

Name SURNAME

https://www.linkedin.com/in/faris-abu-ghasal-83276530/?lipi=urn%3Ali%3Apage%3Ad_flagship3_profile_view_base%3BqB3fA4CfRSS5x1Wh0TUSAQ%3D%3D

1. Proposed position in the project:
2. Family name: Abughasal
3. First names: Faris
4. Date of birth: 15/08/1958
5. Nationality: Jordanian
6. Place of Residence: Amman/Jordan
7. Civil status: Married
8. Education:

Technical/academic education	
Institution [mm/yyyy – mm/yyyy]	Subject and degree(s) obtained
The Danish Institute for the Training of Vocational Teachers. DEL Denmark [02/2004 – 03/2004]	Core Educator for establishing the national Certificate in VET TT
JICA, Jordan [02/2001 – 02/2001]	Development of vocational curriculum and methodology
University of Gezira [10/2000 – 09/2002]	MS Degree in Curricula and Methods of Teaching , the thesis: the extent to which the vocational instructors own the essential competencies to perform the vocational training in VTC . Jordan
Jordanian University [10/1977 – 02/1981]	Bachelor's degree in psychology

9. Language skills: *Underline mother tongue ** scale from 1 to 5 (1 = excellent, 5 = basic)

Language*	Reading**	Speaking**	Writing**
<u>Arabic</u>	1	1	1
English	1	1	1

10. **Membership of professional bodies:** Member of Technical Committee for Preparing Vocational Training Competencies Modules (VTC); Member of Studying Employability Skills Committee for Training Material Modules.
11. **Proficiency in artificial intelligence (AI) and technology:** Mastering the use of multiple AI platforms to compare and refine data to meet specific objectives, always verifying the sources of information, and applying these skills daily in content creation, research, data analysis, and curriculum development. Experience in leveraging AI tools to enhance vocational and technical training programs and educational workflows.
12. **Other skills:**
 - Experience in TVET policies and systems. • Implementing the requirements and needs of the labour market in designing vocational curriculums. Knowledge and understanding of the TVET system and NQF (National Qualification Framework) in Jordan/ Saudi Arabia, and Iraq. • **management of projects on skills development to maintain** the smooth running of effective communication and information networks to building partnerships between all relevant Stakeholders in training projects by tracking metrics, assessing outcomes.
 - Training planning, organizing, implementing, evaluating, and facilitating training courses • Train trainers (TOT) and coach competencies based on TVET education programs, inspection, Monitoring & Evaluation of training programs.
 - Institutional performance, and policy frameworks, ensuring alignment with strategic goals, quality standards,. • Policy analysis. • Cost-Benefit Analysis. • Teamwork skills, multicultural and multi-sectoral • Provided Career Guidance and Counselling services. • Project team leader, managing on-the-job training projects, • Cooperating with Jordanian, Saudi, and Iraqi associations in capability-building projects.
 - **20 years of professional experience in further education & training systems as a trainer, and coordinator, in TVET & capability building** by managing cross-functional training processes to qualify the employees/trainers and developing the instructional materials on competency-based training by analysing work tasks, preparing occupational standards, and the curriculum framework according to DACUM process and MCBET, technical proposals and training. Curricula development (integrated training units), Integrate climate and environmental concepts and implement TVET greening in vocational training courses as modular framework. Establish **eLearning skills** (Blended learning),

developing M&E tools, conducting performance assessments, and utilizing data to enhance training effectiveness by using the Blackboard application, and host live webinars.

