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Strengthen the institutional tourism system in Jordan by enhancing the capacities of the Ministry of Tourism and Antiquities in Jordan

**Activity 1.2, Activity 1.3, Activity 2.1
TRAINING AND CAPACITY BUILDING ACTION PLAN**

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0. Introduction

This document is aiming at presenting the training plan derived from the training needs assessment (TNA), integrated by the specific capacity building activity devoted to the directors in the governorates and finally to some Directorates inside the MoTA involved or to be involved in the project preparation.

Because of it, the report is the common result of the activities 1.2, 1.3, 2.1.

1. The TNA of activity 1.1

The training needs detected by the activity 1.1. linked to the National Tourism Strategy arising are:

- i) To ensure the awareness about the NTS, so as a common knowledge and understanding is available in the Kingdom;
- ii) To appoint the responsibility to achieve the different NTS goals to MoTA organisational units, namely MoTA staff, that have to be responsible for their attainment;
- iii) To enhance the capacities of the above-mentioned MoTA units in the realisation of the activities they have to implement.

With regard to point i) *Ensuring the awareness about the NTS* the analysis highlighted that on this issue the existing needs have different levels of depth. In particular, we have:

- For the main stakeholders and the press and media operators: to become aware about the National Tourism Strategy main outlines, goals and expected impacts on Jordanian territory, so as to be able to spread among represented categories and citizens the existing opportunities ;
- For MoTA Heads of Units: to acquire deep knowledge and full ownership of the general and specific contents of the NTS, so as to lead the work processes they are in charge of, according to a goal oriented approach addressed at reaching the expected results;
- For all MoTA staff (at central and local level, including the staff of the Units whose work processes are not directly linked to the implementation of the Strategy): to become familiar with the National Tourism Strategy, both its general outlines, its 4



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Pillars and the related envisaged activities, with a particular focus on those to be approached in the first phase of implementation of the NTS¹

- For MoTA units whose working processes are directly linked to the NTS – to receive a specific in depth input about the activities (among those to be approached within the first implementation phase) to be implemented by the unit itself;
- For MoTA Governorates: to become able to detect the specific content of NTS that may be of interest for the local communities and the development needs they express.

With regard to point ii) *Linking the goals to be reached to MoTA units responsible for their achievement*: the analysis carried out depicted needs mainly linked to the understanding of practical and concrete knowledge of experiences in the implementation of tourism policies by the Italian partners, both at central and at peripheral level. In particular, the needs are related with:

- Sector regulation: aspects related to sector regulations and other relevant fields, authorizations and monitoring, namely pillar 3 and 4 of the NTS;
- Sustainable development of the tourism product, both traditional and online, pillars 1 and 2 of NTS;
- For all the activities, we will give priority to implementing actions that will enable the realization of the first phase, taking into consideration timing and priorities, and allowing a gradual implementation of the Strategy.

With regard to point ii) *Enhancing the capacities of MoTA units in the realisation of the activities to be implemented* the structural analysis indicated some specific needs, mainly regarding the HR management and development. In particular, we have:

- For the top management: Secretary General and heads of organisational units a specific need of team building activities aimed at creating a common understanding of the specific objectives to be appointed to each unit and at defining precise and definite indicators to measure the performance attained;
- For the organisational units involved the explicit need to split and share the objectives appointed to the unit to the individuals so as to be able to measure the single' performance and the specific contribution to the common objectives to be agreed upon with the Human Resources directorate;
- For the Human Resource directorate the analysis allowed to detect the specific need of making the best of the support provided by H.M. King Abdallah Excellence

¹ In the Report of the activity 1.1 , with regard to the realisation of the NTS, it was suggested to divide the implementation into (at least) 2 phases, in the light of the short time span foreseen for achieving the envisaged goals (by 2015). Thus we propose to give priority to 13 activities to be reached in the first implementation phase



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Award namely in the converting the weaknesses depicted into an action plan to overcome them;

- For the Human resources directorate there is the need to become accustomed with HR management such as “experts’ roster, in house delivered training and definition of a priority scaled training plan to be implemented when the financial resources are available.

2. Capacity building design, activity 1.3

As already underlined, the TNA describes as first need the one related with the NTS knowledge and understanding both by the MoTA personnel and by the stakeholders. At peripheral level that is confirmed and requires a specific planning care mainly for designing an easy, close to the specific interest way of spread the NTS content.

We have at least 3 levels of need: i) the heads of the directorates, ii) the directorates employees; iii) the local communities: the kind, the complexity of information to be provided is different and a great attention has to be paid to the examples, the messages will be chosen in order to offer discussion opportunities appealing for the local communities.

