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Project acronym: HANDS

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1. EXECUTIVE SUMMARY

This report constitutes an analysis of the WP2 of the “traditional craft Heritage training, design and marketing in Jordan and Syria”; an Erasmus+ project, which aimed at identifying the needs of the students from the training centers that will be established at Al-Zaytoonah University of Jordan and Tishreen University. Two surveys were developed; one for the students, and the other for institutions and companies that hire the Jordanian and Syrian universities graduates. Both surveys focused on identifying the importance of the suggested skills, competencies, and attitudes. These skills and competencies were characterized either as general or Technical. Technical skills were identified for the different sectors/disciplines; Architecture, applied arts, fashion design and jewelry design. In each sector, the target was 110 completed surveys by companies and institutions, and 730 completed surveys by graduate students in each sector. Each university distributed the surveys among its students as well as among companies and institutions hiring their graduates. Thus, each university identified the needed skills and competencies for its students based on the survey’s analysis. These results were collected to identify common skills and competencies needed by all JO and SY students. The most notable identified Soft skills needed for all JO and SY graduates included teamwork, job-Technical skills, problem solving, learning and communication. Technical needed discipline skills and competencies were also identified for all the disciplines involved in this study. These results will enable us identify the needs for training of the staff who will be working in the HANDS, thus, training programs will be developed by our EU partners accordingly.

2. INTRODUCTION

In Middle East handicraft is part of the region's culture and identity. These crafts are still made in the same way they were used to be made thousands of years ago. The skills of Embroidery, Ceramics, Pottery, Jewellery and Wood work (inlay, carving and turning) and its application to Art, Architecture, interior design, and Furniture design are all carried down from generation to generation. These traditions simply exemplify the region's Culture. Now most of the traditional handicraft heritage elements, practices, products, and knowledge are in danger of being lost and by that we will lose an important part of the middle east identity and culture. The number of master craftsmen is getting less and that urges the preservation of the heritage of traditional crafts knowledge and design is in introducing training to the new generation and is pounded by introducing this vast knowledge to academic curriculum. Which is needed to the academic and professional bodies in Jordan and Syria. It's a chance for the high proportion of young people in the region and in Jordan and Syria particularly working in these traditional crafts towards the overall development, progress and enhancement of their productive power through the development of their craft (vocational handicraft) abilities.

The application of craft to teaching process will have a great prospect for new style in learning / teaching process as working with craft masters will provide them with the skills, experience and knowledge of a distinct craft that has a market demand. Craft will be an influential factor that will create an educational opportunity in these countries to transfer this vast craft experience and knowledge into academic vocational handicraft training courses in high education in collaboration with these masters. And this will help to preserve and develop these traditions from being lost. By that academic institutions in Jordan and Syria are challenged by these craft vast knowledge and must adopt appropriate strategies to house the innovative craft process in educational institutions and preserve it from being lost. It also will provide a suitable environment for design and manufacturing process that aims at reducing time and cost and to improve the quality and usability of traditional and new products. The recognized technique in Art education is the use of studio and workshop demonstrations to enhance the student's practical knowledge. Studio based teaching in Art courses are designed to improve the student ability to investigate and solve problems with appropriate levels of independent thought and creativity.

HANDS, is an EU funded project through Erasmus+ Project, that concentrates on providing Jordanian and Syrian students with competencies and skills needed by the market. The project aims to adopt a policy of traditional craft vocational handicraft rehabilitation of a qualitative high level of education by linking them with university higher education courses, mainly architectural design, interior design, conservation and preservation of architectural heritage, in order to develop the methodologies, mechanisms and the conditions necessary for knowledge transformation and success and to enhance the traditional craft working environment. For that, establishing this project in the mentioned countries, will control and reform the education and training

of traditional crafts in the right direction towards the needs and requirements of labour markets, inside and outside middle east. The project aims and objectives will be achieved via establishing vocational handcraft training centers at Al-Zaytoonah University of Jordan and Tishreen University. The centers will help in implanting and further development of students' skills and competencies that are needed by the market.

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

3. METHODOLOGY

In order to identify the skills and competencies needed by the market as well as how to tackle the skills gap, three surveys have been developed carefully. One survey targeted the companies and institutions hiring the JO and SY Universities graduates, the second one targeted student about to graduate or fresh graduated students and the third one targeted the skills level among the architecture schools graduates.

Each survey included two types of competencies and skills; Soft which are common for all disciplines, and Technical which are discipline-Technical that differ from one discipline to another. For each competency and skill, two indicators have been assessed; the importance of the "skill" and the performance of JO and SY Universities graduates in that "skill".

The students' surveys also aimed at investigating whether students and graduates have taken any training while at the university or after graduation. The companies' and institutions' surveys aimed also at investigation whether these companies and institutions have training centers or offer on-job training.

As for the Architecture schools survey, the unit of analysis was the graduates and the survey aimed to benchmark the skills level among graduates using the NAAB framework.

Based on the survey results, the project management team confirm the final list of project courses, the new training courses and the implementation plan for the courses within the curriculum for each partner. Annex I to VI shows the surveys tools and detailed results.

4. KEY RESULTS

4.1. Companies and Institutions Survey

Based on the surveys that have been done by the JO and SY partners in the HANDS project, the following results were obtained:

1. The results confirmed the needed to establish a vocational handcraft training center in Jordan and Syria to deliver different workshops and training on skills and competencies that enhance the knowledge and capabilities for the students.
2. The surveys indicated a low level of training for graduate and undergraduate students where the percentage of workshops taken by students during their study at their university was around 23% only and a significant percentage of students didn't take any training courses in handicraft field.
3. It is also noticed that most of students register in training courses outside the university; which imply the weak role of the university in offering interesting training programs.
4. The companies' surveys showed that the new graduate students have some deficiencies in the vocational handcraft skills and competencies.

4.2. Graduates Opinion Survey

Based on the results of graduates and students performance in the general skills and competencies, the most important and yet the lowest performance levels skills and competencies that workshops are needed for all disciplines either during study at the university or right after graduation are:

- a. Teamwork
- b. Job-Technical skills
- c. Problem solving
- d. Learning
- e. Communication

4.2 Technical skills and competencies are

- a. Sales and Marketing - Knowledge of principles and methods for showing, promoting, and selling products or services. This includes marketing strategy and tactics, product demonstration, sales techniques, and sales control systems.
- b. Customer and Personal Service - Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.

- c. Production and Processing - Knowledge of raw materials, production processes, quality control, costs, and other techniques for maximizing the effective manufacture and distribution of goods.
- d. Design - Knowledge of design techniques, tools, and principles involved in production of precision technical plans, blueprints, drawings, and models.
- e. Mechanical - Knowledge of machines and tools, including their designs, uses, repair, and maintenance.
- f. Administration and Management - Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.
- g. Communications and Media - Knowledge of media production, communication, and dissemination techniques and methods. This includes alternative ways to inform and entertain via written, oral, and visual media.
- h. Transportation - Knowledge of principles and methods for moving people or goods by air, rail, sea, or road, including the relative costs and benefits.
- i. Attention to Detail - Job requires being careful about detail and thorough in completing work tasks.
- j. Achievement/Effort - Job requires establishing and maintaining personally challenging achievement goals and exerting effort toward mastering tasks.
- k. Innovation - Job requires creativity and alternative thinking to develop new ideas for and answers to work-related problems.
- l. Initiative - Job requires a willingness to take on responsibilities and challenges.
- m. Dependability - Job requires being reliable, responsible, and dependable, and fulfilling obligations.
- n. Integrity - Job requires being honest and ethical.
- o. Adaptability/Flexibility - Job requires being open to change (positive or negative) and to considerable variety in the workplace.
- p. Analytical Thinking - Job requires analyzing information and using logic to address work-related issues and problems.
- q. Self-Control - Job requires maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations.
- r. Stress Tolerance - Job requires accepting criticism and dealing calmly and effectively with high stress situations.
- s. Cooperation - Job requires being pleasant with others on the job and displaying a good-natured, cooperative attitude.
- t. Concern for Others - Job requires being sensitive to others' needs and feelings and being understanding and helpful on the job.

4.3. Architecture Schools Graduates Benchmark Survey

Based on architecture schools graduates' benchmark survey, the following clusters are the least performed by graduates from the employers' viewpoint:

1. C.1 Research: of the theoretical and applied research methodologies and practices used during the design process.
2. D.3 Business Practices: of the basic principles of a firm's business practices, including financial management and business planning, marketing, organization, and entrepreneurship.
3. A.5 Ordering Systems: to apply the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three- dimensional design.
4. D.4 Legal Responsibilities: of the architect's responsibility to the public and the client as determined by regulations and legal considerations involving the practice of architecture and professional service contracts.
5. A.7 History and Global Culture: of the parallel and divergent histories of architecture and the cultural norms of a variety of indigenous, vernacular, local, and regional settings in terms of their political, economic, social, ecological, and technological factors.

5. RESULTS IMPLEMENTATION

5.1. First:

The courses management team update the project classes for all universities as follows:

| Cls | Univ. | Updated selected courses (2020-2021) | Course level | CH | Dept. |
|-----|-------|--|----------------------|----|----------------------|
| 1 | ZUJ | Basic Design 2 | 1 st year | 3 | Architecture |
| | UJ | Basic Design 2 | 1 st year | 3 | |
| | HU | Basic Design 2 | 1 st year | 3 | |
| | JUST | Basic Design 2 | 1 st Year | 3 | |
| | MU | Architectural Design Studio 1 | 1 st year | 5 | |
| | ABU | Architecture Design 1 | 1 st year | 3 | |
| 2 | ZUJ | Working drawings 1 | 3 rd year | 3 | Architecture |
| | HU | Finishing | 3 rd Year | 3 | |
| | JUST | Building Construction I | 2 nd Year | 3 | |
| 3 | ZUJ | Architecture design 5 | 4 th year | 5 | Architecture |
| | JUST | Architectural Design (4) | 3 rd Year | 5 | |
| 4 | ZUJ | Conservation of architectural heritage | 4 th year | 3 | Architecture |
| | UJ | Local Architecture | 3 rd Year | 3 | |
| | HU | Conservation of Architectural Heritage | 4 th year | 3 | |
| | JUST | Local Architecture And Heritage Conservation | 4 th Year | 3 | |
| | ABU | Rehabilitation of historic buildings | 3 nd year | 3 | |
| | MU | Conservation of Archaeological & Architectural Heritage | 4 th year | 2 | |
| 5 | ZUJ | Practical training | 4 th year | 6 | Architecture |
| | TU | Practical training | 4 th year | 0 | |
| | UJ | Practical training | 4 th year | 0 | |
| | HU | Practical training | 4 th year | 0 | |
| | JUST | Architectural Practical training | 4 th Year | 3 | |
| | ABU | Compositions and models | 2 nd year | 3 | |
| | MU | Architectural Patterns & Models | 2 nd year | 2 | |
| 6 | ZUJ | Interior/furniture Design | 4 th year | 3 | Architecture |
| | TU | Interior Design | 3 rd year | 3 | |
| | ABU | Interior architecture | 4 th year | 3 | |
| | MU | Interior Architecture | 3 rd year | 3 | |
| | | Product & Furniture Design | 3 rd year | 3 | |
| 7 | ZUJ | Manufacturing Processes | 3 rd year | 3 | Mech. |
| | TU | Material properties and tests and metal forming | 3 rd year | 3 | |
| | ABU | Casting technology | 5 th year | 3 | |
| | | Materials tests Engineering | 3 rd year | 3 | |
| 8 | ZUJ | Fashion and jewellery Design | 2 nd year | 3 | Fashion |
| | ZUJ | Traditional fashion design | 3 rd year | 3 | |
| 9 | TU | Workshop and model | 2 nd year | 3 | Architecture |
| | | Design and Implementation of Traditional Architecture Elements | 3 rd year | 3 | |
| 10 | UJ | Basic of Ceramics | 1 st year | 3 | Arts and Design |
| | | Fundamental of printmaking | 2 th year | 3 | |
| 11 | HU | Handicrafts | 2 nd year | 3 | Educational Sciences |

| | | | | | |
|----|-----|--------------------|----------------------|---|------------------------------|
| 12 | ABU | Weaving technology | 4 th year | 3 | Fashion / Chem. Eng. Textile |
| 13 | MU | Matter Technology | 1 st year | 2 | Architecture |

