Community Youth Mapping:
A Process to Identify Career Development Opportunities for Young People in School to Career Program - Jordan

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Abstract

The Community Youth Mapping (CYM) process is a catalyst to motivate youth and adults to identify and expand on existing resources as well as to create new opportunities in our community. CYM was used in Jordan as part of the School to Career Program. It helped involve young people in planning, data collection and analysis and information dissemination.

CYM results revealed that there is a lack in the services provided by the business institutions (private, governmental and non governmental) to the youth in schools in all regions with regard to training services, mentorship and counseling services. Results also indicated a lack of coordination between schools and business institutions in providing career guidance services as Internships, providing guest and workplace tours. Further, employment opportunities are offered for youth mostly in the Amman (center) and in the Irbid (North), while they are rarely available for the youth in Karak and Wadi Mousa in the south.

مقدمة:

يتخرج طلبة المدارس في الأردن من مرحلة الدراسة الثانوية، كما هو الحال في باقي الدول العربية؛ غير مهيئين للالتحاق بسوق العمل. وقد أقرت وزارة التربية والتعليم في الأردن منذ عامين الفجوة بين النظام التعليمي وقدرة الطلبة على الالتحاق بسوق العمل وتلبية متطلباته ، حيث يفتقر الطلبة خلال المرحلة الدراسية إلى فهم أهمية المناهج الدراسية وارتباطها باحتياجات سوق العمل وتلبية متطلباته من المهارات الوظيفية الأساسية التي تسهم في إنتاج قوى عاملة مؤهلة لسوق العمل.

استجابة لذلك، أطلقت وزارة التربية والتعليم في الأردن مشروع تطوير التعليم نحو الاقتصاد المعرفي (ERfKE) الذي صمم بهدف تطوير نظام التعليم في المراحل التعليمية المختلفة بشكل يسهم في إنتاج طلبة مسلَحين بالمهارات الضرورية للمواكبة بالاقتصاد المعرفي. ويعدَ برنامج من المدرسة إلى المهن أحد أبعاد هذا المشروع و يطبق في مراحل الدراسة الإعدادية والثانوية عن طريق مجموعة من الأنشطة التي تنفذ داخل المدرسة وغيرها في مواقع العمل والمجتمع المحلَى. وتعتمد هذه الأنشطة على عقد الشراكات بين القطاعين العام والخاص لتربط بين المدرسة واحتياجات المجتمع المحلي وسوق العمل. وتسهم هذه الأنشطة التربوية الجديدة في إكساب الطلبة المهارات الوظيفية الأساسية التي تعدهم ليكونوا جزءا من الاقتصاد المعرفي المتنامي، وبالتالي سيكتسب الأردن قوى عاملة أكثر استعداداً وقدرة على المشاركة في أهداف الأردن الاقتصادية بعيدة المدى.

ما هي إستراتيجية رسم خرائط المجتمع بمشاركة الشباب؟

هي إحدى أنشطة برنامج من المدرسة إلى المهن، وهي فرصة تعلم استكشافية تهدف إلى إشراك الطلبة في جمع المعلومات عن الموارد و الخدمات المتاحة لهم في مجتمعاتهم المحلية لرسم صورة حقيقية للإمكانيات المتوفرة وكيفية الاستفادة منها في تطوير خطط عمل محلية لتنمية المجتمع .

يعتمد المشروع في تنفيذه على مجموعة من طلبة المدارس يتم تدريبهم على تنفيذ زيارات ميدانية لكافة المؤسسات في المجتمع المحلي وجمع المعلومات اللازمة عن الخدمات و الموارد التي تقدمها، والفرص المهنية المتوافرة لهم، والمهارات الوظيفية المطلوبة. كما تسهم هذه الإستراتيجية في تدريب الطلبة على استخدام مهارات التكنولوجيا اللازمة لإدخال البيانات التي يقومون بجمعها ضمن قاعدة بيانات الكترونية، وتحليلها للخروج بنتائج يمكن الاستفادة منها في تصميم وتنفيذ برنامج من المدرسة إلى المهن في مجتمعاهم المحلية.

ما هي نتائج رسم خرائط المجتمع بمشاركة الشباب؟

• توفير قاعدة من البيانات عن الموارد و الخدمات المتاحة في المجتمع ، تستفيد منها المدارس في تطبيقاتها العملية.

• بناء قدرات طلبة المدارس و إشراكهم في عملية التخطيط وجمع البيانات وتحليلها ونشرها.