The second bunch of needs is related with the capacity of developing touristic product and to deliver services both to national and international visitors. The activities to be carried out in order to satisfy such a need will start with specific and well selected European experiences to be looked at and repeated as much as possible to increase the tourism in the entire territory of the Kingdom.

Special attention has to be granted to territories out of the well-known “sites” so as to expand the offer even in areas out of the famous ones.

The last group of needs to be satisfied via the capacity-building programme is related with the possibility/need to look for funds in the governorates. Such an activity of fundraising requests competences like negotiation of objectives, translation of needs in activities, understanding of the way to overcome weaknesses. Training courses on project design and negotiation with potential partners and beneficiaries may be addressed at least to a small group of employees so as to have a task force able and used to cooperate with the central administration providing feasible and acceptable ideas already agreed with the territory.

3. Building the capacity of MoTA in the field of project planning activity 2.1.

As the Twinning contract states the activity 2.1 is aimed to strengthen the capacity of MoTA representative in project identification and appraisal so as to acquire the capacity to design and submit projects for international funding. The activity includes both the central and regional branches of the Ministry.



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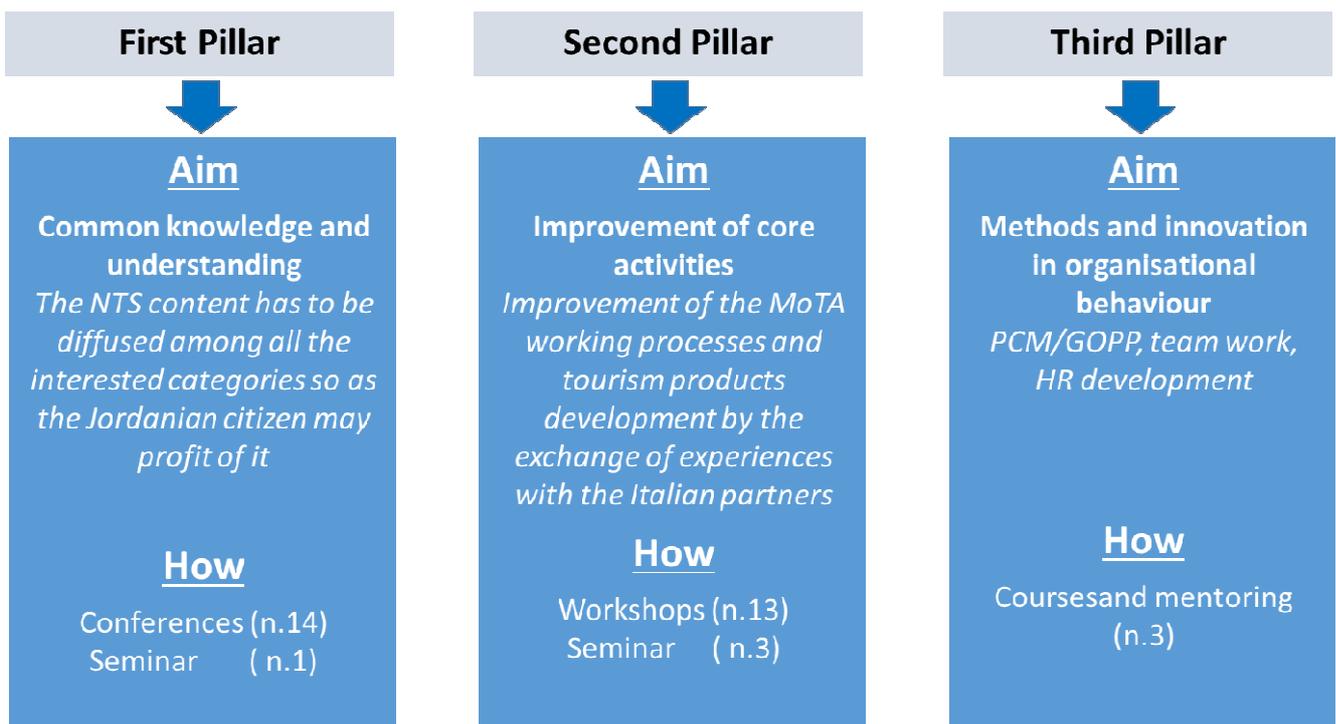
4. The training plan: an overview

The needs detected and the urgency for the Hashemite Kingdom to make the most of its archaeological, historical, natural and overall tourism heritage pose that the MoTA and its employee are able to put in practice the NTS by the most advanced techniques and methodologies using European best practices and examples.