5.2. Second:

The project defined the following learning outcomes: (Please Let us know if you need to add more)

- LO1: Develop innovative solutions, appropriate to the target market.
- LO2: Plan and execute the creation of objects following a creative process of research, ideation, visualization, analysis, production and evaluation.
- LO3: Critically evaluate design decisions and develop defensible lines of argument that support those decisions.
- LO4: Explore the potential of materials and processes to develop unique and innovative objects.
- LO5: Develop a personal aesthetic that differentiates the work from that of their peers.
- LO6: Incorporate knowledge of contemporary and historical art and design theories, principles and historical practices in the conceptualization and development of studio work.
- LO7: Synthesize material from other academic disciplines in order to enrich and inform studio practice.
- LO8: Integrate appropriate research methodologies to sustain a professional practice.
- LO9: Engage in meaningful discourse regarding the larger social context of a craft or design practice.
- LO10: Integrate the principles of visual language and design in the development of studio work.
- LO11: Produce innovative objects that reflect a critical understanding of contemporary art, craft and design issues.
- LO12: Create work for a variety of social and cultural contexts such as speculative work for galleries, client-driven commissions, trade shows, and varied levels of production.
- LO13: Exhibit self-direction in project conceptualization and realization.
- LO14: Participate effectively in the critique process, both in giving and receiving feedback.
- LO15: Work collaboratively and respectfully in multidisciplinary teams, taking on a leadership role as needed.
- LO16: Integrate knowledge of ethical and legal frameworks with effective business practices in dealing with clients, colleagues, suppliers and employers
- LO17: Apply project management principles and workflow processes to plan, deliver and evaluate projects.
- LO18: Incorporate a variety of networking, financial, marketing and promotional skills in order to build and sustain a professional practice.
- LO19: Create a business plan to support the development of a professional practice.
- LO20: Evaluate outsourcing opportunities where applicable to the fabrication of work.
- LO21: Apply a variety of technologies and materials and studio-specific processes to the creation of studio work.

- LO22: Use photography and digital image manipulation as a means for documentation and promotion of studio work.
- LO23: Use two and three dimensional design software in the development of studio work.
- LO24: Implement ergonomic principles and health and safety standards in the studio environment.
- LO25: Exhibit behavior respectful of the studio environment and the academic community.

5.3. Third:

Each Course will comprised of the parts as follows:

Part I: General Information

1. Program(s) on which the course has given,
2. Department offering the program/the course,
3. Academic Year / Level,
4. Course Instructor(s),
5. Course coordinator if any.

Part II: Basic Information

1. Course Title,
2. Course Code,
3. Credit Hours:

Part III: Professional Information

1. Overall aims, of course
2. Course Learning Outcomes (CLO's) and allocated percentage for each
3. Course contents
4. Teaching and Learning Methods
5. Student Assessment Method
6. Assessment Schedule (by weeks) Written tests and assignments.

5.4. Fourth:

The following soft skills will be added to the project activities:

1. Communication skills.
2. Problem solving and decision making skills.
3. Workplace thinking skills
4. Conflict resolution and negotiation skills.
5. Basic project management skills.
6. Workplace professionalism skills
7. Workplace ethics skills
8. Planning and organizing skills
9. Self-intelligence skills
10. Social-intelligence skills

Students will be evaluated and advices to enroll in minimum four supplementary skills courses.

5.5. Fifth:

The following online self learning courses will be developed and added to the project activities by JUST:

1. **HANDS100:** How to Launch a Handicraft Start-Up.

Delivery method: (Face to face: individual lectures, group work, monitoring sessions)

Module #1: Ideation & Team Formation

- Ideation activities (problems submission, discussion, down-selection),
- Team discovery and team formation activities (pre-matching)
- Filling in the Lean Canvas

Module #2: Customer Development & Problem/ Solution Fit

- Team formation
- Ideation & problem/ solution fit
- Ideation & problem/ solution fit
- Customer validation
- Prototyping

Module #3: Hackathon & Product/ Market Fit

- Revenue model design/ hackathon
- Business model design/ hackathon
- Customer engagement strategy/ hackathon
- Customer engagement campaign/ hackathon
- Launch day/ hackathon

Module #4: Pitching & Funding

- Intellectual property
- Financial kpis & pitch preparation
- Start-up funding
- What's next?
- Pitching day!
 - i. Demo day,
 - ii. Graduation ceremony

2. **HANDS100:** Entrepreneurship and Creativity in Handicraft Industry.

Delivery method: (Face to face and remotely)

Module #1: Introduction:

- The power of entrepreneurship,
- The different types of entrepreneurship
- Startup history

Module #2: Explaining startups

- What is a startup?
- Creative destruction and disruption
- Being an entrepreneur
- The startup ecosystem

Module #3: The problem

- Finding a problem that needs to be solved
- Validating the problem
- Finding your target group

Module #4: The Solution

- Creating and validating an idea
- The Build-Measure-Learn cycle
- Reaching customers

Module #5: Product/market fit

- The problem, solution and market
- How to learn from customers
- Go-to-market strategy

Module #6: Building a team

- The founding team
- Building a team and a culture

Module #7: Company formation

- Setting up your company
- The capitalization table

Module #8: Financing

- A race against the clock
- Different types of funding
- Investment process

Module #9: Growth and impact

- Acquiring customers and growing
- People
- How do startups end?
- Conclusion

6. CONCLUSIONS

The surveys showed that that graduates of all JO and SY universities in all disciplines lack most of the skills needed by the market. Also, it is evident that the JO and SY universities do not provide extracurricular workshops or training that bridge the gaps between the market needs and the educational curricula. All JO and SY universities graduates need to improve their performance in most of the general competencies and skills identified in this study. Moreover, many Technical-discipline skills and competencies are needed to be improved either through



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the emphasis in the curricula or extracurricular activities. These results indicate that establishing a vocational handcraft training centers in Al-Zaytoonah University of Jordan and Tishreen University are a must in order to enhance the students' skills and competencies.



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6. ANNEXES

ANNEX I: Companies And Institutions Survey

1. ما هو موقعك الوظيفي في الشركة/ المصنع؟

مدير (عام، دائرة) تقني بحث و تطوير غير ذلك

2. ما هي مؤهلاتك الاكاديمية؟

دبلوم بكالوريوس ماجستير دكتوراة غير ذلك

3. عدد موظفي الشركة:

9-1 49-10 249-50 أكثر من 250

4. ما هو القطاع الصناعي الفرعي الذي تعملون به؟

تصميم معماري
 تصميم داخلي
 تصميم ازياء
 صياغة المجوهرات
 صناعات نسيج
 غير ذلك:

5. هل لدى شركتكم قسم مختص بالتدريب؟

نعم لا

6. ما هو متوسط الانفاق السنوي لشركتكم على التدريب (بالدينار الاردني او الليرة السورية)؟

999-0 1000-9999 10000-49000 أكثر من 50000 لا أعلم

يرجى اختيار أحد الخيارات التالية فيما يتعلق بمدى أهمية المهارات المدونة في الجدول للعمل في مؤسستكم، كما يرجى تقييم أداء الخريجين الذين يعملون في مؤسستكم في كل مهارة من المهارات المدونة.

| Abilities, Attributes, and Skills القدرات، المهارات، الصفات | Importance الأهمية | | |
|--|-----------------------|----------------|---------------|
| | أقل أهمية | متوسط أهمية | أعلى أهمية |
| | 1 | 2 | 3 |
| Sales and Marketing - Knowledge of principles and methods for showing, promoting, and selling products or services. This includes marketing strategy and tactics, product demonstration, sales techniques, and sales control systems | | | |

| | | | |
|--|--|--|--|
| Customer and Personal Service - Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction. | | | |
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| Transportation - Knowledge of principles and methods for moving people or goods by air, rail, sea, or road, including the relative costs and benefits. | | | |
| Attention to Detail - Job requires being careful about detail and thorough in completing work tasks. | | | |
| Achievement/Effort - Job requires establishing and maintaining personally challenging achievement goals and exerting effort toward mastering tasks. | | | |
| Innovation - Job requires creativity and alternative thinking to develop new ideas for and answers to work-related problems. | | | |
| Initiative - Job requires a willingness to take on responsibilities and challenges. | | | |
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| Self Control - Job requires maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations. | | | |

| | | | |
|---|--|--|--|
| Stress Tolerance - Job requires accepting criticism and dealing calmly and effectively with high stress situations. | | | |
| Cooperation - Job requires being pleasant with others on the job and displaying a good-natured, cooperative attitude. | | | |
| Concern for Others - Job requires being sensitive to others' needs and feelings and being understanding and helpful on the job. | | | |

ANNEX II: Graduates Opinion Survey

1. من أي الجامعات الأردنية تخرجت/سوف تتخرج؟

- جامعة الزيتونة الاردنية
- الجامعة الأردنية
- جامعة العلوم والتكنولوجيا
- الجامعة الهاشمية
- جامعة تشرين
- جامعة البعث
- جامعة المنارة

2. ما هي الدرجة الاكاديمية التي حصلت/سوف تحصل عليها؟

- دبلوم
- بكالوريوس
- ماجستير
- دكتوراة
- غير ذلك:

3. ما هو تخصصك؟

4. خلال دراستك الجامعية، هل قمت بأخذ دورات تدريبية في الجامعة في مجال الحرف اليدوية او

التسويق أو التدريب ؟

- نعم
- لا

5. خلال دراستك الجامعية، هل قمت بأخذ دورات تدريبية خارج الجامعة في مجال الحرف اليدوية او

التسويق أو التدريب ؟

- نعم
- لا

6. بعد دراستك الجامعية، هل قمت بأخذ دورات تدريبية قبل التحاقك بعملك في مجال الحرف اليدوية او

التسويق أو التدريب ؟

- نعم
- لا

7. بعد دراستك الجامعية، هل قمت بأخذ دورات تدريبية بعد التحاقك بعملك في مجال الحرف اليدوية او

التسويق أو التدريب ؟

- نعم
-
-
- لا

يرجى اختيار أحد الخيارات التالية فيما يتعلق بمدى أهمية المهارات المدونة في الجدول.

| Abilities, Attributes, and Skills القدرات، المهارات، الصفات | Importance الأهمية | | |
|--|-----------------------|---|---|
| | 1 | 2 | 3 |
| Sales and Marketing - Knowledge of principles and methods for showing, promoting, and selling products or services. This includes marketing strategy and tactics, product demonstration, sales techniques, and sales control systems | | | |
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| | | | |
|---|--|--|--|
| Initiative - Job requires a willingness to take on responsibilities and challenges. | | | |
| Dependability - Job requires being reliable, responsible, and dependable, and fulfilling obligations. | | | |
| Integrity - Job requires being honest and ethical. | | | |
| Adaptability/Flexibility - Job requires being open to change (positive or negative) and to considerable variety in the workplace. | | | |
| Analytical Thinking - Job requires analyzing information and using logic to address work-related issues and problems. | | | |
| Self Control - Job requires maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations. | | | |
| Stress Tolerance - Job requires accepting criticism and dealing calmly and effectively with high stress situations. | | | |
| Cooperation - Job requires being pleasant with others on the job and displaying a good-natured, cooperative attitude. | | | |
| Concern for Others - Job requires being sensitive to others' needs and feelings and being understanding and helpful on the job. | | | |

ANNEX III: Architecture Schools Graduates Benchmark Survey

1. Gender:

- Male
- female

2. Type of your organization:

- Construction Company
- Architectural engineering offices
- Governmental organization
- Supplier
- Other

3. Years of experience:

- 1-2 (years)
- 3- 5 (years)
- 5-10 (years)
- 10 -20 (years)
- Over 20

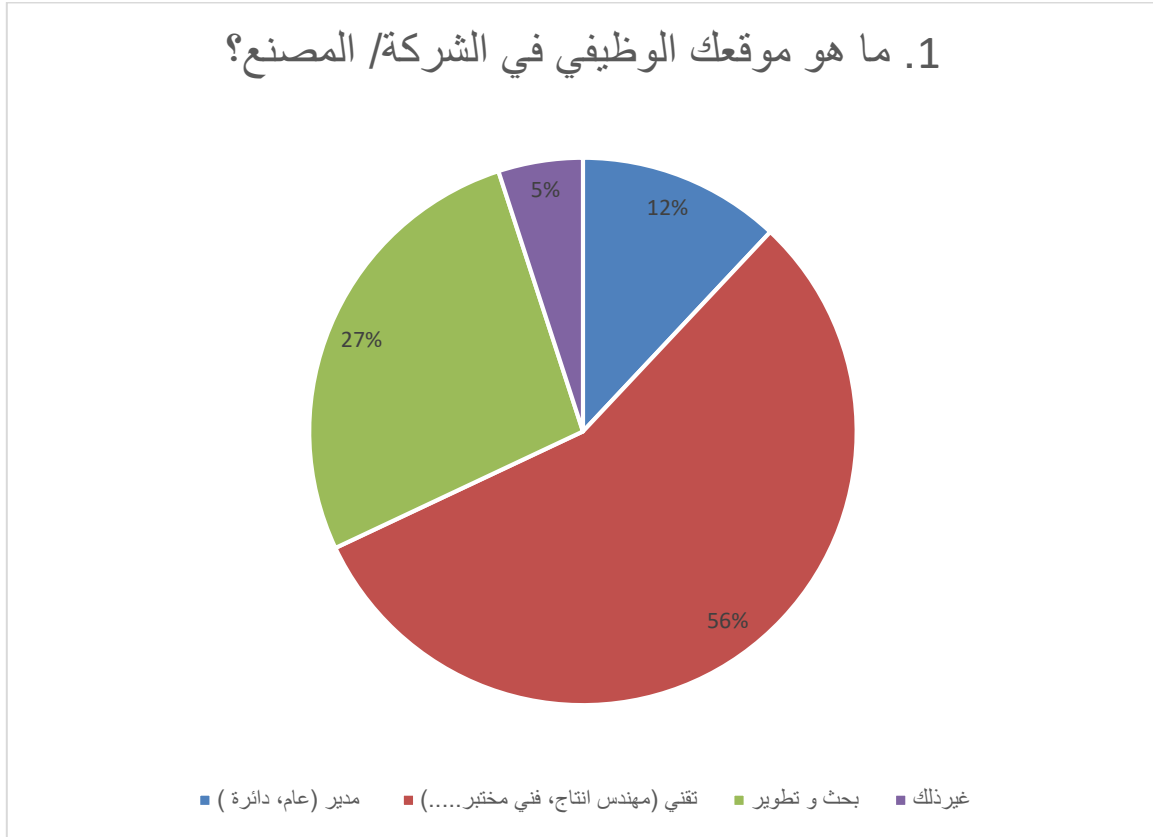
4. Size of organization (number of employees in the organization):

- 1-10
- 10-50
- 50-100
- Over 100

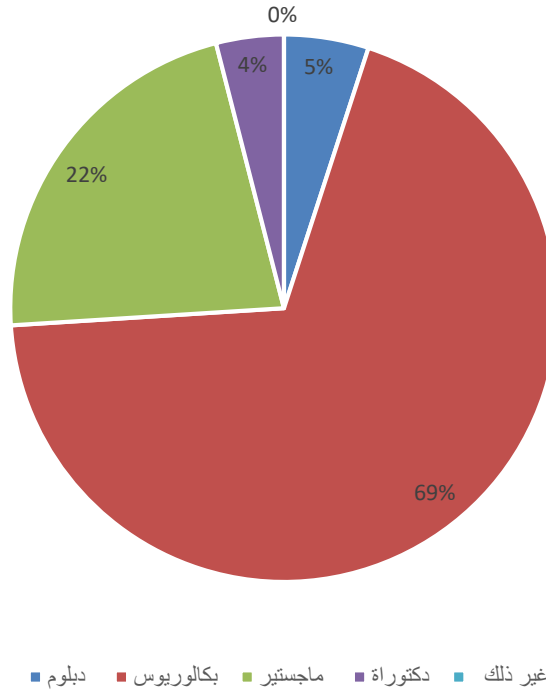
| Rate your satisfaction about the entry-level architecture schools' graduates (as Performance). | | | | |
|--|-------------------|---------|-----------|-------------------|
| Skill | Not- important | Average | Important | Very important |
| 1. "Professional Communication Skills" | | | | |
| 2. "Design Thinking Skills" | | | | |
| 3. "Investigative Skills" | | | | |
| 4. "Architectural Design Skills" | | | | |
| 5. "Ordering Systems" | | | | |
| 6. "Use of Precedents" | | | | |
| 7. "History and Global Culture" | | | | |
| 8. "Cultural Diversity and Social Equity" | | | | |
| 9. "Pre-Design" | | | | |
| 10. "Site Design" | | | | |
| 11. "Codes and Regulations" | | | | |
| 12. "Technical Documentation" | | | | |
| 13. "Structural Systems" | | | | |
| 14. "Environmental Systems" | | | | |
| 15. Building Envelope Systems and Assemblies | | | | |
| 16. "Building Materials and Assemblies" | | | | |
| 17. "Building Service Systems" | | | | |
| 18. "Financial Considerations" | | | | |
| 19. "Research" | | | | |
| 20. "Integrated Evaluations and Decision-Making Design Process" | | | | |
| 21. "Integrative Design" | | | | |
| 22. "Stakeholder Roles in Architecture" | | | | |
| 23. "Project Management" | | | | |
| 24. "Business Practices" | | | | |
| 25. "Legal Responsibilities" | | | | |
| 26. "Professional Conduct" | | | | |

