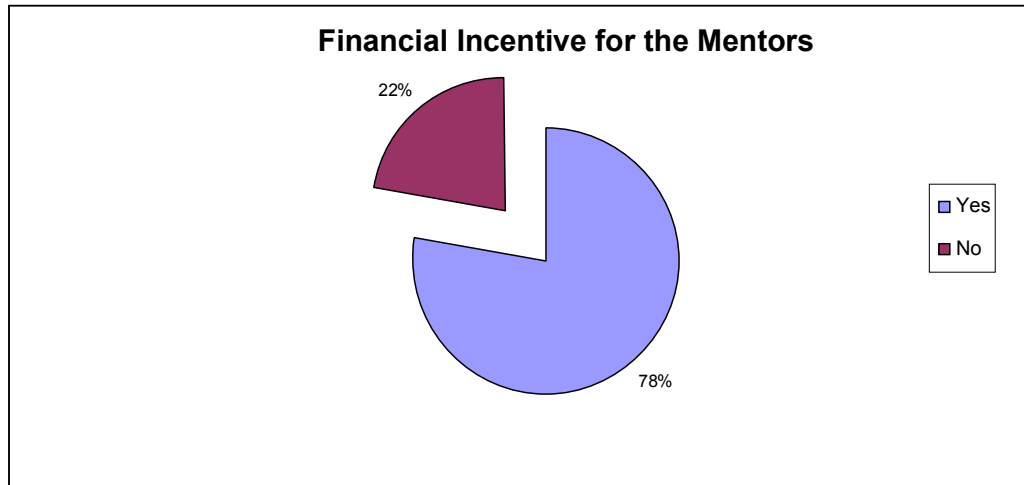


Figure 1: Values represent valid percentages, not cumulative percentages.

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Annex 4.2.B.15

New Disciplines/Recommendations Suggested by the GEP Mentor Respondents

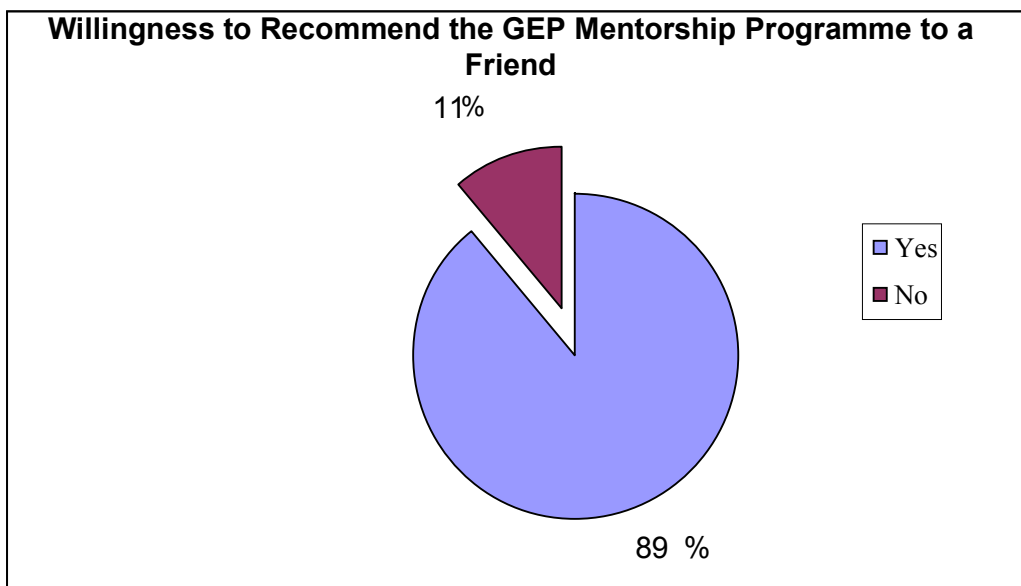


Figure 1: Values represent valid percentages, not cumulative percentages.

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Annex 4.3: Questionnaires.

Annex 4.3.A.1

Graduate Appraisal Questionnaire

We are conducting this questionnaire survey on behalf of EJADA, evaluating the GEP subcomponent. The results of this study will significantly affect the future and direction of similar types of programmemes. Please answer all of the following questions, as best as you can. Your responses will remain anonymous. Thank you for your cooperation and your time.

