YOUTH:WORK
Jordan

BUILDING ON HOPE: Findings from a Rapid Community Appraisal in Jordan

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USAID من الشعب الأمريكي

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The International Youth Foundation (IYF) invests in the extraordinary potential of young people. Founded in 1990, IYF builds and maintains a worldwide community of businesses, governments, and civil-society organizations committed to empowering youth to be healthy, productive, and engaged citizens. IYF programs are catalysts of change that help young people obtain a quality education, gain employability skills, make healthy choices, and improve their communities. To learn more, visit *www.iyfnet.org*.

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At the International Youth Foundation, we always stress the singular power of partnership. This report, and the work that will be carried out as a result of this work, exemplifies collaboration at its best. We are grateful to all who contributed here, and to all who will play a role in the success of Youth:Work Jordan in the years to come.

Awais Sufi
Vice President, International Youth Foundation

Glossary of Terms

LEVELS OF EDUCATION

Basic Compulsory Education: Up to Grade 10
Number of years: 10
Type of School: Al-Asase
Type of diploma or credential: Basic School Certificate

Secondary Education: Grades 10–12 (not compulsory)
Number of years: 2
Type of School: Academic and Comprehensive Vocational
Type of diploma or credential: Tawjihi (General Secondary Education Certificate)

Vocational (Secondary)
Number of years: 2
Type of School: Training Centres and Apprenticeships
Type of diploma or credential: Completion Certificate

EDUCATIONAL STATUS

Enrolled: Young people currently enrolled in an educational institution
Not enrolled: Young people not currently enrolled in an educational institution
School leavers: Young people who leave the education system before completing Secondary School (12th grade)

EMPLOYMENT TERMS

Employed: Working with remuneration, could be salaried employment. We also use the term to mean working which encompasses working youth who do not have an employer but work for themselves.
Unemployed: Individuals who are not working and actively looking for work
Economically inactive: Individuals who are not working and not looking for work
Economically active: Individuals who are working or not working but looking for work

Executive Summary

KEY RESULTS & FINDINGS

Overview. Youth:Work Jordan (YWJ) is a five-year initiative to improve youth employment and civic engagement among the country's most vulnerable youth between ages 15 to 24. Through a unique partnership, the International Youth Foundation (IYF) is working together with the United States Agency for International Development (USAID), the Jordanian Ministry of Social Development (MoSD), and respected national and local organizations across Jordan to improve and expand community-based social services targeting youth, with an overarching focus on promoting their employability skills and civic engagement. For the first two years, YWJ will work in 12 selected communities with significant socio-economic challenges related to high unemployment and poverty rates as well as social issues. These communities are in the areas of Amman, Zarqa, Irbid, Jordan Valley, and Ma'an.

From the beginning, YWJ has been committed to work from the bottom up to design and implement programs based on the documented educational, social, and employment needs of young people themselves. To ensure programs effectively address the particular challenges and opportunities in each target community, and building on the global experience of IYF in designing community appraisal methodologies, YWJ conducted in-depth surveys of young people and community members, as well as focus groups to gain further insight and knowledge about conditions and possible solutions. In addition to using both qualitative and quantitative data from all YWJ communities, the study drew on publicly available reports and surveys.

This *Rapid Community Appraisal* (RCA) was conducted with the support of Mahara, a professional consultancy firm. The resulting RCA Report painted a challenging picture of unmet needs, gaps in existing services, community infrastructure deficits, and very low levels of civic engagement among youth. It also looked at potential ways for youth to improve their circumstances — such as employment opportunities in certain identified sectors and the identification of opportunities to leverage existing youth-serving institutions in their communities. So while the RCA Report seeks to capture young people's very real challenges and concerns, it also addressed their hopes and aspirations.

Building on this study, a critical component of the process has been to develop concrete recommendations for action, based on RCA results, to be used to prioritize needs and support the design of community-based interventions and best approach strategies for programming in each community. These recommendations by the RCA team have been collected together in Appendix I of the Report, using the framework of YWJ's 3 program component areas. They should be read in conjunction with this summary of key RCA findings. These recommendations in turn help form the basis of Community Action Plans (CAP) to be implemented by a group of respected Jordanian *Coordination NGOs* in strong partnership with other stakeholders, including youth, in each community.

It should be noted that while many of the recommendations listed in the RCA Report will be implemented by YWJ, a number of others have been included that are outside the scope of the project but could be useful to policy makers and others working on youth issues in Jordan. Including this broader set of recommendations reflects IYF's comprehensive approach to positive youth development that seeks to address all aspects of young people's lives, including expanded opportunities in the areas of education, employment, health, and citizenship. It also reflects the inherently close relationship between issues effecting youth and the need for full coordination among the many stakeholders in Jordan addressing their needs.

RCA'S MAIN FINDINGS AND LEARNINGS

This Executive Summary highlights key findings of the full RCA Report. Following the report's structure, the Executive Summary outlines significant challenges facing young people in targeted communities in terms of family income, educational attainment, and employment status. Also documented here are the range of job-related opportunities and youth-friendly services already available in these same neighborhoods. In addition, the summary includes an assessment of the level of civic engagement among targeted youth, as well as their perspectives on quality of life issues. The list of recommendations, which in the full Report are listed after each relevant chapter based on RCA findings, are not included in the Executive Summary. Instead, they are presented separately and in full in Annex I of the RCA Report.

TARGETING UNDERSERVED COMMUNITIES

YWJ is working in some of Jordan's most underserved and impoverished neighborhoods. These localities were selected by YWJ based on such factors as concentrations of out-of-school and out-of-work youth, population density, and social concerns voiced by the community. Improving conditions and opportunities among youth in these targeted neighborhoods is the top priority for this initiative.

According to RCA findings, families in the five YWJ designatd communities tend to be slightly larger (more than 6 members) than the national average, and the majority of parents (over 60%) have less than a secondary education. Consistent with Jordan's general population, these targeted areas have high concentrations of youth, with those ages 15 to 24 making up an average of 20% of the general population.

LEVELS OF EDUCATION AND TRAINING AMONG YOUTH

While almost half of the young people in YWJ designated areas are currently enrolled in school, far too many of the others have left school before completing secondary school, thus greatly diminishing their job prospects. Better preparing youth for employment, and ensuring they have the life, employability and entrepreneurship skills to get decent jobs and be productive members of society, is a top priority for YWJ. According to RCA findings:

- Of those youth who are not in school, more than 60% left school before they completed their secondary education (10-12th grade).
- The number of students leaving school before completing their compulsory basic education (through 10th grade) — is also high, (ranging from 18% in Amman to 35% in Ma'an) depending upon the targeted area. School leavers tend to come from lower-income families across the YWJ communities and are more likely to be unemployed.
- An average of only 10% of targeted youth are registered in non-formal training programs.

The reasons for the high number of youth who have left school before completing their secondary education early are complex. Many say they have no interest in education and that it is not worthwhile for them to remain in school. Other significant responses: Young women say they want to get married, while young men say they want or need to work. Additional barriers include the lack of qualified teaching staff, lack of counseling, limited extra-curricular activities, and according to parents, at least, the cost of transportation, and expenses in general.

While many young people say they are not interested in pursuing their education, most recognize the benefits of a good education — with a particular emphasis on the value of a Tawjihi certificate — including greater opportunities to secure fair wages, labor rights, and professional advancement.

The negative social stigma associated with semi-skilled or vocational/technical programs — particularly among parents and community members — also poses a challenge for youth who need to gain skills for available jobs. In addition, a number of youth and parents questioned whether such career options offered economic viability due to poor wages. On the other hand, other youth, — including some women — acknowledged that there were some economic benefits in choosing a vocational technical track. Those ages 15-17 who are working and not in school, for example, had a higher regard for such training, perhaps better understanding the nature of the jobs available to young people without experience, skills, and knowledge. In any case, participation in vocational training is low across all targeted areas.

YWJ COMPONENT 1: LIFE, EMPLOYABILITY AND ENTREPRENEURIAL SKILLS FOR THE 21ST CENTURY

The youth unemployment rate in YWJ-designated areas is high — reflecting the large numbers of young people who leave school early, the lack of effective job training programs in these communities, and insufficient job opportunities. Improving the employability and job prospects among targeted youth, including ensuring that young people are trained in market-relevant skills, and improving, in particular, the participation of women in the workforce, is of utmost importance for the YWJ initiative.

Among other challenges, there remains a mismatch between career prospects that youth seek and actual job opportunities. For example, when asked about their career plans, the majority of youth tend to rely more upon the government sector for employment as opposed to other sectors, while a third say they plan to apply for a job in the private sector. In general, there are more jobs available in the private sector. There is also a mismatch between skills training and the skills needed by local employers. While participation in technical training is low, those who drop out of school early, especially men, are willing to appreciate the value of such training, suggesting that as they move closer to entering the workforce, the more their attitudes change.

According to RCA Findings:

- An average of 18.1% of young people in YWJ designated areas are unemployed and looking for work. Those figures range from a high of 38.4% among males in the Jordan Valley to a low of 11.6% for both males and females in the Irbid area).

- An average of 19% of targeted youth are currently working, with the vast majority of these individuals employed in the private sector. The majority of those employed make minimum wage (150 JOD) or more. Those who do not make minimum wage range from 12% in the Jordan Valley to 33% in Ma'an.

- Employment among women is exceptionally low in most YWJ target areas. Of those youth who are employed, women make up an average of 10.4% compared to 89.6% of men.

Barriers to employment: There appears to be a common set of challenges facing youth looking for jobs in YWJ-designated neighborhoods. According to RCA findings, lack of information about jobs and a tendency among young people to wait for employment in the public and military sectors are among the top reasons given by youth for being unemployed. There is also a mismatch between existing job training programs and local labor demands, as well as insufficient practical training or preparation for the job market.

In addition, a prevalent negative attitude prevails among youth that working in certain industries (construction and tourism, for example) is not prestigious. Unrealistic expectations of good salaries and benefits also present significant challenges. The high demand for fluency in English in areas like tourism and outsourcing currently disqualifies many job seekers.

Emerging job opportunities: Despite these steep challenges, there are emerging opportunities for employment in YWJ-designated areas. The RCA survey examined a range of employment opportunities in various sectors and selected those that demonstrated an ability to create potential jobs among targeted youth. Those targeted areas are: packaging, health care, tourism, construction, outsourcing sectors, and agriculture. Extensive consultations with firms in these areas confirm these sectors have the potential to hire more workers.

Tourism and outsourcing, for example, are growing sectors in the economy, with those job seekers who excel in English having a greater opportunity to gain employment. There is also a growing demand for construction jobs as the country experiences major development — offering significant opportunities for youth in both skilled and non-skilled jobs. This sector also offers self employment opportunities for youth as plumbers, electricians, carpenters, and metal workers.

YWJ COMPONENT 2: YOUTH-FRIENDLY SERVICES

The RCA's mapping exercise identified *youth-friendly services* (YFS) and institutions that already exist in the YWJ targeted communities and were recognized to be needed by young people. These included social safety net services (parenting and family counseling and NGO-related services); healthcare; cultural and leisure services (public parks/playgrounds, youth centers, and cultural programs); sports; out-of-school tutoring; and religious institutions. In many communities, there were insufficient numbers of such institutions and programs, and where such activities did exist, ineffective outreach often left young people unaware of these opportunities.

In general, youth have a low rate of participation in arts, sports, and cultural activities. When rating their overall satisfaction levels of programs that do exist, youth rated low to middle satisfaction levels (averaging about 5.5 out of 10) with healthcare, public parks and playgrounds, and youth centers. They rated family counseling, NGO programs, cultural and sports programs, and out-of-school tutoring slightly higher (averaging between 6-7 out of 10). Creating greater opportunities for young people to use their free time productively, through participation in effective, community-based, youth-friendly programs and services, is a central goal of the YWJ program.

According to the RCA findings:

- Youth participation in art, sports, or cultural activities is low (5.5% out of 10), particularly among females, due in part to the lack of such facilities or opportunities, as well as the lack of effective promotion of existing activities in the community. In general, youth, parents and community leaders report being unsatisfied with the availability and quality of cultural and leisure activities and programs, which include playground/public parks and youth centers.

- The presence of YFS in targeted areas differs widely. For example, in Amman, the presence of cultural and leisure activities and institutions is quite high (over 50) whereas sports and social safety net programs is very low (5-11). In Some areas, such as in Ma'an, there are very few culture/leisure programs (8) or sports-related activities (3).

- Young people themselves are not very satisfied with the way they spend their free time and wish there were more attractive programs and the infrastructure that would ensure more such activities. Females,

especially, noted that spending time in recognized institutions was important to their feeling safe and protected outside their homes and schools.

- Youth report that in general, males tend to spend free time on the street — talking, smoking, dancing — while females are more likely to be at home watching TV, reading, and doing housework. Females and their parents feel the presence of males in the street poses a perceived threat to their safety that affects their ability to move about the community.

YWJ COMPONENT 3: YOUTH CIVIC ENGAGEMENT AND SKILL BUILDING THROUGH COMMUNITY SERVICE

The level of young people's participation in civic activities in all YWJ communities is extremely low, further marginalizing their lives and prospects as well as their contributions to help rebuild their communities. This situation is due in part to the scarcity of institutions and programs providing volunteer opportunities for youth, combined with ineffective outreach by existing services. When youth do participate in community service projects, they do so primarily through their schools.

While there is a reported absence of a culture of volunteerism in these communities, youth expressed enthusiasm and a willingness to volunteer if opportunities are provided. Promoting civic engagement, leadership, and volunteerism, and building on young people's civic skills as well as their enthusiasm for such activities, is a top priority for YWJ.

Among the RCA findings:

- Only 1.6% of targeted youth are registered members of any kind of civil institution, and 3.9% regularly participate in civic activities.

- There are extremely few Institutions that offer volunteer opportunities – with Irbid reportedly having the highest number of such institutions (14) and Ma'an reportedly having the lowest number (1).

- Most young people do not understand how being engaged civically benefits them directly, or how such activities could play a positive role in their lives.

- Among the reasons given by young people for not participating in such activities is lack of family approval, lack of information, and lack of free time.

QUALITY OF LIFE CONCERNS:

To get a broad picture of the concerns in their daily lives, youth were asked to describe the impact of perceived threats to their safety and wellbeing relating to the following unhealthy behaviors: smoking, crime, drug and substance abuse, alcohol abuse, domestic violence, and community violence.

It should be noted here that the government of Jordan recognizes the challenge of overall safety and security within the country and by international surveys is making progress in this area. It should therefore be underscored that this part of the RCA survey does not measure crime or criminal activity directly, merely the perception of such activities. However, the challenge of poverty and the resulting social and economic inactivity among some youth in targeted neighborhoods, appear to feed a perception of lack of safety and well being. This perception is felt more acutely by young women. Unfortunately, these sensitivities lead to a situation in which youth, particularly women, often feel more limited in finding productive and enjoyable ways to use their time outside their homes, thus restricting their mobility in the community.

This section of the RCA report explores situations in which young people with too much idle time and lack of positive alternative activities tend to be more engaged in exhibiting negative or unhealthy behaviors. A positive element, however, is that such perceptions and concerns can be changed quickly as young people become more civically — and visibly — involved in their communities, which is a top YWJ priority.

According to RCA findings:,

- Smoking was the most frequently mentioned "unhealthy" behavior by targeted youth.

- Domestic violence was mentioned significantly more often by females than males.

- Females are more affected by unhealthy behaviors than males, with more of them saying such behaviors affect their lives directly. Females also associate feeling safe with the presence of law enforcement (policy and family protection services).

- In general, youth said that establishing more community and leisure activities in safe places would enhance their sense of safety and improve their quality of life.

One of the main reasons for the perception of lack of safety is that many young people — primarily males — are spending much of their free time in the streets with little to do and are thus more likely to engage in unproductive and risky behaviors and activities. Many community leaders and parents highlighted their perception of alcohol and drug abuse as significant problems as well. Throughout the targeted areas, youth agreed that establishing community and youth centers, public parks and libraries, and providing for community activities would enhance their sense of safety and improve their quality of life. Offering such positive alternatives to young people in their communities is an important element in the YWJ program.

Young people were also asked to measure their sense of hope as an overall measure of feeling in control of their lives and being able to make decisions; deal with stress and hardship; can promote their leadership abilities, and have a sense of independence. The resulting "hope" score was considered slightly low but "average" overall.

CONCLUSION

Like young people everywhere, Jordanian youth seek a life in which they have a quality education, a good job, the chance to participate in their communities, and a sense of safety and security in their lives. While the RCA highlights the many significant challenges facing the YWJ targeted youth — in terms of staying in school, getting decent jobs and being positively engaged in their communities, this Report also highlights employment opportunities and services that are already available — or soon will be — within these same communities.

A key finding in the Report is the extent to which young people exhibit a willingness and interest in taking advantage of employment-related opportunities as well as some real enthusiasm around becoming more positively engaged in their communities, if given a chance. Youth also demonstrated an awareness and acknowledgement of the importance of education, and the benefits of improved employment opportunities, including better wages and a better career path.

The full set of recommendations by the RCA Team are thus designed to address not only young people's needs but also their aspirations, and are provided in Annex I of the full RCA Report, based on the summary of findings here.

Over the next five years, the many stakeholders in Youth:Work Jordan — from the highest level of government to community-based non-governmental organizations to interested leaders in the private sector and young people themselves, will be working together in YWJ target areas to improve the conditions and opportunities for YWJ-targeted youth. In so doing, they will be capitalizing on this country's enormous asset, its youth.

Chapter 1

INTRODUCTION TO THE RCA: BACKGROUND, GEOGRAPHIC FOCUS & METHODOLOGY

Introduction: Chapter 1 provides an overview of Youth: Work Jordan (YWJ), including the YWJ alliance model; the program's three key thematic areas; the geographical areas targeted by YWJ and evaluated by the Rapid Community Appraisal (RCA) and YWJ and the rationale for selecting those areas; a description of the methodologies used; and a general perspective on preparing Jordanian youth for life developed by IYF.

IYF'S YWJ ALLIANCE MODEL

The Youth:Work Jordan Program is a five-year initiative designed to improve the livelihoods and support the long-term positive development of Jordanian young people. With core funding of US $30 million from the United States Agency for International Development (USAID), the International Youth Foundation (IYF) is working in partnership with the Jordanian Ministry of Social Development (MoSD) and four highly respected Jordanian Partner NGOs who will serve as Coordination NGOs (CNGOs) in specific regions targeted by YWJ. These organizations are Al Farouk Charity Association for Orphans, the Jordan Career Education Foundation, the Jordan Hashemite Fund for Human Development, and the Jordan River Foundation.

To ensure programs effectively address the particular challenges and opportunities in each target community, and building on the global experience of IYF in designing community appraisal methodologies, YWJ conducted in-depth surveys of young people and community members, as well as focus groups to gain further insight and knowledge about conditions in targeted areas and possible solutions to address them. This report seeks to capture young people's expectations, hopes, and concerns; their social, educational and economic backgrounds; and the many challenges they face in their communities.

The resulting Rapid Community Appraisal, conducted with the support of Mahara, a professional consultancy firm, painted a challenging picture of unmet needs, gaps in existing services, community infrastructure deficits, and very low levels of civic engagement among youth. It also captures the employment opportunities that do or soon will exist in these communities, as well as the capacity of Jordanian youth to positively shape their futures. Building on this study, a critical component of this process has been to develop concrete recommendations for action, based on RCA results, to be used to prioritize needs and support the design of community-based interventions and best approach strategies for programming in each community. These recommendations by the RCA team are presented at the end of each chapter and have been collected together in Appendix I. They form the basis of Community Action Plans (CAP) to be implemented by the CNGOs in strong partnership with other stakeholders, including youth, in each community.

Collaborating with these leading stakeholders, YWJ builds on a number of successful public-private alliance building models that IYF has used to address youth needs around the world.[1] These proven models are structured to support multi-sector alliances involving government ministries, businesses, NGOs, and youth to work together to identify the challenges marginalized young people are facing, improve and dramatically scale up existing youth-serving programs, and ensure programs are more effective and sustainable to better help meet these challenges.

THREE KEY THEMATIC AREAS OF YWJ

Through a collaborative process, IYF, USAID, and MoSD have identified the need for expanded and improved services for youth in three broad areas:

- Life, employability and entrepreneurship skills training
- Productive use of free time through participation in effective community-based, youth-friendly programs (e.g., non-formal, after-school enrichment and tutoring programs, as well as programs that focus on health/parenting, arts and music and recreation and sports)
- Civic engagement, leadership, and volunteerism in community service projects (e.g. improvements in in infrastructure and the environment)

In supporting the needs of youth, YWJ begins by addressing the critical challenges Jordanian young people are facing in finding employment. The program will help support young people in developing the life, technical and entrepreneurial skills they need to join the job market and then in securing internships and jobs that can lead them to long term, successful career paths.

1 See *www.iyfnet.org* for more information on IYF model programs including entra21, Education & Livelihood Skills Alliance and Education & Employment Alliance.

The YWJ Program will also address the needs of Jordanian youth in a holistic way by helping them to develop essential leadership and civic engagement skills, lead more healthy lifestyles, and gain a greater sense of ownership in their own futures and in Jordanian society.

GENERAL PRINCIPLES FOR RCA'S FRAMEWORK

In developing the RCA framework, IYF has been guided by a set of principles designed to promote positive youth development. This framework identifies youth services and programs that are essential for helping young people successfully journey through adolescence to adulthood. Those early life transitions, as characterized by the World Bank's *World Development Report 2007: Development and the Next Generation*,[2] are:

- Starting a productive working life
- Adopting a healthy lifestyle
- Forming a family
- Exercising citizenship

In order to pass through them successfully, today's young people need to develop a comprehensive set of life and learning skills that will enable them to adapt to and actively participate in today's fast-changing world. Rather than support programs focused on specific problems (e.g., drug use, unhealthy behaviors, alienation, and youth violence, etc.), IYF and its partners look to programs and solutions that address the root causes of such problems. Such programs go beyond prevention to promotion of those values, attitudes, skills, and behaviors that will enable youth to succeed. The positive characteristics that youth need to develop are described by IYF as the "4 Cs:" Competence, Confidence, Character, and Connectedness to their community and to caring adults.

In order for young people to realize these goals, they need a range of resources. Among them:

- A safe place for learning, recreation, working;
- A healthy start and a healthy life style;
- At least one caring adult totally committed to his or her well-being;
- An opportunity to learn values and marketable skills for adulthood;
- A chance to participate in and contribute to community life.

As parents and youth experts are well aware, the more of these resources a young person has, the more likely that he or she will succeed.[3]

Geographical Focus and Rationale. YWJ is initiating activities in three regions in Jordan. The localities selected in close coordination with the MoSD and USAID were based on such factors as the existence of higher levels of household poverty, significant concentrations of out-of-school and/or unemployed youth, overall population density, social concerns identified by local community leaders, and representation of urban and rural areas.

The governorates, sub-districts, and neighborhoods targeted for YWJ activities are: 1) Amman; Sub Districts: Marka and Qwaismeh; Neighborhoods: Jabal Nuzha and Taybeh Khreibet Souq; 2) Zarqa; Sub Districts: Qasabet Al-Zarqa; Neighborhoods: Hussein, Massoum; Awajan; Sub-District Rssaifeh; Neighborhood: Al-Masheirfeh 3) Irbid; Sub-District: Qasabet Irbid; Neighborhoods: Nasir and Manarah; 4) Jordan Valley; Sub-Districts: Deir Alla and Aghwar; Neighborhoods: Twal Janoubi, Waqqas; 5) Ma'an: Sub-District: Qasabet Ma'an; Neighborhoods: Abu Bakir and Shamiya. The program is anticipated to expand to other areas after two years (2012-2014).

Rapid Community Appraisal. To ensure a fuller understanding of the needs of youth; to develop the community action plans (CAPs) that would respond to those needs; and to identify the service providers in the three key thematic areas available in above target neighborhoods, the RCA Team assessed the following:

Track 1: Labor Market Demand Assessment focused on employer needs and included an updated overview of trends, needs, and opportunities of promising economic sub- sectors in the labor market; employer/industry/

2 *World Development Report*, World Bank (2007), pages 5–9.
3 Adapted, IYF, 1997.

trade associations and chambers of commerce projections of human resource demands; and skills requirements for semi-skilled and technical jobs.

Track 2: Youth Assessment focused on a demographic profile of Jordanian youth, status (e.g., in school, out-of-school, educational levels, and employment status), and perceptions of youth toward challenges they encounter toward adulthood and expectations and satisfaction levels with the services provided by the various sectors to prepare them for success in education, the workplace, and in the community.

Parents' and community leaders' perceptions were also appraised to help enrich the understanding of youth's challenging situations, particularly factors affecting the participation of young women.

Track 3: Institutional Mapping detailed the services provided to young people in each of the three key thematic areas. Through this track, the supply of services and supports available to youth, either in their neighborhoods or nearby within commuting distances, were identified and catalogued.

A brief description of the assessment methodologies used for each track follows.

Assessment Methodologies. IYF and Mahara used standard assessment techniques, including random surveys and focus groups as well as individual interviews. The questionnaires, administered randomly, were based on criteria used by the World Bank. To conduct the RCA, IYF selected the local Jordanian professional development consultancy, "Mahara," to research the three tracks described above.

Track 1, Labor Market Demand Assessment: Mahara, in close coordination with IYF, adopted a critical path approach used by IYF in its youth employment programs in Latin America. The process began with a review of secondary sources on Jordan's actual and projected economic growth, investment, and economic priorities, followed by a review of existing data on labor needs and any gaps so that the labor demand assessment would be as focused as possible.

Labor demand data[4] was collected in each locality. However, depending on how local labor markets are operating, the appraisal encompassed a wider geographic area if work opportunities existed outside the community being appraised, but were in close proximity to a market with more opportunities for salaried employment.

As a result of the data collection, the RCA Team interviewed some 24 employers — all large enterprises — of six economic sub-sectors (packaging, healthcare, tourism, agriculture, construction, and business process outsourcing) with higher levels of demand for semi-skilled or technical labor. These sectors were selected for their potential growth, particularly growth that will create job. (Please see Annex II for a more detailed explanation for why these sectors were chosen.) The employers of these six identified economic sub-sectors were interviewed to determine (a) what they are looking for in their new hires; (b) their assessment of the qualifications of youth who have applied/been hired; and (c) what types of attitudes, knowledge, and skills their company and sector will need in the next 1-5 years. This data formed the core of the labor demand assessment. It is important to note that the interviews focused primarily on new hires and the types of jobs which a young person with a secondary education (or less) could aspire to with sufficient training.

The data from the labor market track was compared with data yielded from the youth assessment and services tracks to determine:

- Areas of strong alignment between employer demands and the supply of employment training, by sector, geography and target population; and

- Areas of no or poor alignment between demand and supply (e.g. the skills employers demand are not being developed in schools and/or training institutions, the skills developed by training institutions are obsolete, inadequate or missing).

Based on this analysis, the four Coordinating NGO partners and IYF will incorporate the findings in the development of Community Action Plans (CAPs) to (1) identify which service providers are in the best position to improve their alignment and offer youth employment training and services; (2) gather, refine or guide the development of curricula that are market relevant; and (3) determine how to improve youths' access to information on

4 While IYF uses the term "labor demand," the RCA also sought to document opportunities for work through the creation of microenterprises, taking into account value chains, the size and dynamics of the micro-business sector, and the types of skills needed in order to survive and thrive in the Jordanian economy as a start up business entrepreneur.

occupational areas, job requirements and opportunities — all leading to better youth employment outcomes.

Track 2, Youth Assessment: Mahara used the following methodologies to gather data:

1. Secondary research done on recent youth surveys that have been conducted in Jordan;

2. Questionnaires administered in a representative survey of 1,320 youth living in the target neighborhoods to supplement secondary data in order to have a complete youth profile by:

    - each locality (e.g., age, gender, household composition, marital status, educational status and achievement, years of formal schooling, completion level rates/graduation rates)

    - employment, under employment, and unemployment rates, (e.g., status of youth in-school, out-of-school, in job training, out-of- work, seeking a job, in an internship/apprenticeship, employed by others, self-employed, engaged in community service/volunteerism)

    - identification by youth of any gaps of particular services in each region; identification by youth of any barriers and/or limitations for youth to access a particular service (e.g., distance, cost, hours of operation, gender emphasis, age limitations, and level of awareness of services)

    - identification of the perceptions of youth towards unhealthy behaviors /challenges encountered in their communities (e.g., crime, violence, and drug abuse)

    - the type of work they are most interested in to get a sense of their demand.

3. Semi-structured focus group interviews were conducted with 172 young people, as well as 33 parents, and 130 community leaders, from the 12 neighborhoods to further explain findings from the questionnaires, address questions or ambiguities, and to probe deeper on particular topics, especially the following:

    - Identification of gaps of particular services in each region;

    - Identification of any barriers and/or limitations for youth to access a particular service (e.g., distance, cost, hours of operation, gender preference, age limitations, and level of awareness of services); and

Track 3, Institutional Mapping: Mahara used two methodologies to gather data:

1. Secondary research consisting of electronic searches of databases specific to each sector to collect as much public data on services as was available. This included information on types of services available, eligibility requirements, utilization rates by age/gender, completion/graduation rates, drop- out rates, internship/apprenticeship rates; placement/employment rates, and linkages of job training to local market (where relevant).

2. Semi-structured interviews with senior staff members of entities surveyed within each sector as well as service delivery sites to verify data collected and fill in any gaps.

In summary, IYF's Rapid Community Appraisal approach for Youth: Work Jordan used a wide variety of data collection methodologies ranging from secondary research, semi-structured interviews and focus groups with key informants and questionnaires administered in a representative sample to profile the developmental needs of Jordanian youth in terms of:

1. The scope of services presently available to them in the three YWJ component areas: (a) life, employability, and entrepreneurship skills; (b) youth-friendly services, primarily offered by both the Government of Jordan agencies and also other sector actors (e.g., non-formal/after-school enrichment/tutoring programs, health/parenting programs, arts/music programs, and recreation/sports programs); and (c) civic engagement of youth in community service projects (e.g., improvements in infrastructure, the environment).

2. The demand for services in the above three areas; and

3. The mismatch between supply and demand in these areas, together with the requirements for Jordanian youth to be well prepared for the workplace, live a healthy lifestyle, and be engaged in civic life.

Chapter 2

UNDERSERVED COMMUNITIES: SOCIOECONOMIC PROFILE OF TARGET FAMILIES & NEIGHBORHOODS

Introduction. Chapter 2 provides an overview of the socioeconomic features of households in YWJ targeted communities covering geographic focus; family size and composition; household incomes and educational level of attainment by parents. It should be noted that the purpose of this chapter is to provide a general picture of conditions and challenges in targeted areas. YWJ, however, will address many of these issues directly.

Key findings in this chapter: In YWJ designated areas:

- Approximately 48% of families make less than 3,600 JD per year.
- Families are predominantly nuclear families rather than extended ones, and are larger (more than 6 members) than the national average (5.4 members).
- The majority of parents (62.9% of fathers and 64.4% of mothers) have less than a secondary education.

Geographic Focus of YWJ. The YWJ program is focusing on 12 selected neighborhoods in 8 sub districts within 5 governorates. Figure 1 lists the governorates, sub-districts, neighborhoods and populations of each neighborhood.

Figure 1: Geographic Focus of YWJ

	Governorate (Area)	Sub-District	Neighborhood	Population[5]
1	Amman	Marka	Jabal Nuzha	27,190
		Qwaismeh	Taybeh Khreibet Souq	38,322
2	Zarqa	Qasabet Al-Zarqa	Hussein	21,800
			Massoum	25,011
			Awajan	1,658
		Rssaifeh	Al-Msheirfeh	13,296
3	Irbid	Qasabet Irbid	Nasir	10,060
			Manarah	19,877
4	Jordan Valley (Balqa, Irbid)	Deir Alla	Twal Janoubi	7,805
		Aghwar Shamaliya	Waqqas	5,849
5	Ma'an	Qasabet Ma'an	Abu Bakir	3,767
			Shamiya	4,903

The 12 neighborhoods cover Jordan's three regions:

- **North**: 3 neighborhoods;
- **Middle**: 7 neighborhoods;
- **South**: 2 neighborhoods.

Family Size and Composition. The young people living in YWJ's targeted communities previously identified tend to be come from families that are larger than the national average of 5.4.[6] According to Figure 2, some families include as many as 14 to 15 members. Jordan valley and Ma'an are the two areas that have the largest average family size (i.e., 6.9 and 6.8 members, respectively).

5 The population figures are not official; they were calculated based on the published population from the 2004 national census and the official growth rate formula of the Department of Statistics to estimate the population for 2008.

6 *Jordan in Numbers*, Department of Statistics (DoS) 2007.

The map below shows the locations where the YWJ program will be implemented.

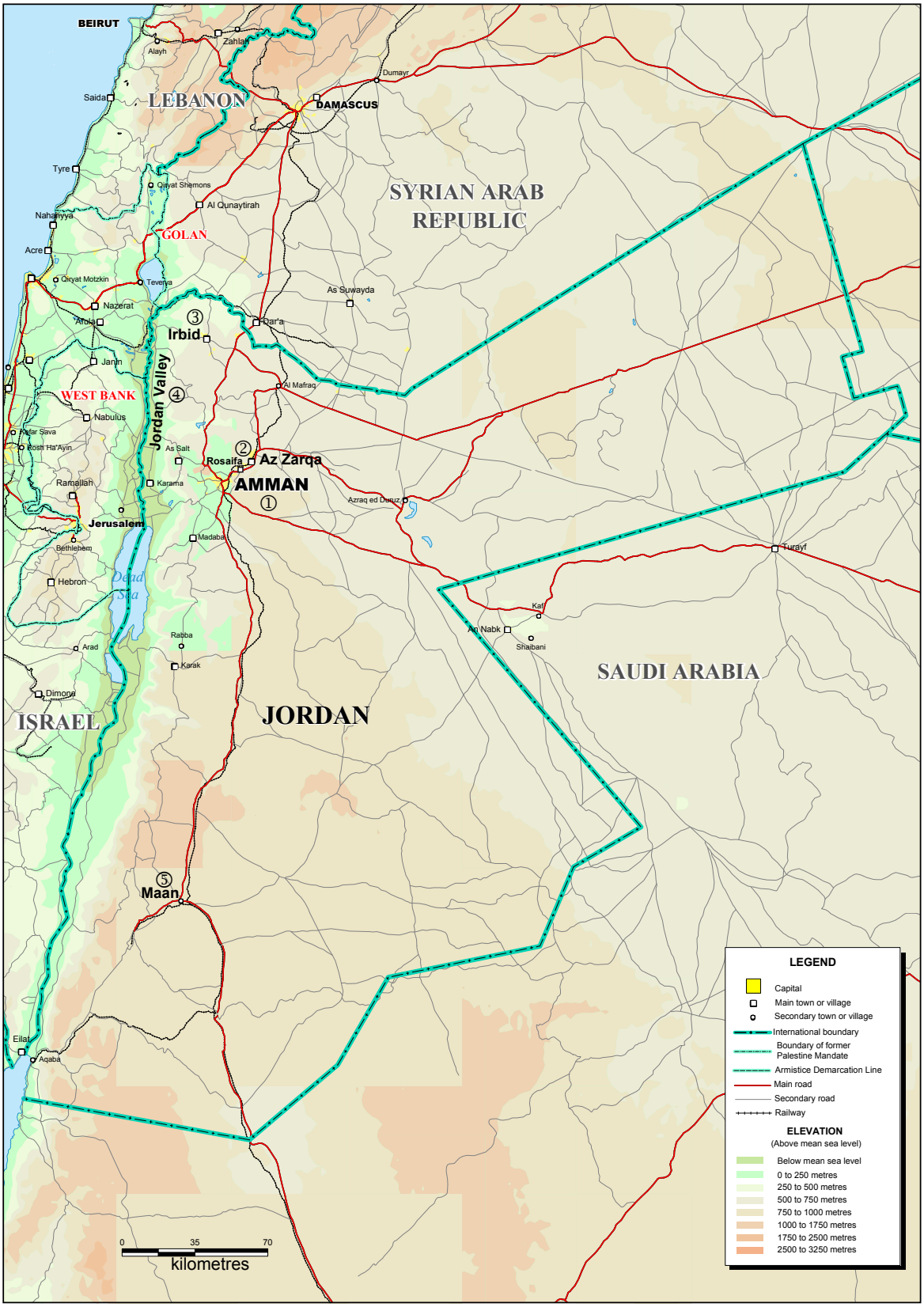
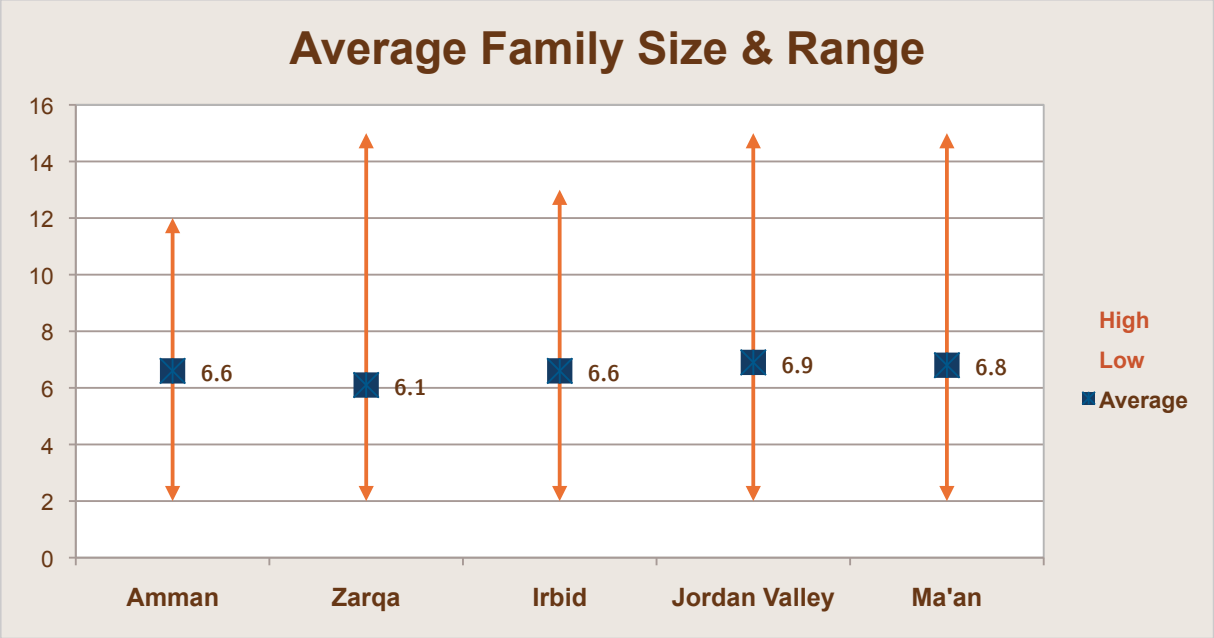


Figure 2:

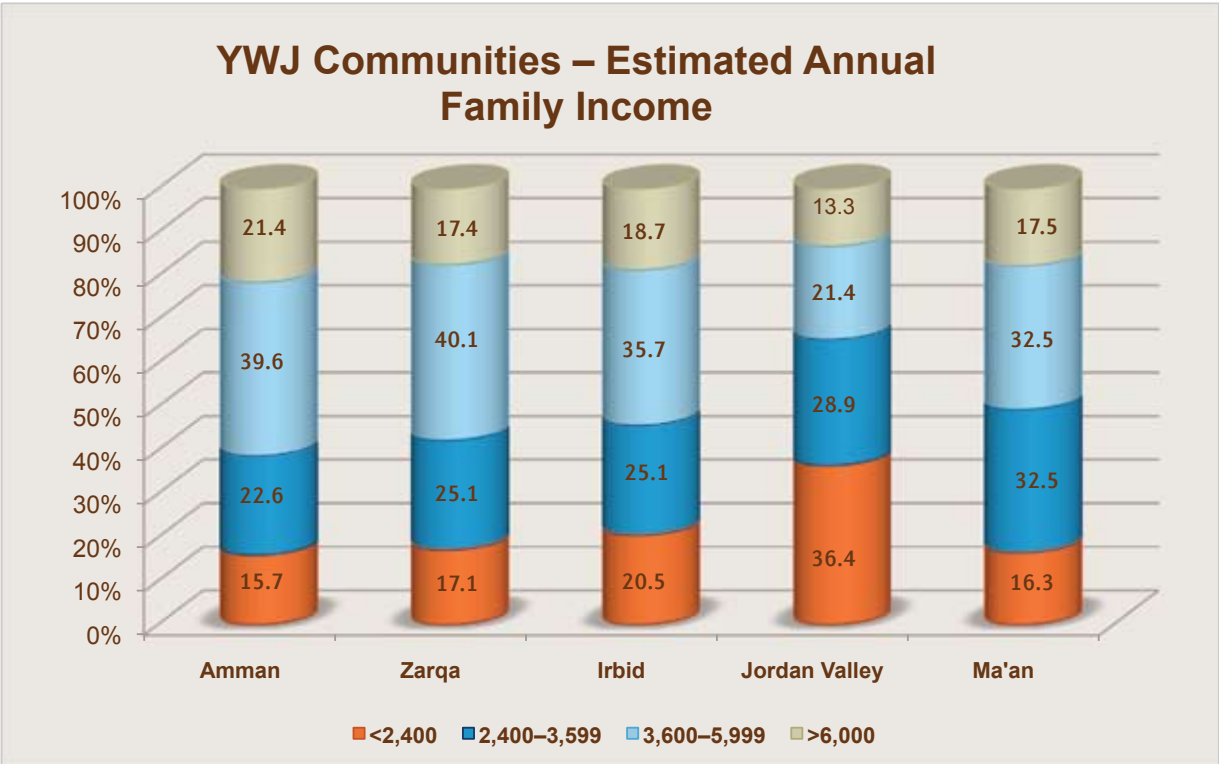


The RCA survey results also show that the youth's family members living in the same house consist of the following:

- Mothers and/or fathers: 27.8% of the total number of family members
- Siblings: 66.7% of the total number of family members
- Other relatives: 5.5% of the total number of family members

These results indicate that the overwhelming majority of the families living in YWJ communities are primarily large nuclear families — not extended families — since 94.5% of the total family members consist of mothers, fathers, sons and daughters.