- **TVET management:** development of training policies according to government instruction and labour laws, e.g.: regulation of labour law to organize the work in the institutions. Contracting procedures with partners. Job description to the staff and teachers regarding training management issues. Inclusion of special needs in employment according to their physical status. Key performance indicators. Monitoring and Evaluation checklist, inspection Performance according to and surveys evaluation standards.
- **Capacity-building:** leading and handling the teachers/ staff process of capacity-building through a coaching model, **by conceptualize methodological and subject-related training for VTC teachers as follows: analysed the Job description to set work tasks and map a list of competencies, observed their performance to Identify the coach's individual concrete training needs, interviewed the instructor to identify the teacher's training needs using the Continuing Professional Development plan, interviewing the teacher for defined his objectives on Standard Operating Procedures (SOPs) for all semesters. Implement the methodological training and supervise the subject-related training for VTC teachers by maintained a Training Schedule form in which highlighted the training targets for the semester, setting the scheme of work and lesson plans for all our scheduled training. Planned the lesson plan for the training session by showing goals, learning out-comes, and planned activities.**
- **10 years as a Training Manager in Establish and Managing TVC by Organizational capacity building and, Capacity strengthening of gender in the TVET sector to improve equity and quality of graduates in the labour market** (such as TAFE Arabia Higher Training Institute – Dammam, **TAFE Arabia Female Training Institute**, a vocational branch of Higher Training Institute of Industrial Technology, and Higher training institute of English language that aims to support the trainees of other institutes with English language skills), by sitting strategic plans to achieving the objectives and long term goals
- Experience in Strengthening Skills and Knowledge and Improving Systems by Processes TVET policies and systems in Jordan/Saudi Arabia including legislative, regulatory and policy frameworks, institutional settings, arrangements and financing policies, organisational development, program planning, implementation of training projects , inspection, monitoring, and evaluation of training process regarding the performance indicators, Training analysis, Safety environment issues and ISO policies, Recruiting academic teachers and staff from an industrial background, work experience and the needed skills in their field. Respecting the different cultures of the institute's staff identifying the training needs, and work-based learning plans in cooperation with the Saudi private sector and Human Resources Development Fund (HRDF), and Equipping the TV workshops. Career Guidance to the trainees for the on-the-job training (OJT) stage, TOT, and:
 - Developing competency-based curriculum in cooperation with private sector business representatives (through Human Resource Development Fund) in different subjects/economic fields tailored to the needs of local industries to ensure the coherence and integration of the recruitment services at the local levels to cover the demand for employment for the contracting companies.
 - **Negotiating and contracting with companies according to a work-based learning strategy by inclusion of relevant business representatives in the development of the short-term trainings planning and empowering employees by verifying the tasks for each Vocation and managing the follow-up process.**
 - Developing integrated traineeship placements by focusing on competencies to be acquired at which place of learning, on-job training, and setting the levels of the learning outcomes in the workplace.
 - Start a recruitment campaign for traineeship placements in the Firms.
 - Implement the methodological activities and supervise the subject-related training for staff and teachers.
- **8 years in providing career guidance and individual and group counselling sessions**, conducting career orientation, and guidance by Establishing positive relationships with trainees and parents to aid career goals, working with trainers to present proactive, prevention-based classroom and workshop guidance activities, building effective relationships with work market, implements employability and life skills framework, trainees empowerment, ensures maintenance of documentation, designing surveying studies regarding training process and trainees discipline, writing reports and updating trainees records, provides career coaching in interviewing techniques and other job search skills and Provides counselling training for the trainers to enhance their skills

13. Specific experience in the region:

Country	from – to (mm/yyyy – mm/yyyy)
Iraq	1/10/2023-28/02/2025
Jordan	11/10/2022-30/04/2024;1/04/2019 – 1/10/2022; 01/06/2014 - 31/01/2017; 06/11/1986 - 31/08/2005
Saudi Arabia	01/02/2017 - 16/03/2019; 01/09/2005 - 30/05/2014

14. Other relevant information: (selection of relevant publications etc.)

- Completed a five-day Hostile Environment Awareness Training (HEAT) is an intensive practical course,2024

Training material production & Training:

- Course: Planning and Documenting the Training Process,2025
- Training and learning methods, 2024
- Supervisory management of training (Supervisors TVET workshop management), 2024
Training management, 2024
- Infrastructure in VTC and safety management,2024
- Online training course (Emotional intelligence and soft skills) on 3 corners Platform, June 2022
- Training course (implementing Counsellor's supervision and life Skills) 20/H, 2019, For ITQAN International Technical College Jubal-Male,
- International Technical Female College at Al Khobar,
- Assessment/Examination Management: A Practice for Training/Learning Improvement.2018
- Summative assessment.2018,
- Provided 21st Century Learning skills,2018,
- Provided training course "Managing on the Job Training" (OJT)
- Implementing pedagogical skills in training,2018
- Setting scheme of work and lesson plan.2017,
- Skills for the Design and Management of Assessment and Examination Tools by Training Standards.2017
- Introduction to programs and curriculum development, 2016.
- Participated as a facilitator in the development of the curriculum framework of furniture painting, workshop2016,
- Professional development program for technical vocational education and training instructors, curriculum framework. (October 2105)
- National Discussion on Career Guidance and Work-Based Learning, 2015,
- Provided a training management course, National Training of Trainers Institute – Al-Balqa 'Applied University. 2015
- Development of learning and training materials for competency-based training-CBT. (SEP, ,2015)