For your convenience, the following are a list of the acronyms used in this survey:

1. EJADA: Euro-Jordanian Action for the Development of Enterprise
2. GEP: Graduate Enterprise Programme
3. N/A: Not Applicable
4. PDF: Portable Document Format

A. PERSONAL INFORMATION

1. Sex Male 1. Female 2.

2. Birth date (D-M-Y) _____

3. Marital status Not married..... 1. Married..... 2.

4. Where do you currently live most of the time?

Amman..... <input type="checkbox"/> 1.	Irbid..... <input type="checkbox"/> 5.	Karak..... <input type="checkbox"/> 9.
Balqa..... <input type="checkbox"/> 2.	Mafraq..... <input type="checkbox"/> 6.	Tafiela..... <input type="checkbox"/> 10.
Zarqa..... <input type="checkbox"/> 3.	Jarash..... <input type="checkbox"/> 7.	Ma'an..... <input type="checkbox"/> 11.
Madaba..... <input type="checkbox"/> 4.	Ajloun..... <input type="checkbox"/> 8.	Aqaba..... <input type="checkbox"/> 12.

5. Please state the name of the university from which you received your bachelor's degree, as well as your area of specialization.

Name of University

Area of Specialization

B. GENERAL EMPLOYABILITY APPRAISAL

6. Which sector do/did you work in, at your current/most recent job?

Annex 4.3.A.2

Public 1. Private 2. Other 3.

7. What is your current employment status? (Mark ONE only)

Paid employee..... 1.
Employer..... 2.
Own-account worker..... 3.
Unpaid family worker..... 4.
Unpaid worker..... 5.
Unemployed..... 6.

8. What governorate is your current/most recent job located in?

Amman..... 1. Irbid..... 5. Karak..... 9.
Balqa..... 2. Mafrq..... 6. Tafila..... 10.
Zarqa..... 3. Jarash..... 7. Ma'an..... 11.
Madaba..... 4. Ajloun..... 8. Aqaba..... 12.

9. How much time passed between seeking work and finding employment?

1-3 months..... 1. 3-4 years..... 5.
4-6 months..... 2. More than 4 years..... 6.
7-11 months..... 3. N/A..... 9.
1-2 years..... 4.

10. What method(s) do/did you use while searching for work? (Please mark ALL that apply)

The GEP traineeship programme or affiliated GEP participants..... 1.
Applying directly to the Civil Service Bureau..... 2.
Applying directly to the employers..... 3.
Searching for work at certain workers' gatherings or assembly places..... 4.
Placing or answering advertisements in newspapers..... 5.
Placing or answering advertisements in the internet..... 6.
Seeking the assistance of professional recruiting companies..... 7.
Seeking the assistance of friends or relatives (*wastahs*)..... 8.
Other (please specify)_____

11. How long have been/were you working at your most recent job?

Annex 4.3.A.3

- | | | |
|--|--|--------------------------------------|
| 1-3 months..... <input type="checkbox"/> 1. | 1-2 years..... <input type="checkbox"/> 4. | N/A..... <input type="checkbox"/> 9. |
| 4-6 months..... <input type="checkbox"/> 2. | 3-4 years..... <input type="checkbox"/> 5. | |
| 7-11 months..... <input type="checkbox"/> 3. | More than 3 years..... <input type="checkbox"/> 6. | |

12. What is your current/most recent job? (Please describe your tasks)

C. CLIENT SATISFACTION APPRAISAL OF THE INDUCTION COURSE

13. Please rate the quality of the trainers you received through the GEP induction course(s) from poor to excellent. Leave blank if not applicable.

	Poor	Fair	Very Good	Excellent
a) Course preparation and organization.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
b) Use of class time.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
c) Clarity and understandability.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
d) Enthusiasm for the subject and teaching.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
e) Respect and concern for students.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
f) Gender of students affected amount of time, help, attention, etc. offered by the trainers.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
g) Availability and approachability by students.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
h) Trainers readiness and willingness to accept feedback from students.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
i) Trainers were well informed.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
j) Trainers overall effectiveness as a teacher.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.

14. Please rate your level of agreement with these statements, regarding the GEP induction course(s), from strongly agree to strongly disagree.

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
a) I attended class regularly.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
b) I put considerable effort into this course.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
c) I gained a good understanding of the course content.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
d) The course length was sufficient for the material covered.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
e) The course was repetitive of my academic training.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.

Annex 4.3.A.4

- f) I would recommend the GEP induction course(s) to a friend..... 1. 2. 3. 4.

D. EMPLOYABILITY APPRAISAL OF THE INDUCTION COURSE

15. Please rate the quality of the GEP induction course(s) from poor to excellent. Leave blank if not applicable.

	Poor	Fair	Very Good	Excellent
a) Supplementary materials (films, slides, PDF files, guest lectures, etc.).....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
b) Course material was related to my traineeship.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
c) Course material was useful in my traineeship.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
d) Course prepared me for future jobs/work.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
e) Course overall as a learning experience.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
f) Course training room location was clean.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
g) Course training room had adequate space.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.

16. Please rate the effect that the GEP induction course(s) had on your job skills from poor to excellent. Leave blank if not applicable.