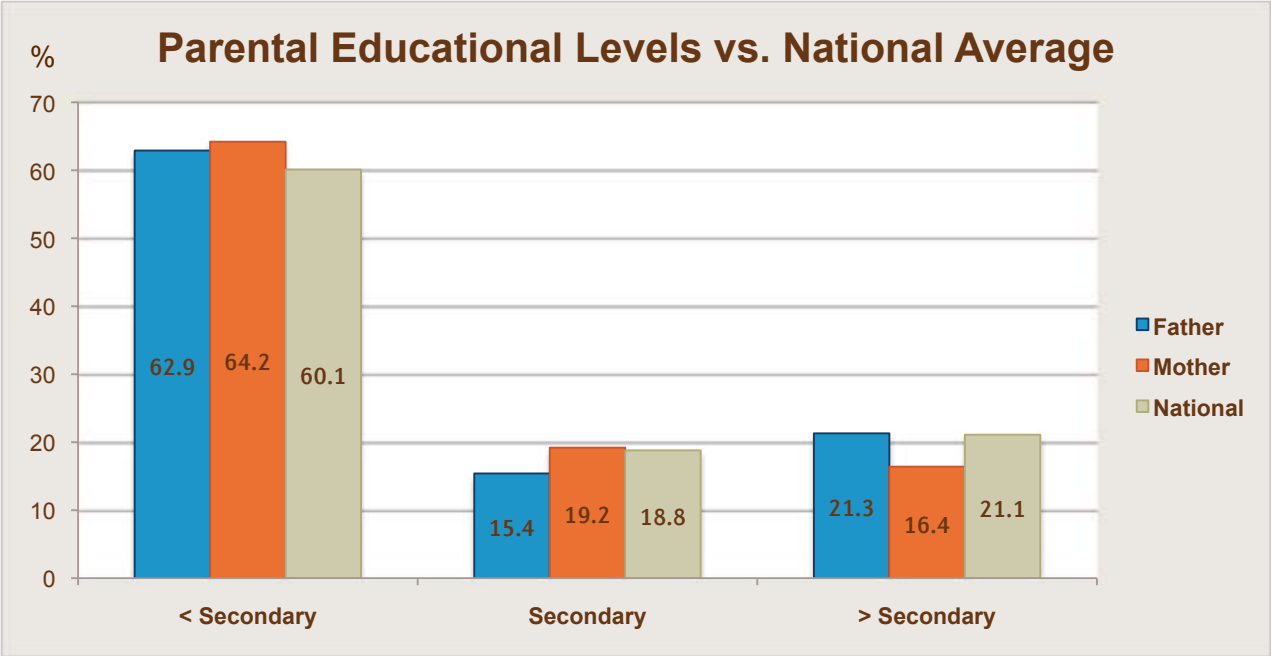
Figure 3:



Household Income. To better understand the context in which the youth in targeted communities live, it is important to understand not only family size but also the economic reality of these youth and their families. Figure 3 displays the percentage of families' annual income in each area by category.

As can be seen, approximately 48% of families in the target communities live on less than 3,600 JD per year. It should be noted that Amman has the lowest percentage of families in these two categories at 38% while Jordan Valley has the highest at over 65%.

Figure 4:



Educational Attainment Levels of Parents. In addition to family size and household income, the final aspect captured in the profiling of households in YWJ target areas is the level of education of the youth's parents.

Findings from the RCA indicate that the majority of fathers (62.9%) and mothers (64.2%) have achieved less than a secondary education. Compared to the national level of education attainment of Jordan's population, the level of education for those mothers and fathers in the targeted area is slightly lower. However, their educational levels still fall under the mainstream of the national levels of education. See Figure 4.

Chapter 3:

VULNERABLE YOUTH: EDUCATIONAL & MARITAL STATUS

Introduction. This section provides an overview of the youth in YWJ's five target areas covering the following key topics: Youth population by neighborhood; marital status; educational profile of enrolled youth; aspirations after graduation; profile of not enrolled youth; characteristics of school leavers; reasons why youth leave school; youth assessment of services provided by the formal education system; views of parents and community leaders on formal education; characteristics of youth in non-formal education programs; youth assessment of challenges encountered in non-formal education systems; and recommendations. The RCA team used both quantitative and qualitative methodologies to gather data for this section.

Please note that this information was gathered to help frame the issues, challenges and opportunities among youth within YWJ's targeted communities. However, this does not mean that YWJ will address all of these challenges. For example, while some of this section deals with the educational status of youth in these communities, improvements to formal educational approaches are outside the scope of YWJ activities. We have included recommendations in this area, however, due to the critical importance of education in the overall plan to improve the conditions and prospects of underserved youth.

Key findings in this chapter:

- The youth populations in YWJ areas are high — an average ratio of 1:5 in the general population — but consistent with the national average.
- The overwhelming majority of youth living in these areas are single and living with their parents, and marriage rates are far lower than the national average.
- Slightly less than half (48.5%) of young people are enrolled in school. Enrollment rates are consistently higher for males than females for all areas except in Ma'an, where slightly more females than males are enrolled.
- Across all areas, the percentage of youth leaving school before completing secondary education (grade 12) is very high — standing at 64.1%.
- The number of who left school before completing their compulsory "basic education" (through 10th grade) — is also high, ranging from 18% (in Amman) to 36% (in Ma'an) depending upon the targeted area.
- Among the main reasons that young people leave school early: lack of interest in education, decided to marry (females), and decided to work (males). The barriers of distance, expense, and comprehension seemed less problematic for them.

While acknowledging such barriers, young people clearly recognize that a good education does add value — both economically and socially. The value, especially, of having a Tawjihi certificate is recognized by youth as a path that provides fairer wages, better hours, and the possibility of professional advancement.

According to parents and community leaders, young people face a range of barriers to staying in school. Among them: lack of or cost of transportation, distance from their homes, negative peer pressure, lack of funds to pay school expenses, and the need for youth to help support their families financially.

While there are some negative perceptions regarding participation in vocational training, and a low rate or participation in such activities, some who are enrolled view it more favorably.

Youth expressed a higher level of satisfaction for on-the-job training than for institution-based learning.

There is a significant misalignment between the jobs youth are seeking and those that are available. Young job seekers plan to apply for jobs in the government more than the private sector, even as the private sector is far more likely to offer employment opportunities than the government.

Note: The RCA Team used both quantitative and qualitative methodologies to gather data for this section.

Part 1: Socio-demographic Characteristics of Youth in YWJ Target Areas.

Youth Population by Neighborhood. The latest official population figures from the Department of Statistics

(DOS) were not available at the time of preparing this report. Nevertheless, the RCA team of consultants calculated the current youth population from each of the targeted neighborhoods based on published populations from the 2004 national census and using the official growth rate formula.[7]

The calculated youth populations in Figure 5 are segregated by two age groups compatible with the age groups that were used in the RCA representative survey (i.e., ages 15-19, 20-24), in order to allow the RCA team to apply the population figures on the results of the survey.

The population totals given below by age aggregate the totals for both males and females, estimating a 50/50 distribution for the sexes based on previous census numbers.

Figure 5: Youth Population by Neighborhood

	Sub-district	Neighborhood	Population	Population (15-19)	Population (20-24)
1	Area 1: Amman				
	Marka	Jabal Nuzha	27,190	2,985	2,880
	Qwaismeh	Taybeh Khreibet Souq	38,322	4,059	4,207
2	Area 2: Zarqa				
	Qasabet Al-Zarqa	Hussein	21,800	2,309	2,393
		Massoum	25,011	2,649	2,746
		Awajan	1,658	176	182
	Rssaifeh	Al-Msheirfeh	13,296	1,408	1,460
3	Area 3: Irbid				
	Qasabet Irbid	Nasir	10,060	1,066	1,104
		Manarah	19,877	2,106	2,182
4	Area 4: Jordan Valley (Balqa & Irbid)				
	Deir Alla	Twal Janoubi	7,805	827	857
	Aghwar Shamaliya	Waqqas	5,849	620	642
5	Area 5: Ma'an				
	Qasabet Ma'an	Abu Bakir	3,767	399	414
		Shamiya	4,903	519	538

Figure 6 lists the overall youth population in each area and illustrates the differences in size between the five targeted areas. The areas with the largest youth populations are Amman and Zarqa while the areas with the smallest youth populations are Jordan Valley and Ma'an.

All five areas demonstrate very high densities of young people, ages 15-24, with a ratio of about one young person to five members of the general population for a particular area.

Marital Status of Youth. The RCA survey identified the marital status of the youth living in the targeted areas. Figure 7 shows that the overwhelming majority of the youth living in these areas are single and living with their parents. This finding is similar in all YWJ target areas.

The significance of the marital status results is more revealing when compared to the official national 2008 marital status figures. Findings show that the marriage rates of youth living in YWJ target areas are much lower

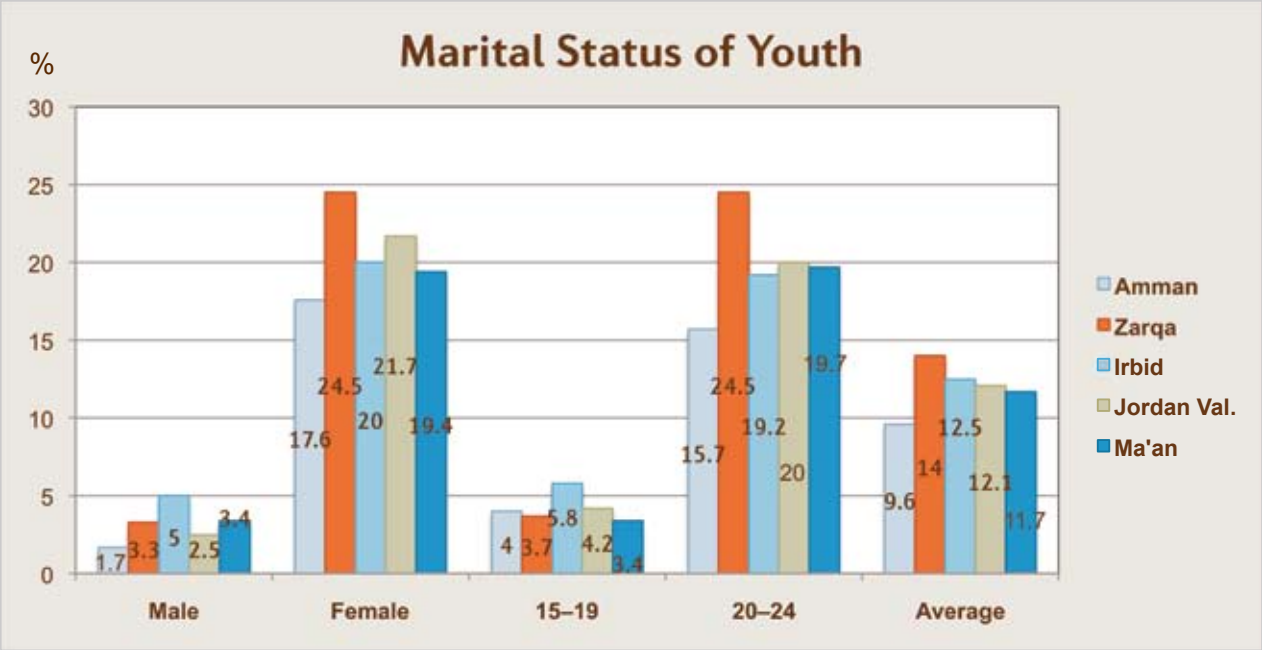
7 Population growth rate used for the calculation: 2.2%.

Figure 6:Youth Population By Area and By Ages

Area		Youth Population (15-19)	Youth Population (20-24)	Total Youth Population (15-24)
1	Amman	7,044	7,087	14,131
2	Zarqa	6,542	6,781	13,323
3	Irbid	3,172	3,286	6,458
4	Jordan Valley	1,447	1,499	2,946
5	Ma'an	918	952	1,870

than national rates and are much more significant for females than males. Although females in both age groups in YWJ target areas tend to have significantly higher marriage rates than males, female marriage rates are still lower than national rates. Male youth living in YWJ target areas also tend to have lower marriage rates compared to the national marriage rates for males.

Figure 7:

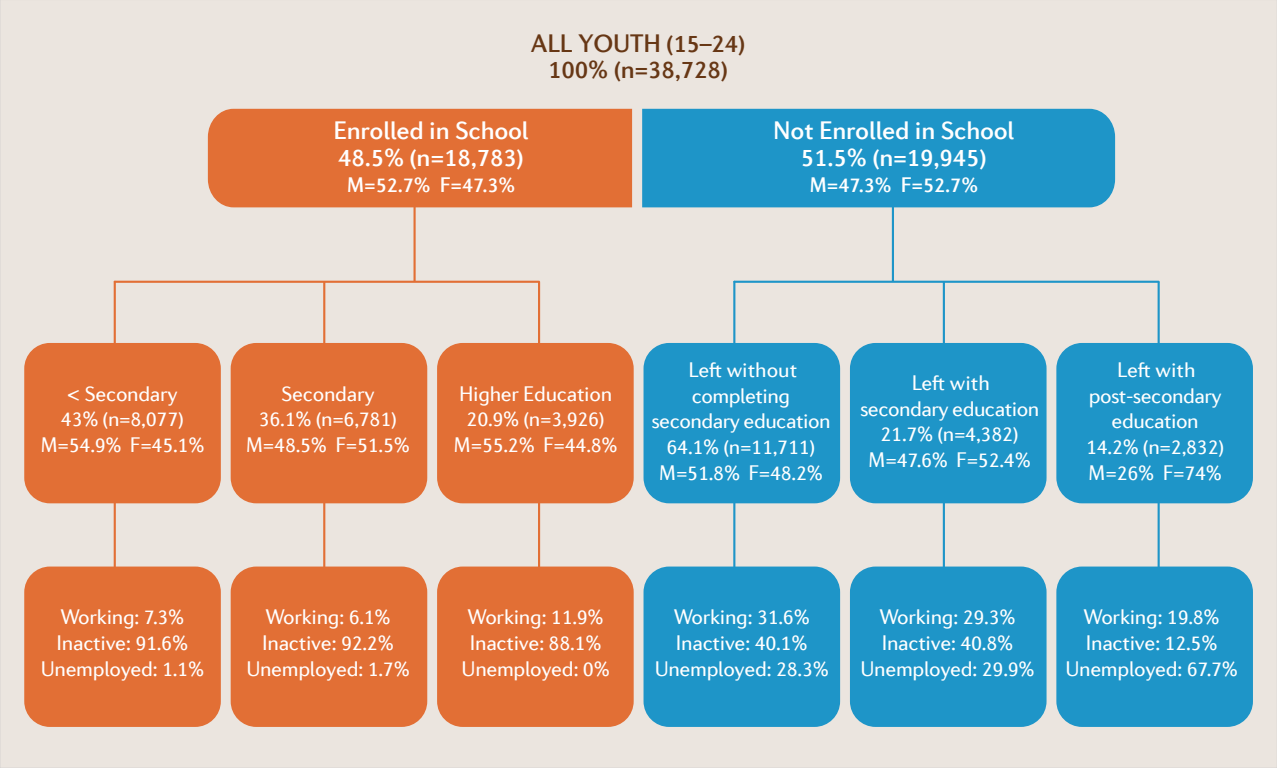


Part 2: Educational Profile of Young People in YWJ Target Areas.
Introduction. This section provides a comprehensive overview of the levels of formal education attained by youth in the targeted YWJ areas. The following chart provides a quick snapshot of the educational level attainment of youth surveyed in YWJ target areas. In the sections that follow the chart, the findings will be disaggregated further and explained in more detail. Please see the Glossary at the beginning of the Report for an explanation of educational and employment terms used here and throughout the Report.

Note: The percentages in Figure 8 provide an overall summary of the educational attainment of youth served in YWJ areas and the percentages from succeeding charts because of roundups of percentages and/or because the percentages in charts that follow are presented by area.

For those young people, the results from IYF's RCA survey indicate that almost half of the youth in YWJ target areas are currently registered in the formal education system provided either by the Ministry of Education or the Ministry of Higher Education. The figures listed in Figure 9 show that among the youth surveyed, 49% are students enrolled in either the secondary level or tertiary levels. The findings also revealed the following:

Figure 8: Comprehensive Summary of Educational Attainment for YWJ Targeted Youth



The enrollment rates are consistently higher for males than females. The exception was in Ma'an where the enrollment rate for females (51.6%) was slightly higher than males (49.1%).

Compared to the overall national enrollment rate for youth ages 15-19 (84%),[8] the average enrollment for the YWJ youth for that same age group (76.8%) — is seven percentage points lower.

- The most noted drop in the enrollment rates are between the two age groups. In four of the YWJ targeted areas, an average of 20% of young people remained in the formal educational system beyond the age of 20. The Irbid area is the exception where nearly 28% of the youth, ages 20+, are studying in either the secondary or tertiary levels.

- Jordan Valley youth ranked the lowest over all in enrollment level (40.8%) among YWJ areas. The drop in the enrolled youth, ages 20-24, was also the sharpest, with only 9.2% of youth living in Jordan Valley enrolled in formal educational institutions.

Figure 9: Educational Enrollment Status of Youth in YWJ Areas

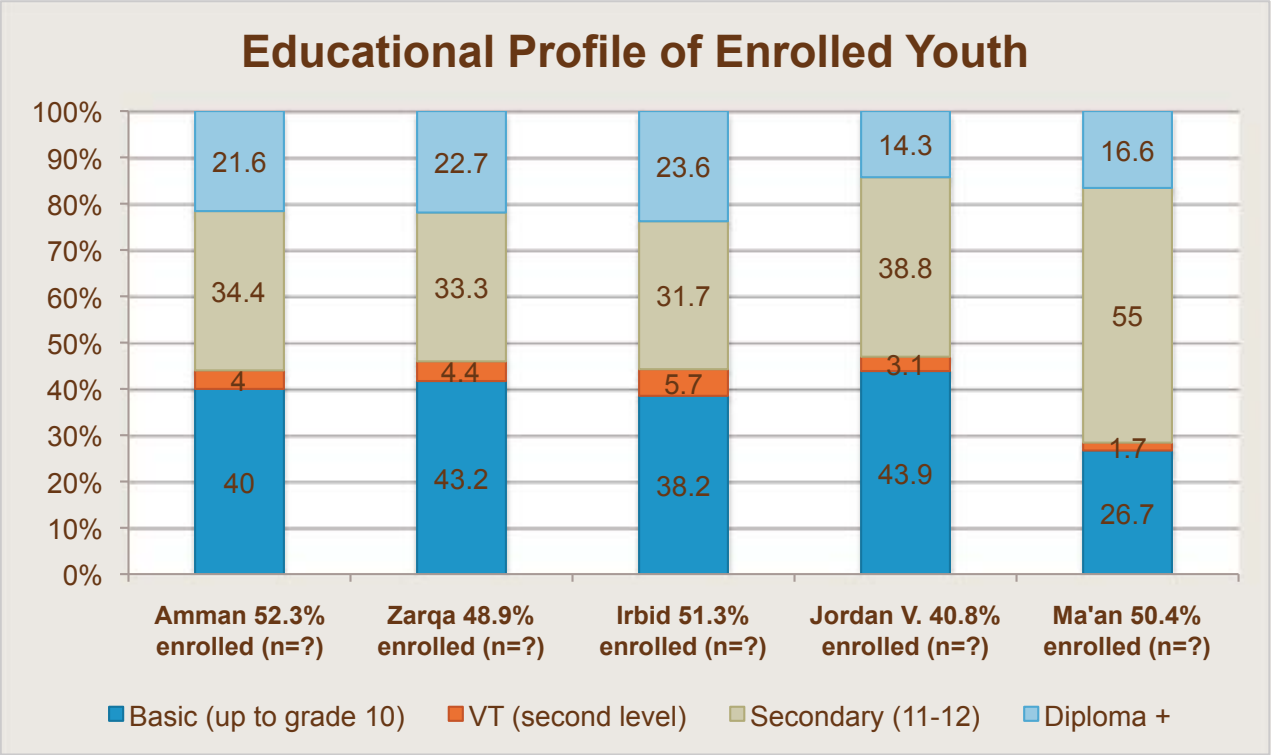
Area	Youth Enrollment Status	Sex		Age		Average
		Male	Female	15-19	20-24	
Amman	Enrolled	57.9	46.6	81.6	20.2	52.3
	Not Enrolled	42.1	53.4	18.4	79.8	47.7
Zarqa	Enrolled	51.5	46.3	76.4	20.7	48.9
	Not Enrolled	48.5	53.8	23.6	79.3	51.1
Irbid	Enrolled	52.5	50	74.2	28.3	51.3
	Not Enrolled	47.5	50	25.8	71.7	48.8
Jordan Valley	Enrolled	44.2	37.5	72.5	9.2	40.8
	Not Enrolled	55.8	62.5	27.5	90.8	59.2
Ma'an	Enrolled	49.1	51.6	79.7	21.7	50.4
	Not Enrolled	50.9	48.4	20.3	78.3	49.6

8 Employment & Unemployment Report, DoS 2008

Figure 10 provides a further breakout of the enrollment levels of formal education of the young people in YWJ target areas. The table disaggregates the current levels of enrollment of youth in formal education into the following categories:

- Basic (compulsory education up to grade 10);
- VT (secondary vocational technical training);
- Academic secondary (grades 11 and 12);
- Diploma+ (tertiary level formal educational institutions such as 2-year, undergraduate, and graduate institutions).

Figure 10:



The most notable finding is that vocational training (VT) has consistently low enrollment rates across all target areas, age groups, and genders. The range of enrollment rate in vocational training is highest in Irbid with 5.7% and drops to less than 2% in Ma'an area.

Due to the low enrolled rates in the vocational training, the 'specialization' or study track results under this educational level were too fragmented to report on because of very low frequency of occurrence. The only educational level that registered statistically valid results in terms of the types of specializations or tracks of study was the academic secondary category.

Figure 11 shows that young people in YWJ areas overwhelmingly tend to choose the theoretical stream of secondary education (65.4%)[9] over vocational training indicating that even in this educational field, the practical applied tracts such as IT and nursing, for example, are not favored by most young people living in YWJ target areas.

In subsequent focus groups conducted with enrolled young people to identify the major factors influencing their choice of study, youth across all YWJ targeted areas, sex, age, and household income groups stated that the most important factors influencing their educational choice — besides their interest in a particular educational track — were:

1. The views/biases of their parents toward a particular course of study;
2. The way Jordanian society tends to view young people in different tracks (that is, how a particular course of study is or is not valued by Jordanian society; and

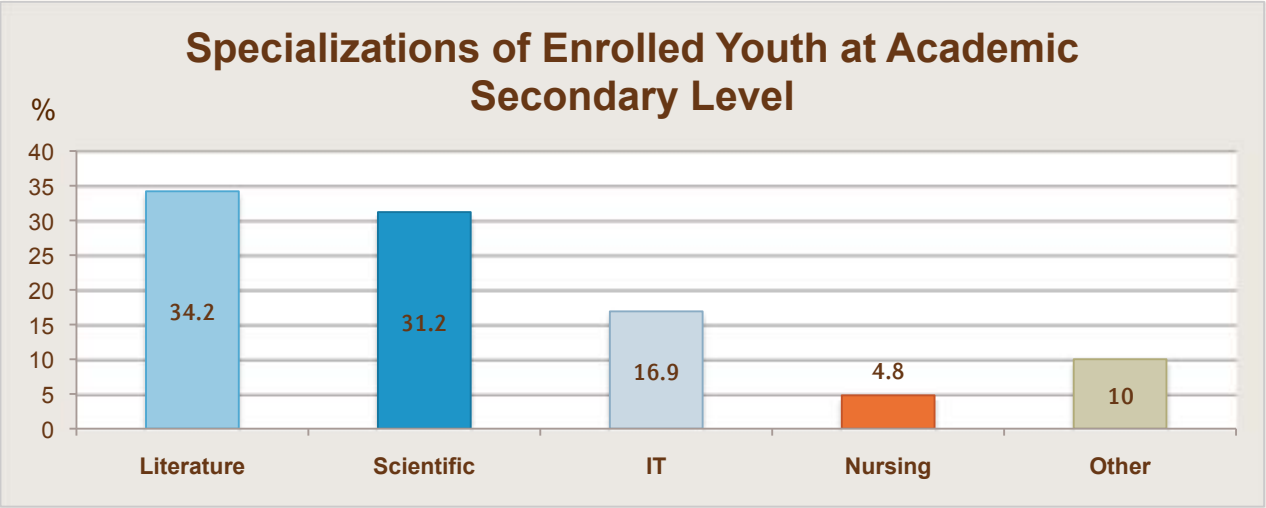
9 Includes literature and sciences stream.

3. Their grade average in school which can determine and even limit their options to study particular academic tracks or fields.

They emphasized that social stigmas and negative labels associated with certain specialties, particularly related to semi-skilled or vocational/technical programs, do hold young people back from vocational/technical fields they may be interested in studying and could pursue as a valid career path.

Furthermore, the focus group participants affirmed that the *value of education* only applies to academic education, whereas vocational/technical education was viewed differently in their communities and not esteemed as academic compared to a university degree.

Figure 11:



Aspirations of Enrolled Youth After Completing Their Education. In terms of where they see themselves after completing their education, the RCA survey findings revealed that the young people across all YWJ areas are still looking to the government (including the military) for the jobs they hope to eventually get, not in the private sector, where more jobs are available.

Although the percentage of young hopeful job seekers who prefer to get jobs in the government varied from a minimum 37.6% of youth for the Amman area to the maximum of 70.4% for the Jordan Valley, overall the percentages across all target areas appear to be very high. This finding is significant given the present economic reality in which the government sector is steadily taking the backseat to the private sector in terms of job creation and future employment prospects. Thus there exists a huge misalignment in young people in school toward their aspirations for future employment and Jordan's current employment reality. See Figure 12 for more details.

Profile of Non-Enrolled Youth in YWJ Target Areas. The sections that follow provide a greater understanding of the 51.5 % of youth in YWJ areas that are currently out of the school system, e.g., the "not enrolled" youth.[10] The RCA results revealed that a substantial number of young people in YWJ areas have not completed their compulsory basic education.[11] The RCA discovered the following:

- Ma'an and Irbid had the highest concentrations (35.6% and 32.5% respectively) of young people with less than a basic education, about 1 in 3 youth.
- Jordan Valley and Zarqa had fewer young people with less than a basic education (26.8% and 25.3%), or about 1 in 4 youth.
- The Amman area had the lowest percentage of young people with less than a basic education (18.4%).

10 At the time of writing this report, the RCA team was not able to obtain official numbers for the dropout rates on a national level to compare with RCA results.

11 The official definition of 'drop outs' is those who leave the education system before secondary education, e.g., 12th grade.

Figure 12: Plans of Enrolled Youth After Finishing their Education

Area	What are your plans once you finish your education?	Sex		Age		Average
		Male	Female	15-19	20-24	
Amman	Apply for a job (government/ military)	28.6	49.1	38.2	34.8	37.6
	Apply for a job (private sector)	28.6	16.4	20.6	34.8	23.2
	Start my own business	20.0	7.3	15.7	8.7	14.4
	I do not know / No reply	22.8	27.2	25.5	21.7	24.8
Zarqa	Apply for a job (government/ military)	44.7	47.7	44.9	51.0	46.2
	Apply for a job (private sector)	28.5	16.2	20.5	30.6	22.6
	Start my own business	10.6	2.7	6.5	8.2	6.8
	I do not know	16.2	33.4	28.1	10.2	24.4
Irbid	Apply for a job (government/ military)	33.3	46.7	43.8	29.4	39.8
	Apply for a job (private sector)	31.7	23.3	22.5	41.2	27.6
	Start my own business	12.7	8.3	12.4	5.9	10.6
	I do not know	22.3	21.7	21.3	23.5	22
Jordan Valley	Apply for a job (government/ military)	67.9	73.3	67.8	90.9	70.4
	Apply for a job (private sector)	13.2	2.2	9.2	0	8.2
	Start my own business/family business	5.7	2.2	4.6	0	7.2
	I do not know	13.2	22.3	18.4	9.1	14.2
Ma'an	Apply for a job (government/ military)	28.6	59.4	44.7	46.2	45.0
	Apply for a job (private sector)	32.1	3.1	10.6	38.5	16.7
	Start my own business	17.9	15.6	17	15.4	16.7
	I do not know	21.4	21.9	27.7	0	21.6

See Figure 13 to compare educational attainment rates of not-enrolled youth between the various target areas.

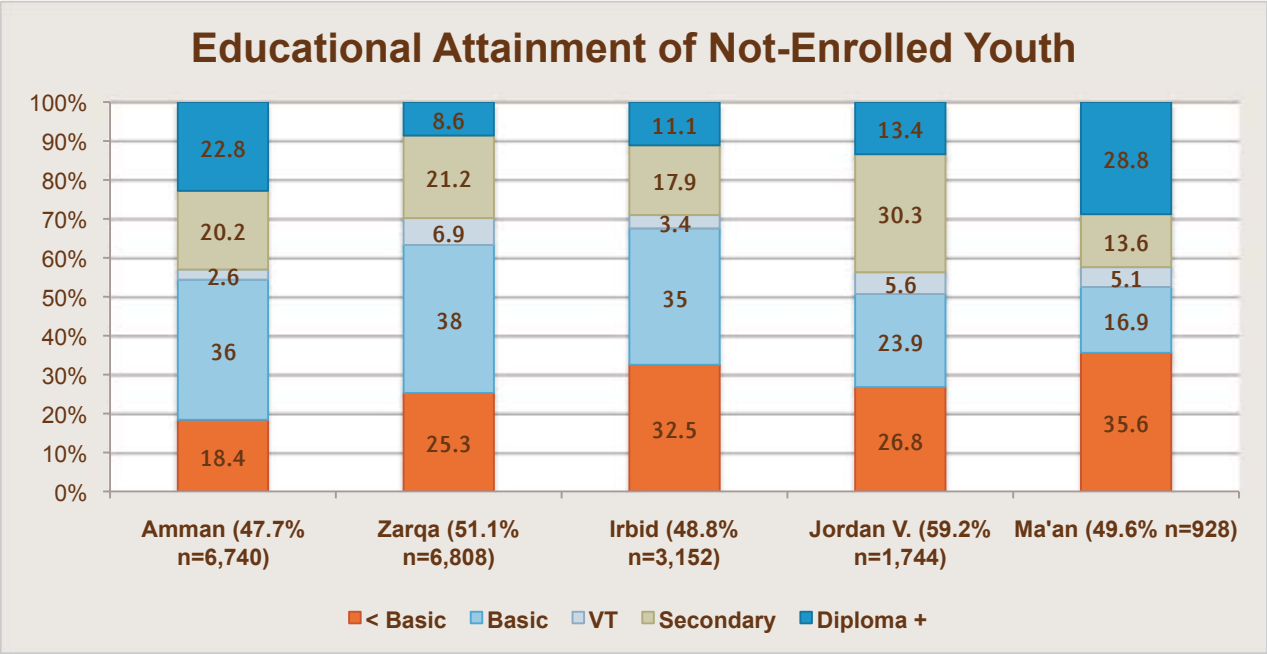
An important consistency in the findings between enrolled youth and non-enrolled youth has to do with vocational technical training. Similar to the findings from enrolled youth, overall non-enrolled youth living in target areas also exhibited very low rates of vocational technical training.

Not enrolled youth surveyed in Zarqa, Jordan Valley, and Ma'an areas (6.9%, 5.6%, and 5.1% respectively) did exhibit somewhat higher rates of training in vocational technical programs than their enrolled counterparts (4.4%; 3.1%, and 1.7%, respectively).

Enrolled youth in the Irbid and Amman areas (5.7% and 4.0%) had slightly higher rates of training in vocational technical programs than their not-enrolled counterparts in the same areas (3.4% and 2.6% respectively).

The RCA team conducted structured focus groups with not-enrolled youth to better understand their views on the value of vocational training. The following points summarize their responses:

Figure 13:



- In general, the young focus group participants were divided on a number of points relating to VT's ability to provide decent income employment opportunities and the negative social perception of such programs.

- The focus group participants — both male and female—acknowledged the negative perceptions that Jordanian society in general places on individuals who choose the vocational technical track. They said that negative community perceptions impacted their choice of vocational work as a viable career option.

- Nevertheless, the employed/not-enrolled male participating in the focus groups, age 15-17 years, across all YWJ targeted areas tended to view vocational technical education more favorably. This could be due to the fact that they are working with the lowest possible qualifications among all groups and perhaps better understand the nature of the jobs available to young people without experience, skills, and knowledge.

- There was general agreement among all focus group participants that the range of career choices available through vocational technical programs is often unsuitable for females. Moreover, such jobs tended to pay lower wages and the availability of jobs for those qualified was limited.

The RCA team also found a number of differences between participants in the focus group discussions among non-enrolled youth across the five target areas:

- Some participants in the female focus groups — e.g. those from Irbid, unemployed females in Ma'an, and working females ages 20–24 in Ma'an — viewed vocational technical training in more positive light. They considered vocational technical training to be viable and socially acceptable for females, highlighting handicrafts and tailoring as decent and suitable career options,

- In contrast with Irbid and Ma'an, female participants from Zarqa across all ages and economic classifications expressed much more negative opinions on vocational training than their male counterparts, who conveyed a higher opinion of the jobs made accessible through vocational training, saying that such training did not reflect positively on an individual's abilities or academic achievement.

- Male participants in focus groups in Zarqa and Ma'an exhibited a more positive attitude towards vocational technical training, acknowledging the viability and decency of the economic opportunities available in vocational technical fields.

YOUTH WHO LEAVE SCHOOL BEFORE COMPLETING SECONDARY EDUCATION

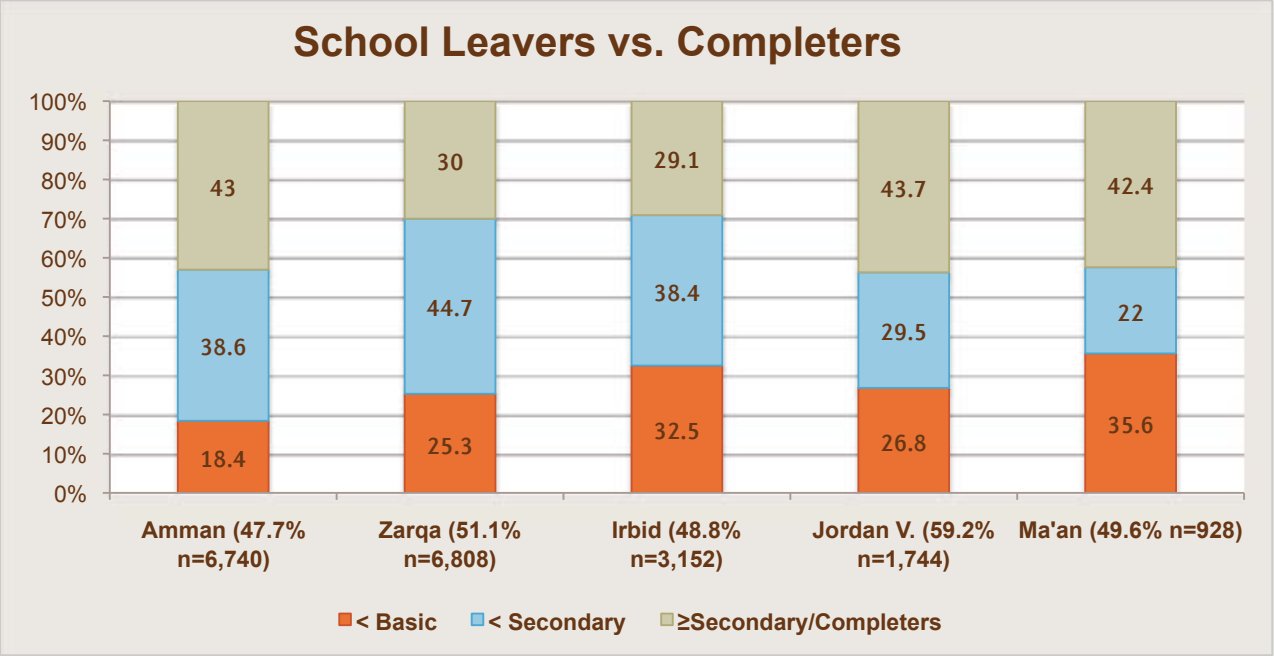
This subsection focuses on providing a better understanding of the subset of YWJ youth who have left school before completing secondary school (12th grade). Of particular concern is the high number of youth who left school before completing their compulsory basic education — e.g. grade 10. This group of youth not enrolled

in the formal education system is of high interest to the YWJ program because their lower level of educational attainment and lack of skills make them far less likely to enter the labor market.

Figure 14 shows that in most YWJ areas, more than half of the youth not in school left school before completing their secondary education (Grade 12). Of those not enrolled presently in school:

- The percentage of those who left school before completing their secondary education ranges from 22% in Maan, 29% in Jordan Valley to 39% in Amman and Irbid to 44% in Zarqa.
- Those who left school before completing their compulsory basic 10th grade education ranges from 18% in Amman to more than 35% in Ma'an.