ANNEX IV: Results of Companies and Institutions Survey

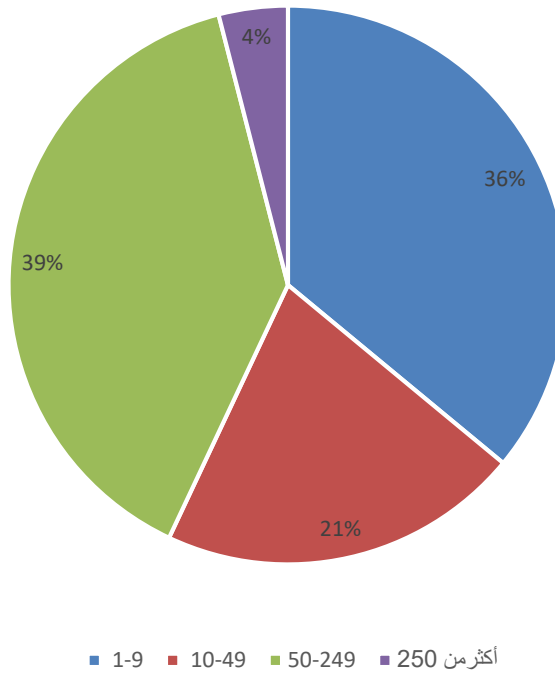
1- Companies and Institutions



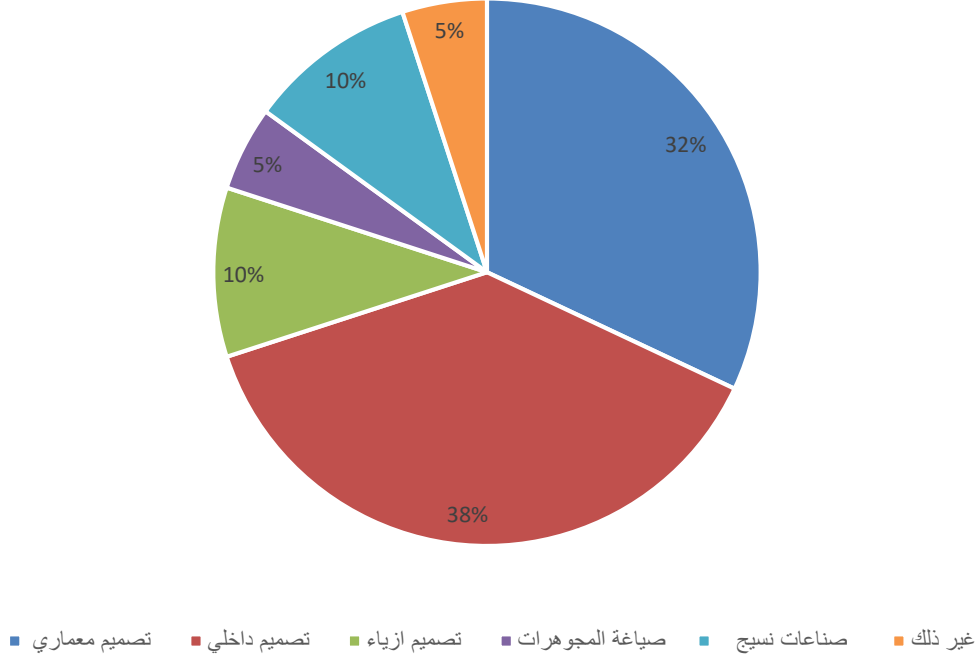
2. ما هي مؤهلاتك الأكاديمية؟



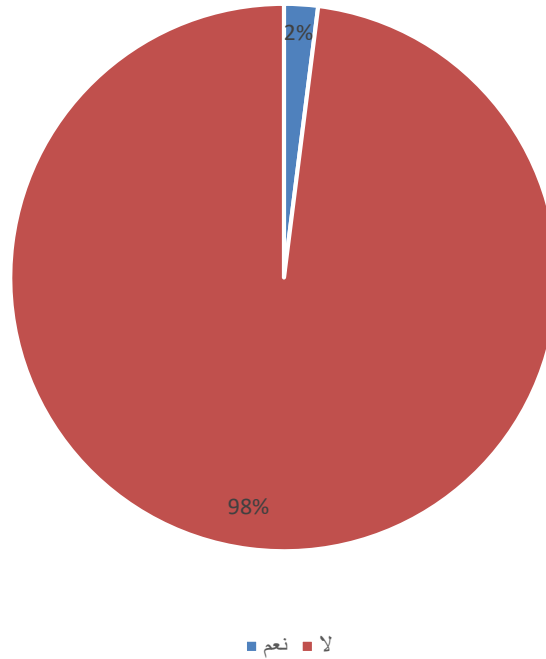
3. عدد موظفي الشركة



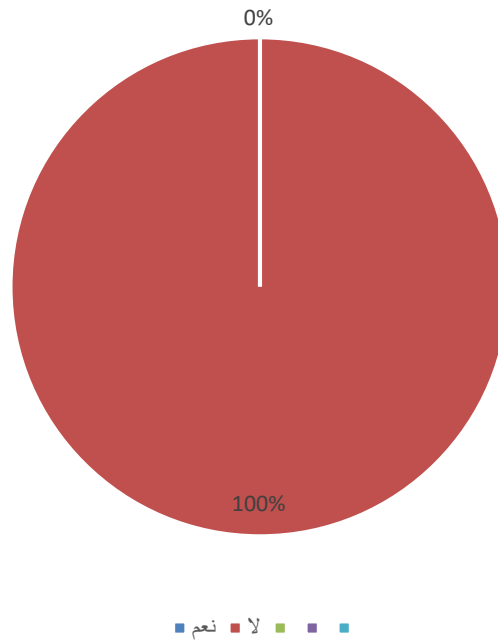
4. ما هو القطاع الصناعي الفرعي الذي تعملون به؟



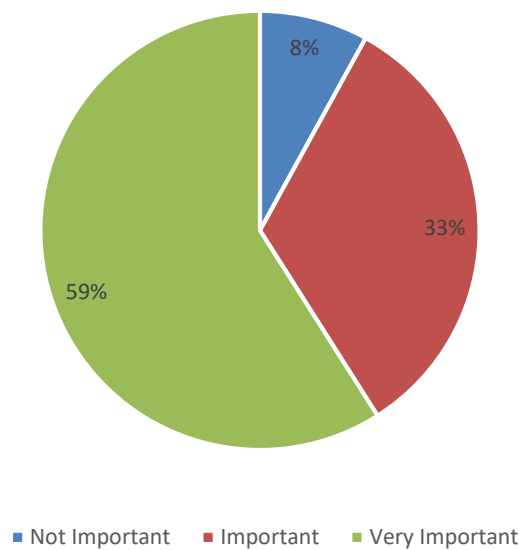
5. هل لدى شركتكم قسم مختص بالتدريب؟



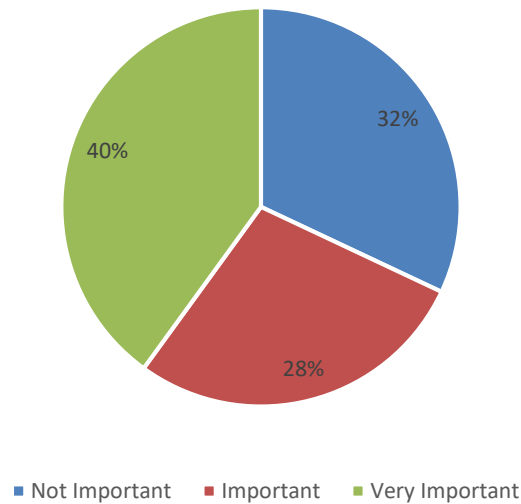
6. ما هو متوسط الانفاق السنوي لشركتكم على التدريب (بالدينار الاردني او الليرة السورية)؟



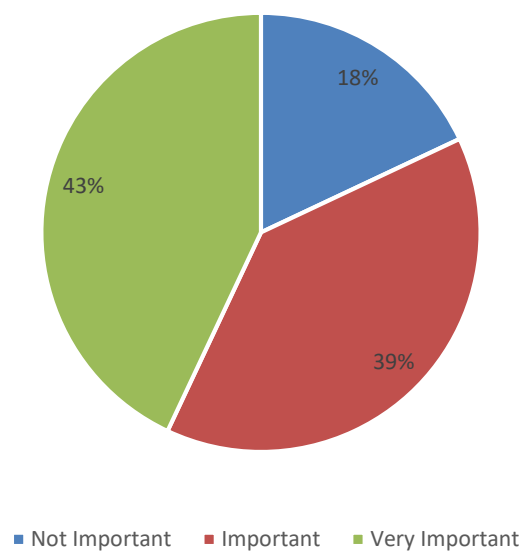
Sales and Marketing - Knowledge of principles and methods for showing, promoting, and selling products or services. This includes marketing strategy and tactics, product demonstration, sales techniques, and sales control systems



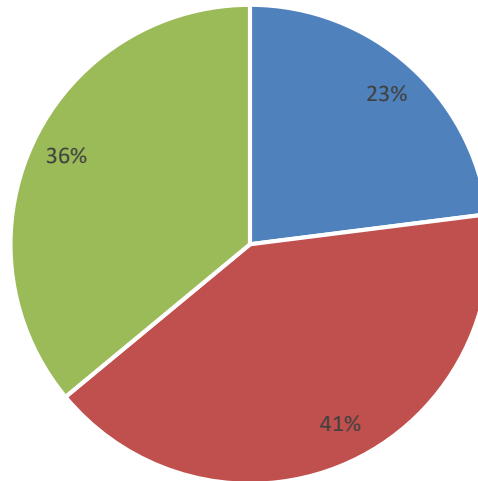
Customer and Personal Service - Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.



Production and Processing - Knowledge of raw materials, production processes, quality control, costs, and other techniques for maximizing the effective manufacture and distribution of goods.

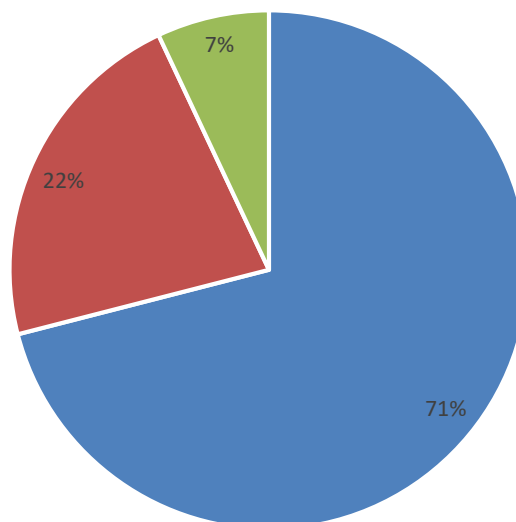


Design - Knowledge of design techniques, tools, and principles involved in production of precision technical plans, blueprints, drawings, and models.



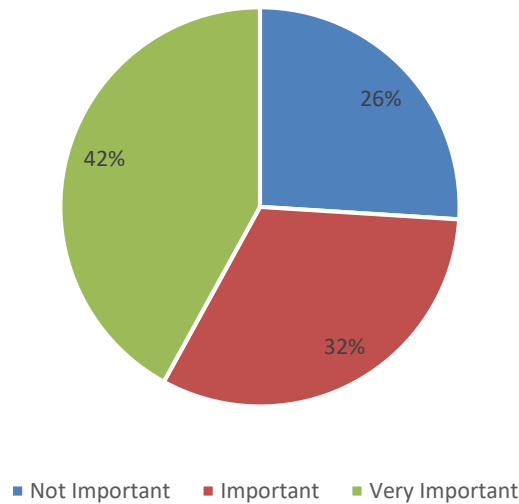
■ Not Important ■ Important ■ Very Important

Mechanical - Knowledge of machines and tools, including their designs, uses, repair, and maintenance.

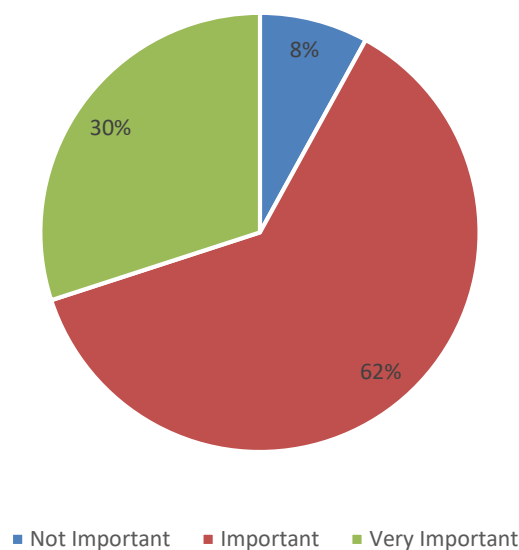


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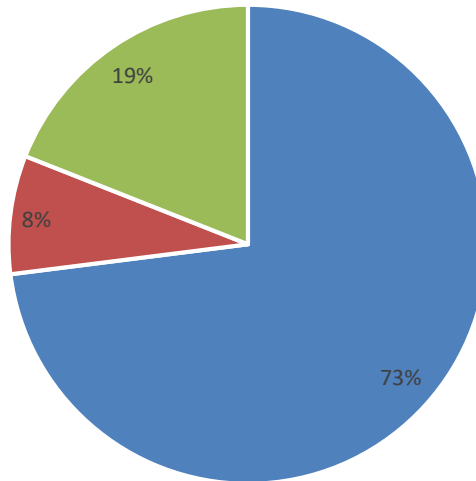
Administration and Management - Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.