	Poor	Fair	Very Good	Excellent
a) Communication skills.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
b) Organizational skills.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
c) Leadership skills.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
d) Problem solving skills.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
e) Analytical skills.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
f) Negotiation skills.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
g) Teamwork skills.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
h) Other skills (please specify) _____				

E. NEW DISCIPLINES/RECOMMENDATIONS FOR THE INDUCTION COURSE

17. Please suggest how the GEP induction course trainers might improve:

1. _____
2. _____
3. _____
4. _____

Annex 4.3.A.5

18. Please suggest how the GEP induction course(s) might improve:

1. _____
 2. _____
 3. _____
 4. _____

F. CLIENT SATISFACTION OF THE TRACK-SPECIFIC COURSE(S)

19. Please rate the quality of the trainer(s) you received through the GEP track-specific course(s) from poor to excellent. Leave blank if not applicable.

	Poor	Fair	Very Good	Excellent
a) Course preparation and organization.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
b) Use of class time.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
c) Clarity and understandability.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
d) Enthusiasm for the subject and teaching.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
e) Respect and concern for students.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
f) Gender of students affected amount of time, help, attention, etc. offered by the trainer(s).....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
g) Honesty of the trainer(s).....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
h) Integrity of the trainer(s).....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
i) Fairness in evaluating students.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
j) Quality of feedback on submitted work.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
k) Availability and approachability by students.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
l) Trainer(s) readiness and willingness to accept feedback from students.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
m) Trainer(s) was well informed.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
n) Trainer(s) had a lot of applied knowledge and practical experience.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
o) Trainer(s) overall effectiveness as a teacher.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.

20. Please rate the quality of the GEP track-specific course(s) from poor to excellent. Leave blank if not applicable.

	Poor	Fair	Very Good	Excellent
a) Syllabus and handouts.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
b) Exercises and case studies.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
c) Assignments.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
d) Required reading.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
e) Supplementary materials (films, slides, PDF files, guest lectures, etc.).....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
f) Course material was related to my traineeship.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.

Annex 4.3.A.6

- g) Course material was useful in my traineeship..... 1. 2. 3. 4.
- h) Course prepared me for future jobs/work..... 1. 2. 3. 4.
- i) Course overall as a learning experience..... 1. 2. 3. 4.
- j) Course training room location was clean..... 1. 2. 3. 4.
- k) Course training room had adequate space..... 1. 2. 3. 4.
- l) The equipment was enough for all of the trainees
throughout the entirety of course(s)..... 1. 2. 3. 4.

21. Please rate your level of agreement with these statements, regarding the GEP track-specific course(s), from strongly agree to strongly disagree.

- | | Strongly Agree | Somewhat Agree | Somewhat Disagree | Strongly Disagree |
|--|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| a) I attended class regularly..... | <input type="checkbox"/> 1. | <input type="checkbox"/> 2. | <input type="checkbox"/> 3. | <input type="checkbox"/> 4. |
| b) I put considerable effort into this course..... | <input type="checkbox"/> 1. | <input type="checkbox"/> 2. | <input type="checkbox"/> 3. | <input type="checkbox"/> 4. |
| c) I gained a good understanding of the
course content..... | <input type="checkbox"/> 1. | <input type="checkbox"/> 2. | <input type="checkbox"/> 3. | <input type="checkbox"/> 4. |
| d) The course length was sufficient for the
material covered..... | <input type="checkbox"/> 1. | <input type="checkbox"/> 2. | <input type="checkbox"/> 3. | <input type="checkbox"/> 4. |
| e) The course was repetitive of my academic
training..... | <input type="checkbox"/> 1. | <input type="checkbox"/> 2. | <input type="checkbox"/> 3. | <input type="checkbox"/> 4. |
| f) I would recommend the GEP track-specific
training course(s) to a friend..... | <input type="checkbox"/> 1. | <input type="checkbox"/> 2. | <input type="checkbox"/> 3. | <input type="checkbox"/> 4. |

G. EMPLOYABILITY APPRAISAL OF THE TRACK-SPECIFIC COURSE(S)

22. Please rate the effect that the GEP track-specific course(s) had on your job skills from poor to excellent. Leave blank if not applicable.