Figure 14:



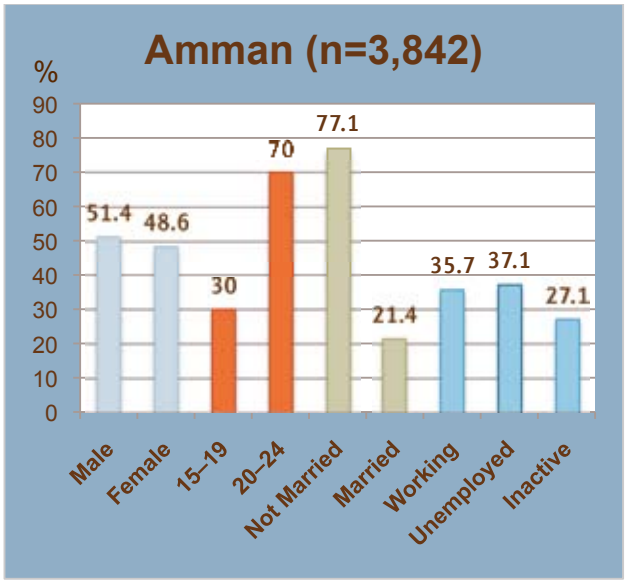
PROFILE OF YOUTH LEAVING SCHOOL BEFORE COMPLETING SECONDARY SCHOOL

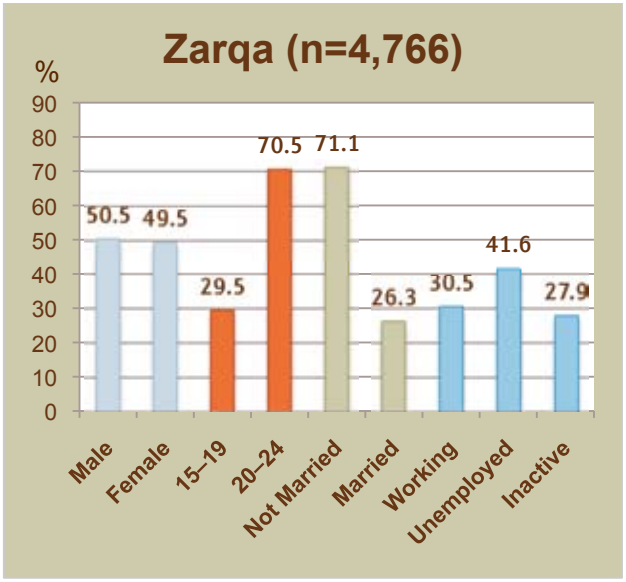
In order to better understand the characteristics of this group, a more detailed breakdown of is shown in Figure 15 for each YWJ targeted area. The chart shows that the characteristics (e.g., by gender, ages, marital status, and economic activity) of this group are relatively similar across all YWJ targeted areas. As a group, school leavers:

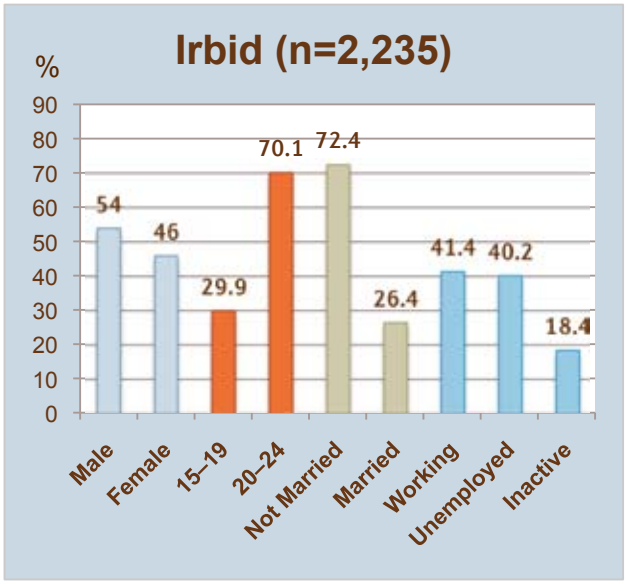
- Are gender-balanced with almost a 50:50 ratio;
- Show a distribution ratio by age of 30:70 in favor of the older age group (20-24);[12]
- Are more likely to be unmarried (3 out of 4) over all; and
- Have a ratio of 2:5 to be working, with the exception of Jordan Valley with a ratio of 1:7, indicating the highest rate of unemployment among ESLs in all target areas.

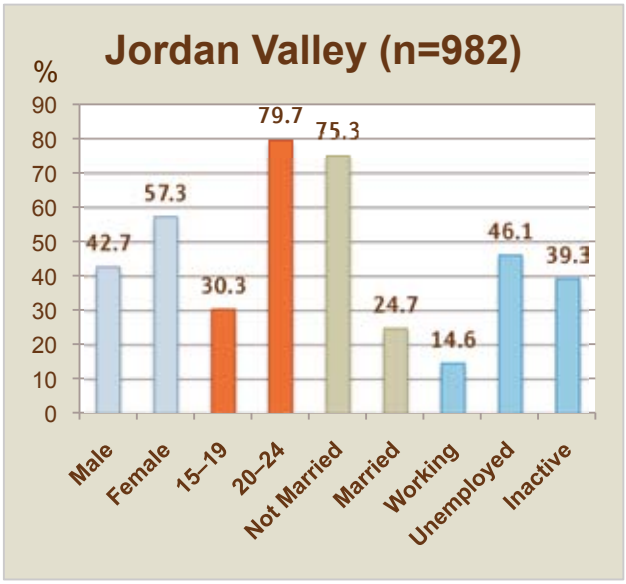
12 This finding is understandable since youth in the younger age group (e.g., 15-17) living in the target areas overall are more likely to be enrolled in basic or secondary education.

Figure 15: Characteristics of School Leavers including population figures









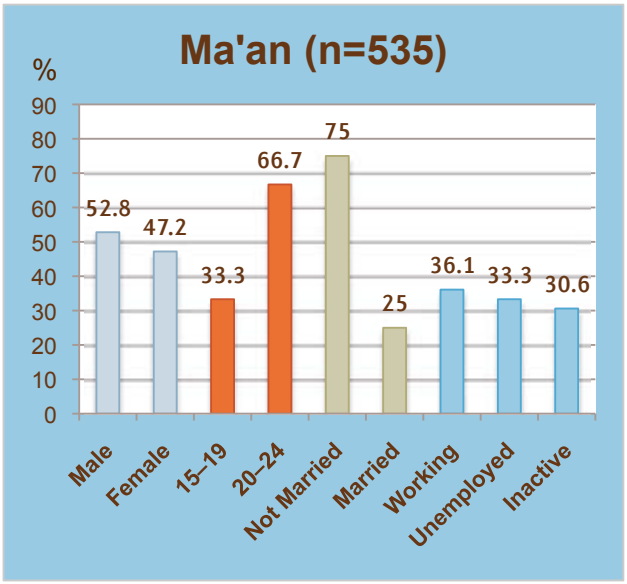


Figure 16 adds a socioeconomic lens to better understand the characteristics of school leavers in terms of their family size and monthly income compared to the average family size and income in YWJ areas. The following findings were consistent across all areas:

- Family size of school leavers is smaller than the average family size of other groups in YWJ areas. This could be attributed to the fact that a number of school leavers are married (about 25% or 1 in 4), with very small families which could have skewed the family size to the lower end.

- The average family income is significantly lower for school leavers than the average household incomes in YWJ areas.

Figure 16: Socioeconomic Characteristics of School Leavers

Area	School Leavers Average Family Size in YWJ Areas	Average Family Size in YWJ Areas	School Leavers Average Family Monthly Income in YWJ Areas	Average Family Monthly Income in YWJ Areas
Amman	6.1	6.6	265.5	383.5
Zarqa	5.6	6.1	291.2	341.7
Irbid	6.1	6.6	320.2	348.8
Jordan Valley	6.4	6.9	207.0	270.5
Ma'an	6.2	6.5	300.0	340.2

Why Not Enrolled Youth Leave Before Completing Their Education. Findings from YWJ's representational survey revealed the three main reasons why 'not enrolled' youth left the formal education system.

The first and most reported reason was a lack of interest in education and the sense that it was not a worthwhile way to spend their time. This reason rated as high as 43% in two YWJ target areas (Jordan Valley and Ma'an). Males tended to score much higher for this response than females, except in the Ma'an area.

The second most reported reason was 'decided to work,' which was mainly stated by male respondents in all YWJ areas, except for the Jordan Valley. And the third most reported reason was 'decided to marry' which was picked exclusively by females in both age groups. See Figure 17 which lists the top three reasons for leaving school early given by young people in each YWJ target area by gender, age, and education attainment.

Youth Assessments of Educational Barriers in YWJ Target Areas. As a part of the RCA survey, young people were asked to assess six potential barriers (e.g., distance, public transportation, overall expenses, relationships with fellow students, relationships with teachers, and academic content comprehension) using a Reichert scale of 1 (low) to 5 (high) that would impede them from getting a good education.

See Figure 18 for a list of the barriers and their rankings. The data presented in the table is not disaggregated by area as no significant differences were found between the target areas.

The results show that none of the six identified barriers were found by young people to be particularly challenging. However of the six potential barriers listed, distance, expenses, and comprehension of academic content were found to be somewhat challenging with slightly above 2.0 ranking out of 5.

In addition to assessing potential barriers to getting an education, the RCA team surveyed youth living in the five target areas on how their education equipped them (1) with the needed technical skills to get a job; and (2) the needed life and employability skills to secure and maintain a job. A Reichert scale of 1 (low) to 10 (high) was used to rate this two factors.

Figure 17: Rationale of 'Not Enrolled Youth' for Leaving Education System

Area	Main Reasons for Quitting Education	Sex		Age		Education		Average
		Male	Female	15-19	20-24	<Secondary	Secondary	
Amman	Decided to work	32.3	11.1	7.1	27.3	22.0	28.6	22.8
	Decided to marry	0	22.2	7.1	11.4	10.0	14.3	10.5
	No interest in education/ not worthwhile	48.4	29.6	57.1	34.1	44.0	14.3	40.3
Zarqa	Decided to work	45.0	4.3	15.2	26.2	23.1	27.3	23.4
	Decided to marry	0	34.8	13.0	20.6	17.0	31.8	18.7
	No interest in education/ not worthwhile	36.3	32.6	47.8	29.3	39.5	4.5	34.5
Irbid	Decided to work	50.0	2.1	14.8	23.5	19.7	25.0	20.5
	Decided to marry	0	27.1	18.5	15.7	16.7	16.7	16.7
	No interest in education/ not worthwhile	36.7	27.1	37.0	27.4	36.4	0	30.8
Jordan Valley	Decided to marry	0	23.9	12.0	15.4	12.1	27.3	14.3
	No interest in education/ not worthwhile	48.4	39.1	40.0	44.2	48.5	9.1	42.9
	Family cannot afford it	22.6	4.3	8.0	13.5	9.1	27.3	11.7
Ma'an	Decided to work	32.0	11.1	50.0	12.9	22.9	28.6	23.8
	No interest in education/ not worthwhile	36.0	50.0	33.3	45.1	45.7	28.6	42.9
	Family cannot afford it	12.0	5.6	0	12.9	8.6	14.3	9.5

Figure 19 shows the rating of youth on how they see their education benefitting them practically, with young people ranking 5.2 out of 10 "the extent to which young people feel that their formal educational equipped them with technical skills." They gave a ranking of 5.7 out of 10 to "the extent to which their education equipped them with life and employability skills."

These two numbers are neither particularly low or high — which may indicate that young people do not have a strong opinion about the practical/direct benefits of their education (neither positive nor negative). As pointed out in Figure 13 (page 24) the overwhelming majority of the young people (about 2 out of 3) in school are enrolled in theoretical academic education classes.

Figure 18: Ranking of Educational Challenges by Youth

Area	Youth Assessing Formal Educational Challenges On a Scale 1 (low) – 5 (high)	Sex		Age		Average
		Male	Female	15-19	20-24	
YWJ Program Communities	Distance	2.2	2.0	2.0	2.2	2.1
	Public Transportation	2.1	1.8	1.8	2.1	2.0
	Overall Expenses	2.3	2.1	2.1	2.4	2.2
	Relationship with Fellow Students	1.5	1.3	1.4	1.4	1.4
	Relationship with Teachers	1.9	1.5	1.7	1.7	1.7
	Academic Content Comprehension	2.4	1.9	2.2	2.1	2.2

Figure 19: The Level Formal Education Equipped Young People with Needed Technical Skills

On a scale from 0 (very low) – 10 (very high) To what level "Formal Education" equipped them:					
Area	Sex		Age		Average
	Male	Female	15-19	20-24	
1. With the needed technical skills to get a job:					
YWJ Target Areas	4.9	5.5	5.2	5.2	5.2
2. With the needed life & employability skills to succeed in your social life and promote yourself to secure and maintain a job:					
YWJ Target Areas	5.2	6.3	5.7	5.7	5.7

FOLLOW-UP GROUP DISCUSSIONS FURTHER EXPLAIN YOUTH PERCEPTIONS OF EDUCATION

In the RCA's follow up focus group discussions with young people across all sex, age, and economic activity groups in the target areas, they revealed that they acknowledge and affirm that a good education — in particular having a secondary school diploma — does add value to their lives.

- Although most youth who have dropped out of school before completing their secondary education (including those who have not completed their compulsory 10th grade education) stated that they do not find education worthy of their time (i.e. is not practical or relevant to their ability to secure and maintain a job) they still view a good education as having value in economic and social aspects because of the perceptions of other members of the community — and not the actual educational experience itself.

- Young people repeatedly asserted that completing a secondary education or having a Tawjihi certificate will increase their chances of employment and guarantee them higher wages than those who do not obtain one. They asserted that this perception came not from what they learn at school but rather from how employers view youth, especially youth who have not completed secondary school.

- They also asserted that completing a secondary education is more likely to guarantee them fairer wages, regularized working hours, vacation days, and the possibility of professional advancement.

- Focus group participants stated that working without a Tawjihi certificate appears to give potential employers the power to deprive young people of the possibility of career and professional advancement.

- Overall, young participants saw the social value of education as gaining respect from community members and having a higher social status. Thus having a secondary or Tawjihi certificate or higher education degree will guarantee them more respect and higher social status than those without; and that not having a secondary education would be grounds for community members to view such young people in low regard and risk labeling them as failures.

- Youth who are in the process of obtaining a secondary or Tawjihi certificate say that having such a certificate, and especially a high score, will enable them to more easily gain admission into university and get a degree which further offers better access to jobs in the government. For young people then, it is their perception that a university degree guarantees them high social status in their communities through government employment and senior positions in the workplace. A university degree was the only way to find good jobs with high pay and high status.

- Female focus group participants seemed to highlight this sentiment more than males because the traditional career choices they most likely consider (for example, nursing or teaching) in the government sector require at least a bachelor's degree.

- Young people say having a university degree for males makes them more eligible for marriage, and for females more eligible to marry a man with higher status.

- Female participants in most cases and young people in Jordan Valley in particular stated that education does have value on the personal level. The youth correlated the attainment of a higher degree to individual personal outcomes in addition to the above mentioned social and economic outcomes. These are increased self-confidence, broader cultural scope, higher self esteem, better decision-making and problem-solving abilities, in addition to greater employment opportunities, higher income, and higher social status and social empowerment.

The Perspective of Parents and Community Leaders on Formal Education. Parents of youth and community leaders living in the five target areas identified a cluster of challenges in attending and staying at school, and/or enrolling in vocational training. The identified challenges covered a wide scope of social, economic, and cultural issues relevant to young people and to their families and were similar across the five target areas.

The following is a summary of issues and concerns raised in focus groups by the parents and community leaders:

- Barriers to access to education and vocational training were identified by parents and community leaders throughout the target areas. They include the lack of and/or increased cost of transportation, distance from home to school, lack of qualified teaching staff, lack of follow-up on drop-outs, out-dated syllabi (especially for vocational training), lack of infrastructure, lack of extra-curricular activities, lack of counseling, and not sufficiently promoting the value of education. These barriers either directly hinder young people from attending educational institutions, or simply discourage young people from continuing their education. It is interesting to note that parents and community leaders have a much stronger perception of these barriers than youth themselves.

- Social problems relevant to youth were identified by parents and community leaders across the different areas as direct causes for youth to leave school. Such problems include "bad company and negative peer pressure", family disintegration, lack of role models, spread of unhealthy behaviors among youth, and early marriage for females.

- Economic factors (mainly low income) were identified as a challenge for youth attending school and/or vocational training. Economic factors identified to be most relevant were the families' inability to cover the cost of education, as well as the need for young people to leave school to support their families financially.

- Negative social views towards vocational training were identified as the main reason behind young people's avoidance of vocational training. Parents stated that in addition to viewing vocational training and vocational/technical jobs as being a lower status choice and providing lower incomes, some community members also tend to hold a negative stereotype of youth enrolling in vocational training.

- Some parents and community leaders stated that young people (and their families) see education and vocational training as unworthy of their time, because staying in school is unlikely to secure them good economic opportunities and identified this sentiment as a challenge for young people to be motivated to stay at school.

The following are direct observations of unmet needs of youth by target groups of parents and community leaders regarding vocational training and the educational system by target areas:

Area 1: Amman

- Lack of availability of counseling and follow-up within the various educational systems to service youth in all matters related to preparing and accessing the labor market;
- Lack of awareness among young people of the career opportunities made available through vocational training;
- Need for offering monetary incentives for youth to encourage them to enroll in vocational training programs.

Area 2: Zarqa

- Some vocational technical training programs provided by NGOs are not officially accredited;
- Lack of educational and career counseling services available for youth;
- Monotony in offered training subjects;
- Deficiency in vocational technical training programs' linkages with real work opportunities;
- Scarcity of life and employability skills training for youth;
- Lack of training programs in hospitality in the area despite the high demand for jobs in this sector.
- Lack of accredited professional diploma degree for vocational technical training reinforces negative societal views toward this field.

Area 3: Irbid

- Need to revisit the specialties of Vocational Training Centers and update them in accordance with current labor market requirements; and
- Need to include social development (life and employability skills) programs along with vocational training.

Area 4: Jordan Valley

- Scarcity of vocational training centers in the area;
- Lack of available public transportation and the need to provide transportation to and from vocational training centers;
- Need for provision of monetary incentives for youth who enroll in vocational training;
- Lack of vocational training institutions that train for jobs in agriculture;
- Lack of income-generating businesses to hire trained youth;
- Scarcity of training programs in the field of hospitality & tourism;
- Lack of social and career counseling services;
- Inactivity and low utilization of job-placement offices.

Area 5: Ma'an

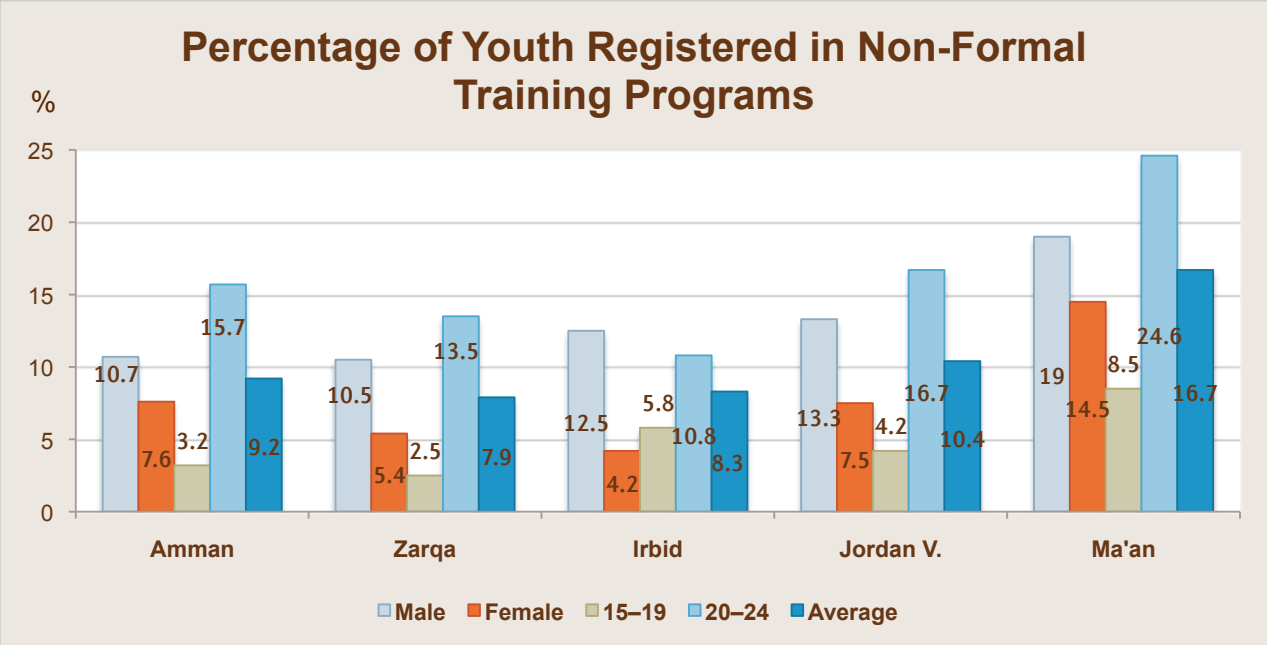
- Scarcity of life-skills, English language, and computer skills training;
- Scarcity of career counseling services; and
- Deficiency of training programs in occupations demanded by the labor market.

Profile of Youth in Non-formal Education Systems. A task of the RCA was to understand the characteristics of youth acquiring their education through non-formal training entities. Information on such youth was captured on two levels:

- Institutional training (through public sector non-formal training institutions, the private sector, and NGOs)
- On-the-job training.

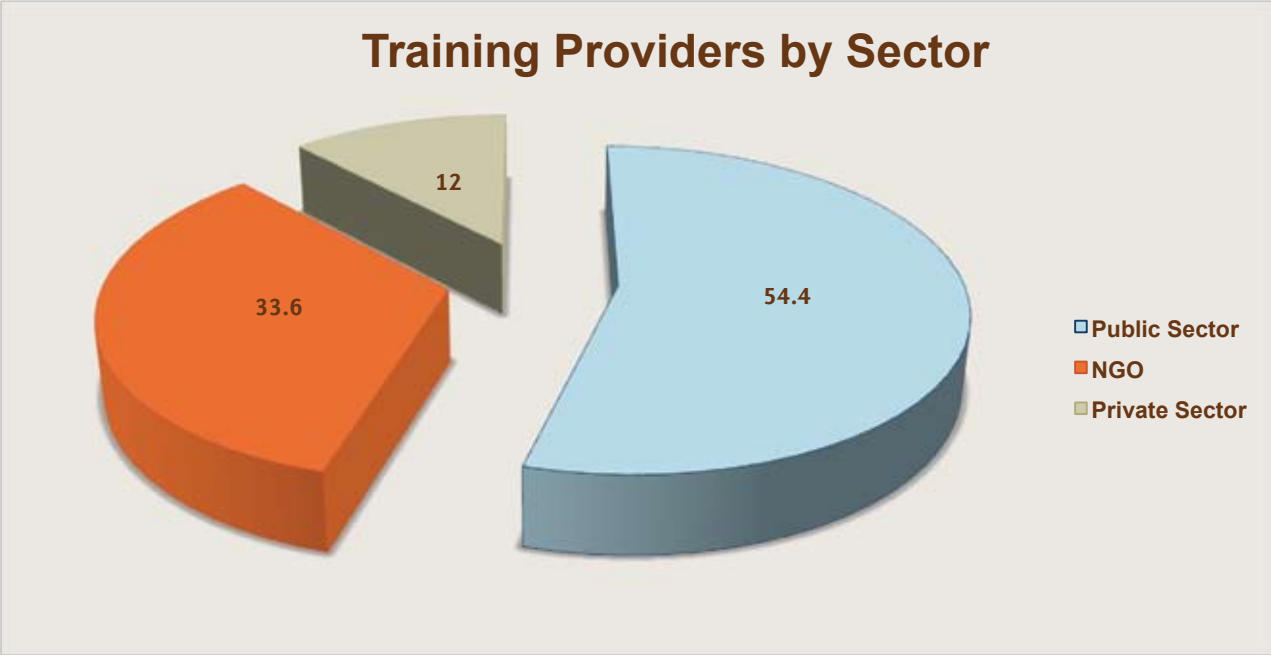
Characteristics of Youth Enrolled in Non-Formal Training Institutions: The percentages of youth trained in registered programs are found in Figure 20. Overall, less than 1 in 10 youth are registered in a non-formal training program. The exception is in Ma'an where the ratio is about 1 in 6.

Figure 20:



The majority of trained youth received their training through public sector institutions (54.4%) followed by NGO-led programs (33.6%).

Figure 21:



The skills young people were being trained in were also fragmented and covered a wide range of occupations. Figure 22 displays some of the specific occupations for which males and females were trained.

Figure 22: Occupations for which Youth Were Trained

Male		Female
Food Industries	Nursing	Hairdressing
Electronics	Confectionary	Information Technology
Hairdressing	Musical Instruments Technician	Sales & Commercial Services
General Mechanical Maintenance	Textile and Leather Industries	Tailoring
Electricity	Printing	Communication Skills
Upholstery & Decoration	Social Work	English Language
Information Technology	Computer Maintenance	Photography
Carpentry	Stone Mason	Business Ethics
Hospitality & Tourism	Air-conditioning and Plumbing	
Communication Skills	Ceramics and Handicrafts	

Figure 23: Rationale of Youth for Enrolling in Non-Formal Vocational Training Programs

Area	Training Youth Motives	Sex		Age		Average
		Male	Female	15-19	20-24	
YWJ Program Communities	To get a job	40.0	22.2	37.0	32.7	33.6
	To get a better job	13.8	20.0	11.1	17.3	16.0
	To fill my free time with something useful	21.3	40.0	22.2	29.6	28.0
	To set-up my own business	6.3	4.4	7.4	5.1	5.6

Figure 24: Youth Trained "On-The-Job"

Area	Youth Trained on the Job	Sex		Age		Average
		Male	Female	15-19	20-24	
Amman	Yes	41.3	8.4	20.8	29.6	25
	No	58.7	91.6	79.2	70.4	75
Zarqa	Yes	44.8	10.8	21	34.6	27.7
	No	55.2	89.2	79	65.4	72.3
Irbid	Yes	46.7	9.2	20.8	35	27.9
	No	53.3	90.8	79.2	65	72.1
Jordan Valley	Yes	15.8	5	3.3	17.5	10.4
	No	84.2	95	96.7	82.5	89.6
Ma'an	Yes	46.6	6.5	25.4	26.2	25.8
	No	53.4	93.5	74.6	73.8	74.2

According to the RCA, young people enrolled in non-formal vocational training programs for the following reasons:

- The most frequently used rationale to enroll in non-formal vocational training was to "to get a job", with 40% of males and 22.2% of females using that explanation across five areas. Some 16% of youth responded "to get a better job" (13.8% of males and 20% of females) as the reason for enrolling in such programs. Although this segment is small, some young people do acknowledge the value of training in securing better employment opportunities.

- The second main reason provided by youth, "to fill my free time with something useful", was given by 40% of females and 21.3% of males. Young people and their parents view institutions that offer such programs as safe and suitable for young people to spend their free time. They are considered official/ semi-official and seem to exhibit a good reputation. Enrolling in a training program is considered by many young people and their parents as a valid pastime for young people, especially females. See Figure 23 for more details.

Turning now to on-the-job training which will also be discussed further in the Life Skills Employment & Entrepreneurship Section that follows, the RCA found that in Amman, Zarqa, Irbid, and Ma'an, about 1 in 4 young people had undergone some type of on-the-job training to gain better marketable skills and knowledge. This ratio is lower in Jordan Valley, with about 1 in 10 young people who reported that they had undergone some type of on-the-job training. The percentage of youth undergoing on-the-job training is higher for males in Amman, Zarqa, Irbid, and Ma'an. Slightly less than half of all males have undergone on-the-job training, compared to almost 10% or less of females. Again, this ratio decreases in the Jordan Valley.

Figure 25: Motives of Youth to Enroll in On-The-Job Training

Area	On the Job Training Youth Motives	Sex		Age		Average
		Male	Female	15-19	20-24	
Program Communities	Parents' decision	15.1	0	18.2	8.7	12.3
	To get a job	53.7	45.6	38.8	60.5	52.2
	To fill my free time with something useful	16.2	45.6	30.6	15.9	21.5
	To set-up my own business	3.5	0	4.1	2.1	2.8

Figure 26: Youth "in Training" Jobs

Male			Female
Tailor	Graphic Design	Newspaper Distributor	Tailor
Painter	Driver	Clothes Salesperson	Dry-Cleaner
Cook	Air-conditioning Technician	House Appliances Salesperson	Cosmetology
Electrician	Blacksmith	Soil Sterilization	Graphic Design
Dry-Cleaner	Barber	Mosaic and Glass Painting	Banking Transactions
Carpentry	Plaster and Decorations	Warehouse Sorting	Teacher
Car Mechanic	Vegetable Salesperson	I T	Mobiles Maintenance
Plumber	Hospitality/waiter	Car Body Work	Confectioner
Mobiles Maintenance	Aluminum	Plumber	Sales person
Central Heating Tec	Internet Café	Metal Lathing	Nursing
Car Parts Salesman	Factory Worker	Electronics Maintenance	Photography
Goldsmith	Cashier	Stone Sculpture	Secretary
Marketing	Cars Upholstery	Oil Factory	Embroidery
Furniture Painting	Computer Maintenance	Stone Mason	Medical Records Keeper
Bicycle Repairs	Bakery	Car Tire Repairs	
Construction Material Sales	Satellite Installation	Garments factory worker	
Satellite Installation	Shoemaker	Printing on T-shirts	
Water Bottling	Butcher	Pavers	

The main reason for young people to secure on the job training was "to get a job". Young people see that receiving on-the-job training makes it easier for them obtain employment and is considered a valid entry into the labor market. Young people in the younger age groups (ages 15-19) view on-the-job training often as a summer job or a way to obtain extra pocket money. About 30.6% of them mentioned "to fill my free time with something useful."

The occupations that young people trained on the job cover a wide range and were fragmented in several sectors. The preceding table lists specific occupations that young people were trained for (the pattern is similar to findings on youth employment in the next chapter).

Youth Assess Challenges to Participating in Non-Formal Training Programs. Distance, public transportation, and overall expenses were recognized as barriers to a minor extent. Relationships with fellow trainees, teachers, and training content comprehension were identified as hardly challenging for those enrolled in non-formal training programs. These findings indicate that access barriers are not the main reasons given for keeping young people from enrolling in non-formal training programs.

Young people rated the extent to which non-formal training equipped them with skills (e.g., life, employability, and technical) quite high across the target areas and different age and sex groups. They expressed a fairly high level of satisfaction with the training programs and the skills they acquired.

Figure 27: Youth Assessment of Potential Challenges to Non-Formal Training

Area	Youth Assessing Challenges to Non Formal Training Programs Scale 1 (low) - 5 (high)	Sex		Age		Average
		Male	Female	15-19	20-24	
YWJ Program Areas	Distance	2.8	2.3	2.6	2.6	2.6
	Public Transportation	2.5	2	2.2	2.3	2.3
	Overall Expenses	2.5	1.8	1.9	2.4	2.3
	Relationship with Fellow Trainees	1.4	1.3	1.4	1.3	1.4
	Relationship with Teachers	1.6	1.3	1.1	1.6	1.5
	Training Content Comprehension	1.8	1.4	1.6	1.7	1.7

Figure 28: Youth Assessment of Training Programs

On a scale from 0 (very low) – 10 (very high) To what level "Non-Formal Training" equipped them:					
Area	Sex		Age		Average
	Male	Female	15-19	20-24	
1. With the needed technical skills to get a job:					
YWJ Target Areas	6.7	6.8	6.6	6.8	6.7
2. With the needed life & employability skills to succeed in your social life and promote yourself to secure and maintain a job:					
YWJ Target Areas	6.5	7	6.6	6.7	6.7

RECOMMENDATIONS.

Educational Interventions: While outside the scope of YWJ activities under the three components noted above, improvements to formal educational approaches are clearly a critical need as identified under the RCA. In particular, given the limited opportunities for those who have not completed at least their secondary schooling, it is essential that school systems and all relevant stakeholders in this area are focused on ways of improving the quality of education and reducing the incidence of dropouts. Additionally, for those youth who complete school, it is vital that they have a better and more realistic appreciation of how their schooling and interests translate into choices around career paths. General recommendations in these areas based on the RCA are as follows.

- **Encourage Parent/Adult Involvement and Find Incentives to Reduce Dropouts.** Effective interventions to prevent youth from dropping out before completing high school should be devised and special attention should be paid in particular to higher drop-out rates among boys. In this respect, stakeholders must look for ways to redefine for youth and parents the value of a secondary (or more) education for life and for employment. In so doing, they should enlist the support of parents to encourage these youth to return to formal education. School-to-home communication links should also be strengthened and Parent-Teacher Associations should become more functional and relevant. Mentorship by successful adults and role models is also an area for further support.

  Jordanian policy makers also should consider the implementation of strategies tested in other parts of the world which provide youth (and their families) with financial incentives to stay in school. This may be particularly relevant to the YWJ communities where youth may be forced to leave school for economic reasons. Studies suggest that the return on investment for these financial incentive policies is positive.

- **Seek Basic Improvements to Ensure the Relevance of Education:** To retain youth in school until they complete their secondary education will require a series of changes going well beyond the scope of YWJ. However it is clear that these will include updating the curriculum so it is relevant to youths' lives and the world of work; ensuring teaching methods are student-centered and pedagogically sound; providing counseling to students who are experiencing trouble in school due to family, personal or academic problems; ensuring the school environment is welcoming and youth-friendly; and providing students with opportunities to acquire work-related competencies while in school. While such activities and programs are undertaken outside the YWJ program, it will be important to explore synergies and opportunities across programs to present holistic approaches to supporting youth. Indeed, such efforts can allow young people to enter the job market with the minimum level of education required by most employers and have a stronger basis on which to build more knowledge and skills.

- **Integrate Career Counseling and Entrepreneurial Training.** RCA findings suggest that impressions about what work is suitable and expectations of young people about the career choices available to them are set very early. Youth are also highly influenced by parents and community perceptions. It is therefore vitally important that schools find opportunities for young people to gain accurate information about job prospects and to begin matching their interest with potential career paths. Particular emphasis should be placed by stakeholders on points in the educational process where young people (with support of their parents) choose different tracks of study. Stakeholders should also look to integrate parents into these discussions and counseling opportunities to help guide these key influential figures for young people.

  Similarly, educational stakeholders should continue to look for ways to integrate programs that encourage young people to develop an entrepreneurial mindset and prepare for the creation of new businesses as they leave the school environment. Financial literacy is also important to teach early on for young people, to prepare them for undertaking such ventures.

Chapter 4

EMPLOYMENT: NEEDS & PROSPECTS

Introduction. This chapter describes the RCA findings with regard to what Jordanian youth are doing in terms of work and employment. The situation of youth who are working (employed), looking for work (unemployed) and not working and not seeking employment (inactive) and how gender and age factor into the various rates. This chapter also presents the types of skills and qualifications which employers in the private sector seek in their young new hires. Labor demand trends within the sub-sectors identified by the RCA Team as having the potential to hire youth — packaging, healthcare, tourism, agriculture, construction, and business services outsourcing — are reviewed. Please note that while Chapter 4 covers significant information on vocational training that the previous chapter includes a discussion of the availability and perception of vocational training as well, as part of its review of the educational status of targeted youth.

Key findings regarding the work situation of youth from YWJ neighborhoods:

- 18.9% are working, the majority of whom are males
- 18.1% are unemployed and looking for work
- Of the 62.9% who are economically inactive (neither working nor looking for work), 71% are in school. Males are twice as likely to be employed as females.
- Of those who are working: 89.6% are male, 68.3% are 18 years old or older, and 71.9% did not finish high school.
- Young people, on average, looked for work for 3 to 5 months.
- The overwhelming majority of working youth are employed in the private sector (81.5%)
- Overall, targeted youth work long hours, with nearly half working more than 48 hours per week, and the majority of them earn the minimum wage or better.
- Among the reasons that youth cite for not finding work are: lack of information, waiting for public sector or military job, or a mismatch of skills.
- Packaging, health care, tourism, construction and business services/outsourcing were identified by the RCA Team as sub-sectors with the most potential growth for jobs, particularly among youth. Agriculture was viewed as not offering sufficient jobs even as it continues to grow as a sector.
- Company executives cite lack of skilled workers and high turnover rates among youth workers as constraints to hiring more youth.
- While reviewers are mixed, most youth view training and jobs in the vocational technical field negatively as having low social status. The perceptions are more positive among some women and those who are already employed

HELPING YOUNG PEOPLE OBTAIN MARKETABLE SKILLS: THE IYF FRAMEWORK

IYF has worked around the globe to improve the prospects of youth to get good jobs. IYF has learned, for example, that even those youth who complete secondary education often lack the requisite marketable skills and knowledge to enter the local job market. Ill-equipped, they join growing numbers of the unemployed competing for fewer employment opportunities. Those fortunate to possess the necessary qualifications often don't know where the jobs are or how to get and keep them. With its partners, IYF has identified a number of best practices that need to be in place in job training programs to prepare young people for success in the job market. These best practices include:

- **Job Market Research:** Local employment training programs should conduct local job demand studies involving not only secondary research but also interviews with potential employers to quantify demand and identify skills and knowledge requirements.
- **Relevant Skills Development:** All employment training should be market-driven and linked to actual jobs that are available within the local market.

- **Employability (Life) Skills:** In addition to specific technical skills training, NGOs should provide training to participants in life and employability skills, attitudes, and behavior for work, as well as Business English.

- **Up-to-Date Curriculum:** The latest employability curricula, and collateral materials should be used and/or adapted as needed.

- **Support Services:** All participants should have access to such support services as career counseling, job searching, and coaching.

- **Internships/Apprenticeships:** Graduates of employment training programs should be placed in internships or apprenticeships with local firms.

- **Job Placement:** Employment training programs should work closely with the business community to identify placement opportunities and to ensure their employee requirements match participants' knowledge and skills sets. Graduates should receive on-the-job follow-up and tracing for a minimum of six to twelve months.

- For those who wish to start their own businesses, the following elements, taken together, have proven to improve their chances: the development of business plans, small loans for working capital and acquisition of equipment, and collaborations with business and trade associations that can offer adult mentors or coaches to support and advise young entrepreneurs.