To fulfil such tasks it is necessary to set up a plan offering different answers to various requests: we can summarize three pillars:

1. Common knowledge and understanding
2. Improvement of core activities;
3. Methods and innovation in organizational behaviour

Training three pillars



4.1. Common knowledge and understanding

The **first pillar**, called “**Common knowledge and understanding**”, is aimed at “creating a common cultural basis among all employees of the MoTA (so as to foster understanding and absorption of the Ministry’s mission and to create internal cohesion) and among them and Jordanian stakeholders committed in the tourism management.”

This pillar includes conferences addressed to staff members and stakeholders committed in the field of tourism. The main expected result is to share common values and to



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encourage the cooperation between the Ministry, the stakeholders, the media operators and local communities.



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Title	1. Conference “OPENING OF THE TRAINING PLAN”
Intended recipients	Representatives of all the categories target of the training plan
Trainers	High representative of the Ministry, RTA, plus STEs
Days/hours per edition	1 day 10 a.m -12 p.m 14p.m. -16 p.m.
Kind of training event	Conference plus working groups
Objectives	To launch the twinning training plan To spread and debate the Ministry’s mission and strategy
Contents	
Suggested training methodologies	<p>Plenary session with various presentations such as:</p> <ul style="list-style-type: none"> ▪ Conference programme and objectives ▪ Twinning training plan ▪ Mission of the Ministry and NTS ▪ EU experiences. <p>Workgroups: division of the participants in work-groups in order to debate different topics. A facilitator/expert will facilitate each workgroup.</p> <p>The groups can discuss the different pillars of the training.</p>
Number of participants	Up to 50
Number of editions	1
Venue	A large room with seats and possibility of separate small rooms for working groups
Language	English with the possibility of translation
Learning Material	Hand-outs/ readings
Equipment/ tools	Projector/whiteboard/Markers etc
Date and Time	To be defined but as first event



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Title	2. Conference “The NTS an instrument for Jordan development”
Intended recipients	Media operators
Trainers	Representative of the MoTA media communication unit and STEs
Days/hours per edition	1 day 10 a.m -12 p.m 14p.m. -16 p.m.
Kind of training event	Conference and working groups
Objectives	To start and carry out a proper information campaign in Jordan on the possible effects of NTS for the Country development
Contents	The NTS pillars and their impact on the economic development of the Nation. how and what to highlight
Suggested training methodologies	Plenary session with various presentations such as: <ul style="list-style-type: none"> ▪ Conference programme and objectives ▪ Tourism as economic growth in Jordan ▪ How NTS can improve the national income ▪ How to communicate with different kind of targets. Workgroups: division of the participants in work-groups in order to debate different topics. Each workgroup will be facilitated by a facilitator/expert. The groups can discuss the different pillars of the NTS.
Number of participants	Up to 30
Number of editions	1
Venue	Room with a U shaped table and small rooms for the working groups
Language	English
Learning Material	Hand-outs/ readings
Equipment/ tools	Projector/whiteboard/Markers etc
Date and Time	To be defined



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Title	3– 4 Conference “How to make the best of the NTS”
Intended recipients	Representatives of national stakeholders
Trainers	MoTA representative and STEs
Days/hours per edition	1 day 10 a.m -12 p.m 14p.m. -16 p.m.
Kind of training event	Conference plus working groups
Objectives	To spread accurately the content, opportunities and duties of the NTS To spread and debate the Ministry’s mission and strategy
Contents	The NTS pillars and their meaning for the tourism sector stakeholders
Suggested training methodologies	Plenary session with various presentations such as: <ul style="list-style-type: none"> ▪ Conference programme and objectives ▪ Mission of the Ministry and NTS ▪ EU experiences. Workgroups: division of the participants in work-groups in order to debate different topics. Each workgroup will be facilitated by a facilitator/expert. The groups can discuss the different pillars of the NTS.
Number of participants	Up to 30
Number of editions	2 (1 basic and 1 advanced)
Venue	Room with a U shaped table and small rooms for the working groups
Language	English
Learning Material	Hand-outs/ readings
Equipment/ tools	Projector/whiteboard/Markers etc
Date and Time	To be defined