- | | Poor | Fair | Very Good | Excellent |
|--|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| a) Communication skills..... | <input type="checkbox"/> 1. | <input type="checkbox"/> 2. | <input type="checkbox"/> 3. | <input type="checkbox"/> 4. |
| b) Organizational skills..... | <input type="checkbox"/> 1. | <input type="checkbox"/> 2. | <input type="checkbox"/> 3. | <input type="checkbox"/> 4. |
| c) Leadership skills..... | <input type="checkbox"/> 1. | <input type="checkbox"/> 2. | <input type="checkbox"/> 3. | <input type="checkbox"/> 4. |
| d) Job-specific skills..... | <input type="checkbox"/> 1. | <input type="checkbox"/> 2. | <input type="checkbox"/> 3. | <input type="checkbox"/> 4. |
| e) Problem solving skills..... | <input type="checkbox"/> 1. | <input type="checkbox"/> 2. | <input type="checkbox"/> 3. | <input type="checkbox"/> 4. |
| f) Analytical skills..... | <input type="checkbox"/> 1. | <input type="checkbox"/> 2. | <input type="checkbox"/> 3. | <input type="checkbox"/> 4. |
| g) Negotiation skills..... | <input type="checkbox"/> 1. | <input type="checkbox"/> 2. | <input type="checkbox"/> 3. | <input type="checkbox"/> 4. |
| h) Teamwork skills..... | <input type="checkbox"/> 1. | <input type="checkbox"/> 2. | <input type="checkbox"/> 3. | <input type="checkbox"/> 4. |
| i) Other skills (please specify) _____ | | | | |

Annex 4.3.A.7

H. NEW DISCIPLINES/RECOMMENDATIONS FOR THE TRACK-SPECIFIC COURSE(S)

23. Please suggest how the GEP track-specific course(s) might improve:

1. _____
 2. _____
 3. _____
 4. _____

24. Please suggest how the GEP track-specific course trainer(s) might improve:

1. _____
 2. _____
 3. _____
 4. _____

I. CLIENT SATISFACTION APPRAISAL OF THE ON-SITE MENTORSHIP COMPONENT

25. Please rate the quality of the on-site mentor, offered to you through the GEP programme, from poor to excellent. Leave blank if not applicable.

	Poor	Fair	Very Good	Excellent
a) Clarity and understandability.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
b) Respect and concern for trainees.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
c) Gender of students affected amount of time, help, attention, etc. offered by the mentor.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
d) Honesty of the mentor.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
e) Integrity of the mentor.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
f) Fairness in evaluating trainees.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
g) Quality of feedback on submitted work.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
h) Availability and approachability by trainees.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
i) Mentor was well informed.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
j) Mentor offered had a lot of applied knowledge and practical experience.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
k) Mentor's readiness and willingness to accept feedback from trainee.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
l) Mentor's willingness to answer questions and help the trainees with their work.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
m) Mentor's overall effectiveness as a teacher.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.

Annex 4.3.A.8

26. Please rate the quality of the GEP on-site job training session(s) from poor to excellent. Leave blank if not applicable.

	Poor	Fair	Very Good	Excellent
a) Relevancy of assignments/exercises.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
b) Amount of supervision.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
c) Rotation within the enterprise.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
d) Diversity of equipment.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
e) Project work.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
f) Effectiveness of training plan.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
g) Usefulness of quarterly evaluations.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
h) Efficiency of mentorship training.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
i) Mentoring prepared me for future jobs/work.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
j) Mentorship overall as a learning experience.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.

27. Please rate your level of agreement with these statements, regarding the GEP on-site job training session(s), from strongly agree to strongly disagree.

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
a) I was mentored regularly.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
b) I put considerable effort into the training.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
c) I needed or would have liked more mentoring.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
d) The mentoring was sufficient for me to complete my work tasks.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
e) The mentoring was repetitive of my academic training.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
f) I would recommend the GEP mentoring session(s) to a friend.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.

J. EMPLOYABILITY APPRAISAL OF THE ON-SITE MENTORSHIP COMPONENT

28. Please rate the effect that the GEP on-site job training session(s) has had on your job skills, from poor to excellent. Leave blank if not applicable.

	Poor	Fair	Very Good	Excellent
a) Communication skills.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
b) Organizational skills.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
c) Leadership skills.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.