• تحقيق التواصل بين الشباب و الأجيال الأكبر سنا حيث يكتسب الطلبة مهارات القيادة بينما يوفر الأجيال الأكبر سنا دعما فنيا وشخصيا وسياسيا لهم.

• اكتساب الطلبة لمهارات القيادة والاستعداد للعمل ومهارات تطوير الذات.

Background and Rationale

The National Youth Strategy for Jordan 2005-2009 Identifies youth as people between ages 12-30 years. Youth in Jordan constitute 40% of the total population as estimated by the Department of Statistics in 2003, which indicates that Jordan is a youthful community that could invest in its resources as a means of growth and development. Statistics revealed that 31% of the youth are unemployed for several reasons. Recently Jordan has identified the lack of individuals for proper employability skills and career vision as a major cause of unemployment in relation to the Educational system[1].

Current, accurate information about local resources for young people in Jordan is one of the most important and basic tools needed to develop positive and accessible youth career development opportunities. Young people need to know where and how they can take advantage of opportunities to learn more about labor market and to grow their employability skills and career vision. Adults need to know this information too in order to make policy decisions and identify gaps and inconsistencies in available resources and work opportunities for young people. In Jordan, information about resources for youth is maintained somewhat haphazardly, mechanisms for reporting and updating information vary and are usually inconsistent and the ability of the public, particularly young people and their caregivers, to easily access and use resource information is often lacking.

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[1] National Youth Startegy for Jordan, 2005-2009,Employment of young people, p.13

What is Community Youth Mapping (CYM)?

The School to Career Program in Jordan, part of the Education Reform for Knowledge Economy aims to provide young students with opportunities to learn more about the labor market and gain basic employability skills thorough partnerships between schools and businesses.

The School to Career Program in Jordan consists of three main components: School based Activities, Work based Activities and Connecting activities.

The program utilizes the Community YouthMapping process as one connecting activity which helps involve public and private community stakeholders in a comprehensive data collection process that will identify and share information on resources and work place opportunities for young students in the local communities in Jordan as internships, mentorship, and community service, identify gaps in available resources, and provide dissemination tools that reach and involve many community stakeholders.

Objectives:

Objective 1: Building the capacity of the Jordanian Ministry of Education and schools to implement CYM (principles, counselors, teachers, etc…)

Objective 2: Building stronger connections between School to Career program and community resources (Businesses, community leaders and parents).

Objective 3: Enhancing students understanding and perception to their own local community and find career pathways.

Objective 4: Establishing databases that uncover and share information on School to Career opportunities,

Objective 5: Developing world of work competencies and skills for young people.

Objective 6: Modeling best work based learning/ community service learning standards towards raising the value of non formal education.

Methodology:

The School to Career Program in Jordan has incorporated the mapping process developed by the AED Center for Youth Development and Policy Research – Washington D.C through experiences and recommendations from 35 locales across the United States.

The methodology was based on information gathering process focused on identifying useful existing work opportunities, resources and expanding the information base beyond traditionally recognized youth services, as sometimes resources are located in places one would least expect to find.

Sample

In an effort to collect information on STC opportunities in Jordan; the School to Career Program has selectively chosen 120 young students from the target grades of the STC program (grades 9, 10

and 11) and from 12 STC pilot schools in four regions (Amman, Karak, Irbid, and Petra) distributed on the south, center and west of Jordan.

The students were selected according to certain qualifications and duties as follows:
Qualifications:
- Ages (from grades 9,10 & 11)
- Legible handwriting
- Good speaking skills
- Good punctuality
- Positive attitudes.

Duties:
- Youth Mappers will be responsible for attending any and all orientations for the Community Youth Mapping process.
- Attend all trainings for the preparation of the Community Youth Mapping process.
- Provide support and encouragement for all fellow mappers throughout the process.
- Walk block by block to identify and document, in specified areas, all available resources for young people.
- Provide accurate, legible and completed surveys for data entry phase of Community Youth Mapping process.
- Report to their filed supervisors daily, before and after mapping has occurred.
- Wear appropriate identification for mapping (ID badge, T-shirt. etc)

Tools

DATA – Survey Tool

Place Based survey tool that shows baseline organization information was used in interviewing the institutions. The survey contained the following information:
- Demographic Data – Location (village, district, governorate), e-mail and website. Type of organization: Private Sector, Governmental and Non Governmental.
- Information on how to access each resource, for example; normal days and hours of operations, eligibility criteria and fees for service, and languages in which services are provided.
- Service at a glance, a checklist of services that best define the organization being mapped, for example; health and counseling services, sports and recreation, places and programs, education services and places.
- School to Career oriented questions, what kind of services the organization may offer to train students on labor market, for example; internships, mentorship, workplace tours, number of employees hired during the year, qualifications and employability skills required.