Training material production & Training:

- E- Vocational Education and Training (article)
- Writing a Training (module) entitled: Applications of procedures and work practices associated with environmental protection".2016,
- Introduction to vocational achievement exams,2015
- Vocational (Career) Guidance.2015
- Bloom Reversed taxonomy course. 2015
- Training (article) entitled Revised Bloom'sTaxonomy,2015
- Training (module) entitled (The instructor's role in training statutes).
- Training (module) entitled (Development the instructor performance).
- Training (module) entitled (Guidance interview).
- Training (module) entitled (Helping trainees to improve their career life).
- Training program entitled: Recruitment Interview (25/training hours),
- Training program entitled: Attitudes and vocational guidance. (8 / training hours).
- Training program entitled: Organizing and managing daily work. (20 / training hours).
- Training program entitled: Problem-solving and decision-making. (20 / training hours).
- Training workshop entitled: Vocational awareness. (12 / training hours).
- Training program entitled: Supervisor techniques for upgrading course to craftsman the first level. (70/ training hours).
- Co-planner and co-worker in the following vocational /career guidance programs:
- Basic vocational guidance and counselling. (20 / training hours).
- Vocational Educational system approach training course. (16/training hours)
- Communication skills. (20 / training hours).
- Behavioral modification techniques. (20 / training hours).
- Self-management and self-esteem skills (25/training hours) Incas

- Training program entitled: Report writing skills. (20 / training hours).
- Time management, (16 training hours).

15. Professional experience - Long-term assignments:

Period [Expert days]	Location	Organisation	Position	Description
10/2023- 28/20/2025 Up to 10-20 working days in Iraq	Jordan/ Iraq	Dorsch Impact GmbH	Technical Coordinator Skills Development Expert	• Project title: Assisting Reconstruction and Improving Living Conditions in Anbar (ARILA) • Subject of the tender procedure: Strengthening the Vocational and Job Skills Training Sector in Anbar • Consult on the stocktaking of relevant occupational profiles for the non-agricultural sector in Anbar. • Develop an approach to either upgrading existing short-term trainings or introducing new ones in close co-operation with the VTC and in line with all relevant legal requirements. • Methodologically supervise the development of nine short-term courses (Office Administration, home electrical installations, Installation of photovoltaic system, Digital Marketing, Light maintenance of vehicles, Installing and maintaining home air conditioning devices, Plumbing, Beauticians and Skin Care, Typography design) • Ensure the inclusion of relevant business representatives in the development of the short-term trainings. • Assess the teaching capacity of the VTC to identify concrete training needs. • Conceptualize methodological and subject-related trainings for VTC teachers. • Implement the methodological trainings and supervise the subject-related trainings for VTC teachers. • Develop a mentoring concept for VTC teachers for the piloting of the new short-term trainings. • Supervise and assess the mentoring activities for VTC teachers during the pilot phase. • Co-develop a concept on how to integrate traineeship placements into the newly developed short-term trainings; thereby focusing on methodological aspects (e.g., which competencies / skills to be acquired at which place of learning, definition of learning outcomes, and orientation towards climate and environmental relevance ("green skills")). • Planning and supervision of the assignment of international and national STEs for all activities related to the development and implementation of the short-term trainings in coordination with the Team Leader.
11/2022 – 4/24	Jordan	PEM Consult	Training and Employment Expert	• Project title: Promotion of sustainable employment for Jordanians and Syrian refugees at trade-oriented companies and business • resilience measures • Implementing outreach strategy; Implementing outreach activities; Coordination with local CBOs and partners • Management of registration of jobseekers, incl. collecting data; Information on and awareness creation for CES training • Review Core Employability Skills and update the training presentations. • Analysis job seekers skills and matching their skills with the vacancies, • Documentation needed for staff with job profiles, skills requirements and other information, incl. information on export markets served. • Preparation of a list of employers to be invited to job fairs and other activities; Establishment of good relations with HR managers/officers in cooperating companies. • Classification of job seekers' profiles to match them with suitable job vacancies. • Development and review of disaggregated data on available jobs; Maintaining database of available vacancies and registered job seekers up to date (database) • Invitation of job seekers to employment activities; Follow up with job seekers; Advising job seekers throughout the placement process