Annex 4.3.A.9

- | | | | | |
|---|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| d) Job-specific skills..... | <input type="checkbox"/> 1. | <input type="checkbox"/> 2. | <input type="checkbox"/> 3. | <input type="checkbox"/> 4. |
| e) Computer literacy skills..... | <input type="checkbox"/> 1. | <input type="checkbox"/> 2. | <input type="checkbox"/> 3. | <input type="checkbox"/> 4. |
| f) Internet skills..... | <input type="checkbox"/> 1. | <input type="checkbox"/> 2. | <input type="checkbox"/> 3. | <input type="checkbox"/> 4. |
| g) Familiarity with specialized computer software programmes..... | <input type="checkbox"/> 1. | <input type="checkbox"/> 2. | <input type="checkbox"/> 3. | <input type="checkbox"/> 4. |
| h) Foreign language skills..... | <input type="checkbox"/> 1. | <input type="checkbox"/> 2. | <input type="checkbox"/> 3. | <input type="checkbox"/> 4. |
| i) Problem solving skills..... | <input type="checkbox"/> 1. | <input type="checkbox"/> 2. | <input type="checkbox"/> 3. | <input type="checkbox"/> 4. |
| j) Analytical skills..... | <input type="checkbox"/> 1. | <input type="checkbox"/> 2. | <input type="checkbox"/> 3. | <input type="checkbox"/> 4. |
| k) Negotiation skills..... | <input type="checkbox"/> 1. | <input type="checkbox"/> 2. | <input type="checkbox"/> 3. | <input type="checkbox"/> 4. |
| l) Teamwork skills..... | <input type="checkbox"/> 1. | <input type="checkbox"/> 2. | <input type="checkbox"/> 3. | <input type="checkbox"/> 4. |
| m) Other skills (please specify) _____ | | | | |

K. NEW DISCIPLINES/RECOMMENDATIONS FOR THE ON-SITE MENTORSHIP COMPONENT

29. Please suggest how the mentor might improve:

1. _____
2. _____
3. _____
4. _____

30. Please suggest how the on-site mentoring session(s) might improve:

1. _____
2. _____
3. _____
4. _____

L. CLIENT SATISFACTION APPRAISAL OF THE TRAINEESHIP COMPONENT

31. Please rate your level of agreement with these statements, regarding working environment of the employing or affiliated GEP enterprise, from strongly agree to strongly disagree.

- | | Strongly Agree | Somewhat Agree | Somewhat Disagree | Strongly Disagree |
|--|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| a) There were opportunities for promotion..... | <input type="checkbox"/> 1. | <input type="checkbox"/> 2. | <input type="checkbox"/> 3. | <input type="checkbox"/> 4. |
| b) Gender played a significant role in hiring practices, promotions, work evaluations, layoffs, and/or in-kind | | | | |

Annex 4.3.A.10

- benefits..... 1. 2. 3. 4.
- c) Quality of work/job skills was an important criterion in hiring practices, promotions, work evaluations, layoffs, and/or in-kind benefits..... 1. 2. 3. 4.
- d) *Wastahs* are significantly influential in hiring practices, promotions, work evaluations, layoffs, and/or in-kind benefits..... 1. 2. 3. 4.
- e) Income was sufficient..... 1. 2. 3. 4.
- f) Income was fair for amount of work produced..... 1. 2. 3. 4.
- g) Income was comparable to others in the field, with similar educational, technical, and experiential backgrounds..... 1. 2. 3. 4.
- h) The working hours were less than you preferred..... 1. 2. 3. 4.
- i) There were extra working hours without any overtime pay..... 1. 2. 3. 4.
- j) The level of work was below my educational/professional level..... 1. 2. 3. 4.

M. EMPLOYAILITY APPRAISAL OF THE TRAINEESHIP COMPONENT

32. What was the total number of employees working at the affiliated GEP enterprise?

- Less than 5..... 1. 15-19..... 4.
 5-9..... 2. 20 and above..... 5.
 10-14..... 3.

33. Was there a human resource development (HRD) department, or someone designated to perform this role, at the affiliated GEP enterprise?

- Yes 1. No 2. Don't know 3.

N. NEW DISCIPLINES/RECOMMENDATIONS OF THE TRAINEESHIP COMPONENT

34. Please suggest how your traineeship working environment might improve:

1. _____
 2. _____

Annex 4.3.A.11

3. _____
4. _____

O. OVERALL CLIENT SATISFACTION APPRAISAL OF THE GEP PROGRAM

35. Please rate your level of agreement with the following statements, about the GEP programme, from strongly agree to strongly disagree.

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
a) I feel that the GEP programme was worth the time and effort that I put into it.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
b) I feel that the GEP programme was useful in my transition from the academia to the workforce.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
c) I feel that the GEP programme was interesting and stimulating.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
d) The GEP programme gave equal opportunities to all qualified graduates who were interested in participating.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
e) The qualifications, procedures, and expectations of the GEP programme were clear.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
f) All of the affiliated GEP participants were helpful.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
g) Overall, the GEP programme was effective in preparing me for my career.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
h) Other (please specify) _____				

P. NEW DISCIPLINES/RECOMMENDATIONS FOR THE GEP PROGRAM OVERALL

36. Please specify some of the difficulties you faced in the GEP programme:

1. _____
2. _____
3. _____
4. _____

37. Please suggest how you might improve the GEP programme:

1. _____
2. _____
3. _____
4. _____

END OF QUESTIONNAIRE

Annex 4.3.B.1

Mentor Appraisal Questionnaire

We are conducting this questionnaire survey on behalf of EJADA, evaluating the GEP mentor subcomponent. The results of this study will significantly affect the future and direction of similar types of programmes. Please answer all of the following questions, as best as you can. Your responses will remain anonymous. Thank you for your cooperation and your time.