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Title	5. Seminar “NTS the main pathway for the MoTA activity”
Intended recipients	All the MoTA employees
Trainers	MoTA representative and STEs
Days/hours per edition	1 day 10 a.m -12 p.m 14p.m. -16 p.m.
Kind of training event	Seminar
Objectives	To spread the content of the NTS To debate the Ministry’s mission and its links with the NTS To locate the work processes in charge of each employee in the general frame of the NTS
Contents	The NTS pillars and the duty of the Ministry
Suggested training methodologies	Seminar with various presentations such as: <ul style="list-style-type: none"> ▪ programme and objectives ▪ Mission of the Ministry and NTS
Number of participants	Up to 20
Number of editions	5
Venue	Room with a U shaped table
Language	
Learning Material	Hand-outs/ readings
Equipment/ tools	Projector/whiteboard/Markers etc
Date and Time	To be defined



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Title	6-14 Conference "The NTS a crucial tool for local development"
Intended recipients	Stakeholders and local communities representatives
Trainers	STEs
Days/hours per edition	1 day 10 a.m -12 p.m 14p.m. -16 p.m. .
Kind of training,	Conference
Objectives	To spread knowledge on the NTS content To ascertain how the NTS can support and lead the local development
Contents	The NTS and its support to the local communities development
Suggested training methodologies	
Number of participants	Up to 30
Number of editions	9
Venue	A large room
Language	English with translation
Learning Material	Hand-outs/ readings
Equipment/ tools	Projector/whiteboard/Markers etc
Date and Time	To be defined



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Title	15 Conference “Fundraising for tourism”
Intended recipients	MoTA employees and stakeholder
Trainers	STEs
Days/hours per edition	1 day 10 a.m -12 p.m 14p.m. -16 p.m.
Kind of training	Conference
Objectives	<ul style="list-style-type: none"> • Raise awareness on the role of tourism in socio-economic development • Raise awareness on the role international projects play in protection and enhancement of Jordan tourism • Improve knowledge on the available funds and international programs on tourism • Increase awareness on the EU funding opportunities accessible for ENPI countries
Contents	<ul style="list-style-type: none"> • General frame of tourism and cultural heritage as one of the development elements • The EU funding opportunities • Available non-EU funds
Suggested training methodologies	
Number of participants	Up to 50
Number of editions	1
Venue	Large room
Language	English
Learning Material	Hand-outs/ readings
Equipment/ tools	Projector/whiteboard/Markers etc
Date and Time	To be defined



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5.1. Improvement of core activities

The **second pillar**, called “**Training for improve the MoTA’s core activities**”, aims at “improving performance and quality of the work processes currently implemented by the Ministry ” enhancing the capacity to develop touristic products in the Country

In this pillar are included training workshops:

Title	1.Workshop “Monitoring of tourist flows and the related sustainable impact of tourism on the territory”
Intended recipients	Ministry employees central and local
Trainers	STEs
Days/hours per edition	3 days
Kind of training	Workshop
Objectives	To increase the knowledge about the methods of measurement of tourism flows, with particular regard to the impact on resources of the territory (transport, water, energy, waste, etc.) To increase the knowledge of European best practices
Contents	<i>presentation of the European Necstour network as best practice on measurement and management the impact of tourism on the territory, with special attention to the Tuscan regional government experience</i>
Suggested training methodologies	Presentations and discussion
Number of participants	25 as maximum
Number of editions	1
Venue	Room with U shaped table
Language	English with translation
Learning Material	Hand-outs/ readings
Equipment/ tools	Projector/whiteboard/Markers etc
Date and Time	To be defined



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Title	2-4.Workshop "Protection and valorisation in areas of specific interest for tourists (archaeological sites and monuments, protected natural areas)"
Intended recipients	Visitor centres, DoA, Site management, JTB
Trainers	STEs
Days/hours per edition	2 days
Kind of training	Workshop
Objectives	To raise the knowledge and awareness of the values of the cultural heritage sites and the need to promote their conservation and valorisation. Experiences on restoration and conservation of archaeological heritage Experiences in the valorisation and marketing of cultural sites. Designing a pilot project for a cultural site
Contents	
Suggested training methodologies	Presentation and discussion
Number of participants	15
Number of editions	3
Venue	Large room with U shaped table
Language	English
Learning Material	Hand-outs/ readings
Equipment/ tools	Projector/whiteboard/Markers etc
Date and Time	To be defined



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Title	5-7.Seminar “Issues related to: legislation, infrastructure, transport, taxation system, incentives and subsidies for private enterprises, control activities”
Intended recipients	MoTA employees
Trainers	STEs
Days/hours per edition	3
Kind of training	Seminar
Objectives	Present the most significant Italian experiences (both at national and at regional level) related to legislation, tourist infrastructure, transport, taxation system, incentives and subsidies, control activities.
Contents	Smart cities, tourist tax, Firenze Card, iMobi e FirenzeTurismo, mobility management
Suggested training methodologies	Seminar
Number of participants	25
Number of editions	3
Venue	Room with U shaped table
Language	English with translation
Learning Material	Hand-outs/ readings
Equipment/ tools	Projector/whiteboard/Markers etc
Date and Time	To be defined