04/2023-11/2023	Jordan	Flower of Life Charitable Society	consultant	Training and employment for Syrian Refugees beneficiaries to move them from cash assistance to sustainable jobs • Planning the Deliver skills development training, including in-class, WBL, and employability tracks for enrolled beneficiaries. • Assess and provide support to the private sector for supporting employment • develop the OJT for the identified occupations and approach from A to Z with all needed template • 150 beneficiaries are selected to participate in the approved training programmes. • 100% Syrians (50% women and 3% people with disability),
04/2019 – 11/2022 many projects	Jordan	Dajani Consulting	Curriculum Development Expert, Trainer	• Participated in conducting interviews concerning questionnaires to develop the investment attraction and implementation strategy for the Jordan investment commission (JIC), sponsored by World Bank. • Participated in JICA Survey for improvement of facility and equipment for technical education in Jordan (At (Balqa Applied University and Tafila Technical University)), Based on the project requirements related to improving the current curriculum and proposing a new curriculum based on the MODULAR approach curricula, Consulting the industrial firms on the stocktaking of targeting occupations, by the inclusion of pertinent business representatives in the including the needed technical competencies in the work market . - o profiles proposing the implementing plan for the blended learning process and employing virtual reality (VR) technology in practical training for students at technical colleges, especially for expensive and hazardous training equipment in the following Associate diplomas: Hybrid / Electric Vehicles Maintenance, Renewable Energy Technology, and Chemical Industry Technology. - o Developing the Curriculum syllabus for three diplomas based on the Modular Approach. - o designing a curriculum evaluation outcome in labour market survey, - o Designed a survey that aims to explore the trainers’/instructor’s point of view and participation in finding the best methods to start an efficient approach to support the College in current curriculum, facilities, and trainers /instructors in their Daily work. - o Participated in setting the identification of equipment lists for the technical colleges to match the labour market needs. - o Worked on teacher’s development plan for E-learning and digitalizing curriculum for technical colleges. - o Facilitating six focus group discussions with chemical manufacturers, resellers, PV manufacturers and resellers, and Hybrid / Electric Vehicles Maintenance manufacturers and resellers, for identifying technical competencies needed for employment in the private sector. • Moderated six focus group discussions for an urgent improvement of the water sector for the host communities of Syrian refugees in the northern governorates project. • Performed (8) online training courses (128 T/H) (Business planning and implementation plans.) and deliver training online including pre and post-tests, and training, through the Zoom application. 5 hours’ session/day over the Zoom platform for a group of 25 (or more) participants from East Amman, Ma’am, Tafila, Karak, and Zara governorates, the total number – of 200 women selected by CARE International. • Performed (8) online training courses (128 T/H) (public relations and life skills) and deliver training online including pre and post-tests, training, 5 hours’ sessions/day over Zoom platform for a group of 25 (or more) participant’s General life skills for Syrian Refugees in Amman and Zarqa – 200 women selected by CARE International. • Write proposals and reports in bilingual (Arabic & English). • Analysed the 11th &12th Light vehicle mechanics/ Vehicle Electricity student books for the Technical vocational training