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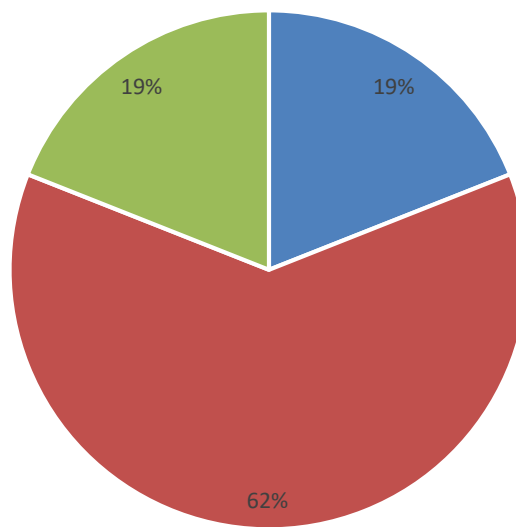


Transportation - Knowledge of principles and methods for moving people or goods by air, rail, sea, or road, including the relative costs and benefits.



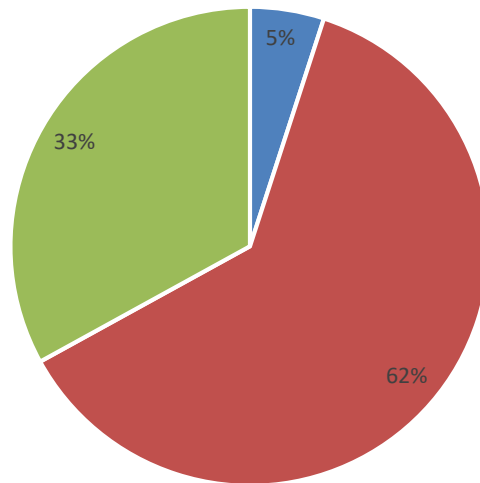
■ Not Important ■ Important ■ Very Important

Attention to Detail - Job requires being careful about detail and thorough in completing work tasks.



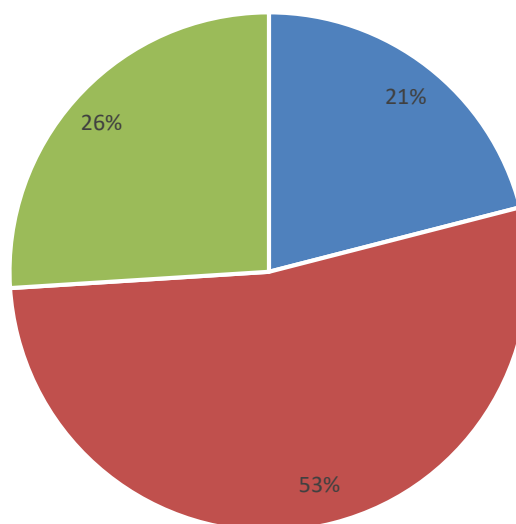
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Innovation - Job requires creativity and alternative thinking to develop new ideas for and answers to work-related problems.



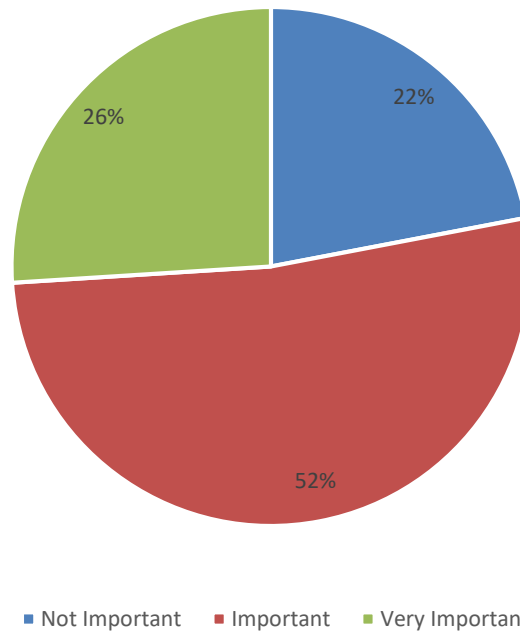
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Initiative - Job requires a willingness to take on responsibilities and challenges.

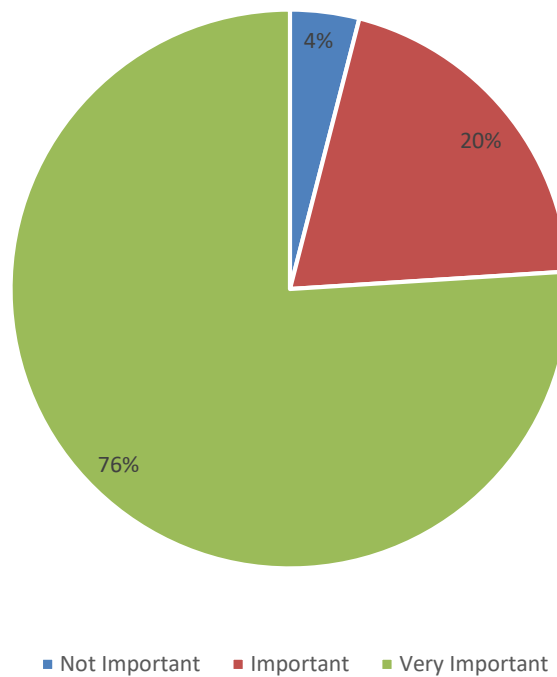


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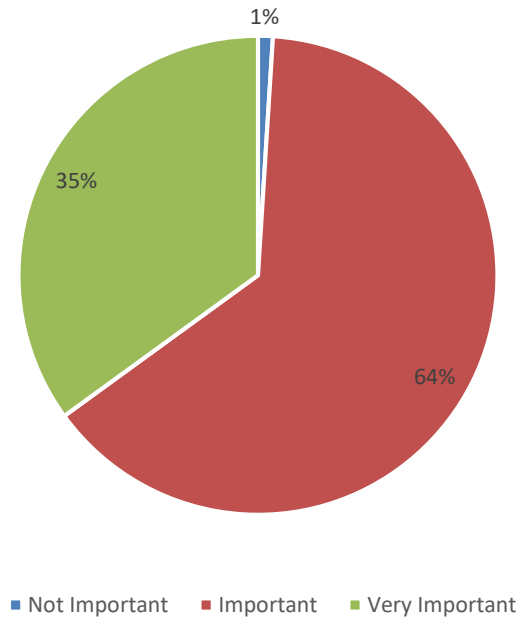
Dependability - Job requires being reliable, responsible, and dependable, and fulfilling obligations.



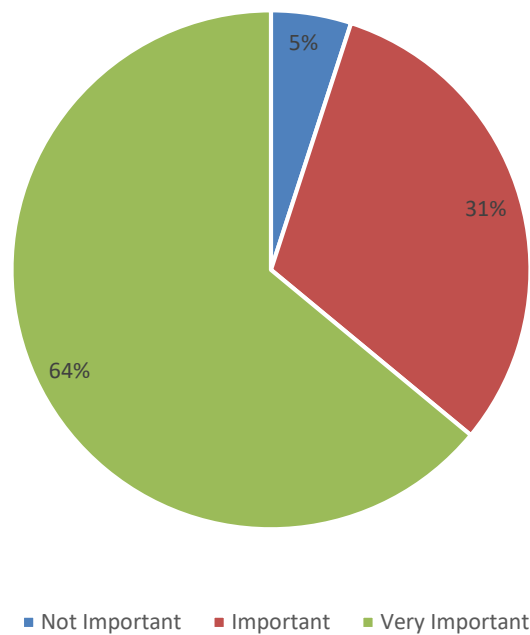
Integrity - Job requires being honest and ethical.



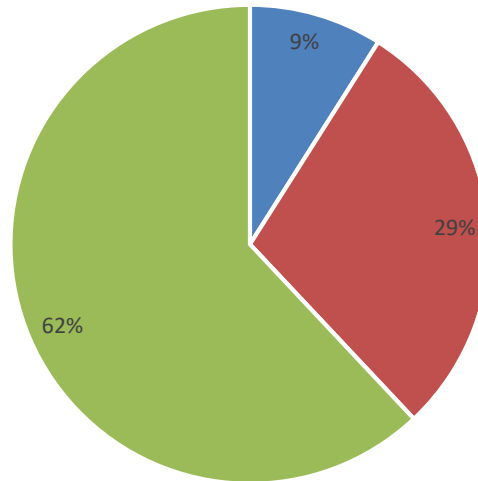
Adaptability/Flexibility - Job requires being open to change (positive or negative) and to considerable variety in the workplace.



Analytical Thinking - Job requires analyzing information and using logic to address work-related issues and problems.

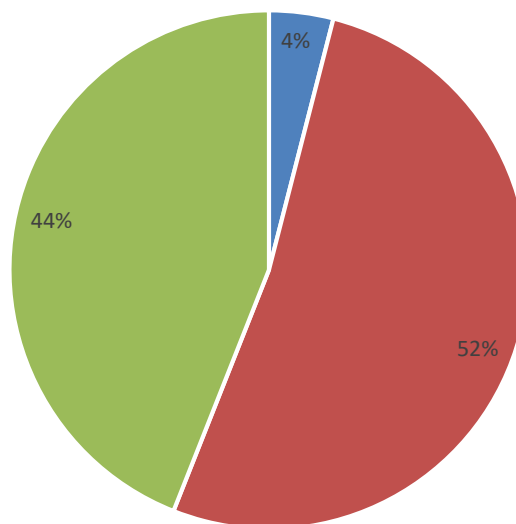


Self Control - Job requires maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations.



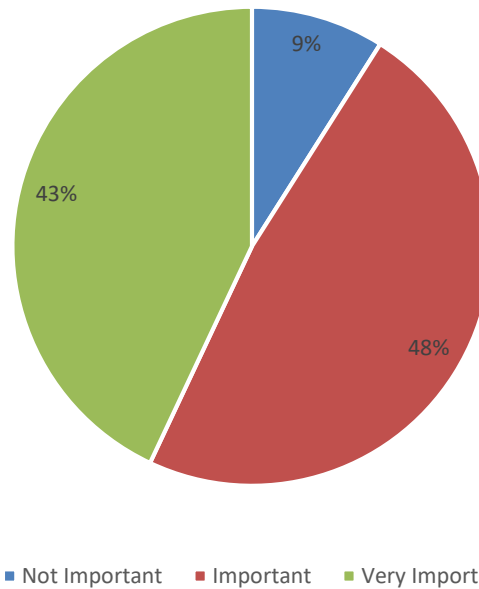
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Stress Tolerance - Job requires accepting criticism and dealing calmly and effectively with high stress situations.