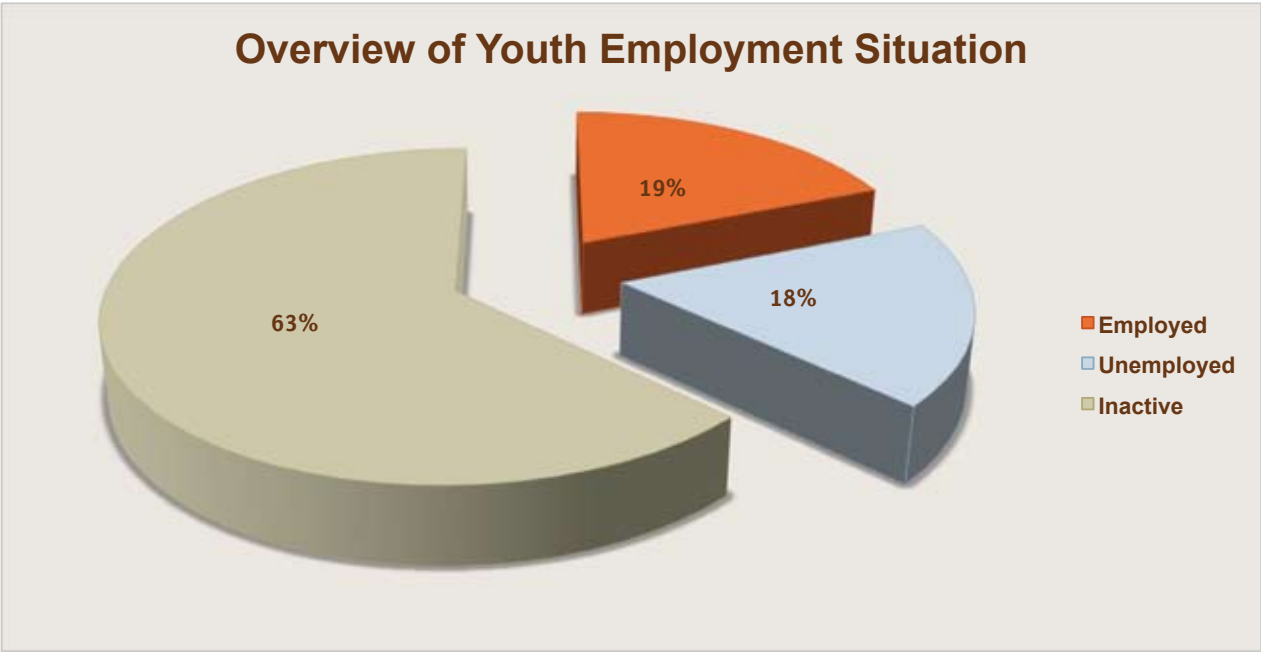
While NGOs and employment training agencies of the government can be a driving force in providing such services, the local business community should be at the heart of such initiatives. For such programs to succeed, a close working relationship should be developed with the private sector, which is an invaluable resource for mentoring, internships, and job creation and placement.[13]

PART I: YOUTH AND WORK: OVERVIEW OF YOUTH EMPLOYMENT

Introduction: This section describes the employment situation of youth in YWJ-targeted areas, with a focus on who is working, who is not, and why.

The majority of Jordanian youth from the neighborhoods surveyed are not working. Only 18.9% were working when the assessment was conducted and another 18.1 % were looking for work; the rest are not working nor looking for work (62.9%) — that is they are economically inactive — as shown in the following chart:

Figure 29:



13 From *What Works in Youth Employment*, IYF 2004 edition.

The percentage of youth employment rates are fairly consistent across all target areas, with some variation between communities within the same area. For example:

- 21% in East Amman area (19.6% for Tayebeh-Kreibet Al Souq and 23.3% for Al Nozha);
- 20% in Zarqa area (17.5% for Al Mshairfyeh and 25% for Hai Al-Husain);
- 21% in Irbid area (Hai Al Manarah 20.8% and Al Naser 21.6%).

Employment rates are much lower for the Jordan Valley (10%) where the neighborhood of Waqqas' had the lowest employment rate of all at 7.5%, and neighboring Twal Al Janobi recorded a rate of 12.5%. Regarding gender (See Figure 30), employment rates are dramatically lower for females compared to males in all communities. Female employment is lowest in the neighborhoods of Al Mshairfyeh in the Zarqa area and Al Naser (1.6%) in the Irbid area and highest in the Ma'an area (8%). In Al Mshairfyeh, the employment rates for males are 20 times the female rate. Similar gender disparities are reported in most of the neighborhoods of East Amman, Irbid, and Zarqa areas. In Ma'an and the Jordan Valley areas the differences in male versus female employment rates are not as dramatic. However males are twice as likely to be employed as females.

Figure 30: Employment Rates by Gender and by Neighborhood by Percentage

Governorate (Area)		Sub-District	Neighborhood	Male	Female
1	Amman	Marka	Jabal Nuzha	43.3	3.3
		Qwaismeh	Taybeh Khreibet Souq	35.0	3.3
2	Zarqa	Qasabet Al-Zarqa	Hussein	45.0	5.0
			Massoum	35.0	3.3
			Awajan	35.5	4.9
		Rssaifeh	Al-Msheirfeh	33.0	1.6
3	Irbid	Qasabet Irbid	Nasir	41.6	1.6
			Manarah	36.6	3.3
4	Jordan Valley (Balqa, Irbid)	Deir Alla	Twal Janoubi	21.6	3.3
		Aghwar Shamaliya	Waqqas	10.0	5.0
5	Ma'an	Qasabet Ma'an	Abu Bakir	37.9	8.0
			Shamiya		

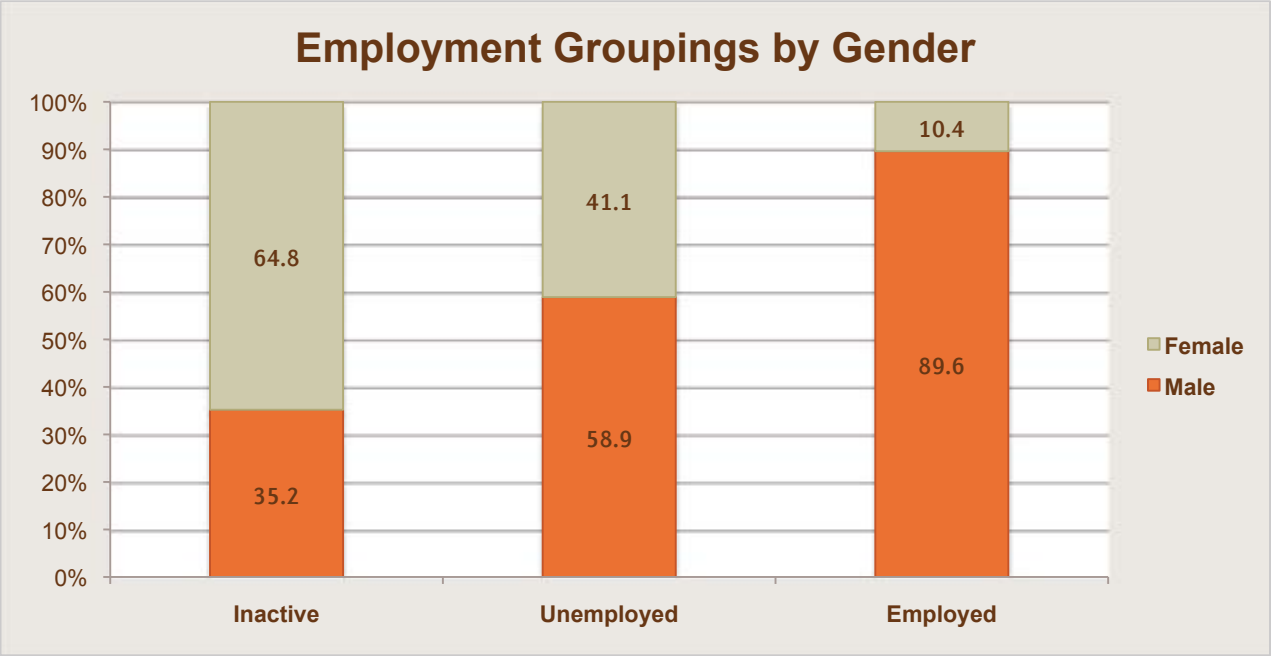
Male/female differences can also be shown by describing the composition of the sub groups of employed, unemployed and inactive by gender as shown in Figure 31.

Youth above 17 years of age have higher employment rates as would be expected since the legal working age is 18. Only 3.1% of youth under 18 years reported working whereas 15.8% of youth who are 18 years and older are working. At the same time, unemployment rates among older youth are higher (16.5%) than for younger under 18 years of age (1.6%) since more of them are economically active and seeking employment. The younger cohort as one would anticipate are in school and relatively fewer are looking for work. This pattern repeats itself in all communities. For example, unemployment rates are:

- 11.7% for 18 years and older versus .8% for under 18 years in Irbid
- 14.4% for older youth in Zarqa and 2.1% for those under 18 years

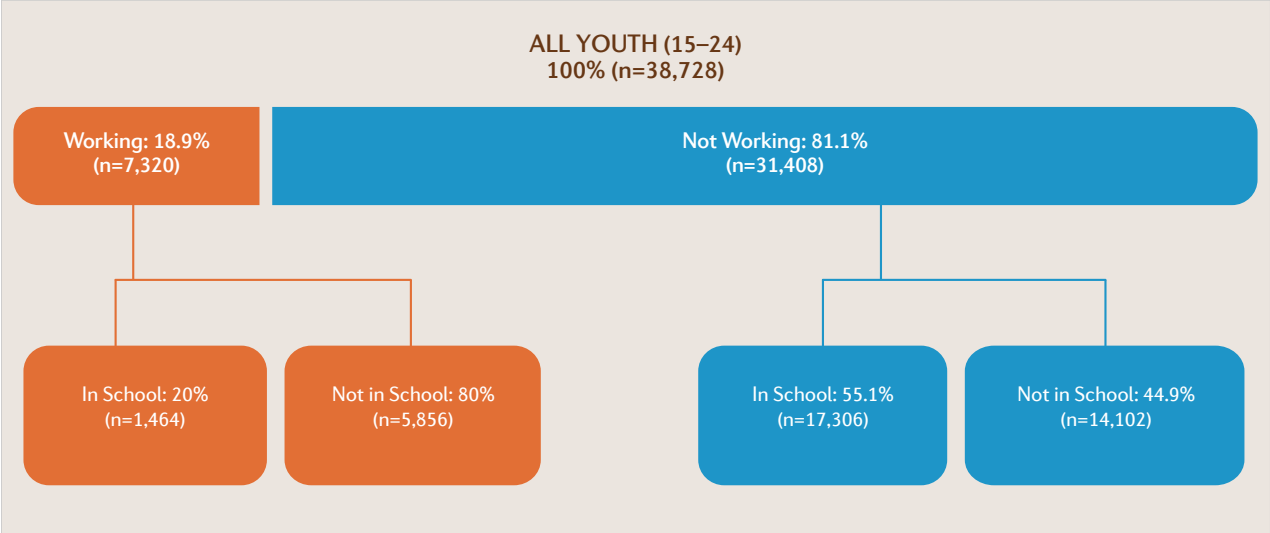
In all communities, most youth are economically inactive, ranging from 62.5% of youth in Awajan (Zarqa) to 57.5% in Ma'an. Most of the economically inactive are enrolled in school (71.2%), followed by young people who do not want to work (26.9%). Later in this section more information on the inactive and unemployed is

Figure 31:



presented. The following diagram depicts the breakdown of youth in terms of their employment situation and whether they are enrolled in formal education or not. As mentioned earlier, the majority of the 38,726 youth are not working and in school. For those who are working, the overwhelming majority (81%) are not in school and 18 years of age or older.

Figure 32: Education and Employment Status of Youth



Profile of Working Youth. Looking at the data across the targeted neighborhoods, the following general profile emerges for working youth:

- 89.6% are male;
- 68.3% are 18 years of age or older (with the exception of Jordan Valley where all working youth are over 17 years of age)
- 71.9% did not finish high school, while 20% are still in school[14]; and

14 The other working youth enrolled in school are in post secondary school.

- 80% are not enrolled in any type of educational institution.

Given the working youths' limited educational achievement, it can be assumed that their ability to compete for positions with technical requirements is limited. For those with less than a secondary education, prospects for advancement are few. See Figure 33 for more details.

Figure 33: Educational Level of Working Youth (Percentages by Area)

Governorate (Area)		Sub-District	Neighborhood	Educational Level		
				<Secondary	Secondary	>Secondary
1	Amman	Marka	Jabal Nuzha	71.4	17.9	10.7
		Qwaismeh	Taybeh Khreibet Souq	56.5	34.8	8.7
2	Zarqa	Qasabet Al-Zarqa	Hussein	73.3	23.3	3.3
			Massoum	73.9	21.7	4.3
			Awajan	75.0	25.0	0
		Rssaifeh	Al-Msheirfeh	95.2	4.8	0
3	Irbid	Qasabet Irbid	Nasir	76.9	11.5	11.5
			Manarah	79.2	16.7	4.2
4	Jordan Valley (Balqa, Irbid)	Deir Alla	Twal Janoubi	60.0	40.0	0
		Aghwar Shamaliya	Waqqas	44.4	22.2	33.3
5	Ma'an	Qasabet Ma'an	Abu Bakir Shamiya	65.4	11.5	23.1
			Average:	71.9	20.1	8.0

The overwhelming majority of working youth (87.2%) are engaged in wage employment in the private sector. The notable exceptions are Irbid where 16% of the youth report being self employed and Jordan Valley where 88.9% of youth in Waqqas and 66.7% of Twal Al Janobi youth work for the public sector or military. The majority of youth, regardless of place and type of employer, report finding their current jobs through personal connections or *wasta* (74.5%).

There is a wide range in the number of hours worked per week among youth across the communities; however, in general, the youth surveyed work long hours.

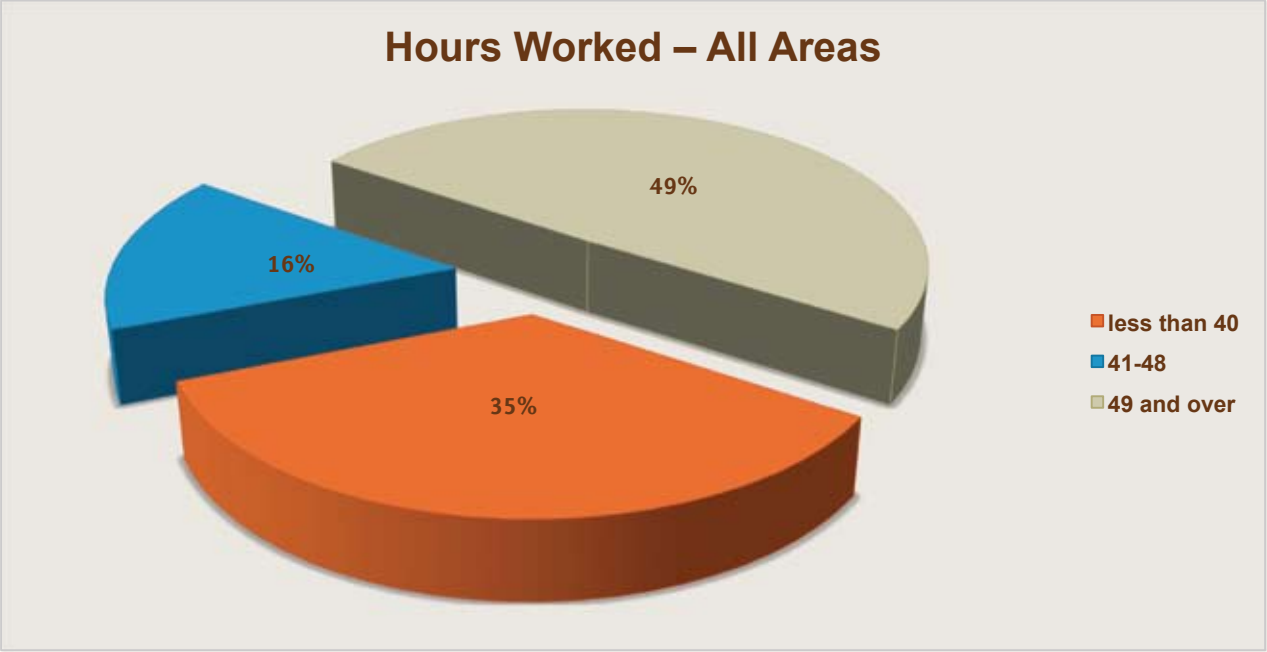
Overall, nearly 50% of youth work 49 hours or more per week[15], 16% work between 40 and 48 hours per week, and 35% work less than 40 hours per week. In Zarqa and Irbid the percentage of youth working more than 48 hours is over 50% whereas in the Jordan Valley, it is 87% of youth work less than 40 or less hours per week (88.9% for Waqqa and 86.7% in Twal Al-Janobi).

Overall females, work fewer hours than males but, at the same time in several communities, a high percentage of females work 49 hours or more a week (e.g. Hai Masoum-50% of females, 33.3% in Hai Al-Husain). In focus groups females were more likely than males to associate shorter working hours with decent work. The fact that among working youth, as many as 59.7% from Zarqa, 52% from Irbid, and

45.1% from East Amman work 49 or more hours per week merits closer attention to determine if youth are being compensated for their long hours.

15 Labor Law and its Amendments No. 8 of the Year 1996, Article 56:
A. The working hours shall not exceed eight per day and forty eight hour per week except in the cases stipulated by this law, the time allocated for meals and rest shall not be calculated.
B. The maximum of the weekly working hours and rest times might be distributed so that its total may not exceed eleven hours per day.

Figure 34:

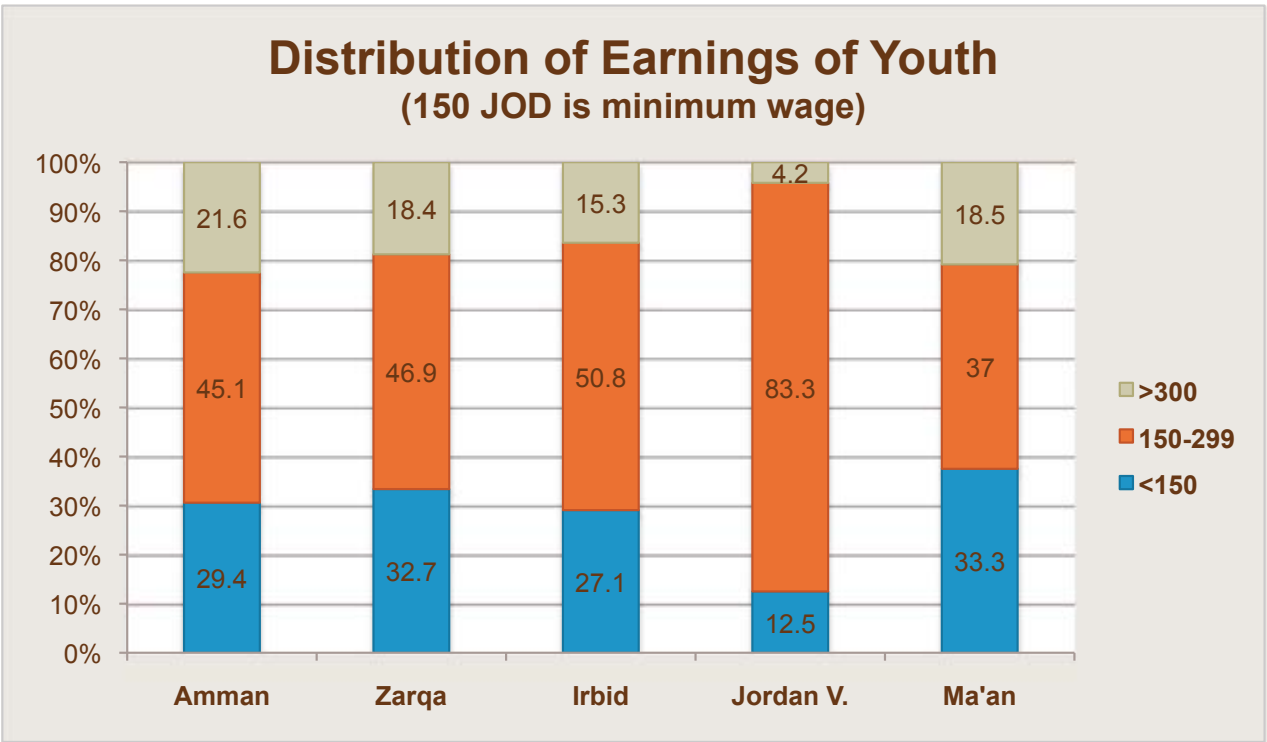


In Amman, Irbid, Zarqa, and Ma'an areas the percentage of working young people making less than the minimum wage (150 JOD per month) is between 27% and 33%, while in the Jordan Valley approximately 87% of working youth earn the minimum wage or more due to the fact that the majority work in the public sector and/or military where minimum wage regulations are more enforced.

Figure 35 displays the distribution of youths' earnings in East Amman, Zarqa and Irbid in which the majority of youth are in the mid-range (150 — 299 JD), earning the minimum wage or nearly double it.

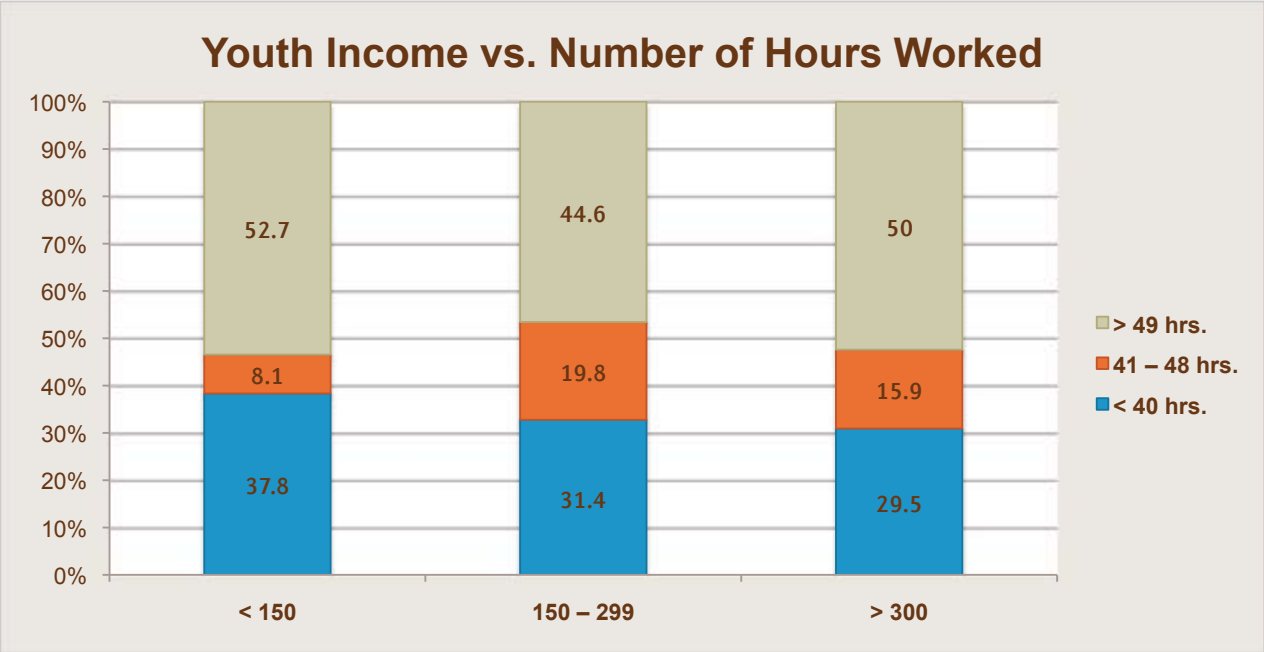
In terms of gender, the greatest disparity in wages is found in Amman and Zarqa.

Figure 35:



On the issue of whether youth are being paid a fair wage for the number of hours worked, the data suggest that for a majority of youth, this appears not to be the case. Focusing on the youth who are earning less than the minimum wage, the RCA found that more than half (52.7%) work 49 or more hours per week.

Figure 36:



LEVELS OF SATISFACTION

In terms of overall satisfaction with their work, youth ratings on a scale from 1 to 10 (low to high) was in the mid-range as shown in Figure 37.

Figure 37: Satisfaction with Overall Work Environment (Scale of 0–10)

On a Scale from 0-10 Satisfaction with Overall Work Environment			
Area	Gender		Average
	Male	Female	
Amman	5.3	6.3	5.4
Zarqa	5.6	4.6	5.5
Irbid	5.4	3.3	5.3
Jordan Valley	5.3	5.8	5.4
Ma'an	5.5	6.8	5.7

All youth surveyed. Youth were least satisfied in the aspect of their wages. Females in Zarqa, Irbid, and the Jordan Valley rated their satisfaction with their wages between 2.7 and 3.4. Given the number of hours worked this opinion is not surprising

Overall, working youth rated their current jobs as 5.3 (out of 10) in terms of the extent to which they meet their professional expectations; however they also noted they have yet to define their career goals and do not consider this aspect of their jobs to be as important as their wages and work environment. Youths expectations around work merit further exploration as the findings from the surveys and focus groups suggest that youths opinions about their work are mixed.

For example, in the neighborhood of Hai Al-Manarah in YWJ's target area of Irbid, 50% of working females rated their current job very low (1 of 10) in terms of the extent to which it enhances their skills. The males were more positive; 77% gave their jobs a rating of 7 or higher. While not conclusive, this rating may suggest that many of the youth — in this case females — are in low-skill jobs where the opportunities to learn on the job and increase their competencies are very limited.

Whether youth surveyed have decent work is hard to determine given that they work on average, long hours, for minimum wage or less. More information on benefits also would be helpful in determining quality. While most youth are satisfied with their work, they also indicate that they lack clear career goals and in some cases, feel the job does not help them build their skills. About 50% of all youth indicate they are not interested in changing jobs which may be an indication of satisfaction, low ambitions, fear of finding another job in a recession, or perhaps no clear career path, due to lack of career counseling.

PROFILE OF UNEMPLOYED YOUTH

The average rate of unemployment among youth in YWJ is 18.1% — varying from 11.6% for Al Naser neighborhood in the Irbid target area and Awajan neighborhood in the Zarqa target area to 30% for the Waqqas neighborhood in the Jordan Valley target area.

In general, male unemployment is higher or equal to female unemployment in all areas and communities except East Amman, where female unemployment is 20.2 versus 15.7% for males. This finding would seem to contradict the earlier findings that male employment figures are many times greater than females. What these statistics suggest is that while over 75% of females are not looking for work; those who are seeking employment have a slightly better chance of finding a job. See Figure 38 for patterns of unemployment in various areas, broken out by gender and neighborhood.

Figure 38: Percentage Un-employment Rates by Gender and by Neighborhood

Governorate (Area)		Sub-District	Neighborhood	Male	Female
1	Amman	Marka	Jabal Nuzha	18.3	18.3
		Qwaismeh	Taybeh Khreibet Souq	13.1	22.0
2	Zarqa	Qasabet Al-Zarqa	Hussein	21.5	10.0
			Massoum	15.0	15.0
			Awajan	13.3	10.0
		Rssaifeh	Al-Msheirfeh	33.3	13.3
3	Irbid	Qasabet Irbid	Nasir	11.6	11.6
			Manarah	13.3	13.3
4	Jordan Valley (Balqa, Irbid)	Deir Alla	Twal Janoubi	38.4	6.6
		Aghwar Shamaliya	Waqqas	33.3	26.6
5	Ma'an	Qasabet Ma'an	Abu Bakir	24.1	16.1
			Shamiya		

The main reasons youth cited for not finding work across all communities are:

- Lack of information (24%)
- Waiting of public sector and military jobs (19.8%)
- Skills mismatch (18.4%)
- No *wasta* or personal connections — family member or friend, acquaintance, etc., who can link a young person to an employer who has work (8.3%).

The other reasons were a combination of responses such as not sure, no answer and just started looking. For females, reasons such as "no jobs near my area of residence" (Zarqa 20.7%) and in Ma'an, "no jobs in my area of study", were more common than for males

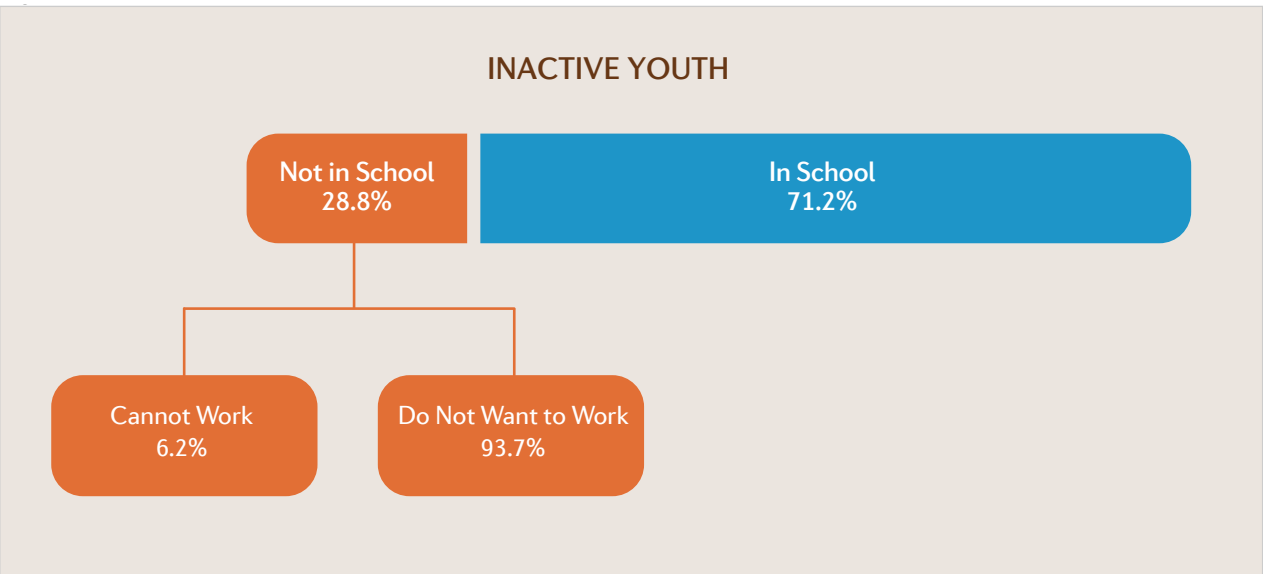
The length of time that young people reported looking for work varies slightly from area to area. For example, youth looked for work for an average of 4 months in Amman, and Zarqa; 3.7 months in Irbid; 5.4 months in the Jordan Valley; and 4.9 months in Ma'an.

No major differences in duration of unemployment were reported between males and females except for in the Jordan Valley where males have been looking for work on average of 1 ½ months longer than females. Typically, six months of job seeking is a possible indicator that the job seeker is becoming discouraged and unable to overcome obstacles to finding a job. The profile of a typical youth who has been looking for a job for 6 months or more is:

- Males tended to be slightly more likely than females to be looking for over 6 months;
- The majority are 18 years of age or older; and
- Have less than a secondary education.

Profile of Inactive Youth. As mentioned in the introduction to this section, the largest group of youth across all communities are economically inactive. That means they are not working and not looking for work. Most of the inactive youth are in school (71.2%), followed by those who are not in school (28.8%). Of those who are not working or in school, the majority (93.7%) do not wish to work.

Figure 39: Profile of Inactive Youth



The overwhelming majority of those who are inactive and are not in school are female (96.7%), with less than a secondary education (79.7%) and 18 years of age or older (92%). This pattern is highly consistent across all neighborhoods.

The most frequently cited reason for not wanting to work is "I have to take care of the house and family" (61.6%) or it being "socially inappropriate" (18.3%). In short, the most frequently given reason for being economically inactive, regardless of age, has to do with family responsibilities or social/family norms which govern female behavior. Given that the overwhelming majority of inactive youth are female, this finding is not surprising. There are a few variations by neighborhood which are noteworthy. For example, in the Awajan neighborhood of Zarqa, 26.3% of youth cited not needing the income as their reason. Being female, they are most likely dependent on their parents or husbands for such support. For those who cannot work, a relatively small portion of inactive youth, the main reasons are family-related (73.4%) such as having to care for others or not being allowed by parents.

Youth Perceptions of What Constitutes Decent Work. Young people define decent work as work that could guarantee them a decent living and community respect. This view was consistent across all youth regardless of community, age, gender, and employment status. Other trends include the following:

- Benefits are important to young people, particularly males. They were more likely to indicate that health insurance can sometimes be more important than one's salary level.

- In general, whenever young people expressed their preference for government employment, the main reasons were benefits, security, working hours, and adherence to governing employment laws.

- "Good wages" is a key element of a good job. Youth stated that between 170 and 300 JD is considered a "good" or above average salary.

- The concept of "peace of mind" was continuously mentioned as critical to having a good job in East Amman, Zarqa, Irbid, and Jordan Valley. Youth mentioned "good treatment by the boss", "good physical conditions in the workplace", and "employer's adherence to the labor laws especially in terms of working hours" as essential for "peace of mind".

- Overall, the importance of having a good job to achieving social status is emphasized primarily by males, especially in Zarqa, Irbid, and Jordan Valley and was only mentioned by females in East Amman.

- Females tend to value more highly the effect of their jobs on their personal life; emphasizing shorter working hours, an ethical and respectful boss, proximity to home, availability of transportation, professional advancement, and a safe and comfortable work place, as key factors.

PART II: JORDAN LABOR MARKET APPRAISAL

Introduction. This section describes the types of skills and qualifications which employers in the private sector seek in their new hires. Its purpose is to help program planning teams assess the degree to which there is alignment between the type of competencies Jordanian youth bring to their job search and what employers are seeking.

In conducting this labor demand assessment, the RCA research team identified the sub-sectors with the most potential growth, particularly growth that will create jobs. Key employers in each sub-sector were then interviewed. (Please See Annex II for more detailed explanation for selecting and prioritizing the sub-sectors of packaging healthcare, tourism, construction, business services outsourcing, and agriculture.) To hone in on key sub-sectors in order to assess labor needs, the RCA researchers:

- Reviewed secondary data related to investment trends and growth, strategic priorities for economic development, economic clusters, and employment to identify sub-sectors with the greatest potential for young job seekers;

- Selected sectors operating in YWJ target areas based on current and future demand for skilled labor, which will absorb male and female workers;

- Validated the sub-sectors selected through interviews with government officials, labor experts and private sector leaders;

- Identified leading businesses (e.g., investors) working in each sub-sector in the geographic areas targeted by YWJ who are well positioned to speak about labor trends and needs in their industry;

- Validated the choice of businesses or associations to interview with government officials, labor experts and other private sector leaders;

- Developed and piloted a questionnaire for employers and conducted structured interviews with them;

- Validated findings by interviewing business leaders, government officials and associations representing the various sub-sectors.

Figure 40 indicates the geographic scope and priority sub-sectors that were identified and appraised with key informants.

Figure 40: Priority Economic Sectors

Area/Sector	Packaging	Health Care	Tourism	Business Services Outsourcing	Construction	Agriculture
Amman	√	√	√	√	√	
Zarqa	√	√	√	√	√	
Irbid		√	√	√	√	
Jordan Valley						√
Ma'an					√	

Appraisal of Labor Demand. This section is organized by sub-sector, starting with packaging, followed by healthcare, tourism, construction, outsourcing, and agriculture. For each sub-sector the main findings are presented based on employer interviews. Results are not presented by geographic area since the sub-sectors cut across governorates. The exceptions are for the areas of Ma'an and Jordan Valley which are presented separately due to their relatively unique market conditions. Please note that the information gathered for these various employers was not always consistent, given the subject and the sub-sector. Nor was the same data on each sub-sector always available. Consistency in each of the following sections has been maintained as much as possible.

Profile of the Packaging Sub-sector. This sub-sector involves a coordinated system to prepare goods for transportation, distribution, storage, sales and use. As such it involves complex functions, drawing on engineering, science, industrial design, art, and business administration.

Figure 41: Profile of Packaging Industry

Packaging Industry	Number of Establishments 2007	Number of Employees
Plastics Packaging	466	10,856
Paper and Paperboard	321	6,900
Metal Packaging	62	10,504
Wood Packaging	35	126
Glass Packaging	2	14
Total	886	28,400

The fundamental role of packaging is to contain, protect, preserve, transport, inform, and sell a product. The packaging industry in Jordan consists of 886 companies and employs 28,400 people according to 2007 statistics. See the following table for a summary of the characteristics of the sub-sector.

This sub-sector is operational largely in Amman and Zarqa.

Figure 42 identifies the companies interviewed as well as their clients and products:

Based on interviews with these company employers, Figure 43 was generated to summarize companies' labor needs with a particular emphasis on positions which require technical skills. For each position the key skills are identified, educational requirements, gender preferences and starting average monthly salary.

Figure 42: Types of Clients and Products

Company Name	Section	Products	Target clients	Main clients
El Ekbal Printing and Packaging Company	Paper Board Packaging	Paperboard, Offset Printing	Manufacturers of pharmaceuticals, cigarettes, confectionery, Dead Sea products, detergents	Persil, Al Hikma pharm., Dar Al Dawa
Arab Cardboard Manufacturing Company	Corrugated Packaging	Corrugated Boxes E-flute	Detergents, confectionery, fresh fruits and vegetables, manufacturers of processed food, pharmaceuticals, detergents, Dead Sea products in addition to farmers of fresh fruits and vegetables and packing houses	Hamoudeh dairy, Denemarkieh dairy, Hala chips, Ghadeer, Hypex, L&M Ciggs
Canning Industry Company	Metal Packaging Producers	3-Piece Cans, Offset Printing	Manufacturers of vegetable oil, olive oil, canned food (broad beans, chick peas, green peas, tomato pastes), meat products, paints, adhesives	N.A
Jordan Tinplate Printing & Canning Industry	Metal Packaging Producers	3-Piece Cans	Manufacturers of vegetable oil, olive oil, canned food (broad beans, chick peas, green peas, tomato pastes), meat products, paints, adhesives	Vegetable Oil Company, First National, Jordan Company for Vegetable Products
Packaging Industries Company	Flexible Packaging Plastics and Laminate Films	PP, PE, PA, PET Coated Films, Foil,	Manufacturers of paints, dairy products, mineral water, chemicals, detergents, toiletries and pharmaceuticals	Halawni, Jabri Sweets, Pepsi, Haddad Co

Figure 43: Skills Needed for Packaging Jobs

	Printing Technician	Cutting Paper Technician	Stapling Technician	Cardboard Manufacturing	Machinery Technician	Mechanical Technician
Technical Skills	Printing Creativity skills	Skills to cut and shape the cardboards	Skills to staple/glue cardboards	Know how to form cardboards	Fix and maintain machinery	Operate machinery
Non Technical Skills	Workplace Ethics Abiity to work in groups Ability to be creative	Workplace Ethics Ability to work in groups Safety skills	Workplace Ethics Ability to work in groups Safety skills	Workplace Ethics Ability to work in groups Ability to be creative	Workplace Ethics Ability to work in groups Capacity to organize time	Workplace Ethics Capacity to organize time, Safety skills
ICT & Language	Arabic/ English & basic computer skills	Arabic/English & basic computer skills	Arabic	Arabic/English & basic computer skills	Arabic/English	Arabic/English
Education Requirement	Secondary or Basic with experience	Secondary or Basic with experience	Secondary or Basic with experience	Secondary or Basic with experience	Secondary or Basic with experience	Community College
Gender Preference	Male/Female	Male/Female	Male/Female	Male	Male	Male
Monthly Salary	220	220	160	350	200	230

It is worth noting that most new hires work as assistants to technicians. Once they gain enough experience, which can take six months or more depending on how fast they learn the skills required; they would qualify to become a technician.

The skills that were hardest to find among the youth are "know how" to operate machinery, leadership and creativity. Employers mentioned that most youth hired for entry level position are not expected to know technical skills, which the company teaches on the job.

The packaging industry reports working at reduced production rates because they have insufficient workers in place. The sector can absorb more labor than what it currently hires. Thus, the supply of trained labor in the market is hard to find. On the other hand, the government is imposing restrictions on hiring foreign labor and the process itself is time consuming. This limits the factory owners' access to qualified foreign labor.

According to employers, Jordanians tend to have negative attitudes toward work and lack consistency regarding time management, commitment, and productivity. Most of the companies interviewed reported there is a high turnover rate among the youth in the industry due to the fact that youth did not appear to want to work hard. Secondary reasons were complaints about salary and benefits and that youth had unrealistic work expectations.

Overall, the Jordanian workforce lacks knowledge, experience and skills across many different functions. More training is needed if employees are to meet industry standards of factory hygiene and organization. Much of the knowledge and skills that employees have learned come from on-the-job training rather than from formal vocational technical training centers. Currently there are no specific skills training being offered in packaging that is customized to the needs of the industry.