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Title	8-9 Workshop "Strategies for local development (marketing and promotion)"
Intended recipients	Mota central and local level and JTB
Trainers	STEs
Days/hours per edition	4
Kind of training ,	workshop
Objectives	Increase the knowledge of methods and tools to implement territorial tourism development with a particular attention on specific segments of tourism (religious tourism, cultural tourism / arts, nature tourism / adventure)
Contents	<i>presentation of the Via Francigena route, European religious pilgrimage to Rome, with special attention to the Tuscan regional government experience</i>
Suggested training methodologies	
Number of participants	20
Number of editions	2
Venue	Room with U shaped table
Language	English
Learning Material	Hand-outs/ readings
Equipment/ tools	Projector/whiteboard/Markers etc
Date and Time	To be defined



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Title	10-12 Workshop “Local products (food and crafts) in the experience of tourists”
Intended recipients	MoTA central and local level
Trainers	STEs
Days/hours per edition	3
Kind of training	Workshop
Objectives	To Increase awareness of the importance of local products in the tourist experience. To Present the experiences of valorisation the local products in Italy and in Tuscany
Contents	
Suggested training methodologies	Presentation and discussion
Number of participants	20
Number of editions	3
Venue	Room with U shaped table
Language	English with translation
Learning Material	Hand-outs/ readings
Equipment/ tools	Projector/whiteboard/Markers etc
Date and Time	To be defined



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Title	13-15 Workshop "Tourist information centres (both traditional and innovative)"
Intended recipients	Mota site management directorates, governorates and JTB
Trainers	STEs
Days/hours per edition	3
Kind of training	Workshop
Objectives	Enhancing the ability to improve the capacity, at national and regional level, to communicate information related to tourist destinations both in traditional and online sustainable ways,
Contents	Marketing of local products, information panels and signage, "virtual" information
Suggested training methodologies	Presentation and discussion
Number of participants	15
Number of editions	3
Venue	Room with U shaped table
Language	English
Learning Material	Hand-outs/ readings
Equipment/ tools	Projector/whiteboard/Markers etc
Date and Time	To be defined



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Title	16 Workshop “Development of specific events and innovative tourism products”
Intended recipients	MoTA central, JTB
Trainers	STEs
Days/hours per edition	2 days
Kind of training,	Workshop
Objectives	Present the most significant Italian experiences in the organization of events and exhibitions dedicated to various targets of visitors. Design and development of pilot project focused on place marketing as an example of innovative product and/or event.
Contents	
Suggested training methodologies	Presentation and discussion
Number of participants	15
Number of editions	1
Venue	Room with U shaped table
Language	English
Learning Material	Hand-outs/ readings
Equipment/ tools	Projector/whiteboard/Markers etc
Date and Time	To be defined



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4.3 Methods and innovation in organisational behaviour

The third pillar called “Methods in organisational behaviour” aims at increasing the capacity of relationship among the organisational units of the Ministry and at strengthening the capacity of staff members of the governorates to act at local level for tourism development.

It includes courses:

TITLE	1.Course “ Inter–organisational Coordination”
Intended recipients	Heads of the Ministry’s organisational units at central and directors of the governorates
Trainer	STEs
Requirements for accessing	English knowledge
Days/hours per edition	4 days
Objectives	Acquire the capacity of working in a team
Modules, objectives, contents and duration	<p>Module 1: Team working <u>Objectives:</u> Acquire the capacity of working in a team <u>Contents:</u> The elements that qualify groups and teams, roles and competences, cooperation and conflict, leadership, motivation. <u>Duration:</u> 2 days</p> <p>Module 2: Organising work-meeting <u>Objectives:</u> to acquire the capacity of organising and managing meetings <u>Contents:</u> Different aims of the meeting, preparation of the agenda, preparatory communication, setting arrangement, speech, debate management, decisions, conclusions. <u>Duration:</u> 2 days</p>
Suggested training methodologies	<ul style="list-style-type: none"> - Lectures to introduce the topic; - Active learning methodologies as work-groups and simulations in order to experiment dynamics of team working and meeting management; - Plenary session for conclusion and final comments.
Maximum number of participants per edition	25
Number of	1