For your convenience, the following are a list of the acronyms used in this survey:

1. EJADA: Euro-Jordanian Action for the Development of Enterprise
2. GEP: Graduate Enterprise Programme
3. MMIS: Management Marketing Information System
4. PDF: Portable Document Format
5. PMC: Programme Management Consultant
6. SME's: Small and Medium Enterprises

B. PERSONAL INFORMATION

10. Sex Male 1. Female 2.

11. Birth date (D-M-Y) _____

12. Highest level of education you've achieved.

Tawjihi.....	<input type="checkbox"/> 1.	Higher Diploma.....	<input type="checkbox"/> 4.
Diploma.....	<input type="checkbox"/> 2.	Masters.....	<input type="checkbox"/> 5.
Bachelors (BS, BA).....	<input type="checkbox"/> 3.	PhD.....	<input type="checkbox"/> 6.

B. EMPLOYABILITY APPRAISAL OF THE ON-SITE MENTORSHIP COMPONENT

4. Of the GEP trainees you were responsible for, how many of them were offered employment by the participating GEP enterprise at the end of their traineeship?

None.....	<input type="checkbox"/> 1.	Between 3-4.....	<input type="checkbox"/> 3.
Between 1-2.....	<input type="checkbox"/> 2.	5 or more.....	<input type="checkbox"/> 4.

Annex 4.3.B.2

5. Were you in the position to hire or recommend the employment of any of your trainees at the affiliated GEP enterprise?

Yes 1. No 2. Don't know 3.

6. Were any of the GEP graduates you were responsible for offered employment by other SME's?

Yes 1. No 2. Don't know 3.

7. In your opinion, did the affiliated GEP enterprise increase their overall productivity as a direct result of the GEP trainees?

Yes 1. No 2. Don't know 3.

8. When asked to choose between hiring GEP graduates or the affiliated GEP enterprise employees, which would you prefer?

GEP graduates 1. Enterprise employees 2.

9. How would you rate the GEP trainees level of productivity and employability when compared with non-GEP trainees?

Less than 1. Equal to 2. More than 3.

10. To the best of your knowledge, did the affiliated GEP enterprise experience any significant financial or material losses as a direct result of the GEP trainees?

Yes 1. No 2. Don't know 3.

11. Please rate the level of importance of the following criteria/factors taken into consideration by the affiliated GEP enterprise regarding the potential employability of your the GEP trainees, from not at all to extremely. Leave blank if not applicable.

	Not At all	Somewhat	Very	Extremely
a) Quality of work produced by trainee.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.

Annex 4.3.B.3

- | | | | | |
|--|------|------|------|------|
| b) Gender of trainee..... | □ 1. | □ 2. | □ 3. | □ 4. |
| c) Off-site training evaluations of trainee..... | □ 1. | □ 2. | □ 3. | □ 4. |
| d) On-site mentoring evaluations of trainee..... | □ 1. | □ 2. | □ 3. | □ 4. |
| e) Communication skills of trainee..... | □ 1. | □ 2. | □ 3. | □ 4. |
| f) Organizational skills of trainee..... | □ 1. | □ 2. | □ 3. | □ 4. |
| g) Leadership skills of trainee..... | □ 1. | □ 2. | □ 3. | □ 4. |
| h) Job-specific skills of trainee..... | □ 1. | □ 2. | □ 3. | □ 4. |
| i) Computer literacy skills of trainee..... | □ 1. | □ 2. | □ 3. | □ 4. |
| j) Internet skills of trainee..... | □ 1. | □ 2. | □ 3. | □ 4. |
| k) Familiarity of trainee with specialized computer software programmes..... | □ 1. | □ 2. | □ 3. | □ 4. |
| l) Foreign language skills of trainee..... | □ 1. | □ 2. | □ 3. | □ 4. |
| m) Problem solving skills of trainee..... | □ 1. | □ 2. | □ 3. | □ 4. |
| n) Analytical skills of trainee..... | □ 1. | □ 2. | □ 3. | □ 4. |
| o) Negotiation skills of trainee..... | □ 1. | □ 2. | □ 3. | □ 4. |
| p) Teamwork skills of trainee..... | □ 1. | □ 2. | □ 3. | □ 4. |
| q) Honesty of the trainee..... | □ 1. | □ 2. | □ 3. | □ 4. |
| r) Integrity of the trainee..... | □ 1. | □ 2. | □ 3. | □ 4. |
| s) Family or relatives of trainee..... | □ 1. | □ 2. | □ 3. | □ 4. |
| t) Company budget or cost of unsubsidized trainee..... | □ 1. | □ 2. | □ 3. | □ 4. |
| u) Other factors (please specify)..... | | | | |

C. CLIENT SATISFACTION APPRAISAL OF THE ON-SITE MENTORSHIP COMPONENT

12. Please rate your level of agreement with these statements, regarding the GEP mentorship programme, from strongly agree to strongly disagree.