This situation is motivating some employers to consider hiring foreign workers even though it is a lengthy process and costs them more to do so. Nevertheless, employers still believe that Jordanian workers' attitude could change over time, if proper training and awareness were provided.

Employers foresee more hiring in the next two years and say that there should be closer collaboration between the VTCs and the private sector to make sure that youth are being trained in skills that are required by the market.

Profile of Healthcare Sub-sector The healthcare sub-sector has been chosen for concentration because it is the most promising for YWJ's target group. The jobs being offered have the potential to fit into the priority age group. Also, the education and training required matches the education level of target youth.

Jordan Private Hospitals Association provided the RCA team with a list of hospitals found in Amman, Zarqa and Irbid. Through discussions with the association, those who hire the largest number of employees and those who existed long enough were selected to help the RCA team understand the needs and challenges in the industry. All total, two hospitals in West Amman, two hospitals in East Amman, three hospitals in Irbid, and one in Zarqa were selected to be interviewed.

Overall, the healthcare industry is doing quite well — with revenues reaching USD 1 billion annually. The sector has been witnessing a steady annual increase in foreign patients of around 10% growth per year. A study conducted by the Private Hospitals Association shows that 210,100 patients from 48 countries received treatment in Jordan in 2008 compared to 190,000 in 2007. Healthcare spans all areas targeted for this study. However, hospitals tend to be more concentrated in East Amman, Irbid and Zarqa as they are bigger cities with more hospitals. Based on interviews with employers, Figure 44 was prepared to summarize their labor needs.

It should be pointed out that to be an assistant nurse, the minimum education level required is a diploma. However, most hospitals in West Amman do not hire nurse assistants with diplomas but require a four year university degree. The reason: employers believe there are enough students available with undergraduate degrees so there is less need to hire those with only a diploma. Also given he difference in salary ranges of only between JD 50 – JD 100, the employer believes it is worth paying the extra money and have an assistant nurse with a bachelor degree versus a diploma.

On the other hand, hospitals in Irbid, Zarqa and East Amman hire assistant nurses with a diploma degree; in fact, some hospitals prefer those with diploma since they tend to stay longer on the job. Those with an undergraduate degree work for a year or two and then find a better opportunity and leave. Possible changes in the industry captured in the interviews in terms of cleaning and checking rooms which might become fully automated using computers in the near future. Thus, basic computer skills might become compulsory for all employees.

Figure 44: Potential Jobs & Needed Skills in Healthcare

	Laundry Attendant	Waiter	House keeping	Kitchen	Laundry	X-ray Technician	Lab Technician
Technical Skills	Clean Dye clothes	Serving skills	Cleaning rooms, bathroom	Cook cold food/hot food/ Cutting meat	Cleaning, steam Ironing Electric dryer	Assist in taking x-ray	Assist in taking samples; blood test sometimes
Non Technical Skills	Personal hygiene Appearance	Personal hygiene Appearance	Personal hygiene Appearance	Handle complaints, Personal hygiene Appearance	Personal hygiene Appearance	Personal hygiene Appearance Work in groups	Personal hygiene Appearance Work in groups
ICT & Language	–	English is a Plus	English is a Plus	English	–	English	English
Education Requirement	Basic	Basic	Basic	Basic	Basic	Community Collage	Community Collage
Gender Preference	Male	Male	Female	Male	Male	Male	Male/ Female
Monthly Salary	160	160	160	160	160	250	250

Although job opportunities within healthcare are promising, there are some challenges. Turnover is considered to be high in the industry, mainly due to workers apparent unwillingness to work hard, salary and benefits, and unrealistic expectations. Another reason for turnover found among hospitals located in Irbid and Zarqa is that workers are leaving these areas for better job opportunities elsewhere. According to a hospital representative, many Jordanian female nurses leave their positions to find jobs in the Gulf region as they are highly sought out in the region and the pay is very competitive.

Much of the current training taking place within the hospital setting is focused on such topics as personal hygiene, appearance, how to use different cleaning materials, and communication skills. Vocational training centers exist and ranked by interviewees four out of five which is quite high. Advice on how to improve such centers would focus on the practical side of the job and the application of skills. According to a hospital manager, one hospital is working with USAID SABEQ project to provide training for employees on communication skills.

Overall, the prospects for jobs within healthcare are quite promising — more hospitals are opening and more hiring is taking place. Nevertheless, healthcare employers maintained that training needs to be improved and there needs to be a quality assurance mechanism to ensure that the content and skills taught and the practical experience gained from such training is effective. Also, there should be a required number of hours for the practical training, which should be compulsory for all.

Profile of the Tourism Sector. The sub-sector studied under the tourism sector includes food, beverage and accommodations under classified or star-ranked hotels. Like healthcare, the tourism sector in Jordan is very promising:

- Today there are 22,000 rooms, projected to grow to reach 30,000 in the coming decade.
- 38,000 current direct jobs, expected to exceed 51,000 in five years.
- Expected to experience a gap of 25,400 workers over the next five years.

Although jobs in tourism are across all areas, hotels are found mainly in West Amman, while the youth hired mainly come from East Amman, Zarqa, Rsaifeh, and Irbid.

The RCA team met with a broad range of actors in the tourism field. Zara is the largest hospitality company in Jordan. The hotel portfolio of Zara consists of seven 5-star hotels out of the 26 five-star hotels located in Jordan. Of those, the RCA team selected those hotels located within the YWJ area.

The technical needs by the industry are a standard among the hotels, thus it was sufficient to limit research to these three hotels. The RCA team also met with senior management of Siyaha project to discuss and analyze further the challenges faced by the industry and focused specifically on the HR needs and the vocational centers available.

The Siyaha project, also called USAID/Jordan Tourism Development Project II, is a USD 28 million, five-year project (2008-2013) that is working to improve Jordan's competitiveness as an international tourism destination. The project works in partnership with the Ministry of Tourism & Antiquities on such initiatives as developing a new national hotel classification system, improving tourism research and destination marketing, enhancing ecotourism, developing better handicrafts and upgrading vocational training in tourism.

Potential Skills Needed. Based on interviews with employers, Figure 45 was developed to summarize labor needs in the tourism occupation.

Figure 45: Potential Jobs & Needed Skills in Tourism

	House Keeper	Waiter /Waitress	Steward
Technical Skills	Tidy bed sheets / towels Clean bathroom / room	Know what's on the menu, serve food, handle complaints	Cooking skills Kitchen skills Know how to use kitchen tools
Non Technical Skills	Workplace Ethics Ability to work in groups Personal hygiene Personal responsibility	Workplace Ethics Ability to work in groups Personal hygiene Personal responsibility	Workplace Ethics Ability to work in groups Personal hygiene Personal responsibility Safety skills
ICT & Language	English	English	English is a plus
Education Requirement	Basic	Basic	Basic
Gender Preference	Male / Foreign Females	Male / Foreign Females	Male
Monthly Salary	150	150–180	180–220

Some of these hotels no longer have a turnover issue, since the staff has been working for some time and motivated enough to stay. However, when speaking to the chairman of hotels, the turnover in the industry in general is considered high mainly because workers do not want to work hard, and many find better jobs and pay opportunities in the Gulf region. Gulf countries are interested in hiring Jordanians and offer them good salaries.

According to Siyaha Project, "The rapid growth of Jordan's tourism industry is challenged by a dearth of willing and skilled workers." Based on current planned investments and growth rates, the industry is expected to experience a gap of 25,400 workers over the next five years. This threatens to cause a sharp rise in labor costs and a severe decline in the standards of service, which currently do not meet basic standards of safety and comfort at many establishments.

To meet the demand, each hotel by itself according to chain or international standards provides training to workers. Training workers on such issues as how to handle customers, how to smile when answering the telephone and dealing with customers is repeated often to underscore the importance of such attitudes.

There are three types of centers that currently provide training: Vocational Training Centers (VTCs), an international training center, and a Jordanian-based training center. Employers expressed some dissatisfaction with the VTCs, saying youth often graduate with no practical experience.

In interviews with a representative from the Ministry of Labor, it was explained that efforts are being made to work in closer collaboration with VTCs and the USAID-funded Siyaha Project to improve the VTCs by upgrading the curriculum. However the current challenge is the availability of qualified trainers. Thus, efforts are now directed to train more master trainers.

One of the training providers includes selected secondary or Tawjihi level hospitality schools. Employers described these types of providers to be very poor in terms of content taught. Also, the curriculum needs to be updated to reflect current standards of the industry, and a practical application of such skills needs to be offered.

It is important to note that Jordanian society tends to depreciate jobs at hotels and to considers them to be degrading, especially for females. This perspective encourages employers to consider hiring foreign labor to fulfill such positions. Unfortunately, this societal view is hindering the development and growth of the sector.

Interviewees emphasized that awareness campaigns should be carried out to overcome the general negative perception of the tourism sector among Jordanians. Vocational centers and community colleges also need to get the message across to Jordanians countrywide about the importance and benefits of tourism. Also campaigns need to be developed to alert those who live near tourist areas of how they can support the local tourism experience and encourage the establishment of tourism-related businesses.

Employers highly recommend that training at such centers should include training on writing and reading English, appearance, basics of hospitality skills, include offering a form of internship to apply skills learned and training to keep a positive attitude throughout the job.

Figure 46: Positions in Construction Arranged by Minimum Education Requirements

	Painter	Metallurgy	General Worker/ Bill Boy	Guard/ Foreman	Kitchen Workers (Waiters)	Electrician	Heavy Machinery Operator	Plumber
Technical Skills	Painting	Metallurgy	None	None	Cooking courses, prior experience	Electrician	Specific Drivers License	Plumbing
Non-Technical Skills	Responsibility Take work seriously Work ethics Loyalty Motivation	Responsibility Take work seriously Work ethics Loyalty Motivation	Responsibility Take work seriously Work ethics Loyalty Motivation	Responsibility Take work seriously Work ethics Loyalty Motivation	Work ethics Punctuality Loyalty Motivation	Sense of responsibility Take work seriously Work ethics	Responsibility Take work seriously Work ethics Loyalty Motivation	Responsibility Take work seriously Work ethics Loyalty Motivation
ICT & Language	Arabic	Arabic	Arabic	Arabic	Arabic	English & computer skills not needed/ but good if available	Arabic	Arabic
Education Requirement	High School or Less	High School or Less	High School or Less	High School or Less	High School or Less	Vocational Training	High School or less Course/ training on how to operate machinery	Vocational Training/ High School or Less
Gender Preference	Males	Males	Males	Males	Males	Males	Males	Males
Monthly Salary	460	520	200	300	500	400	360	460

Profile of the Construction Sector. Companies under the construction sector have various grades and classifications according to the Jordanian Contractors Association and the Ministry of Housing & Public Works. Grades range from 1 through 6, the bigger the company the lower the grade. Companies are classified depending on their work specialization: buildings, electro-mechanical, bridges and underpasses, roads, and water and sanitary.

This sector is clearly growing. In 2008, the number of contractors reached a high of 1740, up from 1157 in 2006. There are more than 50 registered and active real estate development companies in Jordan, according to the 2008 annual report of Jordan's Contractors Association.

In spite of the global recession, construction continues to be a growth industry in Jordan although at a somewhat slower pace. Currently, development projects in Jordan worth $50 billion are projected between 2005–2011, according to the 2008 Annual Report of Jordan's Contractors Association. The construction sector is operational in all YWJ target areas (Amman, Zarqa, Irbid, and Ma'an) except the Jordan Valley.

The RCA team met with five of some of the country's largest construction firms. As explained by business owners, a construction site typically consists of three main phases:

1. **Skeleton Works:** This entails heavy lifting of stones, building steel structures, and laying the cement and ground work. This phase is considered to be highly labor intensive and is considered unskilled labor. This type of work is mostly dominated by foreign labors (e.g., mainly Egyptians).

2. **Electromechanical Works:** This entails electrical works, pipe fitting, plumbing, cable laying, system installation, drainage works, Heating, Ventilation, and Air Conditioning system installations, testing and

Figure 47: Positions Arranged According to Higher Educational Requirements

	Mechanical & Electrical Engineer	Quantity Surveyor	CAD Operators	Secretaries	Safety Officer
Technical Skills	Engineering	Finance & accounting background & programs	Specific computer program	Computer Typing (English & Arabic)	Safety & Security Courses, first aid courses
Non- Technical Skills	Responsibility Take work seriously Work ethics Loyalty Motivation Punctuality	Responsibility Take work seriously Work ethics Loyalty Motivation	Responsibility Take work seriously Work ethics Loyalty Motivation	Responsibility Take work seriously Work ethics Loyalty Motivation Punctuality	Responsibility Take work seriously Work ethics Loyalty Motivation
ICT & Language	Must have both English and Computer skills (to keep up with international developments & standards and to read manuals & instructions)	Must have both English and Computer skills (to keep up with international developments & standards and to read manuals & instructions)	Must have both English and Computer skills (to keep up with international developments & standards and to read manuals & instructions)	Arabic/English & basic computer skills	Arabic
Education Requirement	Minimum 4 year undergraduate degree / vocational training	4 year engineering degree, or 2 year diploma + experience	2 year diploma + CAD specialized courses	2 year diploma or a language degree/ 4 year degree	Military or police experience, safety and security courses
Gender Preference	Males	Males	Males	Both	Males
Monthly Salary	300-500	900	700	325	400

running equipments and power systems. These jobs are considered "skilled labor" and are mostly dominated by Jordanians. Maintenance work is considered to be a part of this occupation.

3. **Finishing Phase:** This entails tile laying, painting, false ceilings, gypsum boards and dry walls among others. These jobs are considered labor intensive and semi-skilled and are usually dominated by foreign laborers.

Based on interviews with employers, Figures 46 and 47 were prepared summarizing labor needs in the construction trades. They show the types of positions available in construction with minimum educational requirements and the occupations available in construction with higher educational requirements.

A consistent message from all employers is that there are numerous job openings but they find it difficult to hire Jordanian young people. The first group of positions listed under phase I and phase III of the definition above (e.g., tile laying, painting and metallurgy) are almost always filled by foreign laborers.

The reasons most employers said that they could not fill these job openings with Jordanians was cultural. That is, most Jordanians do not feel that these jobs are prestigious enough for them and those in these occupations were often looked down upon by society. In addition, another employer mentioned that some Jordanians are not willing to work in physically demanding jobs.

Another occupation that two companies had a hard time filling was for quantity surveyors. One company mentioned that they have been looking to hire someone for this position for two months and had only just recently been able to fill this position. Another company mentioned that they were also in constant need of quantity surveyors. The problem they faced was that not a lot of Jordanians consider this specialty, even though the education requirements for it are reasonable (course or 2 year community college diploma and some experience).

To meet the demand of skilled personnel, some companies offered in-house training for employees while others preferred to hire trained and experienced employees. Three companies mentioned that they provide on-the-job training, but this is mostly due to the fact that the employees that they hire are not fully qualified — employees. They often come in with 60% of the qualifications and the company needs to contribute the remaining 40%. The other two companies said they don't offer any training for employees.

All of the companies interviewed were unimpressed with the level of training provided by the Vocational Training Centers (VTC) and the National Company for Training & Employment (NCTE). They complained that the training period is not long enough to qualify the youth. More practical rather than theoretical training is needed and that most of the material / syllabi is outdated. Using the scale of one to five (5= excellent, 1= poor), the companies ranked a (3) for the VTC and (1&3) for the NCTE. This suggests that the quality of the centers do not match the needs of the companies in the industry.

All companies interviewed shared similar recommendations for youth and for vocational training centers on how to improve their quality and meet the construction industry's needs for skilled employees. These include:

- Offer longer periods of technical training with an emphasis on a practical application of knowledge and skills
- Constantly update all syllabi used at centers to keep up with international standards, especially with regards to electrical engineering
- Provide intensive English language training because all manuals are now in English, and because there are a lot of international developers who use English as their work language with Jordanian companies on construction projects
- Provide intensive life skills training including: communication, teamwork, career counseling and guidance, work ethics, and motivation
- Educate Jordanian children while they are still in elementary schools so they understand that construction work is reputable and not shameful, and that it is for everyone, and that decent money can be made from working in this sector

Beyond the challenge of hiring qualified employees, another issue was the turnover of employees. In general, the companies interviewed had different experiences. Three firms mentioned that they do not have a problem

of turnover among employees while two other companies stated this is a problem for them, and yet another firm was not sure if turnover was a problem for them or not.

One particular company attributed the high employee retention level they enjoy because of the way they treat their employees. The company has employees commuting from all over the country including those from such distant areas as Zarqa and Ajloun. To encourage a high level of dedication to the firm among employees, the company offers a stipend for both transportation and mobile phone bills. In addition, the same company has a formal program to actively promote employees. Another firm mentioned that over the years they have established a stable pool of employees with whom they work regularly on new projects.

Companies that did have high turnover mentioned that employees leave due to unrealistic expectations of the job, dissatisfaction with the salary or benefits, better offers from other companies and because employees did not want to work hard.

Two of the employers shared with us their opinion regarding a new labor law that makes it more difficult for Jordanian companies to employ foreign laborers. They complained that although it is good to hire locals, the locals do not have the know-how and skills to fill construction positions. By making it difficult to hire foreign laborers, the companies were suffering financially.

On the other hand, other companies were optimistic and stated that this law will not affect their work, because no matter how stringent the Ministry is on hiring foreign labor — there will always be an abundance of foreign laborers in Jordan. This is the perspective of business owners: financial rewards and making sure a business is running are a priority, then comes making sure that locals are hired.

In terms of hiring prospects, the five companies interviewed said they were growing. Only one firm, however, suggested that they were stable. When asked about hiring in the near future, all said they are always in constant need of hiring qualified employees. When further asked for specifics regarding the estimated number of new hires over the next 12 to 24 months, one company said they will be hiring 400 workers, another said 20, and another four. The remaining said that it would depend on the number of projects they would be taking on and were non-committal.

Profile of the Business Process Outsourcing Sector. After meeting with several experts, the topic of call centers and business process outsourcing came up frequently as a promising "sunrise" sub-sector under the ICT (Information and Communication Technology) sector for its potential to employ many young people. Two companies were selected to be interviewed for this section.

A representative from USAID SABEQ provided an explanation of this sector and what it generally entails. In Jordan, there are three main sub-sectors of the outsourcing business:

- BPO (Business Process Outsourcing) such as banking services dealing with credit cards
- ITO (Information Technology Outsourcing) providing IT support
- KPO (Knowledge Process Outsourcing) in which professionals such as doctors, lawyers, and engineers offer their expertise to other firms outside the country

For youth targeted by YWJ, job opportunities seem to be in the first two sub-sectors of the outsourcing business. According to a study done by an international management consulting firm, A. T. Kearney, which analyzes and ranks the top 50 countries in outsourcing activities, Jordan was ranked among the top 10 countries as a potential for BPO due to its competitive levels of affordable office space, low tax costs, and well educated people.

The two selected companies offer a different range of services:

- 80% of Company A's current work in Jordan falls under call centers. They perform part of a client's business that involves handling calls, for example, handling customer complaints over the telephone.
- 100% of Company B's work is operating as a business outsourcing company where they are responsible for performing a process for another business company such as booking and selling flights for an airline company.

The BPO sub-sector is most active in Amman, Zarqa and Irbid.

Although BPO companies are mainly located in Amman, Company A has established a center in Zarqa to be operated by women. Currently they are looking to hire 25 female employees. In the coming few years, they are planning to operate an office in Irbid, hiring a maximum of 400 employees. Company B also currently operates in Amman, but is looking into setting up a second office in Amman that has the capacity for hiring 1000 employees, and expects to be operating in Irbid in the coming few years as well with a maximum hiring capacity of about 700 employees.

In Irbid, the Development Zones Commission (DZC) is in its final phase of building "smart buildings" to host the ICT service companies. Projected completion will be in 2010. In that regard, the DZC is offering tax incentives, discounted rent prices, and other incentives to attract investors to start BPO operations in Irbid.

Based on interviews with the two employers, Figure 48 was prepared outlining the requisite qualifications for new hires in the BPO sub-sector:

Figure 48: Potential Jobs for YWJ Youth in Business Process Outsourcing

	Phone Operators/ Customer Service Representative	Outsourcing Operations Phone Representatives
Technical Skills	Phone Etiquette Customer Service	Phone Etiquette Customer Service
Non- Technical Skills	Punctuality Work Ethics Hygiene	Punctuality Work Ethics Hygiene
ICT & Language	English Arabic Basic Computer Skills	English Arabic Good Computer Skills (comp skills mandatory)
Education Requirement	4 Year Undergrad (or still studying) (if high school students are qualified, they make exceptions & hire)	Employees must have a minimum of 4 year bachelor degree for Community college they might make an exception)
Gender	Both	Both
Monthly Salary	400 in Amman / 200 in Irbid	300–350

Both companies provide in-house training on how to use the equipment and answer calls, phone etiquette etc. The duration of the training ranges from 1–3 weeks. Training sessions are also conducted by client companies contracting with a particularly BPO company. The training is specific to the needs of the client company (e.g., banking, airline, technical support) and the duration of the training ranges from 4-8 weeks.

Both companies agreed that a good command of the English language by employees is preferable; however finding qualified candidates is extremely difficult. For that reason, both companies ranked 3 on a scale from 1-5 (1 being very hard, 5 very easy) on hiring qualified young people.

One of the companies is working with USAID's SABEQ Program to develop an English language training manual that provides industry specific words and phrases. While it will not be a full English language course; it will be a training for employees on specific English words and phrases that cover a specific industry.

Both companies agreed that the spoken Arabic dialect in Jordan is an added value for their companies because it is neutral. This is an advantage for reaching clients and investors in the Gulf region because the Jordanian dialect is understood by all Arab countries.

With regard to turnover, both companies' have similar rates. But since they are both new companies, they were unable to give exact reasons for why youth leave. They were able to give a few indications based on what they have seen so far.

When young people decide to take another job, many consider the position temporary at the BPO and just as a stepping point for them to figure out what they want as a career, since they don't consider this as a lifelong career.

To develop and advance this sub-sector as a prospective job opportunity, companies suggested the benefits of 1) having government support in attracting business investors to Jordan; (2) having the government subsidize any training to prepare young people for jobs in the industry; and (3) launching public awareness campaigns to attract more people to apply for positions in this industry since this is still a new concept in Jordan.

Profile of the Agriculture Sector. The agricultural sector in Jordan covers a wide range of unskilled or low skilled jobs including tractor drivers, planters, weeders, fumigators, irrigators, harvesters, graders, packers, and produce transporters. This sector is mainly located in the Jordan Valley area.

Presently, the agriculture sector is in a growth mode, covering 4% of Jordan's total GDP as of the end of 2008. It enjoyed a brisk growth of 19% in the first quarter of 2009 compared to the first quarter of 2008. Yet while the present growth is vigorous, potential jobs of young new hires appears to be quite limited. Most jobs in agriculture are for unskilled labor and almost all work is performed by non-Jordanians because of very negative attitudes among Jordanians in general toward manual labor. Not only is the physical work demanding but benefits are nonexistent. Employers are not obliged to pay health insurance nor social security.

To appraise job opportunities, the RCA team took a geographical approach for job opportunities in the Jordan Valley rather than a sub-sector approach focusing specifically on agriculture. (See the following section).

Geographical Approach in the Labor Assessment. The RCA team had anticipated assessing promising jobs for young people ages 18-24 in specific sub-sectors of packaging, healthcare, tourism, and business process outsourcing, as described above. However in two target areas of YWJ — Jordan Valley and Ma'an — the RCA team had to take a geographical area-based approach to assess labor demand because no clear sub-sectors appeared to be operating in these two target areas as in East Amman, Zarqa, or Irbid. A description of the RCA team's appraisal of job opportunities in Jordan Valley and Ma'an follows.

Jordan Valley. While the Jordan Valley has a rich and fertile soil with a unique climate, the scale of industry in this area is still at a stage where the demand for qualified labor is limited. The majority of work in agriculture is for unskilled labor and the demand is mostly filled by non Jordanians. Jordanians, especially the young, have no interest in farming because it involves hard physical labor and does not offer such benefits as health insurance or social security.

A vocational training center was opened in August 2009, so there is no feedback available on its performance at this time. However, employers believe training should be provided to the youth regarding the design of irrigation systems, cutting skills, packaging fruits with the highest standards and branding the packages as a marketing tool.

Most local people with jobs work in government and/or military. Those who work in the private sector are fewer in number, and they either work in a mini market selling baskets, or work as taxi drivers and bus drivers.

Interviews with municipality leaders were conducted by the RCA team to understand further the jobs in tourist areas where mineral water exists. Currently one source only hires ten people and only in the winter when tourists come to visit. However, this is a potential enterprise that could soon attract investors to build new hotels and will eventually hire more local people.

Some females in the Jordan Valley area have been able to get jobs in the industrial zone in Irbid, mainly in clothing and textile companies. However they need to commute about 25+ minutes away every day.

There is strong potential for small businesses to emerge in the agro industry, such as processing of tomatoes, potatoes, dates, asparagus and the canning of different vegetables and fruit concentrate production. This could include creating marketing firms to promote specific agricultural products.

Ma'an. A geographical area-based approach to assessing labor demand was taken as there is no clear sub-sector or sectors operating in the target areas as were found for East Amman, Zarqa or Irbid. To gain a sense of labor needs over the next several years, meetings were held with the Ma'an Development Zone and South Company to understand the status of current and future investments as they relate to labor. Based on the feedback received, several companies were interviewed in an attempt to get a quick appraisal of emerging opportunities as they relate to youth employment.

In general, the Ma'an area is:

- Closest to Aqaba (110 km), Saudi Arabia (125km), and Iraq (400 km); and has direct access a specialized cargo highway that directly connects Jordan to Saudi Arabia and Iraq.
- Rich in natural resources in commercial quantities from silica (high quality), kaolin, zeolite, clay and many others.
- Hosts the King Hussein Bin Talal University with more than 7000 students (2007).

The Ma'an Development Area spans over 8.75 km² in the vicinity of the city of Ma'an and is targeting for growth in the following areas (please note that future rapid assessments should appraise the extent to which investments in these areas have resulted in functioning companies and new employment opportunities):

- Manufacturing of building and construction materials;
- Exploitation of renewable (solar and wind) energy potential;
- Research & Development center;
- Minerals;
- Marketing related manufacturing industries.

The RCA team met with three with job opportunities that appear to be promising over the next 12 months:

Company A (Leather company). This newly established company will shortly be producing leather products such as bags, shoes and jackets. The company is projected to start by the end of 2009. Management is planning to hire 100 to 150 employees in the coming 6 to 12 months. In terms of skilled labor, the greatest demand will be in operating machinery.

Salary ranges will be between JD 250-300. Technical skills needed are electrician work, mechanical work, and maintenance, while life skills are mainly work ethics, personal responsibility and teamwork. The minimum education required for such positions is a two year diploma and there is no gender preference.

Training is currently provided within the company by Indian experts in different lines of production. The factory will update its techniques according to European standards in the coming two years and will need training to meet this new set of standards. The factory's management emphasized that youth need to be patient and responsible to work in such positions.

Company B (Glass company). This company produces mainly coated glass following American/Canadian ISO standards and production, which is projected to start toward the second quarter of 2010. The factory is now hiring nine in the management, five technicians and fifty unskilled workers (secretary, packaging and customer service workers) and planning to hire 150 employees in the coming 6 to 12 months. Packaging technician, customer service, secretary, sales person, and mechanical technician are the most wanted jobs. The factory has faced challenges in hiring qualified engineers with experience. Those engineers living in Amman are not willing to reallocate and work in Ma'an.

Company C (Contracting Company). This firm has been contracted to work with the Ma'an Development Area (MDA. It is a smaller sized company with only 6 full time management staff, and almost fifty employees that work with them on the technical and unskilled positions at construction sites.

As defined by this company, an unskilled laborer is considered to be the person who carries the building blocks, and for this company these positions are always filled by foreign laborers. Another position that the company considers to be unskilled is being a site "Guard". Leadership of the company highlighted that Jordanians want to fill this position although the pay is very low (JD 200) relative to other positions (other positions reach up to JD 520). Jordanians seem to like to work as guards because the position requires the least amount of physical labor.

All the technical skills required for construction such as tile laying, plumbing, metallurgy, painting are difficult to fill with Jordanian workers. Company leaders believe Jordanians do not want to work these positions because they do not feel they are sufficiently prestigious.

Youth Perspectives on Employment. In addition to interviewing prospective employers in the identified sub-sectors about their employment needs and the skills required to fill those jobs, the RCA team conducted youth focus groups that included males and females from all three age groups (ages 15-17; 18-20; and 21-24) in the target areas. They were asked whether they were willing to enroll in vocational technical training for six months, after which they would be linked with jobs within the coming year. Generally speaking, young people, both males and females, whether they enthusiastically agreed or opposed the idea of enrolling in such a training program, provided similar reasons across all target areas. The following points summarize their perspectives:

- According to male and female youth, parents would likely oppose enrollment of their female daughters in vocational training.

- Proximity and availability of transportation of training location would play a big role. This was most notable in Jordan Valley where there is little available transportation and no major private sector establishments in the area except for the industrial zone. According to youth in Jordan Valley, most workers are foreign workers.

- The availability of viable jobs after training is what mainly determines the readiness of young people to enroll in such a program and whether or not their parents would allow it.

- The construction and hospitality sectors are the most appealing to males. However, especially among the younger age groups who are currently working, young males expressed their concerns and doubts about being placed in a good job with a possibility for professional advancement and handling responsibilities as their experience in the workplace has proven otherwise.

- The hospitality sector is esteemed among young people as they recognize it as a sector with good wages, clean work, and possibilities for advancement. However, females said that the hospitality sector is still viewed by many adults in their communities and families as highly socially inappropriate for females and that their parents would not allow it.

- Young people in Amman, Zarqa, and Rsaifeh gave mixed feedback on the packing and packaging sub-sector. But in general, it was identified in Rsaifeh as a sector suitable for females, given that the workers in the factories are predominantly female.

RECOMMENDATIONS:
YWJ Component 1: Life, Employability and Entrepreneurship Skills for the 21st Century

Recommendations for community-based YWJ activities in this component are provided for each of three groups of young people: working youth, those that are unemployed, and those that are inactive. We have also provided a set of more broadly applicable recommendations regarding the improvement of training and placement in these areas.

Unemployed Youth

- **Priortize Youth that Want to Work but Can't Find Jobs.** CNGO-supported programming should give priority to this segment of the population — that is youth who want to work, but have not found work. In IYF's experience, they are the most receptive to youth employment programs since they are eager to work, but are having trouble finding a job. The ability of these youth to find work and progress in their work lives is impeded by the fact that 64.1% have less than a secondary education and as mentioned below, lack the contacts and skills to find good jobs. To this group of youth of most likely "customers" of YWJ employment programming, one should add working youth for the reasons mentioned below. Without a secondary education and market-ready skills jobs, they are strong candidates for second chance programs[16].

- **Provide Needed, Market Driven Skills:** Rigorous adherence to quality training, centered on the needs of prospective employers, will better ensure success in finding jobs. Programming designed by CNGOs and implemented by CBOs to increase the employment prospects of youth targeted by YWJ should therefore include the following elements. IYF has tested these elements in countries throughout the world in school and non-school settings, and concluded they are effective in increasing youths' chances of finding decent jobs with a future.

16 For more on second chance programs see the World Bank Development Report 2007, *Development and the Next Generation*.

- Clear targeting and selection mechanisms to ensure youth have the requisite skills and motivation for employment training and a strong orientation process so youth understand course requirements and begin to identify their areas of interest.

- Use of labor market information to inform the development of the curriculum and to continually update market intelligence so that training content is current and relevant

- Integrated and comprehensive training that includes technical and non-technical content. Technical content typically includes knowledge and skills required by a particular occupation and technology skills. Life skills and job seeking skills would comprise the non-technical elements. These two areas of content are of equal importance and should be treated as such by CNGOs in program design and then program directors and instructors in program implementation.

- Modules or courses in basic education should be integrated for youth who are weak in basic numeracy and literacy. For participants who lack a secondary school diploma, there should be a mechanism for them to take equivalency courses so they can finish their high school requirements during or after their training cycle.

- Internships or some form of real work experience should be integrated by YWJ subgrantees as part of the training so youth hone their skills and also develop links with potential employers.

- Job placement services for youth should be provided as an integral part of CNGO supported efforts to help match young people's skills and interests with employers and vice versa. Job placement services should be offered during training and after training and may include job fairs, counseling, testing for competencies, and involving employers in training.[17]

- **Seek Innovative Approaches to Address Gender Issues:** The issue of gender and work needs to be examined more closely and creative approaches should be explored in this area by YWJ. From the RCA findings it is clear that females are less likely to be working and more likely to be inactive. Nonetheless, if females want to work, they are able to find work and have lower unemployment rates. Similarly, the research conducted with employers suggests an openness to hiring females. Therefore the impediments appear to be more from the perspective of the young women themselves (e.g. "I cannot do that type of work or they won't hire me") and their families.

  In working with girls and young women, YWJ programs need to stress that they are can compete for good jobs and employers are willing to hire females if they are qualified. Activities should be explored that build confidence among young women as well as expand their knowledge of accessible and appealing opportunities available. These activities could include life skills training; leadership training linked to service/learning community projects; ensuring young women have active leadership roles in projects; mentorships with successful female professionals; and role modeling with female professionals in sectors that may be seen as less appealing. Similarly, awareness raising events with young women and families on professions/sectors should be explored, as well as site visits to offices or job locations for families and young women to see that the workplace and job are safe and appealing.

Working Youth

- **Supporting Equivalency Degrees:** The percentage of working youth with less than a high school education (as high as 95% of working youth in Al Mshairfyeh, for example) is a critical problem which should be addressed through YWJ. It is a well known fact that youth without a high school diploma, are unlikely to secure progressively better jobs and increase their earning potential. In the short term, YWJ CNGO's should explore ways in which to increase these youths' level of formal education while they are working. This may involve equivalency courses offered during work hours or non-work hours so these youth may earn their high school diploma. Such efforts will of course necessitate consultation with relevant government authorities including the Ministry of Education and examination of current approaches in other programs.

- **Promote Fair Wages and Decent Jobs:** YWJ targeted youth, on average, earn low wages, especially when the amount of hours they work per week is taken into account. Addressing this problem is difficult

17 For more tips on how to involve employers and organize job placement services please consult IYF website (www.iyfnet.org) for an IYF Field Notes entitled *Working with the Business Sector to Advance Employment* and the *Executive Summary of the Final Report of the Entra21 Program Phase I: 2—1-2007*.

as long as employers do not feel compelled to pay youth the minimum wage or for overtime work. It appears that private sector employers have a lot of latitude in what they require in terms of number of hours of work and how well they compensate youth. The fact that many firms hire foreign labor who may be willing to work for minimum wage or less and longer hours, makes it harder for poor Jordanian youth to insist on a fair wage.

In designing programs, CNGOs should seek innovative approaches to educate youth about their labor rights and responsibilities. This includes integrating training into programs about what steps to take if young people feel their contracts are not fair or labor laws are being violated by their employers. Training programs for youth should also include teaching them how to negotiate work contracts. This will help ensure young people are realistic about what they can expect in terms of wages and benefits, on the one hand and are able to fully represent their interests, on the other. In terms of fair wages and benefit packages, the more youth are educated and equipped with marketable, technical skills, the greater the chances of them to compete for good jobs and for the market to move toward providing more favorable terms and decent pay. Similarly, CNGOs should look to regularly track information about the experience of young people in negotiating contracts and when labor disputes arise. Such practical experience can be very helpful in advocating for new policy approaches to help address challenges.

- **Develop Stronger Career Information and Counseling:** While expressing satisfaction with their current work, youth also indicate feeling ill informed about other occupational options and lacking a sense of any type of career path. This suggests that youth from these neighborhoods have little to no access to job counseling services where they can assess their skills against labor demands, set goals, and identify the types of skills and credentials they lack in order to get better jobs. In the absence of job counseling and retraining it would appear these youth are destined for dead-end jobs.

  Ideally these services are available to youth while they are in school. This is not sufficient, however, and therefore these services should be made available at the community level by YWJ actors. In designing work counseling services for youth, CNGOs and CBOs, working in a cross-cutting fashion across communities, need to involve youth to make sure these services are welcoming and effective, e.g. youth friendly. IYF experience from other countries suggests that existing employment services tend to be staffed by people who do not know how to relate to youth, do not use technology effectively, and tend to lack up-to-date information on what type of work is available (e.g. they have poor to no connections with employers, particularly private sector employers). CNGOs and CBOs should accordingly design programs to ensure employment offices have staff specialized in the young worker and well informed about the requirements and realities of entry-level jobs. These offices (and the staff supporting them) also need to be very skilled in working with young women so that they respect family concerns but are also open-minded about women's abilities and work options.

Inactive Youth

- **Further Explore Options to Engage Inactive Young Women.** The largest segment of the youth is economically inactive, consisting of youth who are not working and not looking for work. A large portion of these young people are still in school. While generally outside the scope of YWJ activities, other stakeholders should place attention on ensuring this cohort should be focused foremost on ensuring that economically inactive youth who are in school complete their secondary education and ideally, get a technical degree in viable occupational fields.

  For the segment of the inactive who are not in school, YWJ programming options are undoubtedly more elusive. This group constitutes about 18% of all youth and the overwhelming majority is female, over the age of 18, who report working at home and taking care of household responsibilities. It is not clear from the findings whether these young people seek to change their employment status and acquire more skills. Further exploration of the interests and motivations of this segment of young people is recommended before funds are invested in programming activities. CNGOs and CBOs should also seek creative approaches in this area that can be further tested. More generally, the extent to which these young women transmit to their children a sense of their potential to be educated and the ability to develop a productive work life is also worthy of further reflection to avoid a culture of low human capital and aspirations. Training modules in this area might be considered under other components of YWJ focusing on the provision of youth-friendly services.

Improving Training Models and Linkages with the Market

- **Find ways to Coordinate and Integrate Business into Training Approaches:** Across YWJ target communities, there is a remarkable gap between what employers seek in their new hires and what educational and training institutions offer to youth. CNGO and CBOs designing training programs under this YWJ component must make drawing these connections a top priority, which will require coordination between businesses, education planners (formal and vocational), and local officials. In particular, CNGOs designing programs should seek to integrate business perspectives throughout the training process. This includes developing minimum qualifications for training programs, developing relevant curriculum, customizing and teaching life skills programs, supporting technical training modules, and providing internships and other on-the-job training opportunities. This is not a call for more bureaucracy, but rather for agile mechanisms to link those who hire with those who train/educate. An added benefit to developing close connections with employers in the training phase is more likely support in job placements, as businesses are knowledgeable about and more comfortable with the youth trainees for full time employment.

- **Upgrade Vocational Training Centers and Non-formal Training Centers.** CNGOs and CBOs will need to focus heavily on supporting and providing technical or vocational training programs to meet the needs in growth sectors identified by the RCA. In designing these programs, it will be important to heavily focus on improving the quality of training already being provided — given RCA findings and current perceptions about such training. In particular, Vocational Technical Training Centers' teaching pedagogies, curricula, facilities and equipment should be significantly upgraded, and closer linkages need to be developed between training providers and actual market needs. Significant efforts appear to have started with other stakeholders in this area, and partnerships and synergies to maximize collective impact of development programs should be explored.

- **Spread Accurate Information and Knowledge about the Job Market.** Likewise, across YWJ communities, youth and their parents need to know about the type of work opportunities highlighted in this report so they can formulate more hopeful and realistic aspirations for their first job after secondary school or vocational training. Parents in particular play a key role in shaping the opinion of Jordanian young people and special emphasis should be placed on "career counseling" for them alongside their children. In this regard, CNGOs should consider approaches to involve parents in portions of career counseling programs, or encourage employers to allow parents to visit job sites and gain familiarity with the type of work being performed and skills needed. Similarly, more contact between business leaders and youth needs to be explored through such vehicles as school expos and the use of technology and commercial media to help shape opinions. Finally, with respect to vocational training programs in particular, CNGO's should explore best practice approaches to improve the perception of parents and students of vocational training and the career options that are available through these educational paths.