Brochure & Fact sheet

While Youth Mappers were conducting their interviews, they were able to hand out a project fact sheet and a brochure. The fact sheet answered many of the questions that might be asked by a business or organization. This project fact sheet provided the What, Where, Who, and How of the process in Jordan, while the brochure provided equivalent information, yet on a broader level.

"I've been mapped" flyer

To show appreciation to those community resources that participated in the Community Youth Mapping process, a flyer was used to provide a token of appreciation that can be proudly displayed in a window. It also allowed other mappers know that a place has already been surveyed.

Procedures:

1. **Recruitment of Advisory Groups, YouthMappers and Field Supervisor.**

The recruitment of Youth Mappers and Field Supervisors required establishing an interview process, create multiple strategies for outreach and stay competitive with the current job market in our community.

The advisory groups of the STC program were formed earlier to the implementation of the CYM to help design, plan and implement various STC activities. The same STC advisory groups helped organize and recruit the Youth Mappers who were selected according to the above mentioned sample and criteria.

Jordan CYM Governorate Structure
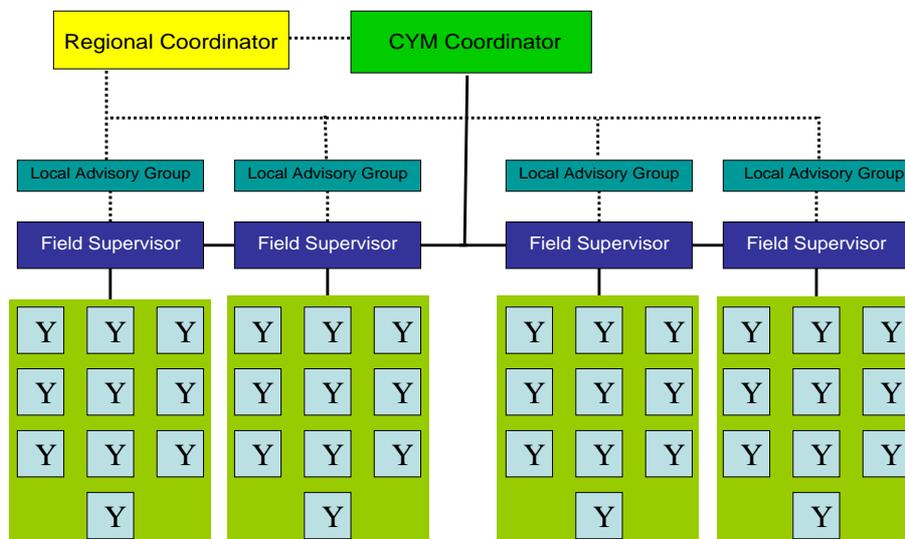
2. **Gaining Community Commitment**

Through a series of community orientation sessions in all target areas, parents, public and private sector representatives were brought together to discuss the Community Youth Mapping process. During the orientations, examples of the ways in which similar partners have been involved in other communities, a demonstration of the technology, communities need to interact with the data collected, and examples of realistic timelines and levels of resources needed to fully support the process were presented.

Having a broader group of players at the table to begin to think strategically about the uses and potential impact of Community YouthMapping allowed us to ask and answer questions that may be critical to the success of our local CYM process.

3. Community Youth Mapping Pre-Planning

Youth Mappers and Field Supervisors, who are adult partners in the mapping process were clear on their responsibilities, had sufficient supplies needed for daily mapping activities and were familiar with the tools they would be using to engage the community in the canvassing and data collection process.

This pre-planning process included issues like:
- reviewing the responsibilities, supplies and tools associated with day-to-day management and supervision;
- defining the community and deciding where to map, what to map and what not to map;
- creating a data plan that outlines a procedure for data entry and location, dissemination of data and reports needed; and
- Creating a work plan for each school, determining logistics, transportation and compensations for YouthMappers and field supervisors.