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editions	
TITLE	2. Course “ Project planning and negotiation at local level”
Intended recipients	governorates employees
Requirements for accessing	English knowledge
Trainer	STEs
Days/hours per edition	6 days
Objectives	To create a task force competent in project planning and in negotiation with local communities.
Modules, objectives, contents and duration	<p>Module 1: Project Cycle management <u>Objectives:</u></p> <ul style="list-style-type: none"> Increased capacity to boost local development paths/projects to enhance the cultural heritage of each area by establishing partnerships across the territory with politicians, civil servants, NGOs and other stakeholders; Increased capacity to elaborate and manage development projects <p><u>Contents:</u> Project Cycle, Goal Oriented Project Planning approach, Logical Framework Analysis <u>Duration:</u> 3 days</p> <p>Module 2: Public Speaking <u>Objectives:</u> Increased capacity of those in charge to plan and manage activities of communication and awareness-raising in the museums at the benefit of the local people and in particular, of the youth and all underrepresented groups</p> <p><u>Contents:</u> Concept and principles of human communication, verbal and non verbal communication, how to use learning tools, how to prepare effectiveness slides, public speaking rules. <u>Duration:</u> 3 days</p>
Suggested training methodologies	<ul style="list-style-type: none"> - Lectures to introduce the topics; - Active learning methodologies as exercises and work-groups to experience GOPP and Logical Framework, simulation for public speaking (micro-teaching) - Plenary session for conclusion and final comments.
Maximum number of participants per edition	15
Number of	1



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editions	
TITLE	3. Course “ Project planning and negotiation in the Ministry”
Intended recipients	MoTA employees
Requirements for accessing	English knowledge
Trainer	STEs
Days/hours per edition	6 days
Objectives	To create, in the Ministry, a task force competent in project planning and in negotiation with stakeholders and donors.
Modules expected results, contents and duration	<p>Module 1: Project Cycle management</p> <ul style="list-style-type: none"> • Increased capacity to collect ideas and hints from stakeholders and to translate them into projects proposals in line with potential donors requirements; • Increased capacity to elaborate and manage development projects • Project Cycle, Goal Oriented Project Planning approach, Logical Framework Analysis <p>Duration: 3 days</p> <p>Module 2: Public Speaking</p> <ul style="list-style-type: none"> • Increased capacity to plan and manage activities of communication and awareness-raising • Concept and principles of human communication, verbal and non verbal communication, how to use learning tools, how to prepare effectiveness slides, public speaking rules. <p>Duration: 3 days</p>
Suggested training methodologies	<ul style="list-style-type: none"> - Lectures to introduce the topics; - Active learning methodologies as exercises and work-groups to experience GOPP and Logical Framework, simulation for public speaking (micro-teaching) - Plenary session for conclusion and final comments.
Maximum number of participants per edition	15
Number of editions	1



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5 TRAINING DELIVERY AND DETAILED DESIGN

5.1 Detailed training design scheme

One module might contain one or more teaching units (generally, a teaching unit corresponds with one training day). In order to render the detailed training design, that certainly will involve several experts, uniform, below a scheme/table is outlined. The scheme/table will be useful for designing all the teaching units of the module. From a practical point of view, it is suggested that the expert in charge develops the detailed planning. He/she will discuss about it with the training plan coordinator.

Hereafter a scheme of detailed teaching planning suggested:

COURSE TITLE:					
Module title: <i>(write the module title in accordance with the training plan)</i>			Date: <i>(write the realization date of the teaching unit)</i>		
TITLE OF THE UNIT: <i>(indicate an explanatory title for the teaching unit)</i>			Time: <i>(indicate the starting time and the end time of the teaching unit)</i>		
			Place: <i>(indicate the address of the building where the teaching unit is held)</i>		
Time	Learning objectives²²	Contents	Learning methods³	Teaching support tools and materials	Speaker/s
<i>Indic</i>	<i>Describe the</i>	<i>Describe the</i>	<i>Indicate</i>	<i>Indicate the</i>	<i>Indicate the</i>

² The **learning objectives** are the targets that the participants and not the teachers must achieve (i.e. instead of saying “presenting the content of regulation no. 1260 of 1990”, it is preferred to say “learning the contents of regulation no. 1260 of 1999”).