- | | Strongly Agree | Somewhat Agree | Somewhat Disagree | Strongly Disagree |
|---|----------------|----------------|-------------------|-------------------|
| a) There was enough space to mentor the GEP trainees..... | □ 1. | □ 2. | □ 3. | □ 4. |
| b) There was enough privacy to tutor the GEP trainees..... | □ 1. | □ 2. | □ 3. | □ 4. |
| c) The facilities, amenities, and equipment were sufficient to mentor the trainees..... | □ 1. | □ 2. | □ 3. | □ 4. |
| d) The environment was conducive to making equity in the interpersonal relations of | □ 1. | □ 2. | □ 3. | □ 4. |

Annex 4.3.B.4

- the employees and the GEP trainees..... 1. 2. 3. 4.
- e) I had sufficient knowledge of the forms
used for the management of GEP..... 1. 2. 3. 4.

13. Please rate the quality of the GEP mentorship programme from poor to excellent. Leave blank if not applicable.

	Poor	Fair	Very Good	Excellent
a) Pre-mentoring training and advice provided..... <input type="checkbox"/> 1.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
b) Syllabus, handouts, PDF files, etc. provided..... <input type="checkbox"/> 1.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
c) Follow-up monitoring on mentorship programme provided..... <input type="checkbox"/> 1.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
d) Ample time allotted to the mentorship programme to be professional..... <input type="checkbox"/> 1.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
e) There was sufficient information provided prior to the start of the mentorship regarding the backgrounds of each of the GEP trainees..... <input type="checkbox"/> 1.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
f) Preparation and organization of the GEP mentorship programme..... <input type="checkbox"/> 1.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
g) Use of time..... <input type="checkbox"/> 1.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
h) Clarity and understandability..... <input type="checkbox"/> 1.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
i) Respect and concern for mentor by PMC/MMIS management/affiliates..... <input type="checkbox"/> 1.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
j) Gender of mentors affected amount of time, help, attention, etc. offered by PMC/MMIS management/affiliates..... <input type="checkbox"/> 1.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
k) Fairness in evaluating mentors by PMC/MMIS management/affiliates..... <input type="checkbox"/> 1.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
l) Quality of feedback on submitted work by PMC/MMIS management/affiliates..... <input type="checkbox"/> 1.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
m) Availability and approachability of PMC/MMIS management/affiliates by mentors..... <input type="checkbox"/> 1.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
n) PMC/MMIS management/affiliates was well informed..... <input type="checkbox"/> 1.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
o) PMC/MMIS management/affiliates had sufficient practical experience..... <input type="checkbox"/> 1.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
p) PMC/MMIS management/affiliates willingness to answer questions and help the mentors with their work..... <input type="checkbox"/> 1.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
q) PMC/MMIS management/affiliates overall effectiveness with the GEP mentorship programme..... <input type="checkbox"/> 1.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.

Annex 4.3.B.5

D. NEW DISCIPLINES/RECOMMENDATIONS FOR THE ON-SITE MENTORSHIP COMPONENT

14. Would accept to participate as a mentor in any future GEP mentorship programmes?

Yes 1. No 2. Don't know 3.

15. Would you recommend some type of financial incentive for the mentors?

Yes 1. No 2. Don't know 3.

16. Would you recommend the GEP mentorship programme to a friend?

Yes 1. No 2. Don't know 3.

17. Given the four following educational specializations selected for the GEP programme: accounting and finance, industry-related engineering, information and communication technologies, and marketing, what other fields of study would you recommend to have been included in the GEP programme, if any?

18. Please specify some of the difficulties you faced in the GEP mentorship programme:

1. _____
2. _____
3. _____
4. _____

19. Please suggest how the GEP mentorship programme might improve:

1. _____
2. _____
3. _____
4. _____

END OF QUESTIONNAIRE

Annex 4.3.C.1

بسم الله الرحمن الرحيم
استبانة عن برنامج الخريجين والمؤسسات (GEP)

السيد المدير العام للمؤسسة
يرجى العلم اننا نقوم بدراسةٍ لصالح "اجادة" تدور حول تقييم "برنامج الخريجين والمؤسسات" الذي ترعاه "اجادة". وتهدف الدراسة إلى معرفة امكانية تشغيل هؤلاء الخريجين "Employability" وتقييم مدى رضا الأطراف المتعاملة مع البرنامج "Client Satisfaction" وبحث امكانية زيادة عدد التخصصات التي يمكن لخريجها أن يلتحقوا للعمل في المؤسسات الأردنية.