- **Regularly update information in Ma'an and the Jordan Valley.** Emerging opportunities in Ma'an and Jordan Valley need to be appraised on a regular basis as opportunities for formal employment are not as clear as in other areas. In Ma'an, where there are few youth to be absorbed and they tend to be more educated, on average, the prospects are comparatively better. The most challenging labor market conditions are in the Jordan Valley, where no sub-sectors emerged as being highly dynamic and able to absorb youth with basic technical skills.

- **Focus on Entrepreneurship.** CNGOs should think seriously about opportunities for self-employment through entrepreneurship across all YWJ communities. More research is needed into the opportunities in the Jordan Valley, in particular, for self employment through the creation of youth-led micro-businesses.[18] The RCA notes a very small degree of youth entrepreneurial activity which suggests a series of impediments — both attitudinal/motivational and material. These barriers need to be better understood in order for YWJ to be effective in helping youth become more risk-taking and prepared to operate their own micro-business/income generating ventures. As such, during their design of subgrant activities, CNGOs operating in all communities should focus heavily on identifying promising sectors for entrepreneurship, the obstacles young people are facing to starting up business, and how to best integrate tested models for supporting self-employment into training programs.

- **Promote Comprehensive Entrepreneurship Programming:** To promote work through self employment YWJ in a cross cutting manner should consider how to integrate into the school and other training curriculums modules to form entrepreneurial attitudes. The same can be said for community-based programs which can offer modules in entrepreneurship and promote creativity and risk taking. In addition, CNGOs and CBOs designing entrepreneurship programs should understand market opportunities and

18 We use this term loosely to mean any business endeavor undertaken by a youth to create work and earn income be it formally or non-formally constituted as a business.

based on this research, find approaches to best counsel potential youth entrepreneurs, provide business advisory services, and provide youth with access to affordable credit. Moreover, substantial assistance should be provided (e.g. through visits, networking, coaching, etc.) during business start ups which can last from one to two years.

- **Integrate Life Skills and Professional Skills Development into Training Programs:** RCA findings indicate a multitude of challenges regarding young people's self perception, confidence and general preparedness for the workforce. This often results in lack of motivation to seek jobs and to integrate successfully in the work environment when lucky enough to find a job. To address this core challenge, CNGO designed training programs must offer life and job preparedness training to young people attending job skills training, to provide them with a competitive edge and help them better integrate into the job market successfully. Life skills programs should meet minimum standards in terms of interactive teaching methods, core competencies addressed, and teacher/facilitator training, among other items. Innovative approaches to keeping young people engaged and practicing their life skills through community service should also be seriously considered.

Chapter 5

AVAILABILITY & QUALITY OF YOUTH-FRIENDLY SERVICES

Introduction. This chapter presents a general overview of the social and cultural services available to youth and the population in general in targeted YWJ communities; to what extent youth were aware of them and participated or enrolled in such services; and an assessment by youth and community members of their overall quality. Both qualitative and quantitative information was gathered by the RCA team to assess these services. Improving the quality of such services and raising the level of their access and appeal to youth — so that they become *youth-friendly services* (YFS) — is a core goal of YWJ, and thus a key focus of investigation in RCA-conducted research.

In its mapping exercise, this report limited its reporting to the general — mostly numerical — findings as the institutional mapping findings are reported in an exclusive and separate computerized report designed and programmed exclusively for RCA's needs and requirements. In general, the defined scope for the RCA mapping exercise targeting available services — including 'youth friendly services' — located in YWJ communities exceeded the geographic scope of YWJ targeted communities. As a result, the RCA team decided to expand the mapping scope on the basis that the actual target neighborhoods were too limited geographically to establish reasonable availability/existence of such services in YWJ targeted communities.

It should be noted that the selection of available and youth-friendly services, as designed in the mapping exercise, reflects YWJ's acknowledgment of the types of services needed by youth. These are: social "safety net" services (parenting and family counseling and NGO-related services); healthcare; cultural and leisure services (public parks/playgrounds, youth centers, and cultural programs); sports; and out-of-school tutoring. It should be noted that religious-related activities have also been tracked in terms of availability, but no further consideration or research was done around the issue of recognition, participation, or quality of such services. It should also be noted that while the mapping covered one of the neighborhoods in the Jordan Valley area (Waqqas) it did not cover the other one (Twal Janoubi) because the latter was added to the list after the RCA team finalized the RCA's work plan and budget.

Key Findings:

- Young people in all YWJ designated areas have extremely low participation rates in services relating to art, sports, and cultural activities, with an average of 5.5%. Broken down by gender, females participated at a much lower rate than males in such activities.

- The availability of these services varies widely, depending upon the area. For example, the number of cultural and leisure activities (youth centers, playgrounds and parks and cultural activities) are high in Amman (57 such services) but far lower in other areas (e.g. 16 in Zarqa and 8 in Ma'an. A very high percentage of youth recognize the presence and availability of healthcare services in their communities across all areas, but few recognize the presence of sports programs in their communities.

- With the exception of Ma'an, religion-related activities scored the highest of all services in terms of the presence of such activities offered in YWJ-targeted areas. However, as stated earlier, those activities were not assessed in terms of their recognition, participation, or quality levels.

- When rating their overall satisfaction levels of programs that do exist, youth rated low to middle satisfaction levels (average about 5.5% out of 10) with healthcare, public parks and playgrounds, and youth centers. They rate family counseling, NGO programs, cultural and sports programs, and out-of-school tutoring slightly higher (averaging between 6-7% out of 10).

- Youth primarily find their mentors, confidents, and role models among their parents, best friends, siblings, and other family members and teachers.

- Low satisfaction and low utilization rates of youth centers and public parks and playgrounds directly impact the quality of free time of young people.

- With higher exposure to the services, youth were finding them less satisfactory (evident in healthcare and public parks and playgrounds); which raises a flag about the quality of these services.

- For youth (especially for females), spending their time at official and widely recognized institutions is important for them to feel safe and protected outside their home and school. For Ma'an especially, for both males and females, it was flagged that at least some activities should be separate for females.

IYF's Perspective on Optimum Youth-Friendly Services. In the past, schools, caring neighbors, extended family members, and parents tended to perform an important supportive role in helping young people successfully transition through the period of adolescence to adulthood. In recent decades, a combination of factors have weakened the informal neighborhood and family supports that young people once had, mainly due to the following factors:

- Higher rates of family mobility;
- In some cases, greater anonymity in neighborhoods, where more parents are at work and out of their homes and neighborhoods for long periods, and in schools, which are becoming larger;
- Extensive media exposure which has now become a dominant shaper of values and influencer of behaviors;
- Greater availability of drugs and alcohol;
- Frequent deterioration of neighborhoods and schools as a result of overcrowding, persistent poverty, and escalating crime.

Thus, more and more youth are living under circumstances that fail to meet their most basic developmental needs — to feel safe and cared for, and to grow up confident and capable.

Typically, youth-friendly services are offered by either government agencies and/or community-based organizations. The types of services range from non-formal/after-school enrichment or tutoring programs; to health and parenting programs; to mixed-media, arts and music programs; and recreation and sports programs. The more holistic providers often present a wide variety of youth-friendly services simultaneously in the same locality.

What are the factors that need to be in place for these services — whether provided by a government agency or a community-based organization — to be considered youth-friendly?

In their approach to young people, youth-friendly services should :

- focus on prevention/promoting growth and positive holistic development;
- offer age, gender, developmentally appropriate activities; and
- involve youth in meaningful ways.

In their connection to local family, culture, and community, such services should:

- involve parents, extended family, significant adults;
- ensure cultural relevance;
- involve the community in planning and implementation;
- work in close coordination and partnership with other youth service providers, whether government or CBO sponsored.

In their organizational commitments to programming excellence and sustainability, such services should:

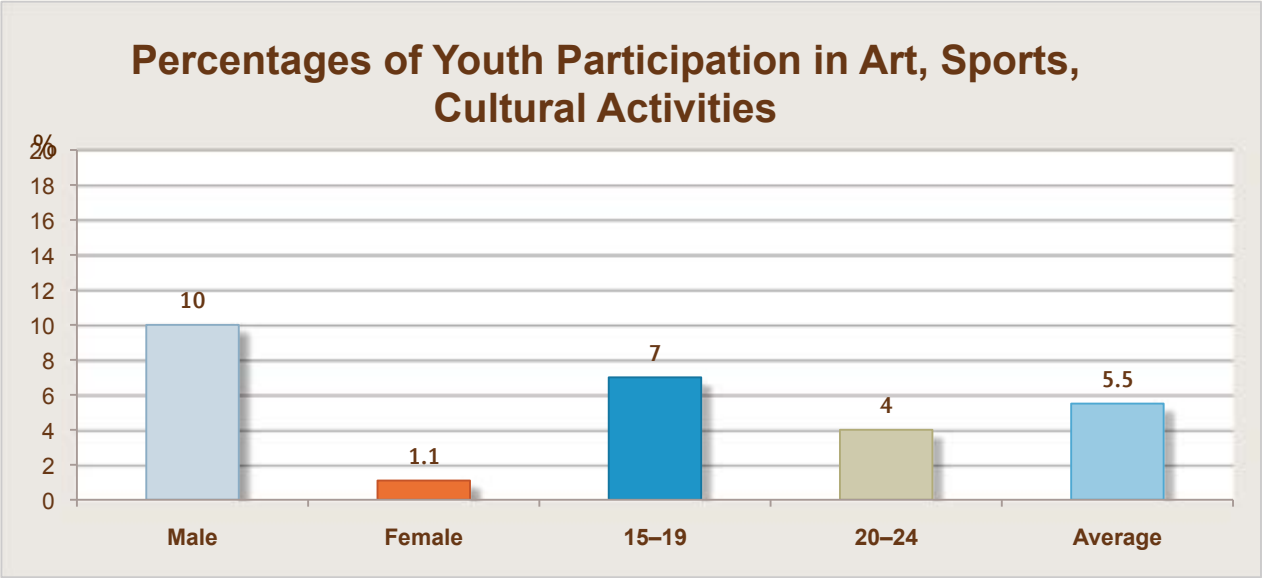
- identify cost-effective ways to achieve program activities, outputs, and outcomes;
- provide monitoring, evaluation, and feedback;
- provide for staff training and development;
- plan for self-sustainability; and
- develop financial, technical, and managerial capacity.

While not an exhaustive list, these are fundamental elements of effective youth-friendly programs. Sustaining

such programs requires a commitment at all levels of society. Beyond the development of sound government policies, YFS require coordinated efforts among the public, private, and nonprofit sectors.

Participation Rates of Youth in Available & Youth Friendly Services (YFS): The rates of youth participation in art, sports, or cultural activities are extremely low (5.5%), particularly among females. Under this subsection, four tables represent the number of institutions found under each type of service. The full details and information gathered through the mapping exercise are available for review in a computerized mapping database.

Figure 49:



It is important to note that the 5.5% participation rate in art, sports, and cultural activities, when broken down by gender, demonstrates a 10% participation rate of males and 1.1% for females. When further broken down, most males reported their membership to be in local sports clubs.

Analysis of Available Youth-Friendly Services (YFS): Mapped Services vs. Youth Utilization. The mapping results, in the set of figures below, display the numbers of youth friendly services under each type that were found on the sub-district level of each neighborhood. The results are looked at side-by-side with youth's recognition of the presence of such services in their neighborhoods.

In general, healthcare services were the most recognized as present by the youth in each area and were found in each area. Cultural programs were the least recognized as present by the young people.

In the following sections, this report will provide a situation analysis of YFS by area:

YFS Situation Analysis — Amman Area. The number of institutions that provide services in Culture and Leisure is greater compared to the other services (57). Yet only 5.8% of the youth recognized the presence of cultural programs; 27% recognized the presence of youth centers, and far larger number (70%) recognized the presence of public parks and playgrounds. Low figures of recognition may mean that available services have not succeeded in reaching out to youth in the target communities. Like most YWJ targeted areas, the presence of religious-related activities is far greater than the other services, as seen in Figure 50.

Figure 51 explains the extent to which youth recognize already existing services in Amman.

YFS Situation Analysis — Zarqa Area. Culture & Leisure in Zarqa recorded a low number in institutional mapping and – in return – youth recognition of the presence of such institutions also returned very low numbers (12.3% recognizing Public Parks & Playgrounds, 15% Youth Centers, and 0.6% Cultural Programs). This finding is distressing as Zarqa — one of the target areas high in population density — seems to lack space for young people to spend their free time and engage in productive out-of-school activities. Again, the presence of religious-related services is far higher than any other activities.

Figure 52 shows the measure of existing services in Zarqa, while Figure 53 shows the recognition of such services in this same area.

Figure 50:

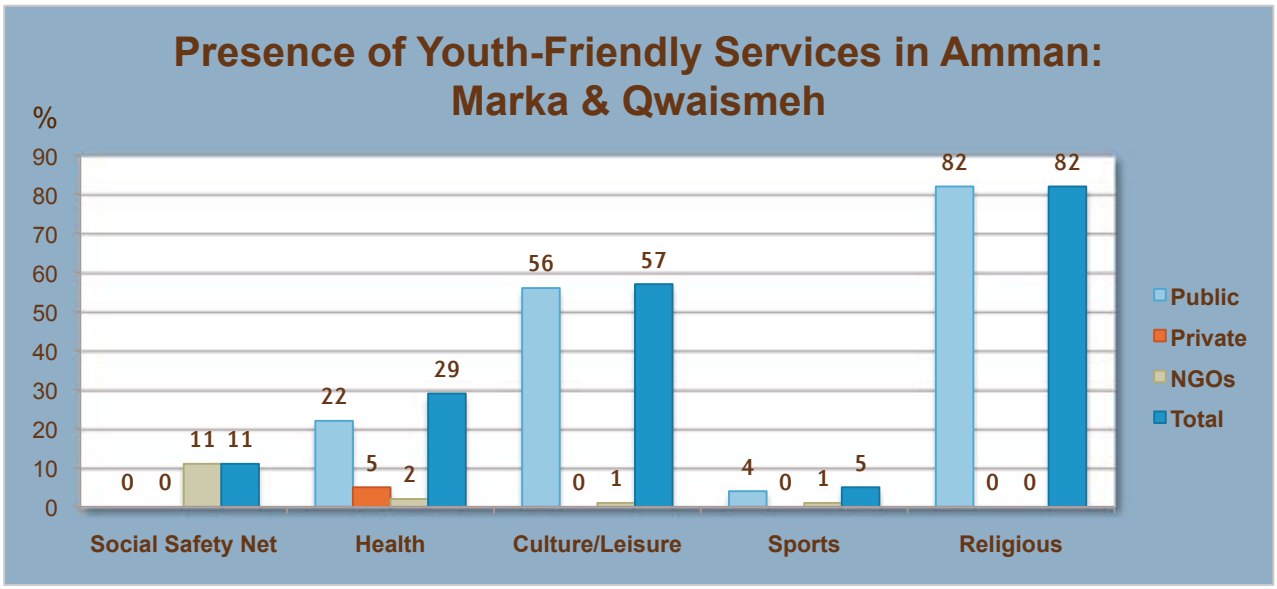
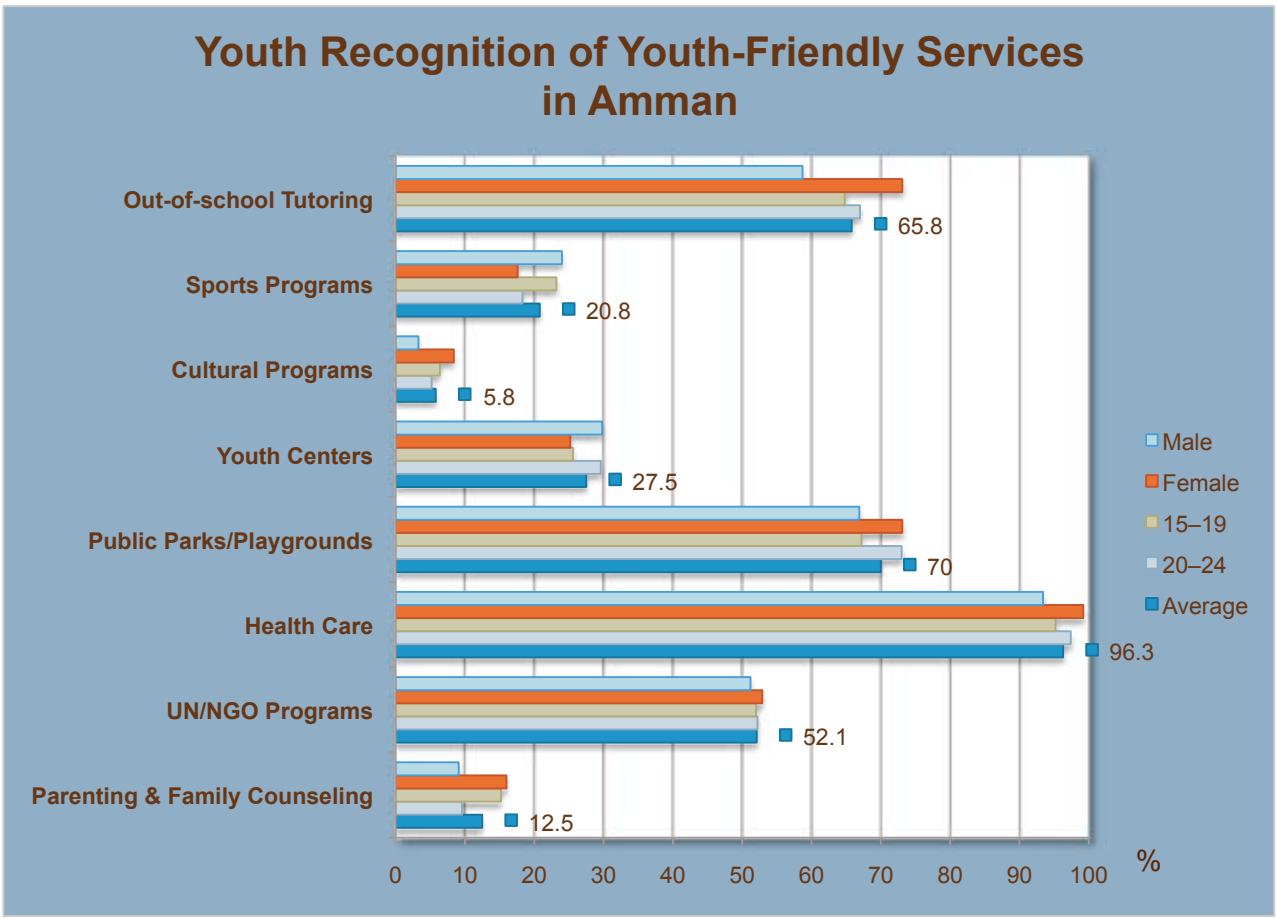


Figure 51:



As shown in Figure 53, young people living in the Zarqa area tend to recognize the presence of available health care services followed by out-of-school tutoring far more than any other type of youth-friendly service.

YFS Situation Analysis — Irbid. In the Irbid area, the service provider type that is the most numerous is religious institutions, followed by culture and leisure, and health, as seen in the next Figure. Sports service providers are few in numbers (15) as are social safety net programs (parenting and family counseling and NGO-related services) which add up to 18.

Figure 52:

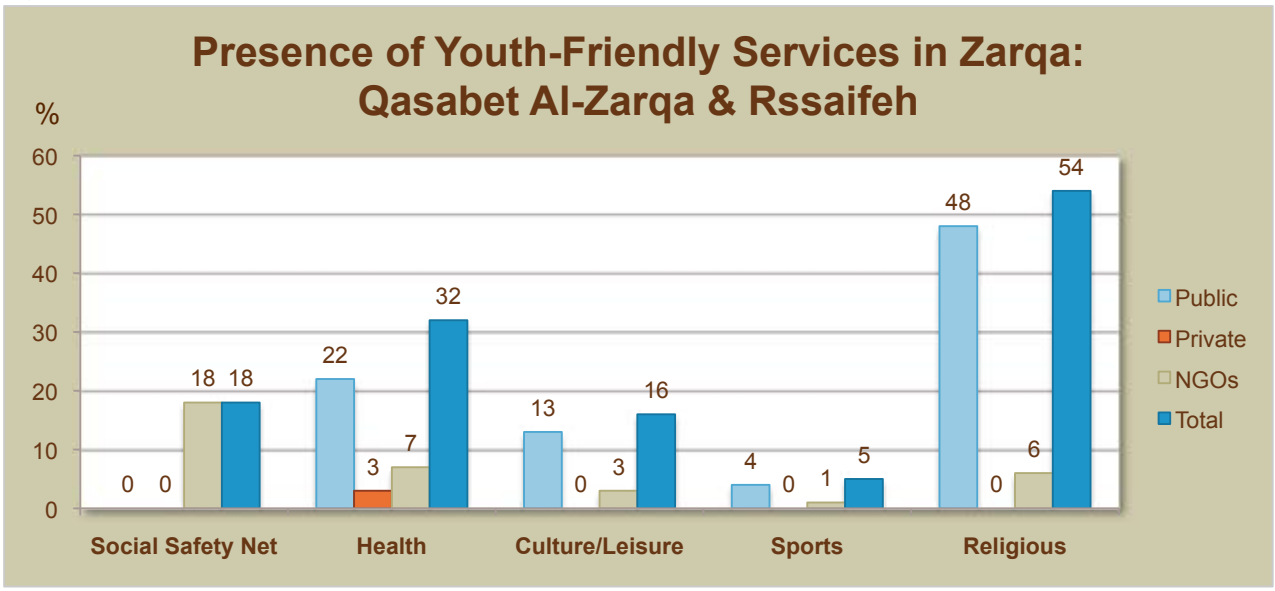
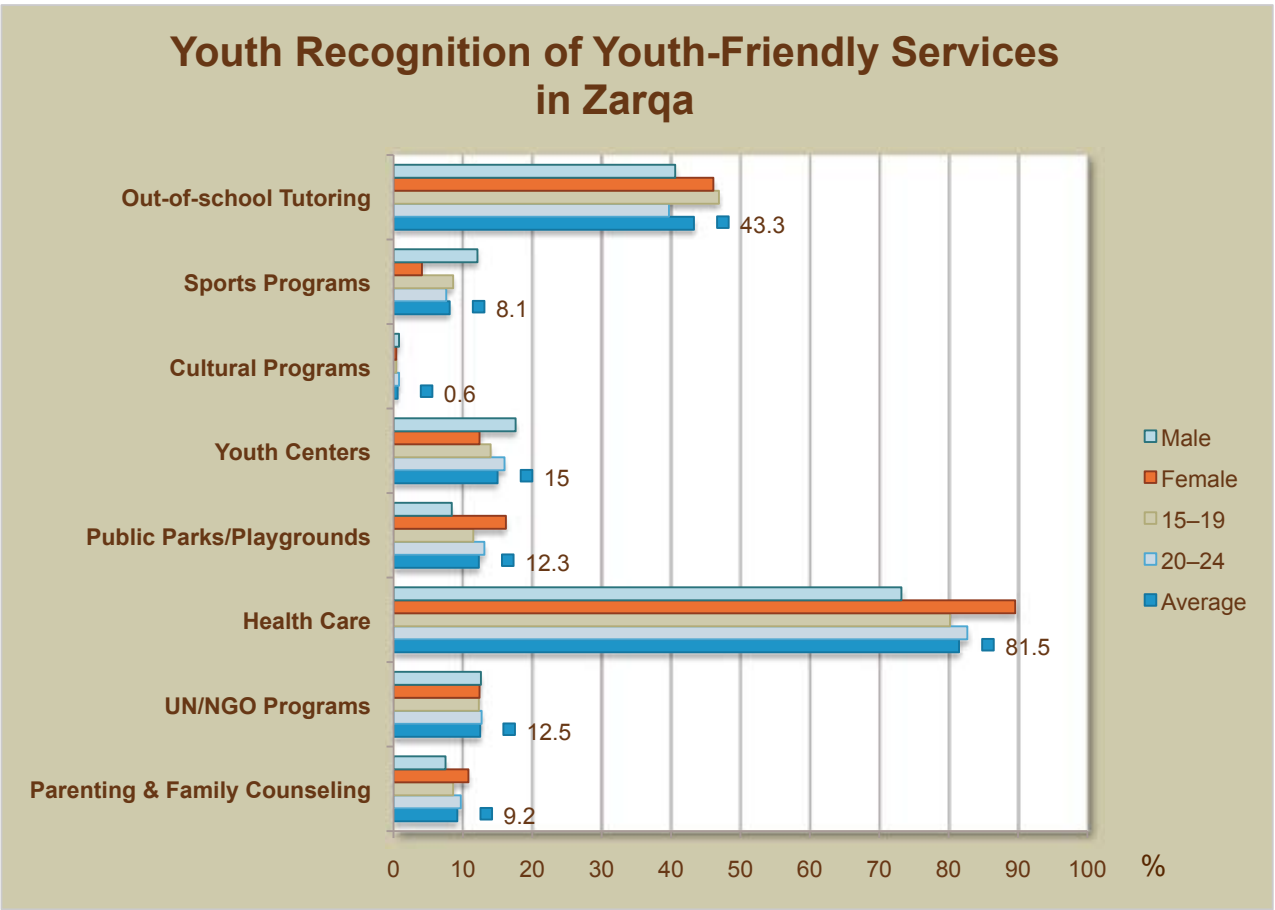


Figure 53:



Young people living in the Irbid as well as in Jordan Valley area, tend to recognize the presence of availability of healthcare services (86.3%) followed by out-of-school tutoring (29.6%) more than any other type of youth-friendly service. While there appears to be quite a relatively high number of cultural and leisure programs, there is a very low recognition of them among youth. There are more religious-related activities than any other listed services. See Figures 54 and 55 for more information on the Irbid area.

Figure 54:

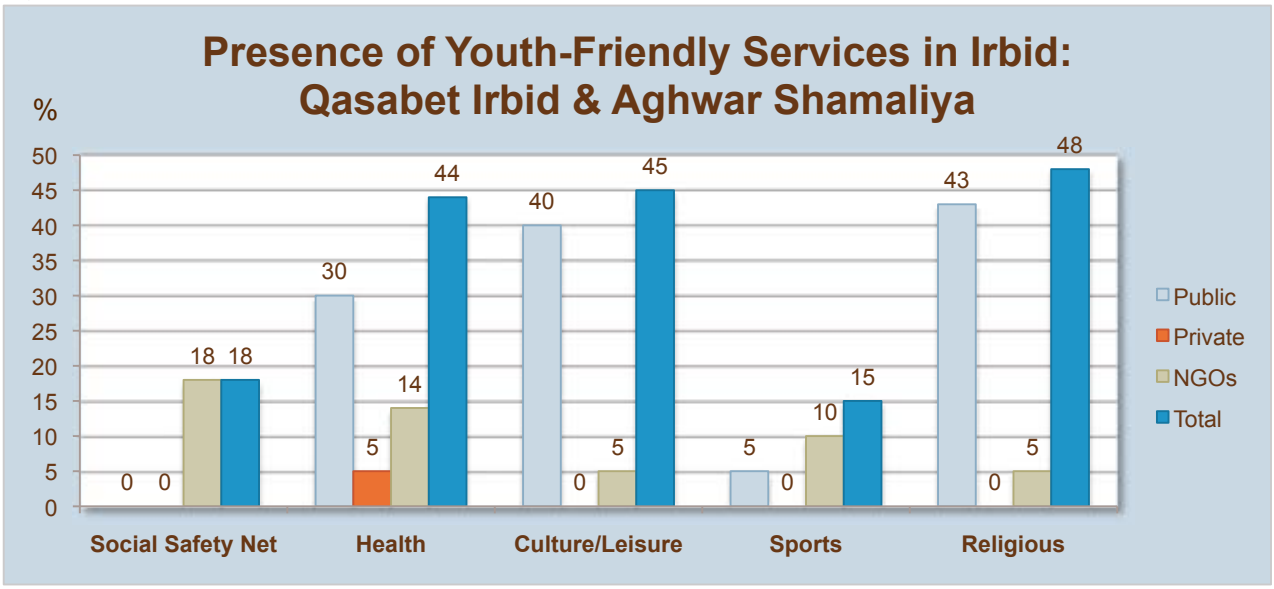
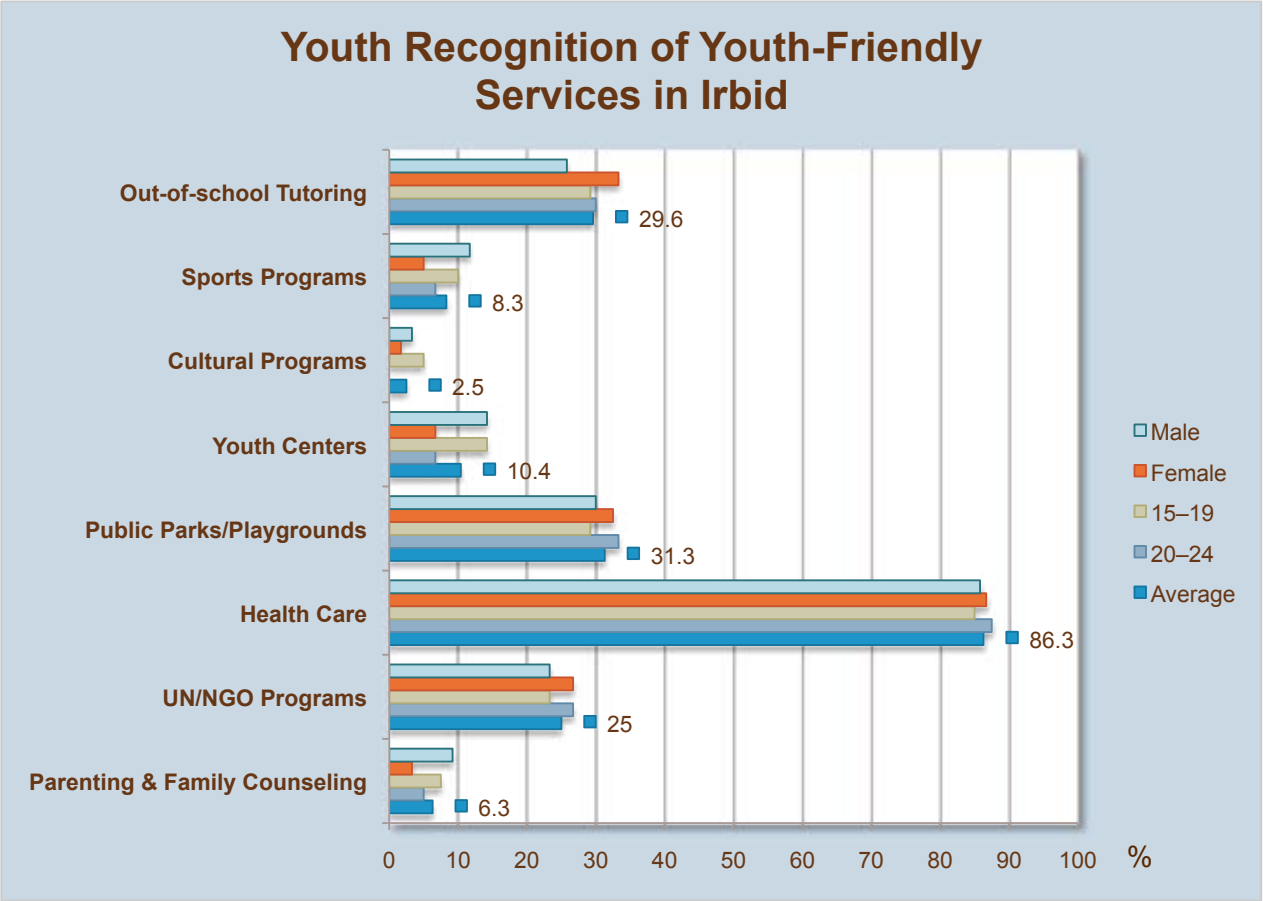
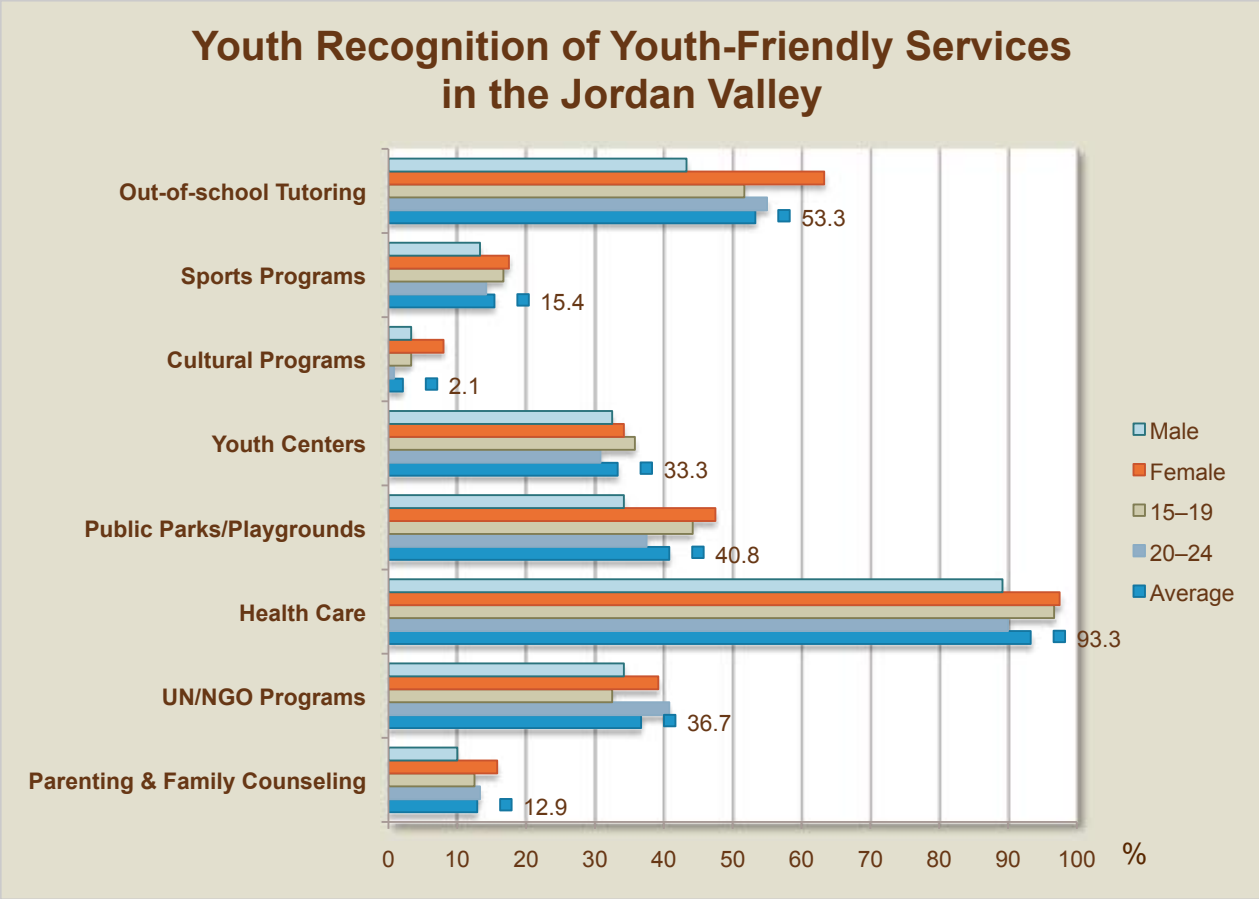


Figure 55:



Please note that the Jordan area was not covered in the mapping exercise because one of the neighborhoods (Twal Janoubi) was added to the list after the RCA team had finalized its work plan and budget. However, Figure 56 does show the level of recognition of these services among the youth living in the Jordan Valley. Here, youth recognize the presence of healthcare services at a high rate (93%), followed by out-of-school tutoring (53%).

Figure 56:



YFS Situation Analysis — Ma'an Area. The mapping results returned very low numbers for Ma'an in all services (lowest among the target areas). However, relative to the other areas, the youth did return somewhat satisfactory utilization rates of Public Parks & Playgrounds, Youth Centers, and Sports Programs. The results support the finding that young people in Ma'an are ready and willing to engage in programs when given the opportunity to participate. The number of religious-related activities is quite small in Ma'an — far lower than the other areas.

There was clear recognition by youth of the availability and presence of services in healthcare. A higher recognition of the availability of public parks and playgrounds, youth centers, and sports programs exists here than in any of the areas previously described.