The learning objectives can be learning targets for the following:

- *A theoretical knowledge* (i.e. knowing the Georgian law),
- *Knowing how to do it*, such as knowing how to use a tool, how to adopt a technique or how to apply a method (i.e. to utilize Excel functions or to design a teaching path)
- *Knowing what to be* such as recognizing behaviours (i.e. being able to speak in public or to work in a team)

³ The **learning methods** can be both traditional, such as active lessons as practical activities, workgroups, samples, role playing, project work, just to mention the best-known of all. In general those methods which directly involve participants, are defined as active. The methods must be accurately chosen and agreed on in accordance with the pursued learning:

- A lesson is the privileged method when it is necessary to achieve a theoretical learning objective or knowledge. On one hand, it is possible to transfer information, on the other hand this method has the fault to prevent the involvement of all participants. The massive turnout to the lessons means basically low learning
- Learning targets of “being able to do it” must privilege learning methods which start from a new theoretical knowledge and offer the participants an experimentation case as stimulus for their analysis capacities (problem setting), identification of solutions (problem solving) which are put in comparison and under evaluation. Among the most used, are training methods, practical sessions, exercises, workgroups, case-studies, project works
- Learning targets of “being able to be” must privilege learning methods which stimulate precise behaviours, thinking about those attitudes which determined those behaviours as well as the evaluation of the adequacy of certain behaviours in the specific context. Among the most used methods for learning the targets, there are role playing and simulations.



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<i>ate the session referred to</i>	<i>learning target the participants want to pursue during one session of a teaching unit</i>	<i>essential contents discussed during one session of the teaching unit</i>	<i>methods/ teaching methods adopted in order to achieve the identified teaching targets</i>	<i>teaching support tools used during the activity</i>	<i>speakers/experts names of the teaching unit</i>
.....			

Each teaching unit must be described in a manner detailed enough so that a description of objectives, contents and learning methods. This allows for a detailed planning with the double function to present in advance the essential teaching aspects to the participants and to provide useful elements for the room setting organization to those bodies involved in the coordination and realization of the teaching activities.

Below is an example of detailed unit planning of the module “Team-working”.

COURSE TITLE: INTER-ORGANISATIONAL COORDINATION					
Module “Team-working”			Date:		
TITLE OF THE TEACHING UNIT:			Time: h. 9.00 a.m. – 1,00 p.m.		
The work-group: concept, characteristics and dynamics			Place: Amman		
Time	Learning objectives	Contents	Learning methods	Teaching supports and materials	Speaker/s
9.00-11.00	To know what is a group, the common characteristic of a group To know the concept of dynamics of group	Concept, characteristics and dynamics of group	Lesson	Slides and video-projector	Mr X
11.00 – 11.15	Coffee break				
11.15 – 13.00	To experience the dynamic of a workgroup	Dynamics of group	Simulation	A table with chairs	Mr X



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6 TRAINING EVALUATION SYSTEM

6.1 The evaluation system adopted

Taking into consideration current constraints and opportunities and in particular twinning project operational timeframe - our training evaluation has to necessary be limited to two levels:

- participant's reactions;
- learning.

The Twinning has neither the time nor the authority to carry out a full-fledged impact evaluation, for which a wider span of time would be requested and a specific analysis would have to be undertaken.

Nevertheless, we strongly suggest that our Beneficiaries, but mainly the PAO, include in their further activities with the beneficiaries an evaluation on the impact of the Twinning training on the Ministry's performances. As a rule, all Twinning projects are checked by experts appointed by the EUD and/or the PAO to verify the completion of the Twinning contract activities and the achievement of the mandatory results: such monitoring activities normally start with a Twinning project and are concluded a short time after its closing ceremony, enabling the Project specific objectives to be punctually verified.

Because of this *apriori*-established and of course necessary administrative procedures, it is always difficult to collect, analyze and reflect on specific data that should in any case be gathered and examined, leaving the beneficiary Administration the time to process new methods and devise new approaches, to assimilate and absorb them, melting innovation with tradition and finding a feasible and long-term sustainable midpoint on which to settle and, when needed, reorganize itself.

A similar analysis could help both the EUD and the PAO to assess at last the BC's real commitment to the tangible achievement of the Twinning general objectives and the concrete availability to change habits, working methods, communication flows and procedures, without which the mere completion of the Twinning contract activities and the achievement of the Twinning mandatory results run the risk of becoming mere exercises in style once the Twinning project is concluded and the experts missions stop.