				academy project.
01/2017 – 03/2019 (contract, full-time)	Saudi Arabia	Interserve Learning & Employment International	Teaching and learning coach	<u>Capacity Building to enhance and develop the existing Al-Asha College of Technology, trainers:</u> • Supporting training staff to improve and achieve outstanding teaching and learning (training) practice. • Assist the Project Manager in the delivery of the College Improvement Plan. • Assess the teaching capacity of the VTC to identify concrete training needs by handling the trainer's capability-building through, observation, evaluation, coaching, and monitoring the performance according to the indicators. • Implementing and guiding job-embedded professional development according to standards-based and results-driven. • Working to develop the methods of assessment to improve the trainee's outputs. • Developing the trainer's supervision and coordination skills. • Supporting the culture of openness and ambition for excellence in teaching, learning, and assessment practice. • Develop methods of measurement methods to assess the coaching process's effect on achieving the project's desired goals, lesson objectives, observations, and the creation of coaching-aligned action plans. • Leading the implementation of research-based professional development models. • Developing and employing further training strategies / blended learning • Developing the VE curriculum according to DACUM methodology. • Reporting all planning and coaching activities. • Achievements: • Developed a monitoring and evaluation framework for the implementation of the coaching action plan. • Proposed the COE Trainer's Job description. • Setting a quality monitoring concept of implementing the VTET standards by the VTC teachers for a piloting phase of the new short-term trainings. • Evaluated the teacher's performance in the classroom using an evaluation checklist focused on the following elements: trainees management, Trainer's File, Lesson Plan, Objectives complete clear at lesson kick off, effective Learning Environment, individual trainee learning needs identified, Teaching /Learning Methods, Assessment for Learning, previous knowledge, Trainer's Knowledge, Management of Learning, Trainees' Attitudes, Review/Recap/Summary of Learning, Trainee Involvement & Response, Independent and Collaborative Work, Development of Employability Skills, and trainees' demonstration. • Cooperation training follow-up plan, monitoring and evaluation reports • Enhancement of the Career guidance and excellence curriculum for the Al-Aha technical college. • Worksheet about Practical training in the Department of Office Management at Al-Ahsa Technical College. • Coaching the trainers to develop different personal skills required to function in the vocational academic environment. • Working to Increase the graduation rate of employment. • Worksheet about vocational incubators to support the graduates to start their S&M enterprise projects. • Suggest the first draft of the Survey of ATC's teachers regarding the project deliverables (curriculum, teaching and training, budget), this is the accredited version. • Suggest the Generic training layout and coaching plans and forms. • Train the Teachers (individuals and groups) to transfer the technical competencies sessions to be applied in the teaching

				process. • Analysed the Office Technology syllabus to be more relevant to the pedagogical approach through focusing on constructivist, inquiry-based, reflective, collaborative, and integrative. • Analysing the current office management syllabus against the Saudi Skill Standards (SSS) framework. • Designing a diploma program according to the flexible (MODULAR) curriculum methodology. • Translate my foreign colleagues(sessions) interviews into bilingual (Arabic & English) • Enhancement of Office Technology syllabus (years diploma) by reviewing DACUM chart of Office Management based on competency-based curriculum as a reference, the reviewing process concentrates on training outcomes, training goals, exercises, and adding new topics. • Generally, the teaching and learning skills plan is designed according to the teacher's training needs, therefore the training was performed (one-to-one, group training). • Developed an evaluation checklist to be used in the Evaluation process focused on self-evaluation by the college teachers to set a baseline for reviewing Practical and theoretical Lessons Adapted an Observatory to evaluate the performance of the semester. • My evaluation plans included Planning, Management of class, Teaching and Learning methods, curriculum, and Assessment. For practical training, the evaluation focused on: training Preparation, Lesson Plan Checklist, Performance Standards, Demonstration steps, Trainer attitudes, and OJT. • My framework of strengthening digital skills stands on analysing the teachers' skills and evaluating to what extent they can perform their training and teaching lessons by using BLACKBOARD Learning and teaching platform. I proposed the training of teachers by observing their performance in organizing digital information communication through online tools, using safety procedures on the internet, solving main tools and internet problems, creating editorial content and transforming into E-content, by focusing on embedded activities of the blackboard in the lesson plan. Used blended learning through learning application (BLACKBOARD) by using Instructor and student Guide for Blackboard-Teaching and Learning platform. • Train the teachers to use QR code generates as a motivation method for trainees to be more engaged in the training process. • Integrating classroom technology in act classrooms (apple campfire project plan), The project aims at integrating modern technologies in the classrooms of ACT. By planning to introduce classroom technology integration to the teaching and learning process in the ACT. The intended outcome of this project is an enhanced teaching and learning experience for both ACT Trainers and Trainees. • Qualify the trainers for inclusion Assessment software such as (Kahoot) a game-based learning platform in the assessment process. Based on generated multiple-choice quizzes that did access via the Kahoot app, the teacher can make activities like Knowledge challenging, exams, Supported Class participation with Real-time, virtual quizzes, Feedback, and meetings for presentation activities.
06/2014 – 01/2017 (full-time)	Jordan	Curriculum, Tests and Learning Resources Directorate, Vocational	Training Coordinator	• My Participation in the VET government and non-government in Jordan (TVET Skills Development Commission (TVSDC, CAQA), and Injaz organisation, supports the building of the VET systems by developing instructional material to be approved and implemented in the training process. Working in developing teaching qualifications and pedagogical skills for institutions and technical teachers. Suggest the Improvement plan for the educational policy to be focused on embedding the past