Figure 57:

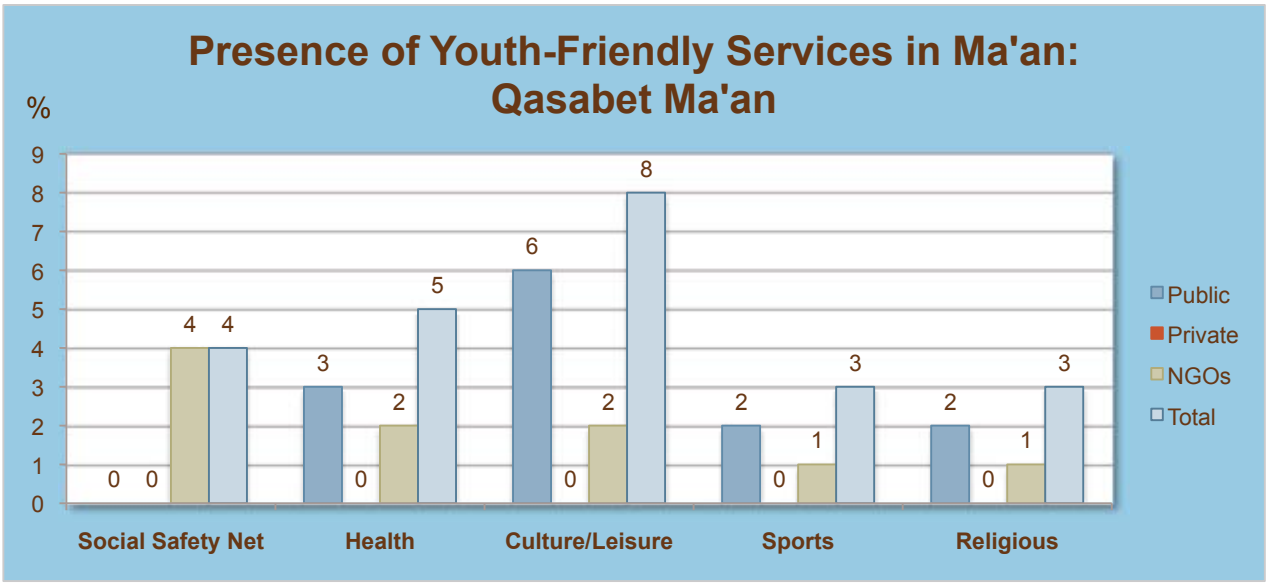
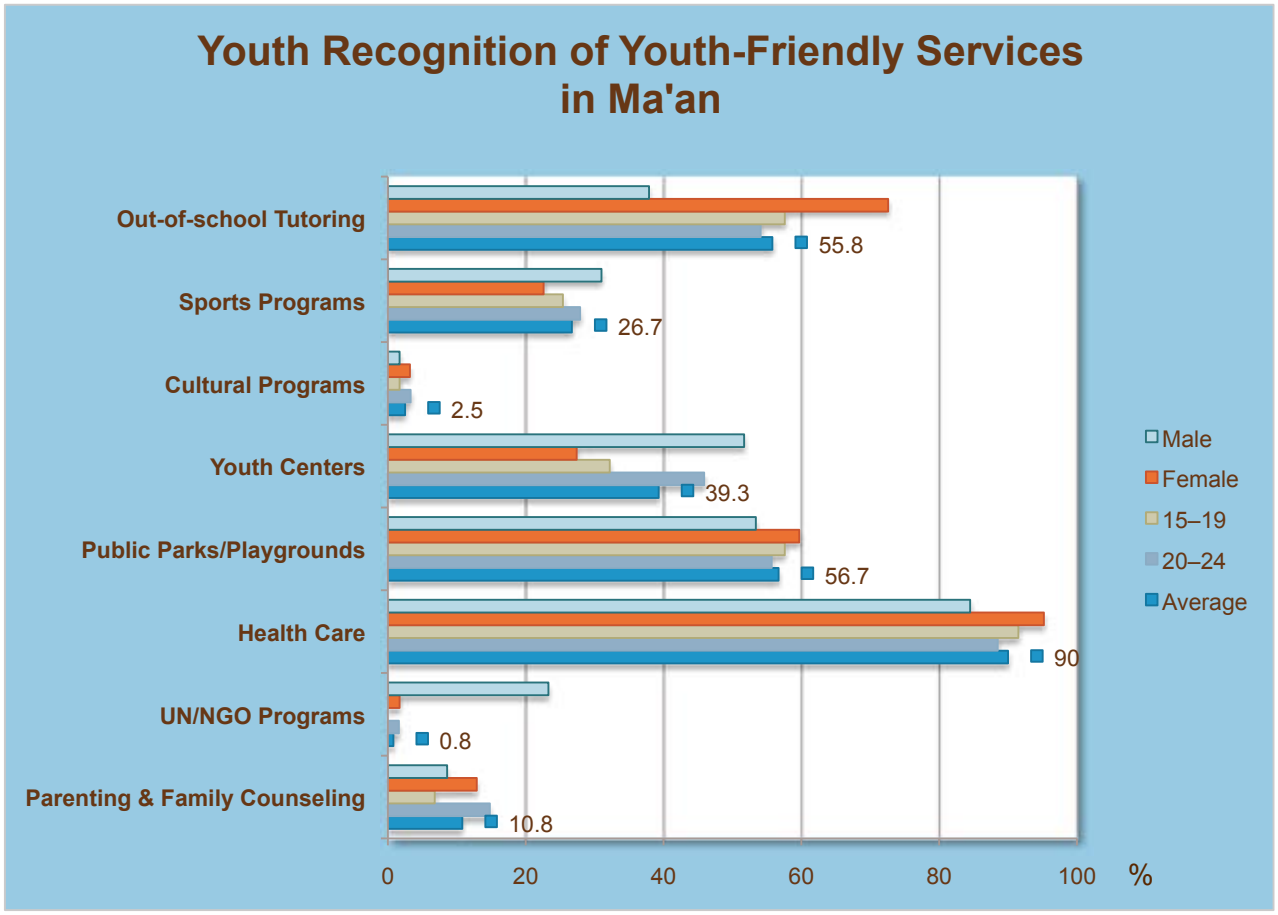


Figure 58:



Youth Satisfaction Perspective on Youth Friendly Services. Youth in the target areas who did recognize the presence of youth-friendly services in their communities were asked to rate their level of satisfaction (0-10, with 10 the highest) with the provided services. Due to the similarities in the responses, the average rate for each of the services was calculated and summarized.

As shown in Figure 59, youth reported relatively similar satisfaction levels in the mid range (around 5.5 out of 10) for all youth friendly services. Youth expressed their lowest satisfaction levels (in the 5 point range) for healthcare services, public parks and playgrounds, and youth centers. The services that returned higher satisfaction levels (around 7 out of 10) were UN/NGOs Programs and Cultural Programs. While the presence of these services was not always as widely recognized by youth as other services, youth have clearly expressed their satisfaction with these programs.

These findings are important as they directly address the quality of free time of many young people. Youth in the target areas reported that, in general, male youth spend much of their free time in the street — talking, smoking, and dancing — while females are at home watching TV, reading, and helping around the house.

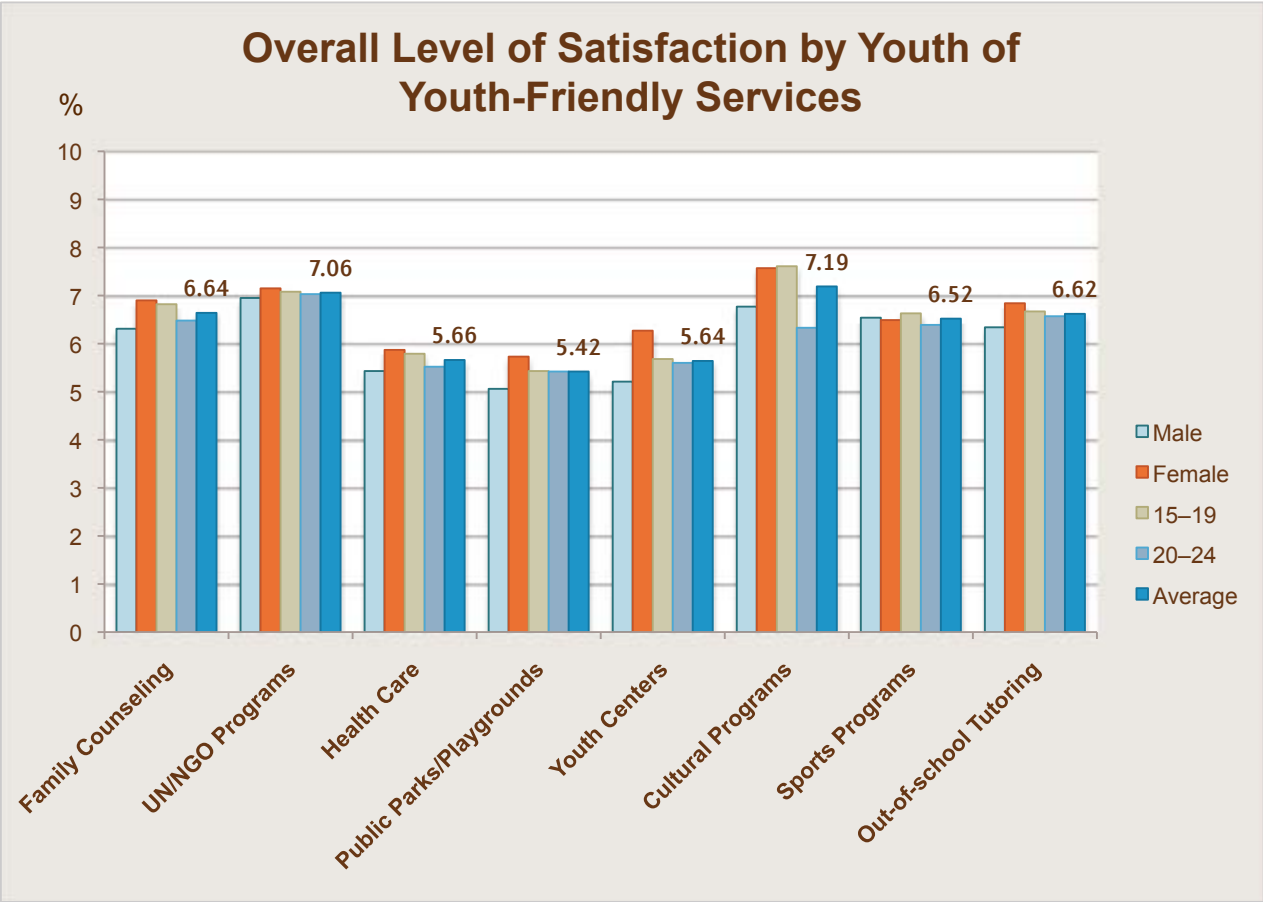
Males reported being content with the way they are spending their free time; however, they continuously reported feeling unsafe on the street and constantly threatened by troublemakers, convicts, and drug and alcohol abusers. This issue will be further elaborated under "Healthy Behaviors and Sense of Safety" in the following section.

Community Perspectives of YFS. In focus groups conducted by the RCA team, community leaders and parents identified the main issues in YFS to be in lack of infrastructure and lack of programs for youth especially in culture & leisure and health.

Across the different areas, community leaders and parents stated that their communities lack institutions and space in which young people can gather and perform sports and cultural activities.

Youth Free Time and Access to Mentors. Young people in focus groups in the target areas identified their mentors, confidants, and role models as people close to them who have experience in life and are trustworthy. Across all areas, ages, and genders — young people most frequently identified their parents, best friends,

Figure 59:



siblings and other family members in their age group, and teachers as their mentors, confidants and role models. They stated that these people are the closest to them and are concerned about their well-being so they trust them to give them good advice (from the heart). They also trust them to keep their secrets.

Young people have shown that within their smaller social circles (closest to their homes and daily lives) they do not have a problem in accessing mentors they trust and are comfortable with. Whenever they chose individuals from institutions relevant to them, it was always from schools where they identified certain teachers as mentors and role models.

Young people identified role models on three levels:

1. People in their immediate close circle (These comprise mostly their parents, followed by other relatives (aunts, uncles) and teachers). These were mentioned the most and across the board and were viewed in high regard for the sacrifices they made for their families, for their love and support, and for their determination and high morals.

2. Public figures who are highly regarded in their culture were mentioned less frequently but still showed up in all areas by different groups and were mainly represented by Prophet Muhammad followed by HM King Abdullah. Young people identified them as role models for their intelligence, high sense of justice, good morals, and positive actions.

3. Identification of other role models was occasional and fragmented. Such figures included athletes, singers, and very rarely authoritative international public figures.

These findings demonstrate that when young people were asked to identify role models, they did so within the sphere of their domestic lives and slightly beyond. This could mean they lack access to examples of figures in the world they can relate to, which raises the question of the extent to which young people possess a sense of self-awareness and of their self-perceived roles in their communities.

RECOMMENDATIONS

Component 2: Available Youth-Friendly Services.

Ensuring the needs of Jordan's large and growing population of youth requires effective service provision by government, civil society and the private sector. Relevant services are considered broadly by the Youth:Work Jordan program, including educational, employability, health, sports and leisure, arts and cultural and other civic-related services. Service provision should be "youth friendly", meaning that services should be readily accessible to this special population, engaging to them, and customized to their needs.

- Identify Best Practices to Inform Youth-Friendly Service Design: Given the high level of government and other services provided across the country, it is critical to examine where services have been more accessible and utilized by young people. As such, the YWJ Project Management Unit and Coordinating NGOs (CNGOs) should look to indentify the best examples of youth-friendly practices that can be identified in the various fields of services. As such study is conducted, information should be gathered as to why these services are performing better and how their practices could be replicated. This research and information gathering should directly inform the development of training programs on youth-friendliness for service providers in YWJ communities, as well as program designs by CNGOs and their Community-based Organization (CBO) partners implementing YWJ projects.

- Train Service Providers and Support Improvement Efforts: While well-intentioned service providers are usually adults who cannot fully appreciate the rapidly changing interests of young people and approaches to engage them. As such, the YWJ Project Management Unit should focus on developing highly participatory training programs for service providers across YWJ communities to help them appreciate practical ways to better engage and service youth. Such training should be coupled with a small grants program, which will enable service providers to propose changes and improvements to their service delivery and infrastructures. More generally, when it is clear that specific services are missing and best practices are available, CBOs should be encouraged to replicate such services, in consultation with the municipality, and on the basis of identified best practices.

- Emphasize Cultural Activities: The RCA demonstrates a strikingly low level of availability and participation in cultural activities within target communities. This lack of activity engenders less appreciation of young people for their surroundings, traditions and shared heritage, and in turn reduces their feeling of hope and aspiration for improvement of their surroundings. Such cultural activities are also an excellent supplement to formal and informal training, helping to further educate and round out young people's perspectives. As CNGOs develop programs in each community, they should look for ways to support more cultural activities directed toward young people and seek ways to integrate further support and learning from such activities. For example, at the end of an activity a discussion should be organized on what young people liked or disliked regarding the activity and what other type of activities they would like to be involved in. Such activities can also be considered part of life skills training, supporting skills development in other YWJ component areas.

- Keep Safety Perceptions in Mind: While overall safety issues in Jordan are not an issue, perceptions regarding safety within YWJ communities appear to have affected the level of participation of young people in activities. This is particularly the case for young women, for whom parents are often cautious about participation in activities outside of the home. CNGOs should pay special attention to addressing safety perceptions in their programming, and in doing so will need to partner directly with relevant government entities. Small efforts in this regard can pay dividends; for example, increased street lighting and more regular patrols can often help to improve perceptions.

Similarly, local facilities providing services to the community should be analyzed by CNGOs and considered for improvements that would meet parents' requirements in terms of safety and youth expectations in terms of activities and learning opportunities. Program design should take into special considerations areas where youth are clearly on the streets and lack productive avenues to become engaged. In such areas, YWJ should work with service providers to encourage the offering of activities that keep youth off the streets and provide them with a safe environment to play and learn.

- Activities in this area should also fully complement training programs offered through other YWJ components, particularly in the area of life skills. In addition to life skills promoting professionalism, employment readiness and teamwork, CNGOs and CBOs should use life skills training to provide young people with effective coping skills in such areas as refusal skills and effective techniques on managing strong emotions, positive assertiveness, bullying, conflict avoidance, mediation, and resolution, responding to stressful situations, and optimum healthy behaviors.

Chapter 6

CIVIC ENGAGEMENT: NEEDS & OPPORTUNITIES

Introduction. This chapter will focus primarily on presenting both the qualitative and quantitative information gathered by the RCA team on youth civic engagement within YWJ communities. The youth civic engagement component was a core issue of investigation in all the RCA conducted research. The institutional mapping component findings are reported in an exclusive and separate computerized report designed and programmed exclusively for the RCA needs and requirements.

In general, the defined scope for the RCA's mapping exercise targeting youth civic engagement located in YWJ communities exceeded the geographic scope of YWJ targeted communities (12 neighborhoods). Nevertheless the same data illustrates the geographic scope of the mapping exercise which was defined by the sub-district under which the 12 neighborhoods administratively fell. The RCA team took the decision to expand the mapping scope on the basis that the actual target areas (neighborhoods) are too limited in geographic scope to establish reasonable availability/existence of the youth civic engagement in YWJ targeted communities. As was noted in the previous chapter, one of the two Jordan Valley areas was not covered in the mapping exercise according to the initially identified YWJ targeted communities. As per the initial target, the mapping only covered Waqqas and not the neighborhood Twal Janoubi which was added to the list after the RCA team finalized the work plan and budget of the RCA.

Key findings in this chapter:

- There are very few institutions that offer volunteer opportunities (e.g. 3 in Amman, 5 in Zarqa, 14 in Irbid and 1 in Ma'an).

Youth in YWJ target areas:

- Participate in civic engagement activities and programs at an extremely low level. Only 1.6 % were registered members in any kind of civil institutions and a mere 3.9 % regularly participate in civil activities overall.
- Say they do not participate in civic engagement activities because of a lack of information and lack of time.
- Expressed enthusiasm for the volunteer activities that they do participate in (primary in school).
- Are interested and willing to engage in community activities and programs if such opportunities were made available by making such programs better known, offering volunteer opportunities, and providing transportation.

Optimum Youth Civic Engagement In Their Communities: An IYF Perspective. Programs that promote positive youth development through volunteerism and community service can play an important role in helping young people acquire the skills and competencies needed to be productive and engaged citizens of their communities and in society in general.

Similar to the impact of effective youth friendly programs, effective volunteer and community service programs can also provide them with opportunities to exercise initiative and leadership while developing knowledge and skills which will enable them to play a positive role in society.

Youth civic engagement offer many benefits:

- Involvement in community service programs decreases the likelihood that young people will engage in risky behaviors;
- Community development activities led by youth can have some economic impacts (e.g. the activities could create a space for people to gather where they would want to have food or drinks available for consumption; or create a space for exhibiting artwork, photography, or dance performances.) Also, developing heavier infrastructure projects would have a more direct economic impact on the broader population.
- Community engagement by young people can lead to environmental improvements through activities that rehabilitate local parks, clean up local streams and waterways; collect trash or provide non-formal education to young people that would encourage efforts to save energy, recycle waste, or conserve water.

- Youth efforts can lead to systemic change in their communities by being fully engaged in the decision making process.

What does the term "youth participation" in civic engagement mean? IYF defines the term as meaning that *young people have ample opportunities to be involved in decision making in the organizations, activities, events, and issues that affect their lives.*

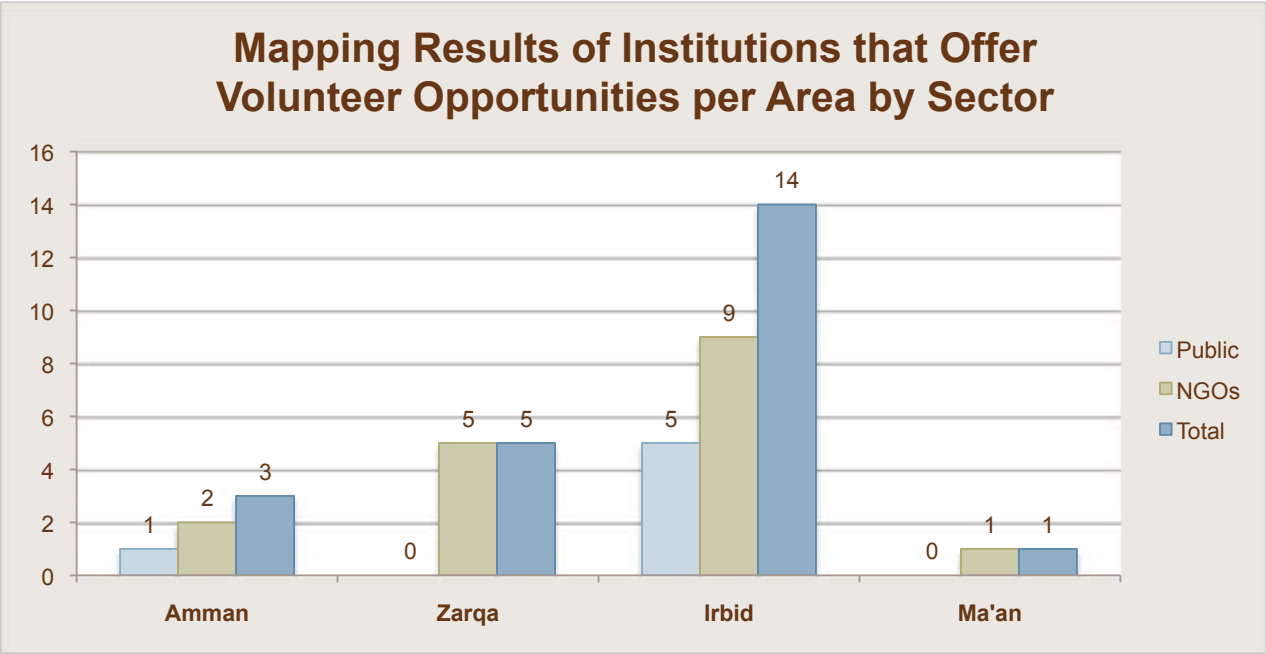
Through civic engagement program, young people can (1) acquire the skills and competencies to be full, productive and good citizens of their neighborhoods; (2) make a difference in improving the quality of life of their communities; (3) enable them to play a positive role in society; (4) while helping them deal with the day-to-day challenges of transitioning to adulthood.[19]

Youth Civic Engagement (YCE) Situation Analysis — Mapped Services vs. Youth Utilization. This subsection will summarize and provide insight into civic engagement of youth and their readiness and willingness to participate in civic activities and other community service.

To find out the civic engagement activity of youth in the target areas, youth were asked about what if any civic activities they might be engaged in in their communities. The results shown in the following chart reflect the RCA findings of youth civic participation in their communities for all the target areas.

Figure 60 shows that there are almost no private institutions that offer volunteer opportunities in the following areas: Amman sub-districts of Marka & Qwaismeh, Zarqa sub-districts Qasabet Al-Zarqa & Rssaifeh, and Irbid sub-districts of Qasabet Irbid & Aghwar Shamaliya.

Figure 60:



Figures 61 and 62 clearly show that the level of civic participation among the target youth is extremely low, with only 1.6% registered members in any kind of civil institution and a mere 3.9% who regularly participate in civic activities overall.

It should be noted that the lack of information is a key factor in young people not participating in civic activities. Also, in the focus groups, youth often mention "lack of free time" when there is actually a lack of interest. Focus group discussions indicated that young people in the target areas often have a lot of free time on their hands. See below for more on this issue.

19 Adapted from *The Framework for Effective Programming*, IYF 2000.

Figure 61:

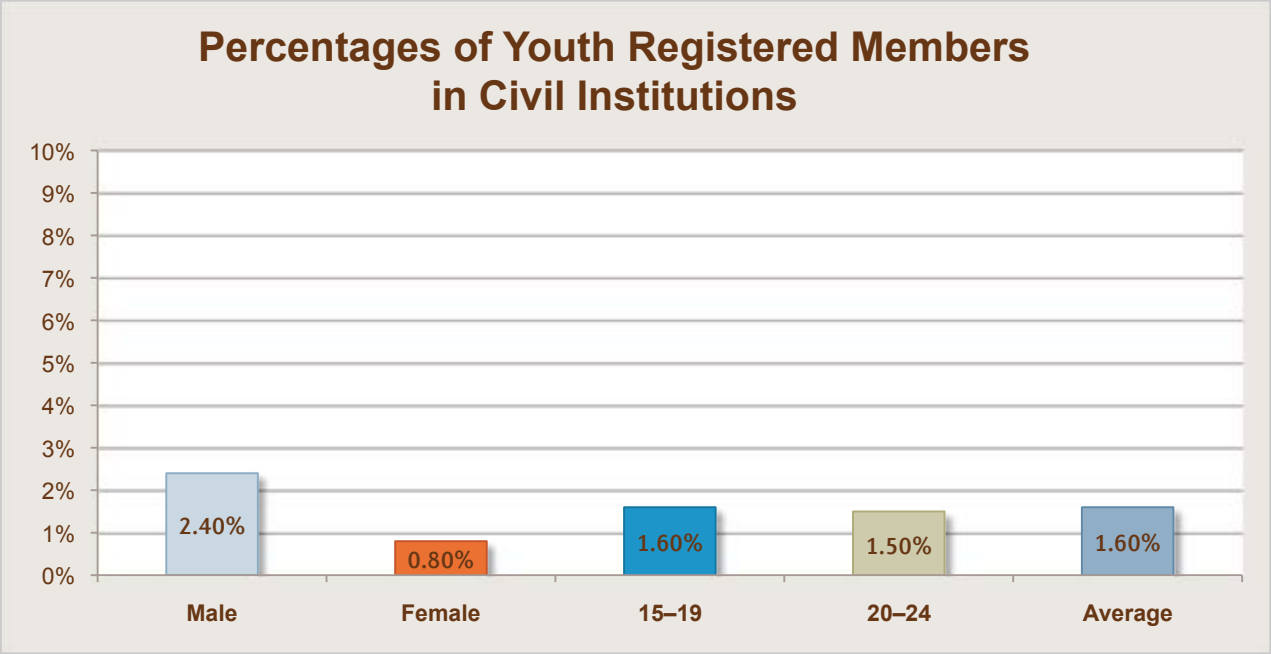
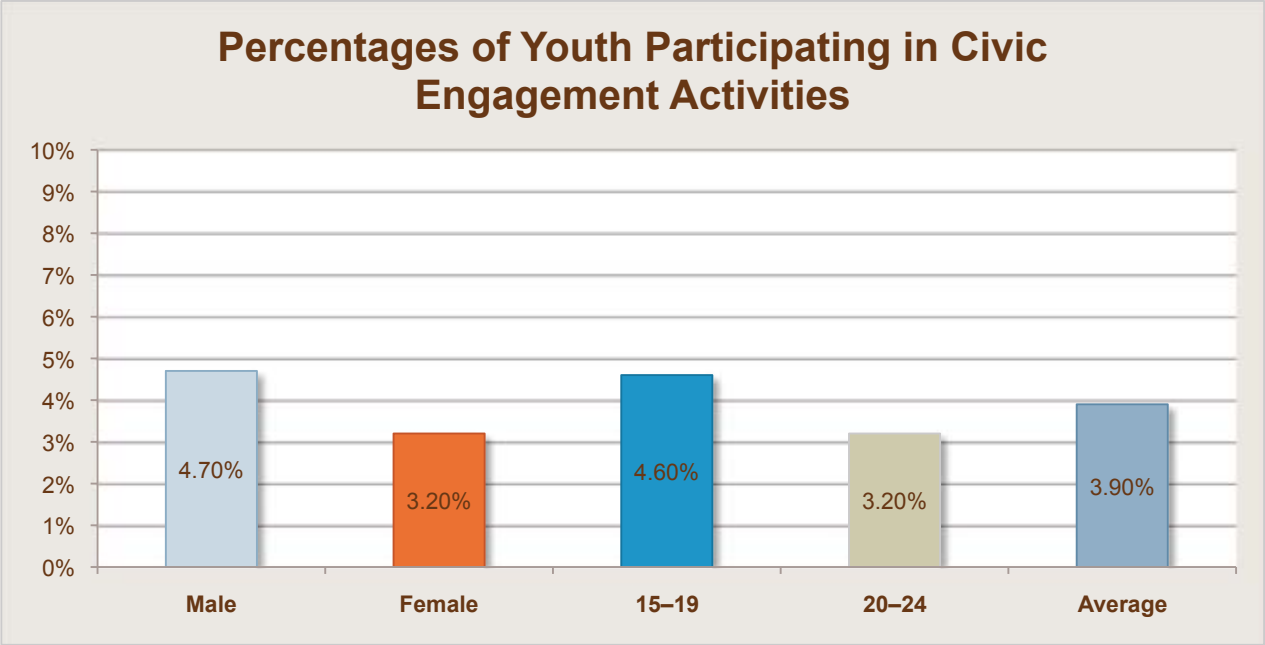


Figure 62:

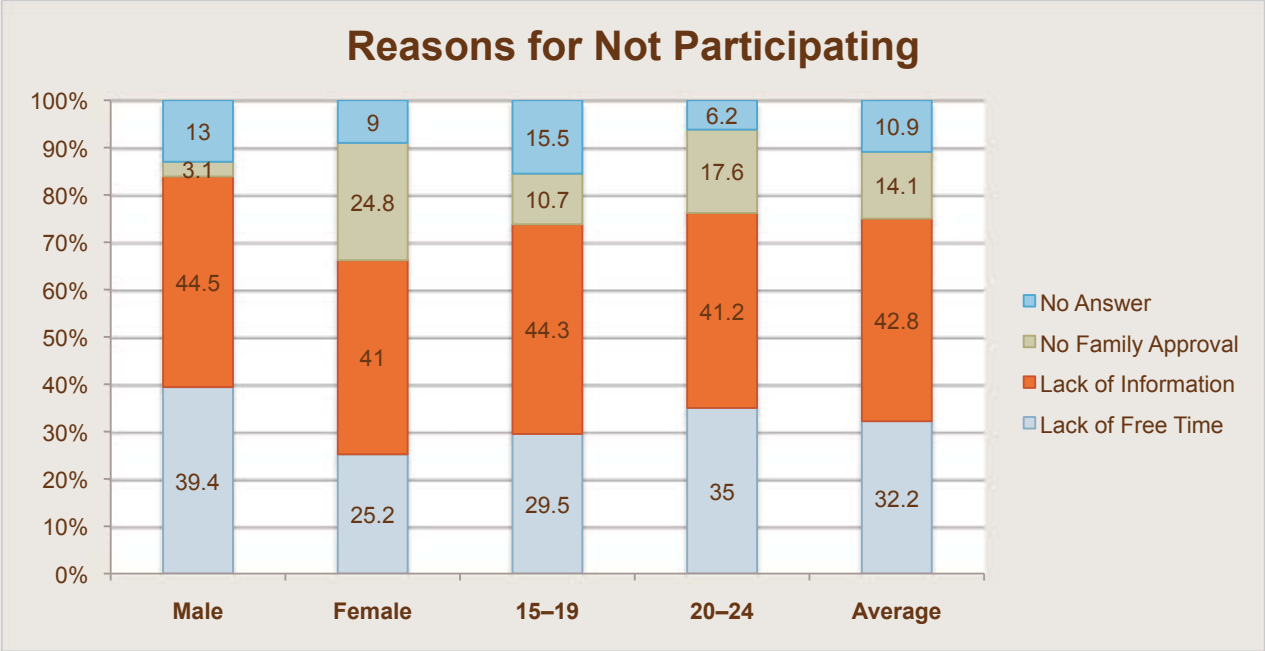


Youth Perspective on YCE Services. Across the different areas, the few young people who do participate in community service activities, mostly did so through their schools. They tended to engaged in simple activities such as painting the school, cleaning the school or neighborhood, or planting trees within the school.

The young people in focus groups expressed enthusiasm for community service activities and their feelings of achievement while performing the community service activities through their schools. As seen in Figure 63, when asked about their extremely low participation in civic and community service activities, youth explained that it was because of a lack of time and a lack of information. Females tended to list "no family approval" as a main reason, in addition to the two other reasons.

Youth stated they could be interested in engaging in community services, if such opportunities were facilitated by making such programs better known, offering volunteer opportunities, and providing transportation for interested individuals.

Figure 63:



Community Perspective on YCE Services. Focus groups conducted with parents and community leaders in all areas revealed that youth tend to view volunteer opportunities in the target areas as "mediocre." They see that a number of young people volunteer in their communities during certain seasons (such as Ramadan, National Occasions, the winter) through charity associations, and schools.

The barriers identified by parents and community leaders to young people's engagement in voluntary work included a scarcity of programs, lack of a supportive infrastructure, and the absence of a "culture" of volunteerism. Nevertheless, they said that if youth are equipped with the requisite knowledge and support they would not hesitate to engage in voluntary work.

RECOMMENDATIONS.

Component 3: Civic Engagement and Skill Building through Community Service

- **Make Civic Engagement a More Visible and Accessible Option:** RCA findings indicate that the level of civic engagement and volunteerism by young people in YWJ target communities is strikingly low. This is in part due to the scarcity of institutions and programs providing volunteer opportunities for youth and the low outreach of existing services. Accordingly, YWJ partners in designing community programs must ensure such programs are more accessible, more effective and are able to scale up their services.

  In particular, CNGOs should look to support CBOs offering civic engagement activities so they can become more present and visible in the targeted neighborhoods and offer activities that young people could join on a regular basis. To ensure programs are demand driven and appealing to youth, program design should include consultations and focus groups with young people to identify the types of activities young people would like to join in each neighborhood.

- **Engage Parents and Communities in the Effort.** Serving communities should be a team effort between young people, parents, families and whole communities. YWJ implementing partners should considers ways to increase awareness of needs among young people and their families so that they can see how civic engagement can benefit them directly or could play a part in their lives, and so females, especially, can gain approval for such activities from their parents. Approaches that encourage young people to take the initiative and then involve their parents in community service activities they have planned can help in this regard. Additionally, YWJ partners should consider separate groups for males and females to raise the level of acceptance by parents, even though many of the activities could be the same or could complement each other. Finally, parents and community members could be invited to special youth service recognition events in order to gain their support for engaging their children in activities that give them opportunities to volunteer. The engagement of prominent figures would reinforce such perceptions.

- **Use Civic Engagement and Volunteerism to Build Skills.** A central aim of YWJ's Component 3 activities is to empower and equip young people with skills to both improve their communities and their own long term livelihoods. CNGOs and CBOs should seek ways to make activities under this component safe, fun, and entertaining and also add the benefit of giving the participants a sense of accomplishment for themselves and their communities. In this regard, CNGOs and CBOs should integrate training programs into community service initiatives as part of service learning approaches. In this model, new skills acquired can be practiced and honed through the design, budgeting, implementation, management and evaluation of volunteer-based activities that have a direct and positive impact on local surroundings (e.g, renovating a new public park or creating a local outdoor theater). As a part of these programs, young people should be encouraged to submit proposals that are eligible for small grants from CBOs to undertake these service activities that improve local neighborhoods. To encourage cross fertilization of ideas and promote a wider perspective among young people in the neighborhood, youth organizations doing similar activities in other parts of the country but that would not be present in these particular neighborhoods could be invited to submit small grant proposals also in cooperation with local young people.

Chapter 7

YOUTH PERSPECTIVES ON QUALITY OF LIFE ISSUES

Introduction. This chapter examines how youth in YWJ-targeted areas perceive the threats of unhealthy behaviors such as smoking, violence, drug abuse, and crime, and how these activities impact on their sense of wellbeing and safety. A final query seeks to establish a level of "hope" among participating youth. As part of this process, scale-ranking questionnaires were distributed that listed particular unhealthy behaviors, with the results validated by asking open-ended questions in focus groups about quality of life issues and young people's perceptions of safety.

It should be noted here that the government of Jordan recognizes the challenge of overall safety and security within country, and is making real progress in this area. It should also be noted that this part of the RCA survey does not measure crime or criminal activity, only the perception of crime. However, the challenge of poverty, and the resulting social and economic inactivity among some youth, particularly in targeted neighborhoods, appears to feed a perception of lack of safety and well being. This perceived lack of safety is felt more acutely by young women. Unfortunately, these perceptions lead to a situation in which youth, particularly women, feel more restricted in finding productive and enjoyable ways to use their time outside their homes, thus restricting their mobility in the community.

This section of the RCA report is exploring situations in which young people, with too much idle time and lack of positive alternative activities, tend to be more engaged in exhibiting negative or unhealthy behaviors. A positive element, however, is that such perceptions and concerns can be changed quickly as young people become more civically — and visibly — involved in their communities, which is a top YWJ priority.

Key findings in this section:

- Across the different areas and without exception, youth in focus groups expressed some discontent with the sense of safety in their communities. For example, the presence of males in the streets affected both males and females. Females expressed that they often felt threatened by the visible presence of males in the street, especially after dark, and feared sexual and verbal abuse outside their homes.

- Throughout the different areas, young people agreed that establishing community and youth centers and public parks and libraries and providing activities for youth in the community would enhance their sense of safety in their communities and improve the quality of their life (especially for females).

- Females feel more affected than males by unhealthy behaviors and perceive that such activities restrict their mobility, whereas males, especially, feel directly and physically threatened by community violence, crime, and drug, alcohol and substance abuse.

- Smoking was rated very high as an unhealthy behavior across all target areas and across different ages and genders with an overall average of 8.9 out of 10. Moreover, community leaders recognized that smoking was an unhealthy behavior that was highly prevalent.

- Crime was rated differently in the different areas. Young people in Amman, Zarqa, and Irbid rated it higher (more than 5) than young people in the Jordan Valley and Ma'an (lower than 5 out of 10).

- Domestic violence is a significant issue for females (at an average of 6 in terms of presence in the community) and the extent to which it affects their lives and sense of safety in their communities slightly lower (at 5.8).

- In a final question, youth were asked about the levels of hope they felt in the future. The RCA team found that most youth were hopeful or near hopeful.

Unhealthy Behaviors and Sense of Safety By Target Areas. The sections below, as shown in Figures 64 through 68, profile youth perceptions regarding unhealthy behaviors and their sense of safety by target areas.

Amman Area. Youth in Amman rated the prevalence and effect of unhealthy behaviors highest among YWJ target areas across the difference age and sex groups. The presence of crime was rated high in Amman at average 6.1 out of 10. Females rated its presence higher than males did, and more notably females rated the extent to which it affects their lives and sense of safety even higher. Community leaders in focus groups stated that theft is a prevalent behavior among young people in the community.

As seen in Figure 64, Amman youth rated the presence of drug and substance abuse in their communities highest among YWJ target areas and females rated both its presence and direct effect on their lives higher than males, communicating the message that the issue of drugs directly affects their sense of safety in their communities and affects

their daily lives. Moreover, youth responses were validated by community leaders who stated that juvenile drug cases had significantly increased in juvenile courts and that prescription drugs and solvent abuse was prevalent and had found its way to females in the community.

Alcohol abuse again was rated highest among YWJ target areas in terms of being present and the extent to which it affects the lives of both males and females in the target community. Again, females rated both the presence of alcohol abuse and the extent of its direct affect on their lives higher, bringing up the relevance of issues to females and the way it affects their mobility and sense of safety in the community.

Both males and females in Amman rated the presence of domestic violence highest among the target areas: females rated its presence and extent to which it affects their lives at 6.9 and 6.4 respectively and males at 5.1 and 5 respectively, on a scale of 0–10. Here females made it clear that they are conveying the message that domestic violence is a definite issue in their lives, even if not in their personal lives, and is very present.

Youth in Amman rated the presence of community violence highest among YWJ target areas at 6.5 averages out of 10 for its presence for both sexes and 6 regarding the extent to which it directly affects their lives and sense of safety (females higher than males at 7 and 6.6 respectively).

Community leaders and parents in focus groups framed community violence among people as mainly fights between young people as a result of being unemployed and having too much free time. Fights among young people seemed to increase during the summers and the holidays.

Zarqa Area. Youth in Zarqa rated the presence of unhealthy behaviors as quite high. Males in Zarqa rated the extent to which they affect their lives directly in a manner that is higher than the presence rates, especially for crime, drugs and other substance abuse, and domestic violence; while also rating alcohol abuse presence rate and effect on their lives high.

Males in Zarqa expressed the high prevalence of drugs and substance and alcohol abuse and the way it affects their lives. Males in Zarqa clearly and directly expressed fear for their physical safety in their neighborhoods at night, as people under the influence of drugs, alcohol, and other substances had a visible presence.

Both males and females in Zarqa stated that increasing the frequency of police patrols and the presence of police in their neighborhoods could greatly enhance their sense of safety in their communities, and females stated that this could increase their mobility in their communities.

This finding was confirmed by community leaders and parents in focus groups who stated that abuse of prescription drugs and alcohol is prevalent and its effects are multiplied by the young people's spending their free time in the streets (especially at night) where they initiate fights, vandalize properties, and commit sexual harassment.

Irbid Area. Youth in Irbid, especially females, rated unhealthy behaviors quite high. It is important to note that all females in Irbid (as in all of the target areas) rated all unhealthy behaviors (presence and effect) at 5 and above on a scale of 0–10. Besides smoking which was discussed above, the behaviors that were flagged as relatively high were crime (among females), alcohol abuse, domestic violence, and community violence.

Jordan Valley Area. Similar patterns were found in the Jordan Valley area regarding youth ratings of prevalence and effect of unhealthy behaviors. Numbers might be notably lower but still reflect the concerns of youth and especially female youth. The highest rates can be found on smoking, alcohol abuse, domestic violence and community violence.

Community leaders and parents communicated the prevalence of alcohol, drug, and solvent abuse among youth in the Jordan Valley target communities as well as community violence and the use of sharp objects (weapons), sexual harassment, and theft.

Ma'an Area. The differences in rating among males and females are the most notable in Ma'an — which is considered to have a more conservative culture than other areas in Jordan. Youth and community leaders and parents expressed the prevalence of drugs, community violence in the form of shooting arms, fights, and vandalism of public property among young people in Ma'an.

Males in Ma'an seem to barely acknowledge domestic violence as a problem in their communities, rating its prevalence at 2.6 and its effect on their lives at 3.1. Females, however, did acknowledge its presence and effect on a more notable level giving it 5.4 and 5.5 respectively.