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The following table shows the levels, the tools and the time of evaluation and the methods of work:

Type of evaluation	Tool	Time of evaluation	Methods
Participant's reaction	Anonymous questionnaire of reactions	At the end of each training module	<p><u>Collecting data</u> The questionnaire will be distributed to each participant at the end of the delivered training module. Each participant is invited to fill it in and to give it back to the tutor after filling.</p> <p><u>Ordering and interpreting data</u> The training staff members are in charge of ordering and interpreting data at participant group level. The evaluation results can be synthesized in a presentation and periodically presented and debated with the participants and other stakeholders. The on-going results can give useful feedbacks possibly allowing training programme improvements.</p>
Learning	Learning questionnaire	Before and at the end of each training module	<p><u>Collecting data</u> The same learning questionnaire will be distributed to each participant before and at the end of the delivered training module. Each participant is invited to fill it in and to give it back to the tutor already filled in.</p> <p><u>Ordering and interpreting data</u> The training staff members are in charge of ordering and interpreting data both at participant level so as at group level. It is highly recommended to give back to each participant the evaluation results, by comparing both of the two surveys results (before and at the end of the module), in a confidential way (for example in an envelope per participants). The evaluation results at group level (all participants) can be synthesized in a presentation and periodically debated with the beneficiaries, participants and other stakeholders. The on-going results can give useful</p>



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			feedbacks possibly allowing training programme improvements.
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6.2 Participant's reactions questionnaire

Here after there is a format of reactions questionnaire.

PARTICIPANT'S REACTION QUESTIONNAIRE

Course title	
Training Module Title	
Teacher	
Date	
Place	

This questionnaire is anonymous, contains simple questions to evaluate the participant's reactions and perceptions to the training activities.

Please tick the appropriate box.

1. Before the training module, have you been sufficiently informed about the training objectives and agenda? **Yes** **No**

2. At the beginning of the training module, did the trainer clearly state the objectives and goals of the training module? **Yes** **No**

3. Are the objectives of the seminar/module correspond to your needs and expectations?	0 unacce ptable	1 poor	2 fair	3 goo d	4 excell ent
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. How do you rate the relevance of the training module contents:	0 unacce ptable	1 poor	2 fair	3 goo d	4 excell ent
<i>1 From professional point of view in the current moment</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>2 ..From professional point of view in respect to the future</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Rate the quality of the accompanying material (slides, guide, etc.)	0 unacce ptable	1 poor	2 fair	3 goo d	4 excell ent
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. How do you assess the performance of the trainer in relation to:	0 unacce	1 poor	2 fair	3 goo	4 excell
	<input type="checkbox"/>				



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	ptable			d	ent
1. <i>Level of expertise and preparation</i>					
2. <i>Presentation skills and capacity to manage/guide training activities</i>					

7. How do you assess the adopted training methodologies:	0 unacc eptabl e	1 poor	2 fair	3 goo d	4 excell ent
1. <i>In order to learn the training module contents</i>					
2. <i>In order to exchange information among the participants</i>					

8. How do you assess the organisation of the training?	0 unacce ptable	1 poor	2 fair	3 goo d	4 excell ent
1. <i>The facilities of the training (conference room)</i>					
2. <i>The training agenda</i>					
3. <i>The duration of the training</i>					

9. How do you assess the usefulness of the acquired knowledge?	0 unacce ptable	1 poor	2 fair	3 goo d	4 excell ent
1. <i>To act your professional role in the current moment</i>					
2. <i>To act your future professional role</i>					

Free considerations:

Thank you for your cooperation

6.3 Learning results tools to be prepared

For some of the training activities, mainly the ones related with the NTS and targeted to the management of the Ministry both at central and local level, could be useful to measure how the participants profit of the training activity. It is necessary to prepare a single learning questionnaire on the specific contents of each module discussing with the trainer if the specific content allows the use of such a tool.

The aim of the learning questionnaire is to evaluate the increase of knowledge on the contents of the module.



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The questionnaire should be prepared by the teacher of the specific training module and should contain a number of questions able to evaluate the increased learning on the most important contents explained.

The questionnaire can be structured with:

- multiple choice questions,
- question true-false;
- association of words or phrases to be completed.

Each questionnaire will be dispensed to the participants before and at the end of the training module so as to appreciate the increase of knowledge on the specific module content.

6.4 Training evaluation results final report

A final report will summarize training quantitative and qualitative results such as:

Quantitative results

- number of training days in total and per each branch
- number of persons involved
- origin and role of the trainees
- number of attendees in total (Σ of the participants per each training days) compared with the expected total attendees
- number of the attendees per each modules
- average of attendees per training day (number of attendees in total/number of training days)
- number maximum and minimum of attendees in a single training day

Qualitative results

- satisfaction of expectations
- judgement on the relevance of the training modules contents
- quality of the training material
- quality of the trainer's performance
- judgement of the appropriateness of training methodologies
- quality of the training activities organisation
- rate of the learning increase per each training module

The final report could become a precious tool for the EUD and the PAO if and when they would decide to proceed with the impact evaluation of the Twinning training on the Ministry performance and on the achievement of the Twinning general objective.