4. Conducting Training of YouthMappers and Field Supervisors

YouthMappers and field supervisors went through three days of training to prepare for the mapping process. Through training, young people were aimed to acquire the skills necessary to set goals for the process, use the survey tools, and conduct interesting and challenging interviews.

The training exercises were interactive and stressed the importance of written, verbal and non-verbal communication. The training covered:
- world of work (protocols about professionalism);
- conflict resolution;
- oral and written communication;
- team building; inter-personal relations;
- youth/adult partnership;
- history of Community YouthMapping;
- small group problem-solving;
- survey tool review;
- daily expectations and
- schedule and daily basis data entry.

Field Supervisors were brought for the training to prepare them for the management and administration of Community YouthMapping. Field Supervisors were aimed to acquire skills and obtain a great collection of day-to-day management tools and strategies that will make the Community YouthMapping process both efficient and effective.

Various issues were discussed with the Field Supervisors as transportation, payroll, and coordination of community partners; the day-to-day management of the project (supplies, task, supervision, etc.); review of all tools (survey, fact sheets, mapping assignments, deployment strategies, etc.); maintaining the integrity of the information collected; developing a system for data collection and entry; and daily debriefing process and project documentation.

5. Data Collection & Entry

After the completion of training, fieldwork phase started where young people canvassed various areas in the north' Irbid', center 'Amman', South 'Karak & Wadi Mousa' and conducted interviews

with all the shops and institutions in those areas using the place - asked survey tool and the other tools mentioned earlier. The fun with the students started at this phase as actual implementation of all knowledge and skills gained throughout the trainings were to be used when interviewing employers.

Daily routine was developed throughout this phase. For example, Field Supervisors coordinated daily assignments, organized supplies, coordinated transportation, reviewed goals of the days with the Youth Mappers, broke them up into small groups, were out and canvass, conduct debriefing sessions by the end of each mapping day.

In the north, Youth Mappers were able to canvass four areas in Irbid: the city center, Kufor Youbo village, Irbid Industrial city and Bab Al amoud area.

In the center, Youth Mappers were able to canvass WasfilAl tal St., a huge trade street in Amman; Jabal Al Hussein, Sweileh and the area of North Marka.

In the south, specifically in Karak; Youth Mappers were able to canvass the city center, Al Marj, Al Thanyeh and Al Musherfe areas. While in Petra; they were able to canvass the city center, Um Seihoon, Al Taybe and Al Rajef.

The students continued mapping for one month on an average 9 hours a week of mapping.

Customized Data Entry and Management System was developed as a web based data system. The system consists of standard data collection elements such as quantitative and qualitative data. The system allows local sites to develop and collect information beyond the standard scope of data.

The Youth Mappers used this system to enter the data collected with an average of a three hour data entry during each week (Total 12 hours).

The field supervisors used to revise the data entered on each data entry day to make sure all information were correct, eligible and concrete.

Data Analysis

Frequency tables were used to analyze data collected and entered to the system.
The tables show the following results:

Of the type of the institutions specialized in providing child and youth services and affairs, only four institutions in Amman, five in Karak, seven in Wadi Mousa and seven in Irbid were identified as service providers for youth out of the average 1,202 institutions from all governorates.

The Institutions which serve youth between ages 14-18 years were identified as (12%) in Amman, (10%) in Karak, (10%) in Wadi Mousa, and (12%) in Irbid.

The institutions which determine the level of skills and capacities as one major criteria of the beneficiaries' selection were identified as (17%) in Amman, (0, 5%) in Karak, (4%) in Wadi Mousa, and (4%) in Irbid.

The institutions which provide employment opportunities for youth (part time, full time, seasonal) were identified in Amman as (61%), (17%) in Karak, (25%) in Wadi Mousa, and (50%) in Irbid.

The institutions which provide summer training opportunities for youth were identified as (5%) of the institutions in Amman, (8%) in Karak, (6%) in Wadi Mousa, and (5%) in Irbid.

The institutions which offer youth centers for youth were identified as 0, 3% of the institutions in Amman, (5, 9%) in Karak, (2%) in Wadi Mousa, and (0, 3%) in Irbid.

The institutions which provide mentoring and counseling services were identified as (0, 9%) of the institutions in Amman, (3%) in Karak, (10%) in Wadi Mousa, and (0, 9%) in Irbid.

School-to-Career specific type of services were also examined and analyzed. The institutions which provide paid internship programs for youth were identified as (25%) in Amman, (6%) in Karak, (11%) in Wadi Mousa, and (20%) in Irbid.