		Training Corporation (VTC)		learning between classes. • suggested the professions in the renewable energy institute plan. • Participated in the directorate's evaluation and development plan. • Participated in Designing and auditing questionnaires for monitoring and evaluation of the training needs for the HVAC project, and water and energy efficiency development) TWEED project. GIZ • Participated in occupational standards for HVAC curriculum framework .2014, GIZ, AMMAN • I worked in training project tenders with NGOs and governmental bodies in vocational training and education projects. • Provided training courses: Revised Bloom's Taxonomy. Training management. Career Guidance, An introduction to vocational achievement tests. Supervision skills for safety officers. • Working on life skills and following the implementations of life skills in the TEV curriculum. • Participated in the TEV curriculum development process according to KPIs. • Stocktaking of relevant occupational profiles for the non-agricultural sector. • Prepared a blueprint for the Directorate of programs operations manager of training programs. • Participated in DACUM for the Development of the curriculum framework of furniture painting, 2016. • Participated in the Business model workshop, GIZ.2015 • Participated in Development program according to DACUM for Technical Vocational Education and Training instructors, curriculum framework. (October 2105) • Reviewed and audited Health & Safety training materials. • Participated in National Discussion on Career Guidance and Work-Based Learning, 2015 • Participated in the Development of learning and training materials for competency-based training-CBT. (SEP,2015) • Participated in Vocational testing for PV (Photovoltaic) craftsmen, 2015. • Participated in Developing integrated training units according to the accreditation criteria. 2015, USAID, AMMAN. • Cooperation with Al-Hussein Society / Jordan Centre for Training and Comprehensive Integration in evaluating students with disabilities to develop vocational training programs to prepare (motor aids maintenance technicians).
30/06/2014-31/12/2016	Jordan	Jordan Bits part-time	freelance in training	• My main task: • preparing the vocational training projects with international fund agencies, CBOs, and private local partners for building the capabilities of Jordanian Syrian/ (male, female)/ by Designed the following courses, and getting accredited in VET courses from the Centre of Accreditation & Quality Assurance (CAQA), later on, TVET Skills Development Commission (TVSDC),: Hybrid electric Vehicle, Design and installation of photovoltaic systems, Office manager, and Insurance representative. • Two years diploma in welding, Saudi Arabia,

06/2010 – 05/2014 (full-time)	Saudi Arabia	Al-Thelim Group institutes and Training Centers	Training manager	• My Achievements: • Higher Training Institute of Industrial Technology (IIT): • Two years diplomas, Architecture engineering technology, Marketing, • Training programs: • Upgrading existing short-term trainings or introducing new ones such as: • Design a six-month curriculum syllabus for the following courses: • Civil Construction Technician (construction carpentry, steel fixer and scaffolding), approved by TVTC, Assistant welding technician. approved by TVTC, Mechanical and Electrical Maintenance. approved by TVTC, Assistant Surveyor. approved by TVTC, a Warehouse assistant. approved by TVTC, Preparatory course for IFCE insurance certificate. approved by TVTC. • English language Communication skills, • One-month course: Scaffolding • Contracting with the following companies: • Sung Shang Al-Sheikh Contracting Co. Tareq Al-Jaafari Cont. (Two Contracts). Se Jong Saudi Arabia Llc. Al-Rushaid Construction Co. Ltd. NDT Corrosion Control Services Co. (NDT Ccs) Shade Corporation Ltd. Abdurrahman Abdul-Aziz Al Hamam Group of Companies • Petroleum and Natural Gas Higher Training Institute of Technology (PNGIT) • Tow-year diploma: Computer-aided drafting technology, Surveying and mapping technology, geology and exploration. • Adding contracting with companies as a new task for the Institute, contracting with the following companies: • Dayim Punj Lloyd Contracting Co. (Two Contracts) Gulf Consolidated Contracting Co. (GCC Saudi Comet Co. Al-Kifah Holding Co/Contracting • Managed Digitalise the placement English language exam for enrolment trainees, • Worked with the American welding society (AWS) to get accreditation in welding. • Improved the career guidance process.
09/2005 – 05/2010 (full-time)	Saudi Arabia	TAFE Arabia for Training and Further Education	Training Manager, Curriculum design and development manager, Trainer	Contracting with the following companies: • Nabco Group (120) plastic factory operators with on job training program. • Ben Zgaer Company (420) technicians in Sheet metal forming and insulation of pipes and scaffolding training program. • Hyundai Company (195) technicians in pipe welding. • Nasser Al-Hajri Construction Company (300) technicians in welding, and City of Yanbu (KSA) through outreach campaign for (two years) project to employ and provide training to participants from north regent of Saudi Arabia in cooperation with BAB RIZQ JAMEEL (Non-profit Organisation) in construction sector such as: steel fixer, carpentry, masonry, and welding. This project aims to support the citizens of these regents because there are no industrial facilities to work. So this project aims to recruit and train them to work effectively in their communities. (120) trainees. • Sung Chang & Abdullah Al-Shaikh Contracting Co. Lt (400) technicians in welding • Cleopatra ready-made clothing factory, (30) Saudi women in Industrial sewing program. Planning and supervision of the City and guilds assignment for all activities related to the development and implementation of the coordination of short-term trainings in with the Team Leader in designing the training courses according to accreditation standards to develop the certificate programs . I worked in the employment and enhancement of Career guidance with employability skills for the company's employees (trainers)