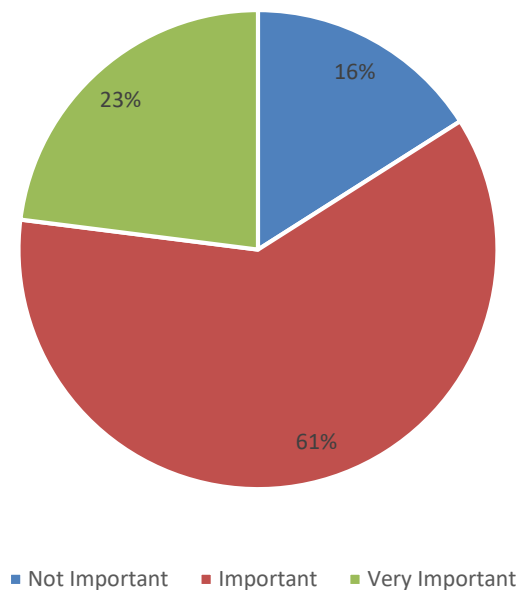


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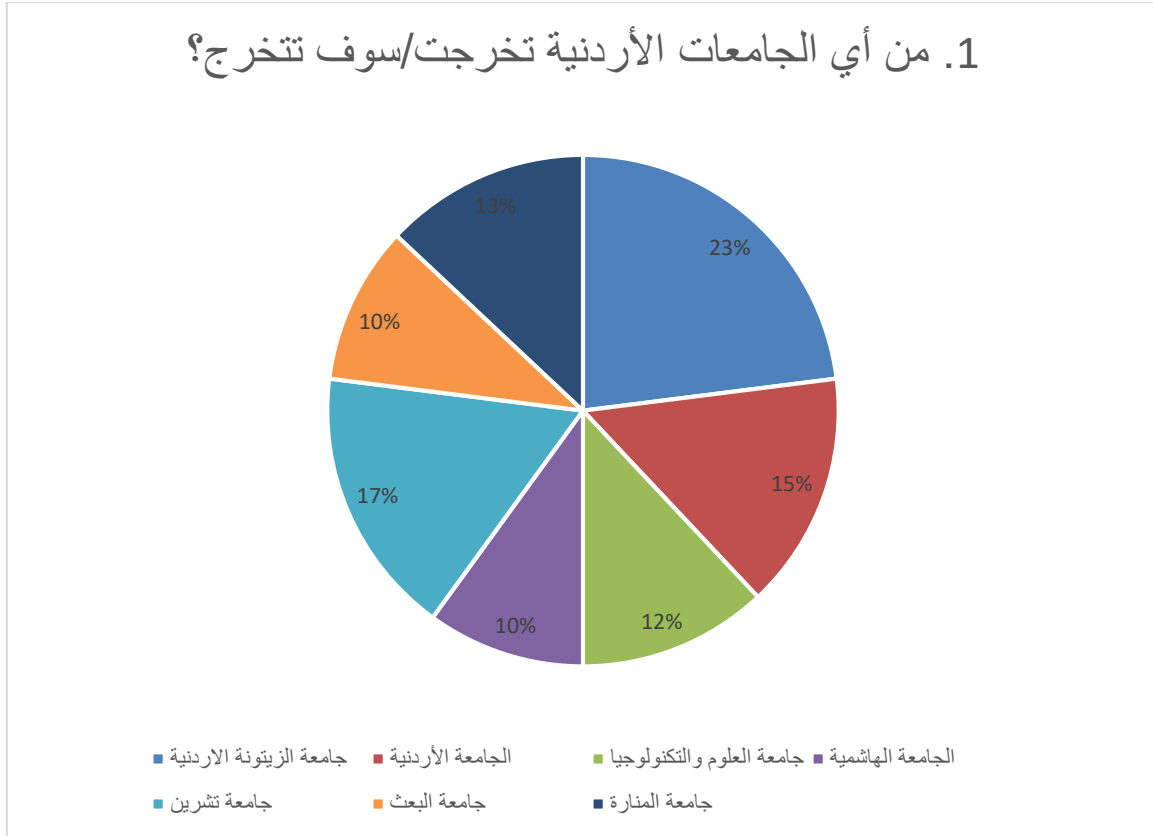
Cooperation - Job requires being pleasant with others on the job and displaying a good-natured, cooperative attitude.



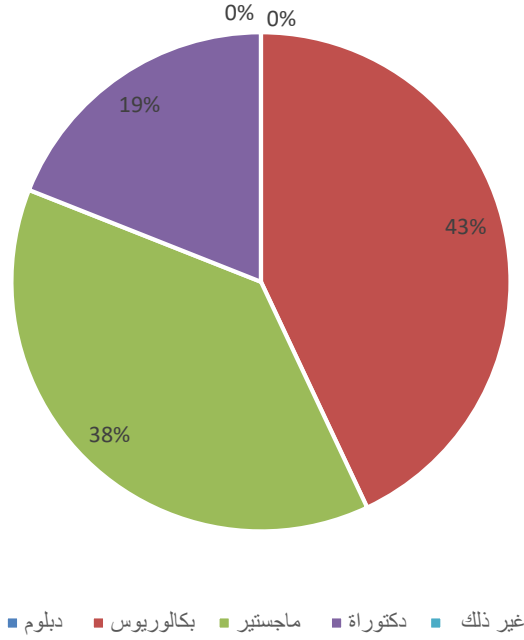
Concern for Others - Job requires being sensitive to others' needs and feelings and being understanding and helpful on the job.



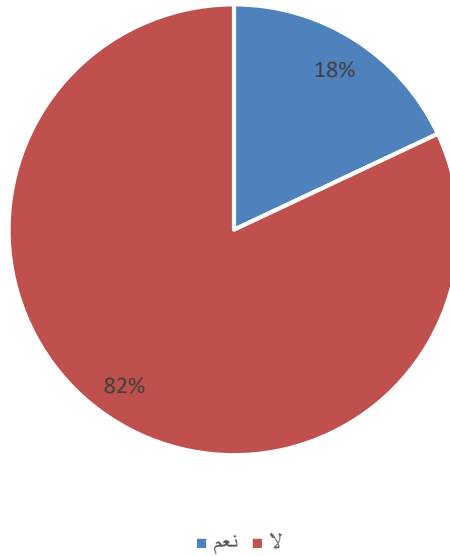
ANNEX V: Results of Graduates Opinion Survey



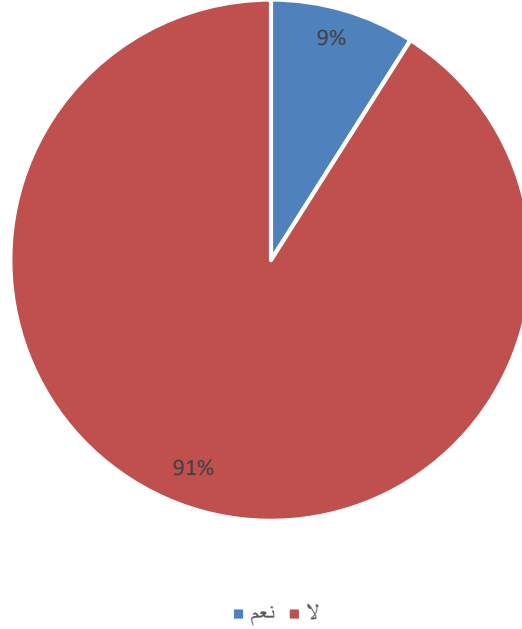
2. ما هي الدرجة الاكاديمية التي حصلت/سوف تحصل عليها؟



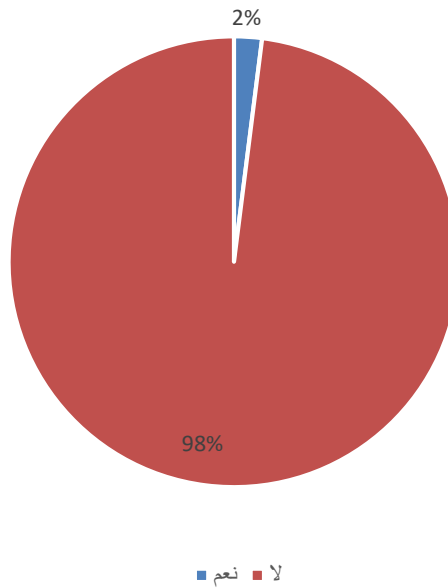
4. خلال دراستك الجامعية، هل قمت بأخذ دورات تدريبية في الجامعة في مجال الحرف اليدوية او التسويق أو التدريب ؟



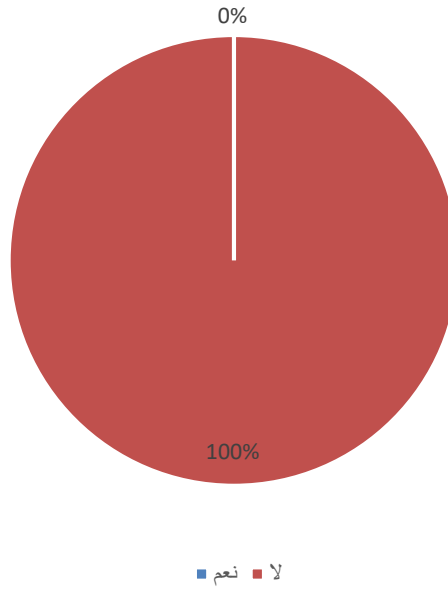
5. خلال دراستك الجامعية، هل قمت بأخذ دورات تدريبية خارج الجامعة في مجال الحرف اليدوية أو التسويق أو التدريب؟



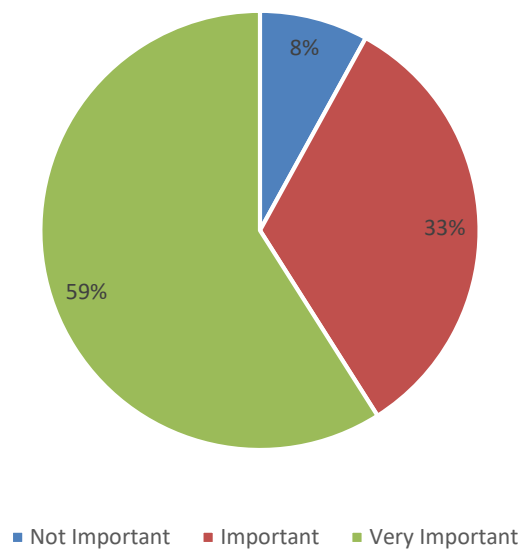
6. بعد دراستك الجامعية، هل قمت بأخذ دورات تدريبية قبل التحاقك بعملك في مجال الحرف اليدوية أو التسويق أو التدريب؟