Other institutions which provide unpaid internships programs were identified as (15% in Amman, (12%) in Karak, (12%) in Wadi Mousa, and (19%) in Irbid.

Workplace tours were offered to the youth in schools and were identified as (5%) in Amman, (11%) in Karak, (21 %) in Wadi Mousa, and (7%) in Irbid.

Work-based learning experiences coordinated with the local school which were offered by 3% of the institutions in Amman, (6%) in Karak, (9%) in Wadi Mousa, and (5%) in Irbid.

Mentorship is offered by (1%) of the institutions in Amman, (4%) in Karak, (4%) in Wadi Mousa, and (3%) in Irbid.

Guest speakers activities are provided by (1%) of the institutions in Amman, (5%) in Karak, (8%) in Wadi Mousa, and (4%) in Irbid.

Internship programs for teachers in schools were offered by (2%) of the institutions in Amman, (4%) in Karak, (6%) in Wadi Mousa, and ((3%) in Irbid.

In Amman (48%) of the institutions do not offer practical experiences for the youth, (52%) in Karak, (29%) in Wadi Mousa, and (37%) in Irbid.

Results:

Based on the above analysis, the results could be summarized in the following manner:
- There is a lack of services provided by the business institutions (private, governmental and non governmental) to the youth in schools in all regions, summarized in the following services:
    - Training services;
    - Mentorship;
    - Counseling services;
- There is a lack of coordination between schools and business institutions, in all regions, summarized in the lack of the following services:
    - Teachers Internship services;
    - Student Internship services: both paid and unpaid;
    - Guest speakers activities;
    - Workplace tours.

- Employment opportunities are offered for youth mostly in the Amman (center) and in the Irbid (North), while they are rarely available for the youth in the Karak and Wadi Mousa (South).

Other tangible results include:
- Current, maintained database of programs, services and opportunities for young people, businesses and local communities;
- Easy access to data; and
- Job readiness, leadership and other youth development skills.

Conclusions

Upon the results mentioned above and the interviews which took place with some Youth Mappers, parents, school principals and field supervisors, Community Youth Mapping has:
- Provided opportunities for young people to be involved and engaged in a process that immediately connects young people to community resources;

- Trained young people in how to document, analyze, report, and disseminate information on the resources in the community;

- Mobilized youth and adults across different communities to work on a process with tangible outcomes;

- Engaged the public, private and nonprofit sectors in a mutually empowering and respectful youth development process;

- Identified the gaps in available resources to provide valuable community analysis and planning information;

- Had a positive impact on the prescriptions that youth and adults often have with each other due to the lack of opportunities for adults and youth to interact in communities; and

- Provided opportunities for communities to share accurate data and use technology differently.

Recommendations

- Data should be disseminated using the Geographic Information System (GIS), to show the physical gaps in available resources for all businesses and community leaders in the target areas;

- Connections between schools and business should strongly be established through the School to Career program to increase the opportunities of providing youth with work place opportunities;

- Youth Mappers should address the gaps and find solutions through Focus group discussions, one-to-one interviews business and community leaders and mapping focused on selected business sectors.

- The Ministry of Education should consider: (1) establishing Students incentives system for youth who participate in social activities to help institutionalize CYM in schools;(2) use the CYM data in providing career guidance to students in schools; (3) Improve instruction to become more authentic and emphasize employability skills and curricula relevance.

Amman Results

يرجى اختيار نوع المؤسسة (يرجى اختيار أحدها)

List Value	Count
تجارية	1653
سياحية	49
مؤسسة دينية	5
تعليمية/مدرسة	39
مكتبة عامة	4
صناعية	13
معنية برعاية النشء	1
صحية	239
حكومية	25
زراعية	4
مركز شباب	3
جمعية أهلية	5
ورشة	4
أخرى	76

الفئة العمرية التي تستفيد من الخدمات (اختر كل ما ينطبق)

List Value	Count
كل الأعمار	1407
0-4سنة	47
5-9سنة	78
10-13سنة	91
14-15سنة	119
16-18سنة	267
19-24سنة	499
فئات عمرية أكبر	538
المسنون	73

معايير اختيار الفئات المستفيدة من هذه الخدمات (اختر كل ما ينطبق)