				to be able to serve the apprentices on the OJT stage. I developed the training policies according to government instruction and labour laws. I Developed a Policy guide and work procedures, contracting procedures with partners, Job description to the staff and teachers regarding training management issues, and Key performance indicators. I Developed, and Methodologically supervise the development of a Six-month courses (concept, curriculum, methods, materials) Lathe machine operating techniques; sheet metal forming and insulation of pipes; electrical maintenance and machine control; welding technician assistant, and scaffolding. approved by TVTC.
02/2003 – 09/2005 (full-time)	Jordan	Training and Development Institute (TDI) at (VTC)	Acting manager/Coordinator/Trainer of Trainers	- Managing daily work, contracting with co-trainers, and Building capabilities of new teachers /trainers. - Evaluating annual staff performance, providing training courses, and Identifying training needs. - Training courses planner, evaluating training workshops first and second levels of assessment, cooperated with Moe in editing training materials and handouts, setting annual operation plan and setting annual institute budget. - Train the trainers on career guidance skills. - I Participated in an EV system approach training course, for EV teachers with the Centre for Educational Development / United Nations. - Provided the supervisory methods training program for the Jordan Petroleum Refinery, Jordan Phosphate Mines Co the Jordanian Electric Power Company, Jordanian Engineers Association and participants from the Arab world in cooperation with Arab Centre for Human Resources Development.
11/1986-02/2003, * Sep-1998-Sep 1999, Learning Officer at Training and development institute, TDI, (full-time)	Jordan	Vocational Training Corporation (VTC)	Vocational Counselor and Trainer	- Provided individual and group counselling sessions, conducting occupational orientation, and career guidance, to help class 10th students in their careers by determining their options in the field of education, and profession, shaping and managing their careers, by activating the concept of empowerment. - Provided vocational awareness to the grade 10th students of MoE's schools at Zarqa governorate. - Established positive relationships with trainees and parents to aid career goals, working with teachers to present a practical, prevention-based classroom and workshop in guidance activities. - Builds effective relationships with the work market, implementing employability and life skills framework. - Trainee's empowerment in work interviews. - Ensures maintenance of documentation, - Designed surveying studies regarding training/ training process and trainees' discipline, - Update reports of trainee's records, - I Participated in Basic vocational guidance and counselling courses, for EV teachers with MoE, Bahrain Kingdom. - provides career coaching, interviewing techniques, and other job search skills and Trains the trainees to manage the job interviews. - Train the trainers on career guidance skills for more understanding of the nature of trainees. - Giving individuals the opportunity to evaluate themselves and make the final decision through interviews to help them in the decision-making process. - Attention to meeting the needs of workers and non-workers in unusual or abnormal circumstances. - Worked with Non-profit Organization (Soldiers Families Association) in development cooperation project targeted the

				needy families at Zarqa city. For Plumbing installations. • Designed the surveys to measure the adaptation through the OJT process and satisfaction of Job owners. • Concerning the E-learning platform, the enrichments process looking to convert the scenario to the form of a video, and this work includes the presence of a working team consisting of a videographer, screenwriter to perform a transformation of educational material (Career counselling training course) by analysing objectives for each subject, rewriting a scenario that includes the content by reflecting the teaching goals, exercises, and exams.
--	--	--	--	---