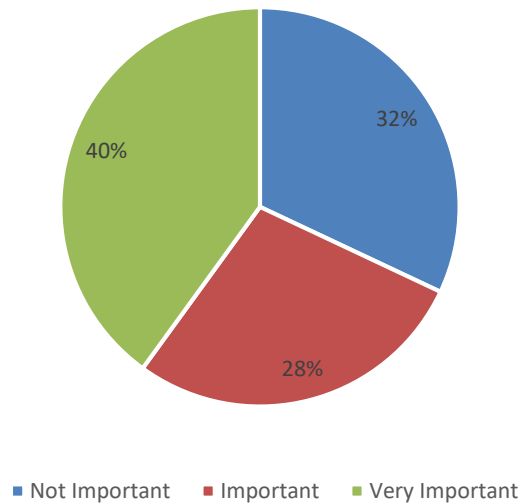
7. بعد دراستك الجامعية، هل قمت بأخذ دورات تدريبية بعد التحاقك بعملك في مجال الحرف اليدوية او التسويق أو التدريب ؟



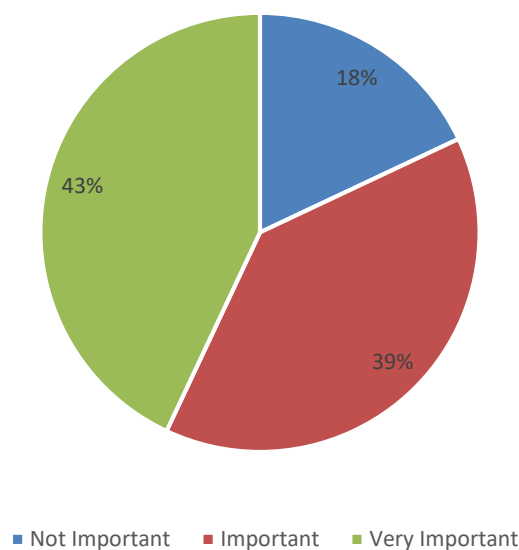
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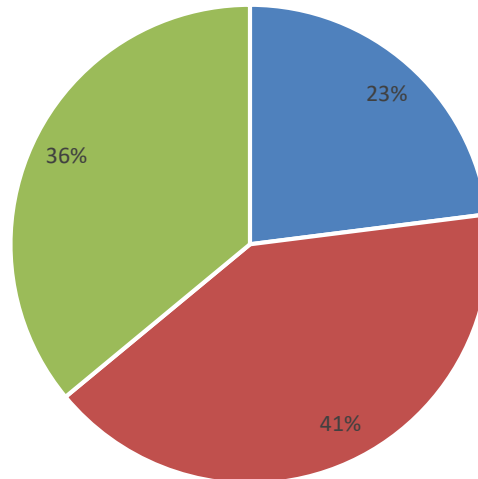
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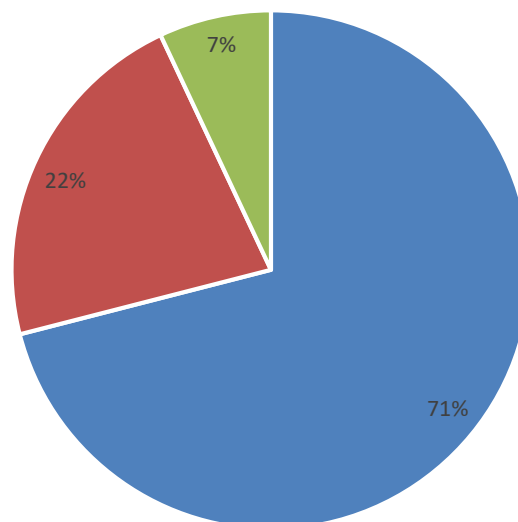


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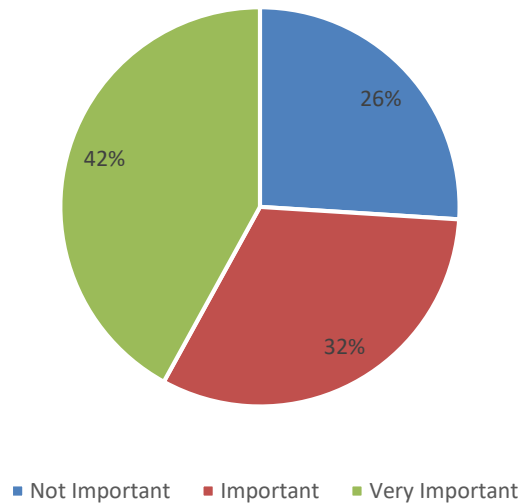
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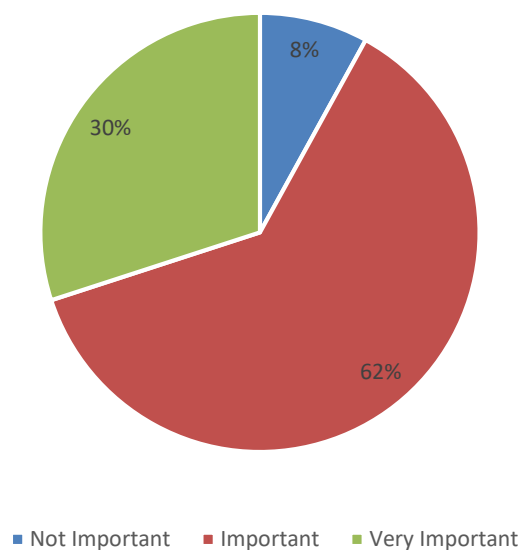


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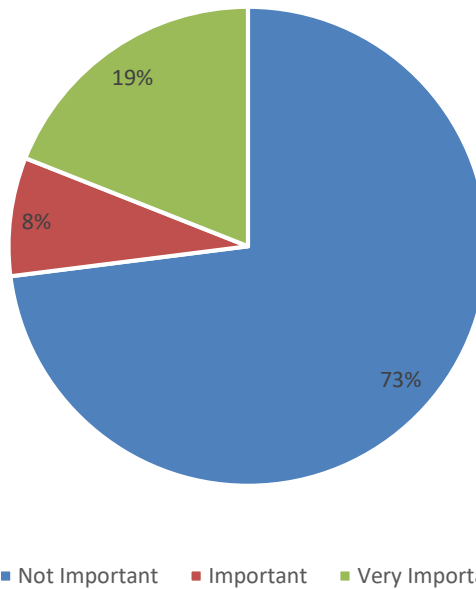
Administration and Management - Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.



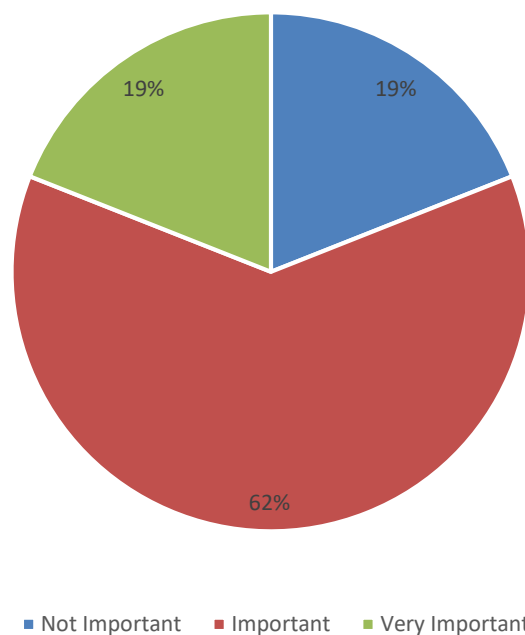
Communications and Media - Knowledge of media production, communication, and dissemination techniques and methods. This includes alternative ways to inform and entertain via written, oral, and visual media.



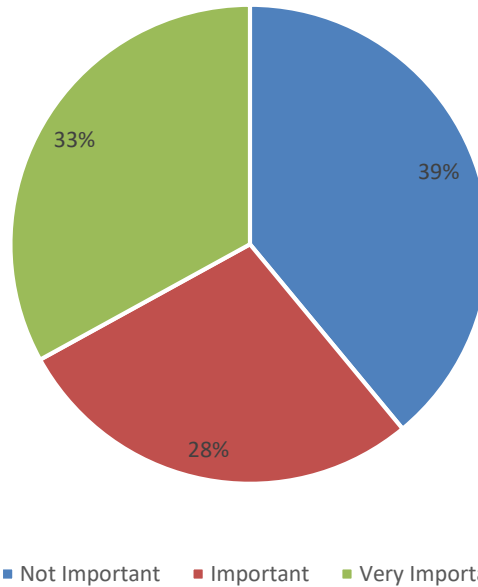
Transportation - Knowledge of principles and methods for moving people or goods by air, rail, sea, or road, including the relative costs and benefits.



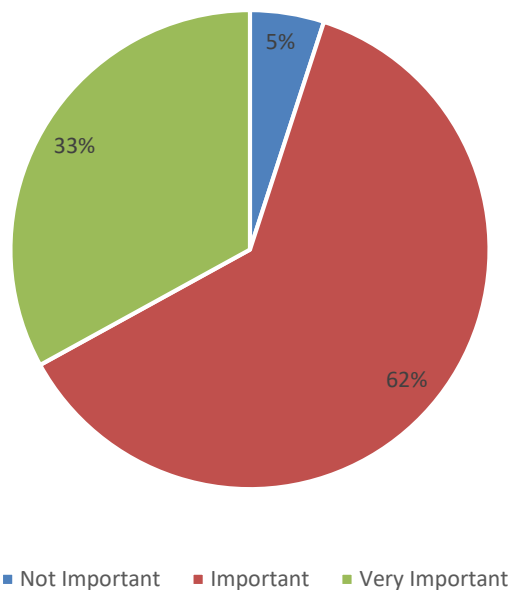
Attention to Detail - Job requires being careful about detail and thorough in completing work tasks.



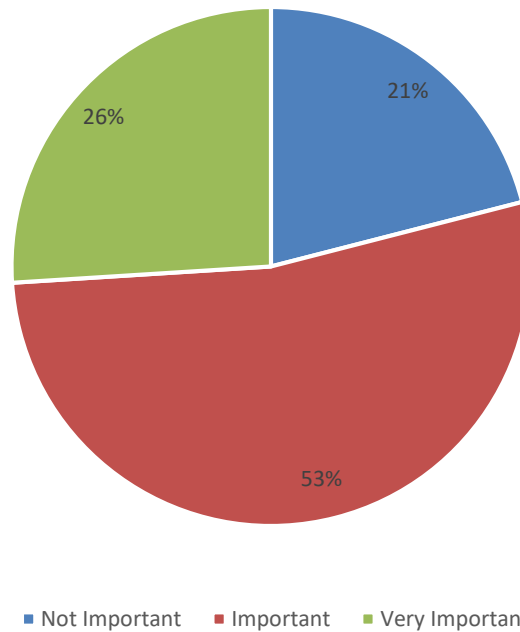
Achievement/Effort - Job requires establishing and maintaining personally challenging achievement goals and exerting effort toward mastering tasks.