List Value	Count
النوع الاجتماعي (ذكر أنثى	582
المدرسة	103
السن	200
مستوى التعليم	280
القدرات و المهارات	385
المنطقة الجغرافية	89
أخرى	56
لا ينطبق	1121

الخدمات الخاصة بالشباب تحت ٢٤ سنة (اختر كل ما ينطبق)

List Value	Count
التوظيف بدوام جزئي	403
التوظيف بدوام كامل	1043
عمل موسمي	52
تدريب صيفي	121
برامج تبادل طلابي	7
مراكز الشباب	8
العمل في المشروعات	15
المنح الدراسية	12
منح و جوائز	23
توجيه و إرشاد الشباب	22
مجموعات دراسية	18
أنشطة تطوعية	13
مشروعات خيرية	25
عضويات مجانية	11
خدمات أخرى	654

أي من هذه البرامج التدريبية والخبرات يمكن أن توفرها (أو متوفرة)

List Value	Count
تدريب عملى مدفوع الأجر للطلبة	588
تدريب عملى غير مدفوع الأجر	348
جولة لمدة يوم واحد فى المؤسسة	113
فرص لإكتساب خبرات عملية	64
مرشدين	30
استضافة متحدثين من ذوى الخبرة	34
تدريب عملى للمعلمين في المؤسسة	50
لا نقدم خبرات عملية	1128

Karak Results

يرجى اختيار نوع المؤسسة (يرجى اختيار أحداها)

List Value	Count
تجارية	٥٩٧
سياحية	٧
مؤسسة دينية	٣
تعليمية/مدرسة	١٥
مكتبة عامة	٢
صناعية	٢
معنية برعاية الشباب	١
صحية	٣٧
حكومية	٤١
زراعية	٠
مركز شباب	٤
جمعيه أهليه	٩
ورشه	١١
أخرى	٢٢

الفئة العمرية التي تستفيد من الخدمات(اختر كل ما ينطبق)

List Value	Count
كل الأعمار	٥٢٢
سنة (٠-٤)	٦
سنة (٥-٩)	١٣
سنة (١٠-١٣)	١٥
سنة (١٤-١٥)	٣٧
سنة (١٦-١٨)	٧٦
سنة (١٩-٢٤)	١٧٥
فئات عمرية أكبر	١٦٢
المسنون	٦٥

معايير اختيار الفئات المستفيدة من هذه الخدمات (اختر كل ما ينطبق)

LIST VAIUE	COUNT
النوع الاجتماعي(ذكر،أنثى	١٥٧
المدرسة	١٠
السن	٢٩
مستوى التعليم	٣
القدرات والمهارات	٤
المنطقة الجغرافية	٩٠
أخرى	١٥
لا ينطبق	٤٧٥

الخدمات الخاصة بالشباب تحت سن ٢٤ سنة

List value	count
التوظيف بدوام جزئي	٨٧
التوظيف بدوام كامل	٥٨
عمل موسمي	١٩
تدريب صيفي	٧٨
برامج تبادل طلابي	٨
مراكز الشباب	٩
العمل في المشروعات	١٣
المنح الدراسية	٣
منح وجوائز	١٨
توجيه وارشاد الشباب	٣١
مجموعات دراشية	٤
انشطة تطوعية	٢٧
مشروعات خيرية	٢٤
عضويات مجانية	٦
خدمات اخرى	٥٦١

أي من هذه البرامج التدريبية والخبرات يمكن أن توفرها (أو متوفرة)

List value	Count
تدريب عملي مدفوع الأجر للطلبة	٦٢
تدريب عملي غير مدفوع الأجرة	١٢٤
جولة لمدة يوم واحد في المؤسسة	١٠٧
فرص اكتساب خبرات عملية	٦١
مرشدين	٤١
استضافة متحدثين من ذوي الخبرة	٤٦
تدريب عملي للمعلمين في المؤسسة	٣٦
لا نقدم خبرات عملية	٥٢٦

Wadi Mousa Results

يرجى اختيار نوع المؤسسة (يرجى اختيار أحداها)

LIST VAIUE	COUNT
تجارية	٣١٥

سياحية	٧٨
مؤسسة دينية	١٤
تعليمية/مدرسة	٢٨
مكتبة عامة	٢
صناعية	١٨
معنية برعاية الشباب	٠
صحية	١٥
حكومية	٢٦
زراعية	٤
مركز شباب	٧
جمعيه أهليه	٣
ورشه	١٢
أخرى	٥