يرجى التكرم بتعبئة بنود هذه الاستبانة التي تبحث في تلك الموضوعات، شاكرين لكم حسن تعاونكم الذي سيجعل مهمتنا العلمية، ومؤكدين لكم أن المعلومات التي ستدلون بها ستبقى طي الكتمان، واننا على استعداد لتزويدكم بنتائج الدراسة إن رغبتم في ذلك.

وتفضلوا بقبول فائق الاحترام
الباحثون

بنود الاستبانة:

تشغيل الخريجين Employability

13. ما هو عدد العاملين الكلي في الشركة في نهاية عام 2005 ؟

2. ما هو عدد منتسبي "برنامج الخريجين والمؤسسات (GEP)" الذين تم تدريبهم أو تعيينهم في شركتكم؟

ت	التخصص العلمي	المتدربون		المعينون بعد التدريب	
		ذكور	إناث	المجموع	المجموع
1					
2					
3					
4					

3. هل لديكم الرغبة في تشغيل خريجي "برنامج الخريجين والمؤسسات (GEP)" مستقبلاً؟

لا

نعم

Annex 4.3.C.2

4. في حالة رغبتكم في تعيين خريجي ذلك البرنامج، ما العوامل التي تدفعكم لذلك؟

- كفاءة الخريج وامتلاكه للمهارات المطلوبة.
- جودة "برنامج الخريجين والمؤسسات (GEP)".
- تطابق تخصص المتدرب مع احتياجات الشركة.
- مساهمة اجادة في دفع جزء من راتب الخريج.

5. ما هي الأسباب التي تدعوك لعدم التفكير في تعيين المشاركين في "برنامج الخريجين والمؤسسات (GEP)"؟

- النقص في المهارة.
- عدم تطابق تخصصهم العلمي مع احتياجات الشركة.
- ضعف البرنامج التدريبي الذي يقدم.
- ارتفاع أجور الخريجين.
- صغر حجم الشركة.

مدى رضا الزبون Satisfaction

6. هل لديكم استعداد لاستقبال متدربين جدد على غرار "برنامج الخريجين والمؤسسات (GEP)" وتشرف عليه هيئات مماثلة؟

- نعم لا

7. في حالة استعدادكم لاستقبال متدربين جدد اذكر العدد حسب التخصص العلمي والجنس؟

التخصص العلمي	ذكور	إناث	المجموع
1			
2			
3			
4			
5			

Annex 4.3.C.3

8. ما مدى رضاكم عن الدعم الذي قدمه "برنامج الخريجين والمؤسسات (GEP)" في الحالات التالية؟

←	راض جداً	راض	غير راض	غير راض جداً	
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	عزز امكانات الشركة للقيام بمهام التدريب
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	أوجد في الشركة مرشدين يمكنهم التخطيط للتدريب
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	أعطى الشركة فرصة كافية لاختيار المناسبين للتعيين
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	وفر مؤهلين للعمل ضمن كلفة مناسبة
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	مكن الشركة من تنفيذ برامج تدريبية تناسب متطلباتها

9. ما درجة رضاكم عن الخريج بالنسبة لغيره من العاملين من حيث:

راض جداً	راض	غير راض	غير راض جداً	
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	امتلاك المتدرب للمهارات المطلوبة للعمل
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	إنتاجية المتدرب
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	التزام المتدرب بالأنظمة والتعليمات
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	توفر سلوكيات العمل الملائمة لدى المتدرب

10. ما المحاذير (نقاط الضعف) التي ترونها في "برنامج الخريجين والمؤسسات (GEP)"؟

- 1.
- 2.
- 3.
- 4.

11. ما مزايا (نقاط القوة) التي ترونها في "برنامج الخريجين والمؤسسات (GEP)"؟

- 1.
- 2.
- 3.
- 4.

Annex 4.3.C.4

التخصصات الجديدة المقترحة لبرنامج الخريجين والمؤسسات

12. شملت المرحلة الأولى من "برنامج الخريجين والمؤسسات (GEP)" تخصصات المالية والمحاسبة والتسويق وهندسة الاتصالات وتكنولوجيا المعلومات، ما التخصصات الجديدة التي ترون إضافتها إلى التخصصات السابقة؟

- .1
- .2
- .3
- .4
- .5

13. ما مقترحاتكم لتحسين "برنامج الخريجين والمؤسسات (GEP)" وتطويره؟

AL-MANAR

Annex 4.4: References.

Annex 4.4 References

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