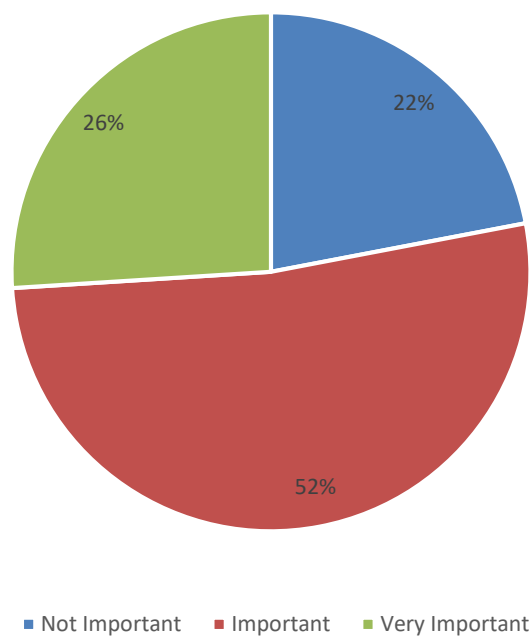
Innovation - Job requires creativity and alternative thinking to develop new ideas for and answers to work-related problems.



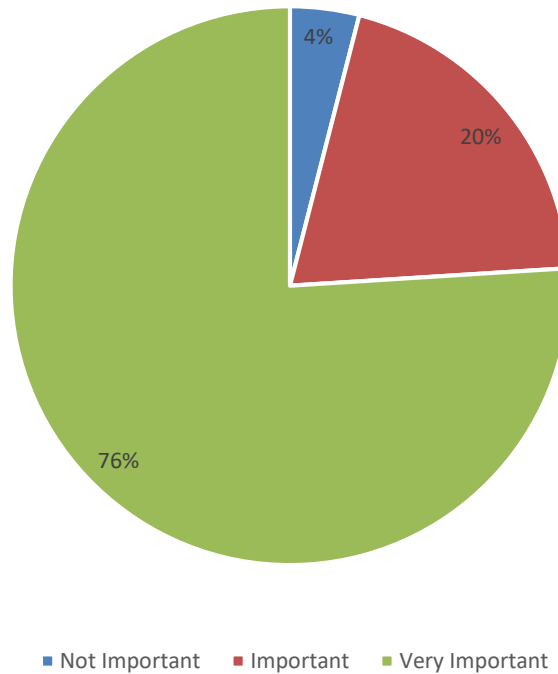
Initiative - Job requires a willingness to take on responsibilities and challenges.



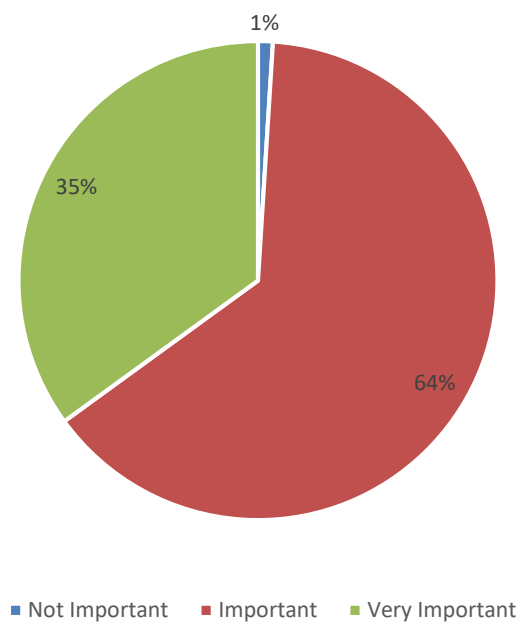
Dependability - Job requires being reliable, responsible, and dependable, and fulfilling obligations.



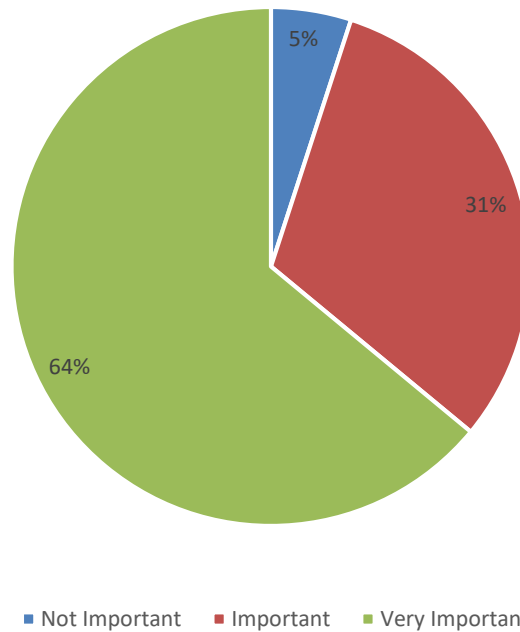
Integrity - Job requires being honest and ethical.



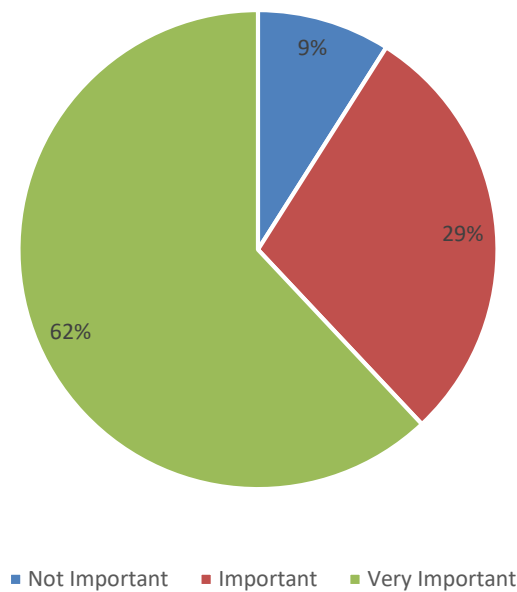
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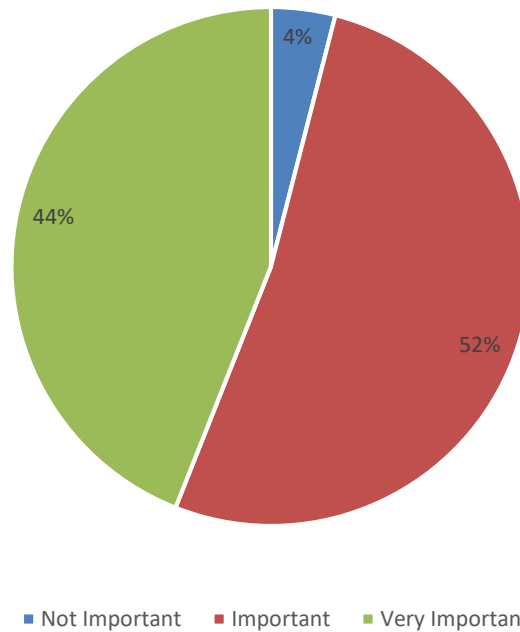
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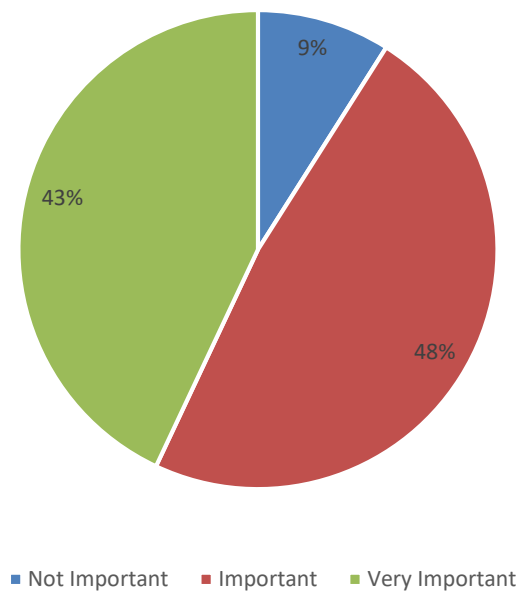
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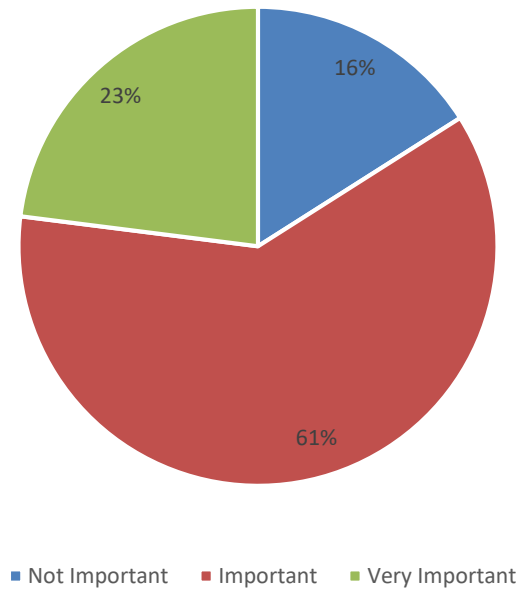
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Cooperation - Job requires being pleasant with others on the job and displaying a good-natured, cooperative attitude.



Concern for Others - Job requires being sensitive to others' needs and feelings and being understanding and helpful on the job.



ANNEX VI: Results of Architecture Schools Graduates Benchmark Survey

Summarized those characteristics based on the participant's response to the survey

| Category | Sub category | Percentage | Number | Number of participants |
|---|-----------------------------------|------------|--------|------------------------|
| Respondents gender | Male | 44% | 58 | 132 |
| | Female | 56% | 74 | |
| Respondents years of experience | 1-2 (years) | 25% | 33 | 137 |
| | 3-5 (years) | 38% | 49 | |
| | 5-10 | 27% | 35 | |
| | 10-20 | 10% | 13 | |
| | Over 20 | 0 | 0 | |
| Size of the organization (number of employees in the organization) | 1-10 | 39% | 53 | 137 |
| | 10-50 | 29% | 40 | |
| | 50-100 | 29% | 40 | |
| | Over 100 | 3% | 4 | |
| Type of organization | Construction Company | 25% | 34 | 137 |
| | Architectural engineering offices | 41.9% | 57 | |
| | Governmental organization | 19.9% | 27 | |
| | Supplier | .7% | 1 | |
| | Other | 12.5% | 17 | |

The NAAB SPC's classification regarding the respondents' satisfaction rating