الفئة العمرية التي تستفيد من الخدمات(اختر كل ما ينطبق)

LIST VAIUE	COUNT
كل الأعمار	٤١٩
سنة (٠-٤)	٢
سنة (٥-٩)	٢٣
سنة (١٠-١٣)	٢٤
سنة (١٤-١٥)	١٩
سنة (١٦-١٨)	٤٨
سنة (١٩-٢٤)	٦٠
فئات عمرية أكبر	٥٥
المسنون	١٣

معايير اختيار الفئات المستفيدة من هذه الخدمات (اختر كل ما ينطبق)

LIST VAIUE	COUNT
النوع الاجتماعي(ذكر،أنثى	١٥٠
المدرسة	٢٣
السن	٢٢
مستوى التعليم	٢٠
القدرات والمهارات	٢٦
المنطقة الجغرافية	٦٧
أخرى	٦١
لا ينطبق	٢٣٣

الخدمات الخاصة بالشباب تحت سن ٢٤ سنة

List value	Count
التوظيف بدوام جزئي	٧٠
التوظيف بدوام كامل	١٢١
عمل موسمي	٧١
تدريب صيفي	٦٤
برامج تبادل طلابي	٣٣
مراكز الشباب	١٧
العمل في المشروعات	٥١

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المنح الدراسية	١٣
منح وجوائز	٥٦
توجيه وارشاد الشباب	١٠٦
مجموعات دراسية	١٨
انشطة تطوعية	٣٩
مشروعات خيرية	٨٣
عضويات مجانية	١٦
خدمات اخرى	١٢
لا ينطبق	٢٧٨

أي من هذه البرامج التدريبية والخبرات يمكن أن توفرها (أو متوفرة)

List value	Count
تدريب عملي مدفوع الأجر للطلبة	١٠٢
تدريب عملي غير مدفوع الأجرة	١١٧
جولة لمدة يوم واحد في المؤسسة	٢٠٣
فرص اكتساب خبرات عملية	٩١
مرشدين	٤١
استضافة متحدثين من ذوي الخبرة	٧٩
تدريب عملي للمعلمين في المؤسسة	٥٤
لا نقدم خبرات عملية	٢٧٥

Irbid Results

يرجى اختيار نوع المؤسسة (يرجى اختيار أحدها)

List Value	Count
تجارية	1181
سياحية	13
مؤسسة دينية	8
تعليمية/مدرسة	54
مكتبة عامة	6
صناعية	23
معنية برعاية النشء	1
صحية	49
حكومية	29
زراعية	2
مركز شباب	6
جمعية أهلية	6
ورشة	11
أخرى	30

الفئة العمرية التي تستفيد من الخدمات (اختر كل ما ينطبق)

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List Value	Count
كل الأعمار	994
سنة (0-4)	21
سنة (5-9)	40
سنة (10-13)	51
سنة (14-15)	77
سنة (16-18)	185
سنة (19-24)	334
فئات عمرية أكبر	333
المسنون	126

معايير اختيار الفئات المستفيدة من هذه الخدمات (اختر كل ما ينطبق)

List Value	Count
النوع الاجتماعي (ذكر/أنثى	492
المدرسة	96
السن	149
مستوى التعليم	53
القدرات و المهارات	67
المنطقة الجغرافية	58
أخرى	30
لا ينطبق	755

الخدمات الخاصة بالشباب تحت ٢٤ سنة (اختر كل ما ينطبق)

List Value	Count
التوظيف بدوام جزئي	492
التوظيف بدوام كامل	303
عمل موسمي	109
تدريب صيفي	134
برامج تبادل طلابي	23
مراكز الشباب	27

العمل في المشروعات	40
المنح الدراسية	16
منح و جوائز	42
توجيه و إرشاد الشباب	58
مجموعات دراسية	21
أنشطة تطوعية	40
مشروعات خيرية	63
عضويات مجانية	8
خدمات أخرى	484

أي من هذه البرامج التدريبية والخبرات يمكن أن توفرها (أو متوفرة):

List Value	Count
تدريب عملى مدفوع الأجر للطلبة	373
تدريب عملى غير مدفوع الأجر	351
جولة لمدة يوم واحد فى المؤسسة	133
فرص لإكتساب خبرات عملية	86
مرشدين	63
استضافة متحدثين من ذوى الخبرة	65
تدريب عملى للمعلمين في المؤسسة	56
لا نقدم خبرات عملية	674

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