Figure 64: Youth Assessment of Unhealthy Behaviors & Sense of Safety (scale of 0–10) — Amman Area

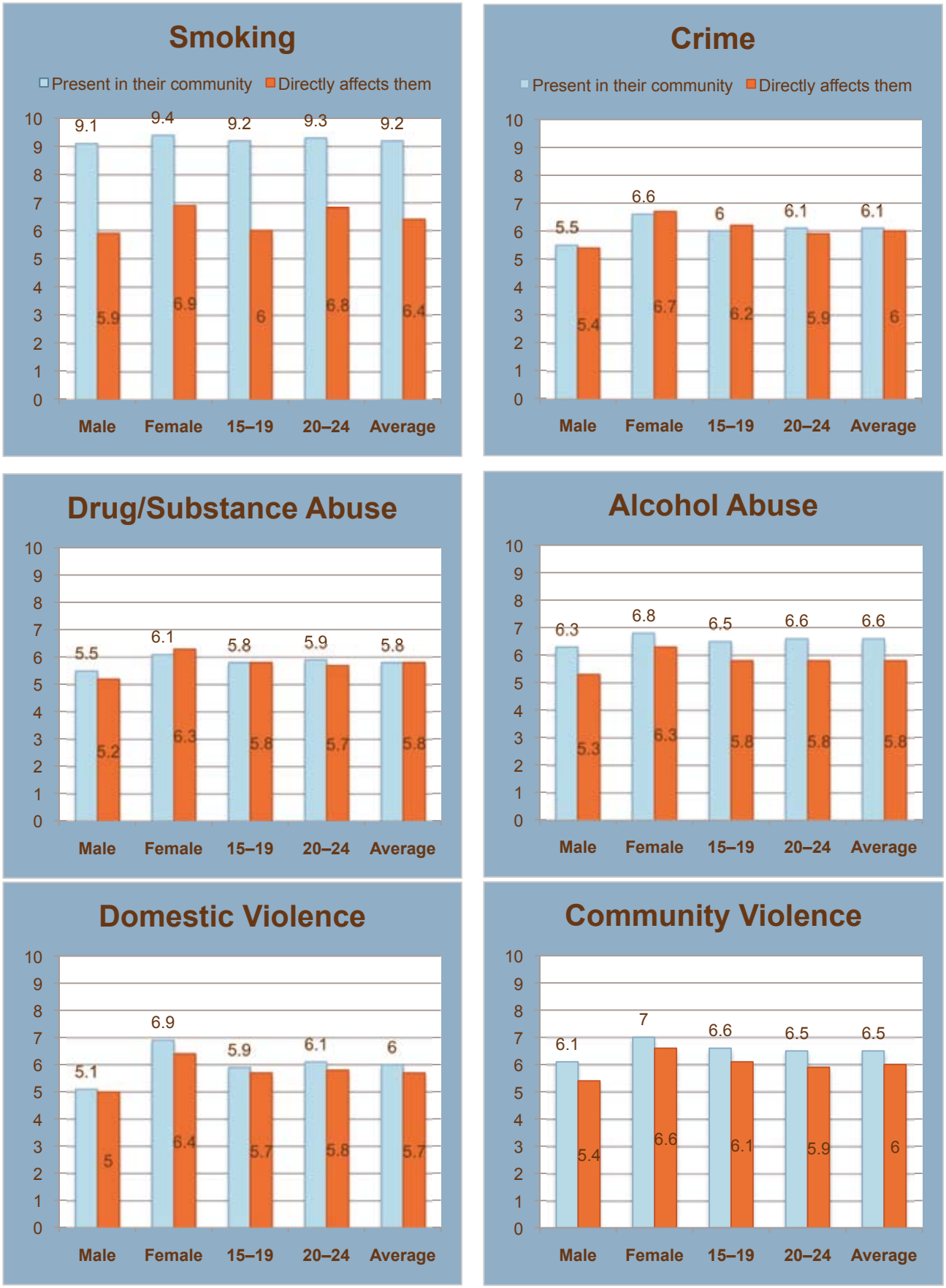
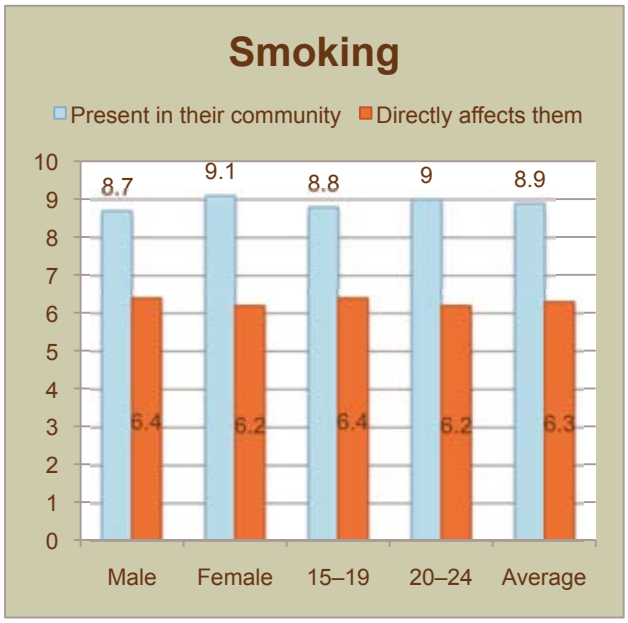
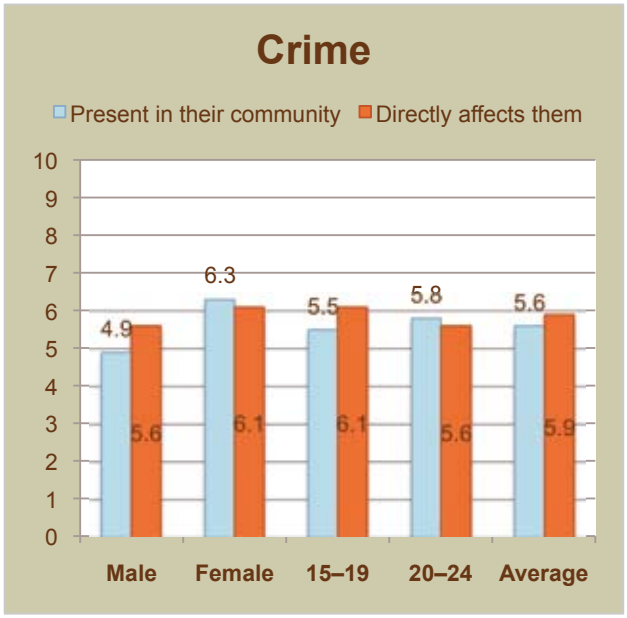
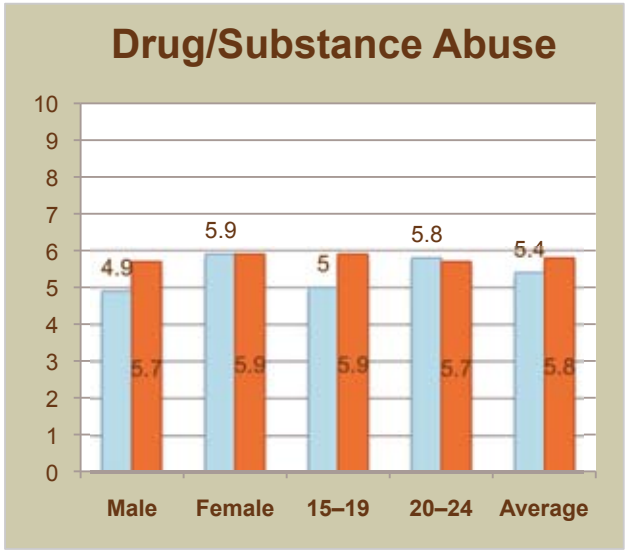
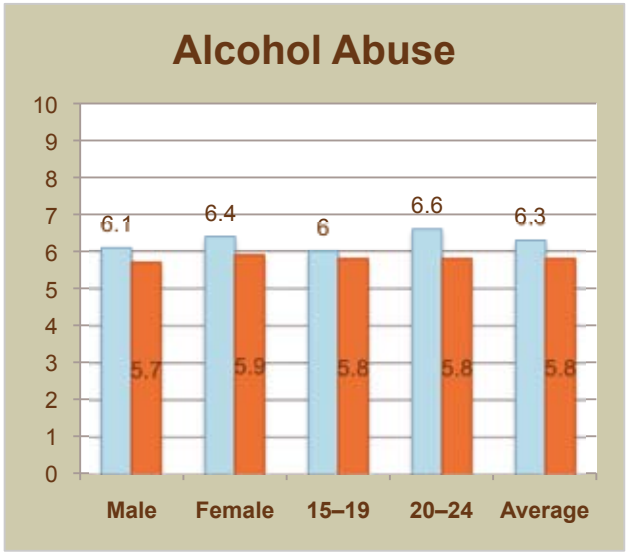


Figure 65: Youth Assessment of Unhealthy Behaviors & Sense of Safety (scale of 0–10) — Zarqa Area









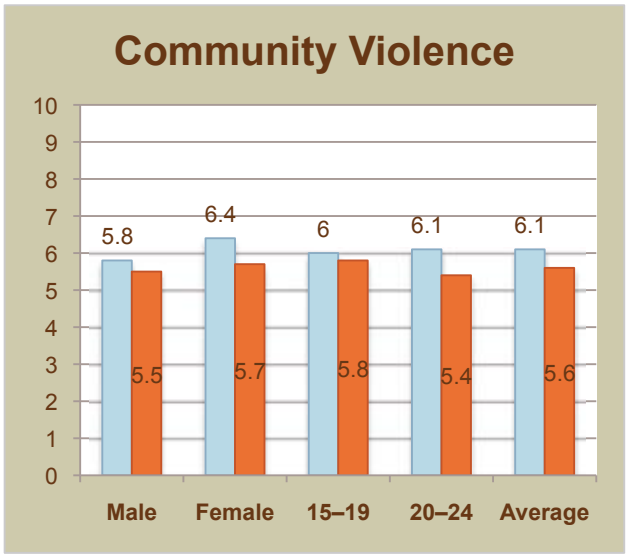


Figure 66: Youth Assessment of Unhealthy Behaviors & Sense of Safety (scale of 0–10) — Irbid Area

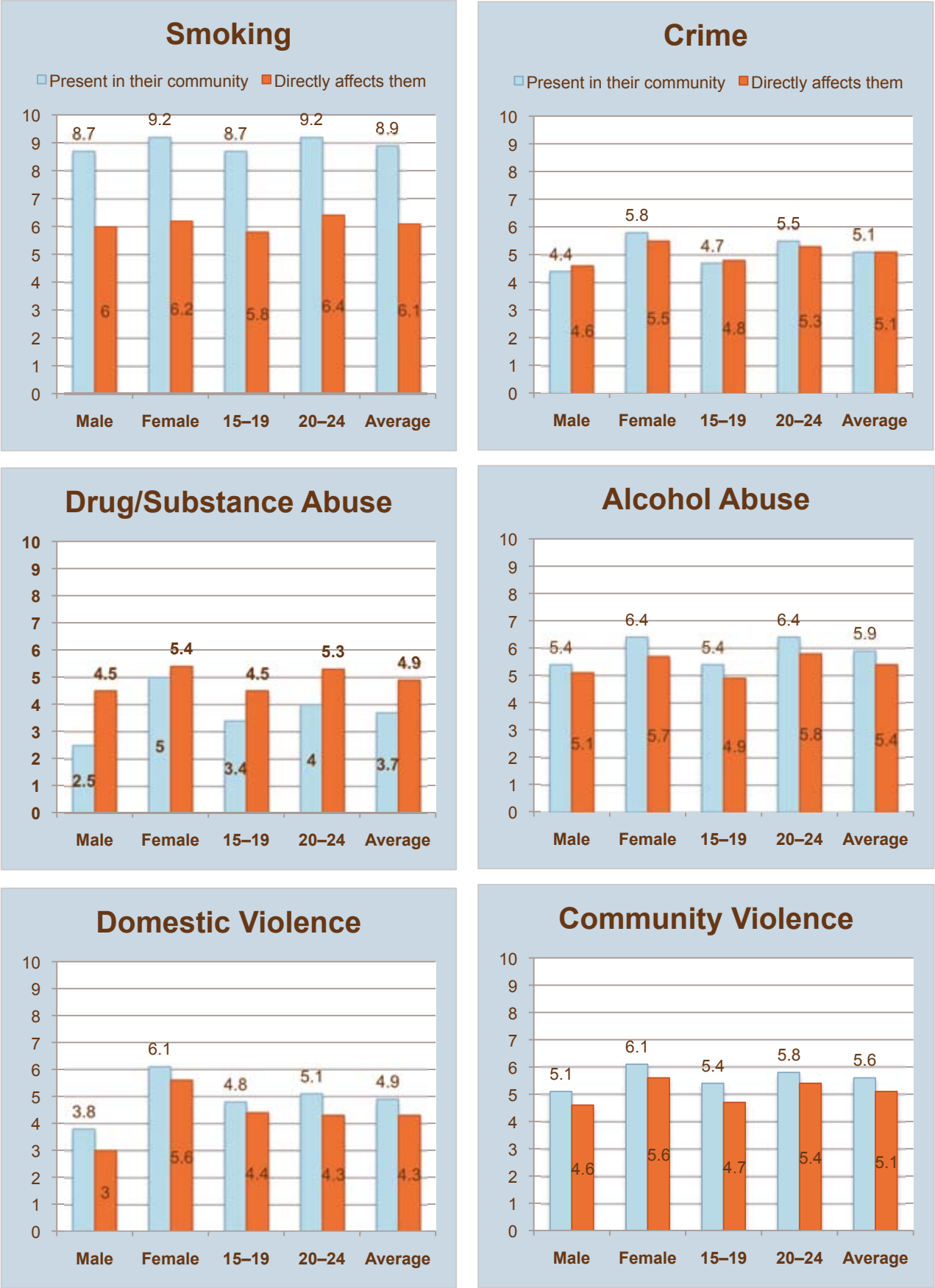
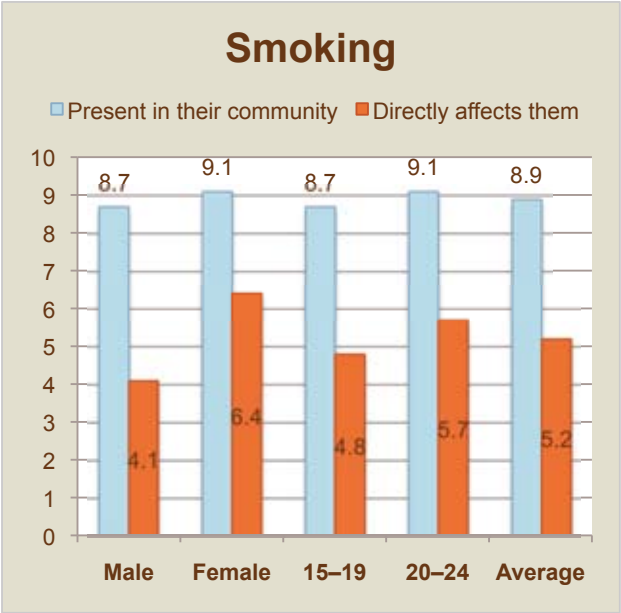
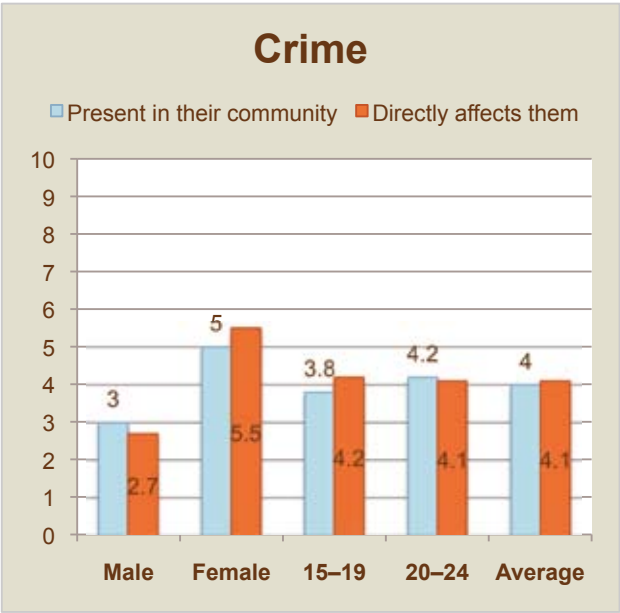
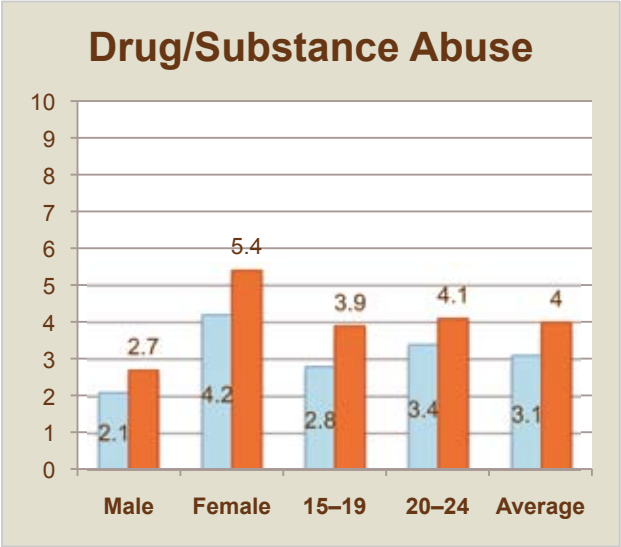
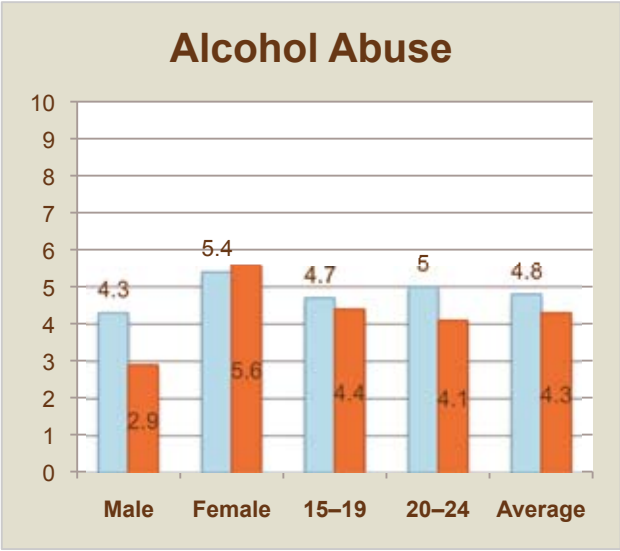


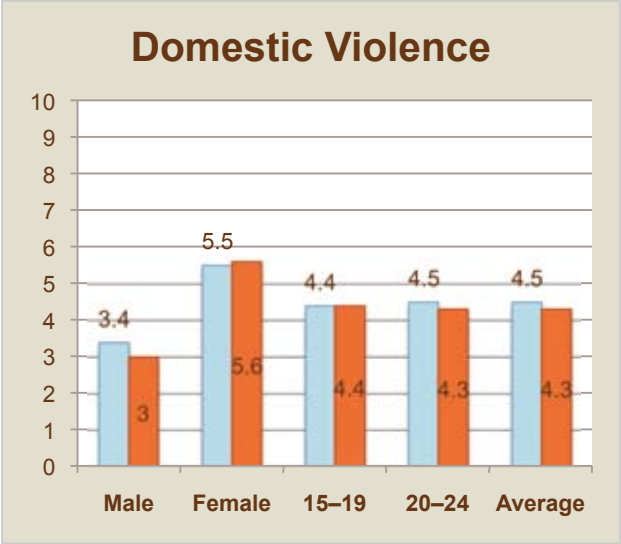
Figure 67: Youth Assessment of Unhealthy Behaviors & Sense of Safety (scale of 0–10) — Jordan Valley Area











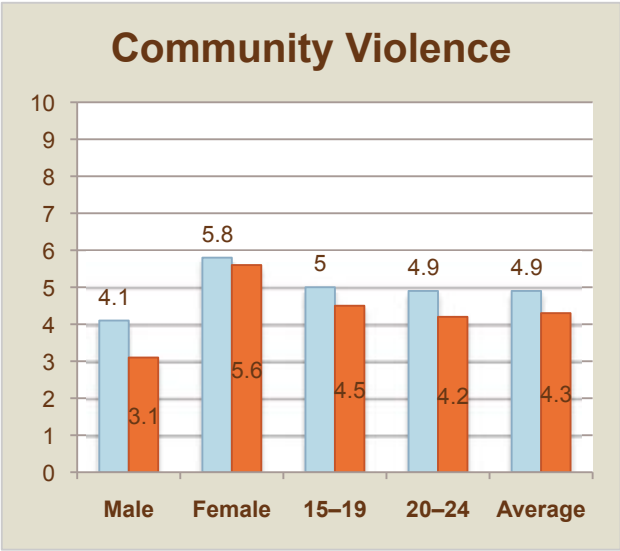
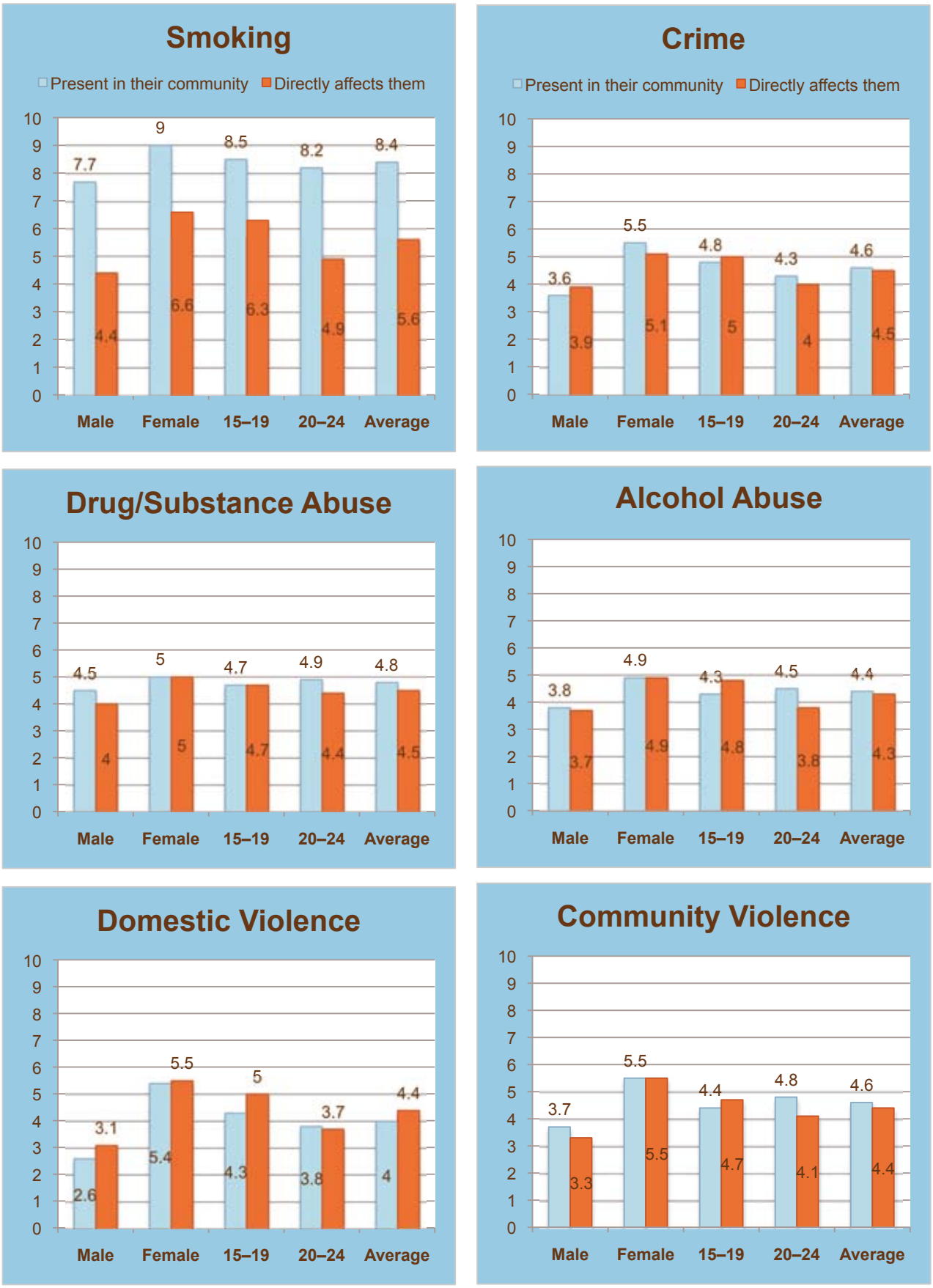


Figure 68: Youth Assessment of unhealthy Behaviors & Sense of Safety (scale of 0–10) — Ma'an Area

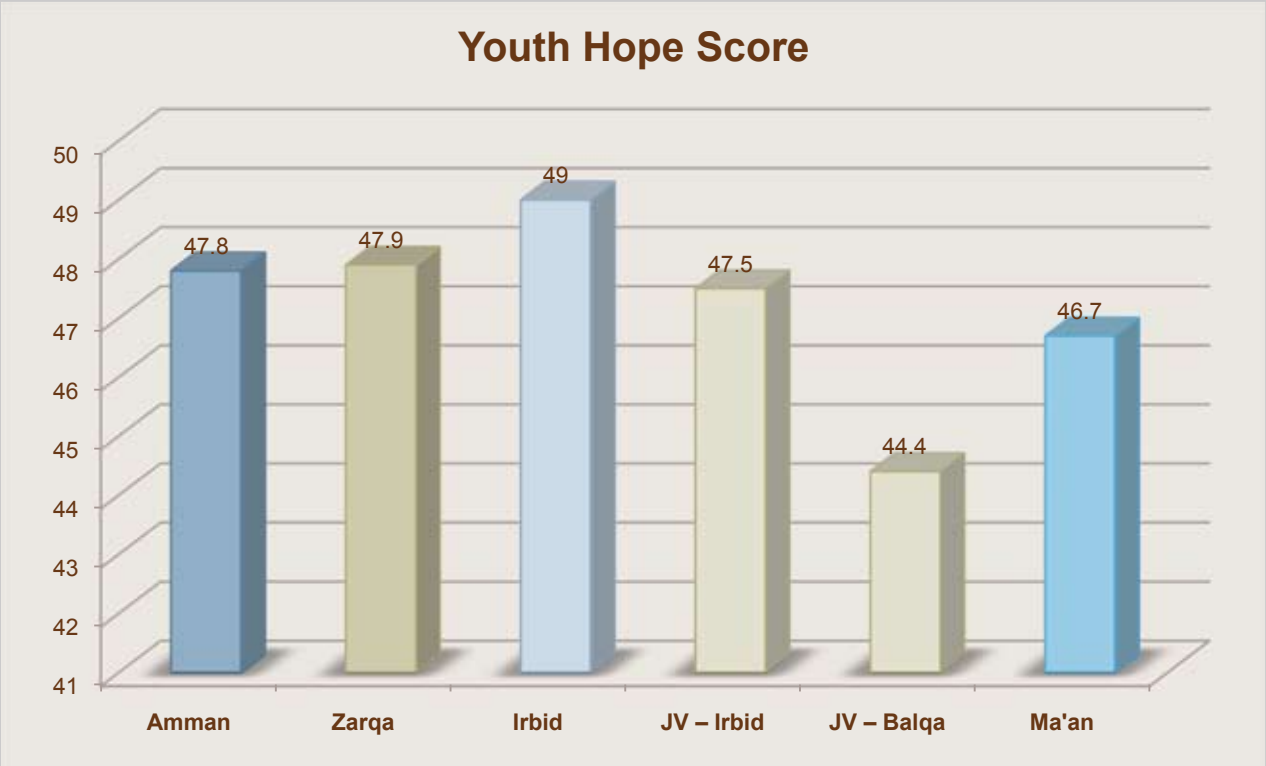


Youth Hope Score. The RCA sought to measure the level of hope for the future among young people in the target areas. The resulting "hope" score, as seen in Figure 69, correlates positively with an overall measure of control over their lives — in terms of decisiveness, readiness for stress, leadership, and independence.

A score of 48 and above (out of 100) would indicate that a young person tends to be hopeful. The RCA results returned an average hope score of approximately 47 for all target areas which suggest that many young people in the target areas might tend to be slightly less "hopeful" but not exceptionally so.

The Twal al-Janoubi neighborhood in the Jordan Valley is an exception in that it had the lowest hope score among youth living in YWJ target areas at a ranking of 44.4. Those young people living in Irbid tended to be the most hopeful with a score of 49. Please note that because the Jordan Valley area comprises two different governances (Irbid and Balqa), IYF in this particular assessment decided to disaggregate these two communities.

Figure 69:



RECOMMENDATIONS

- Make Life Skills programs more readily available to provide young people with effective coping skills in such areas as refusal skills and effective techniques on managing strong emotions, positive assertiveness, bullying, conflict avoidance, mediation, and resolution, responding to stressful situations, and optimum healthy behaviors.

- Encourage the offering of activities that keep youth off the streets and provide them with a safe environment to play and learn.

Annex I

RCA RECOMMENDATIONS

Youth:Work Jordan (YWJ) is a five-year initiative to improve youth employment and civic engagement among the country's most vulnerable youth ages 15 to 24. Through a unique partnership, the International Youth Foundation (IYF) is working together with the United States Agency for International Development (USAID), the Jordanian Ministry of Social Development (MoSD), and respected national and local organizations across Jordan to improve and expand community-based social services, with an overarching focus on promoting the employability and civic engagement of Jordan's youth. For the first two years, YWJ is prioritizing programs in 12 selected communities in Amman, Zarqa, Irbid, Jordan Valley, and Ma'an.

This Rapid Community Appraisal is a foundational element of the YWJ program, using extensive field work and analysis to ensure that when designed, YWJ program interventions are highly relevant to the needs of young people in each of target community. The RCA identifies the particular challenges young people are facing and serves as the starting point for Community Action Plans (CAPs) to help address such challenges. The RCA accordingly serves as both a guide for activities designed with local communities, and, over time, can be used as a benchmark to assess YWJ's progress in fully addressing youth needs.

Recommendations for YWJ program activities that are grounded in the results of the RCA focus most heavily on the key components of the YWJ program. These components seek to expand and improve services for youth in each of these areas:

- Life, employability and entrepreneurship skills for the 21st Century,
- The Provision of Youth Friendly Services at the community level, through which youth are able to productively utilize their free time, and
- Civic engagement, leadership, and volunteerism efforts in community service projects (e.g. in through infrastructure and environmental improvements)

The following sections detail recommendations under each of these key program components, with a special emphasis on the efforts to be undertaken by the program's Coordination NGOs (CNGOs) as they design and support the implementation of activities in partnership with local Community-Based Organizations (CBOs). With these recommendations, the RCA was designed to take an action-oriented approach, directly channeling survey findings into concrete and well-conceived program activities. Such activities in turn are to be designed to showcase important learnings within the policy environment, and provide significant new opportunities for expansion of successful models.

Finally, given the comprehensive nature of the RCA, a number of interesting findings outside of the scope of YWJ program activities have also been made. While YWJ resources are not available to support activities in these areas, we are highly conscious of the need for holistic programming that addresses youth challenges from all angles. For example, while YWJ will generally not work with in-school populations, the quality and value of education in schools directly impacts the opportunities available to young people outside of school, whether early school leavers or graduates. Accordingly, we have also provided some general recommendations in areas outside the scope of YWJ in hopes that other stakeholders in these areas can benefit from this study.

Component 1: Life, employability and entrepreneurship skills for the 21st Century:

Recommendations for community-based YWJ activities in this component are provided for each of three groups of young people: working youth, those that are unemployed, and those that are inactive. We have also provided a set of more broadly applicable recommendations regarding the improvement of training and placement in these areas.

Unemployed Youth

- **Priortize Youth that Want to Work but Can't Find Jobs.** CNGO-supported programming should give priority to this segment of the population — that is youth who want to work, but have not found work. In IYF's experience, they are the most receptive to youth employment programs since they are eager to work, but are having trouble finding a job. The ability of these youth to find work and progress in their work lives is impeded by the fact that 57% have less than a secondary education and as mentioned below, lack the contacts and skills to find good jobs. To this group of youth of most likely "customers" of YWJ employment programming, one should add working youth for the reasons mentioned below. With-

out a secondary education and market-ready skills jobs, they are strong candidates for second chance programs[20].

- **Provide Needed, Market Driven Skills:** Rigorous adherence to quality training, centered on the needs of prospective employers, will better ensure success in finding jobs. Programming designed by CNGOs and implemented by CBOs to increase the employment prospects of youth targeted by YWJ should therefore include the following elements. IYF has tested these elements in countries throughout the world in school and non-school settings, and concluded they are effective in increasing youths' chances of finding decent jobs with a future.

  - Clear targeting and selection mechanisms to ensure youth have the requisite skills and motivation for employment training and a strong orientation process so youth understand course requirements and begin to identify their areas of interest.

  - Use of labor market information to inform the development of the curriculum and to continually update market intelligence so that training content is current and relevant

  - Integrated and comprehensive training that includes technical and non-technical content. Technical content typically includes knowledge and skills required by a particular occupation and technology skills. Life skills and job seeking skills would comprise the non-technical elements. These two areas of content are of equal importance and should be treated as such by CNGOs in program design and then program directors and instructors in program implementation.

  - Modules or courses in basic education should be integrated for youth who are weak in basic numeracy and literacy. For participants who lack a secondary school diploma, there should be a mechanism for them to take equivalency courses so they can finish their high school requirements during or after their training cycle.

  - Internships or some form of real work experience should be integrated by YWJ subgrantees as part of the training so youth hone their skills and also develop links with potential employers.

  - Job placement services for youth should be provided as an integral part of CNGO supported efforts to help match young people's skills and interests with employers and vice versa. Job placement services should be offered during training and after training and may include job fairs, counseling, testing for competencies, and involving employers in training.[21]

- **Seek Innovative Approaches to Address Gender Issues:** The issue of gender and work needs to be examined more closely and creative approaches should be explored in this area by YWJ. From the RCA findings it is clear that females are less likely to be working and more likely to be inactive. Nonetheless, if females want to work, they are able to find work and have lower unemployment rates. Similarly, the research conducted with employers suggests an openness to hiring females. Therefore the impediments appear to be more from the perspective of the young women themselves (e.g. "I cannot do that type of work or they won't hire me") and their families.

  In working with girls and young women, YWJ programs need to stress that they are can compete for good jobs and employers are willing to hire females if they are qualified. Activities should be explored that build confidence among young women as well as expand their knowledge of accessible and appealing opportunities available. These activities could include life skills training; leadership training linked to service/learning community projects; ensuring young women have active leadership roles in projects; mentorships with successful female professionals; and role modeling with female professionals in sectors that may be seen as less appealing. Similarly, awareness raising events with young women and families on professions/sectors should be explored, as well as site visits to offices or job locations for families and young women to see that the workplace and job are safe and appealing.

Working Youth

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20 For more on second chance programs see the World Bank Development Report 2007, *Development and the Next Generation*.

21 For more tips on how to involve employers and organize job placement services please consult IYF website (www.iyfnet.org) for an IYF Field Notes entitled *Working with the Business Sector to Advance Employment* and the *Executive Summary of the Final Report of the Entra21 Program Phase I: 2—1-2007*.

- **Supporting Equivalency Degrees:** The percentage of working youth with less than a high school education (as high as 95% of working youth in Al Mshairfyeh, for example) is a critical problem which should be addressed through YWJ. It is a well known fact that youth without a high school diploma, are unlikely to secure progressively better jobs and increase their earning potential. In the short term, YWJ CNGO's should explore ways in which to increase these youths' level of formal education while they are working. This may involve equivalency courses offered during work hours or non-work hours so these youth may earn their high school diploma. Such efforts will of course necessitate consultation with relevant government authorities including the Ministry of Education and examination of current approaches in other programs.

- P**romote Fair Wages and Decent Jobs:** YWJ targeted youth, on average, earn low wages, especially when the amount of hours they work per week is taken into account. Addressing this problem is difficult as long as employers do not feel compelled to pay youth the minimum wage or for overtime work. It appears that private sector employers have a lot of latitude in what they require in terms of number of hours of work and how well they compensate youth. The fact that many firms hire foreign labor who may be willing to work for minimum wage or less and longer hours, makes it harder for poor Jordanian youth to insist on a fair wage.

  In designing programs, CNGOs should seek innovative approaches to educate youth about their labor rights and responsibilities. This includes integrating training into programs about what steps to take if young people feel their contracts are not fair or labor laws are being violated by their employers. Training programs for youth should also include teaching them how to negotiate work contracts. This will help ensure young people are realistic about what they can expect in terms of wages and benefits, on the one hand and are able to fully represent their interests, on the other. In terms of fair wages and benefit packages, the more youth are educated and equipped with marketable, technical skills, the greater the chances of them to compete for good jobs and for the market to move toward providing more favorable terms and decent pay. Similarly, CNGOs should look to regularly track information about the experience of young people in negotiating contracts and when labor disputes arise. Such practical experience can be very helpful in advocating for new policy approaches to help address challenges.

- **Develop Stronger Career Information and Counseling:** While expressing satisfaction with their current work, youth also indicate feeling ill informed about other occupational options and lacking a sense of any type of career path. This suggests that youth from these neighborhoods have little to no access to job counseling services where they can assess their skills against labor demands, set goals, and identify the types of skills and credentials they lack in order to get better jobs. In the absence of job counseling and retraining it would appear these youth are destined for dead-end jobs.

  Ideally these services are available to youth while they are in school. This is not sufficient, however, and therefore these services should be made available at the community level by YWJ actors. In designing work counseling services for youth, CNGOs and CBOs, working in a cross-cutting fashion across communities, need to involve youth to make sure these services are welcoming and effective, e.g. youth friendly. IYF experience from other countries suggests that existing employment services tend to be staffed by people who do not know how to relate to youth, do not use technology effectively, and tend to lack up-to-date information on what type of work is available (e.g. they have poor to no connections with employers, particularly private sector employers). CNGOs and CBOs should accordingly design programs to ensure employment offices have staff specialized in the young worker and well informed about the requirements and realities of entry-level jobs. These offices (and the staff supporting them) also need to be very skilled in working with young women so that they respect family concerns but are also open-minded about women's abilities and work options.

Inactive Youth

- **Further Explore Options to Engage Inactive Young Women:** The largest segment of the youth is economically inactive, consisting of youth who are not working and not looking for work. A large portion of these young people are still in school. While generally outside the scope of YWJ activities, other stakeholders should place attention on ensuring this cohort should be focused foremost on ensuring that economically inactive youth who are in school complete their secondary education and ideally, get a technical degree in viable occupational fields.

  For the segment of the inactive who are not in school, YWJ programming options are undoubtedly more elusive. This group constitutes about 18% of all youth and the overwhelming majority is female, over

the age of 18, who report working at home and taking care of household responsibilities. It is not clear from the findings whether these young people seek to change their employment status and acquire more skills. Further exploration of the interests and motivations of this segment of young people is recommended before funds are invested in programming activities. CNGOs and CBOs should also seek creative approaches in this area that can be further tested. More generally, the extent to which these young women transmit to their children a sense of their potential to be educated and the ability to develop a productive work life is also worthy of further reflection to avoid a culture of low human capital and aspirations. Training modules in this area might be considered under other components of YWJ focusing on the provision of youth-friendly services.

Improving Training Models and Linkages with the Market

- **Find ways to Coordinate and Integrate Business into Training Approaches:** Across YWJ target communities, there is a remarkable gap between what employers seek in their new hires and what educational and training institutions offer to youth. CNGO and CBOs designing training programs under this YWJ component must make drawing these connections a top priority, which will require coordination between businesses, education planners (formal and vocational), and local officials. In particular, CNGOs designing programs should seek to integrate business perspectives throughout the training process. This includes developing minimum qualifications for training programs, developing relevant curriculum, customizing and teaching life skills programs, supporting technical training modules, and providing internships and other on-the-job training opportunities. This is not a call for more bureaucracy, but rather for agile mechanisms to link those who hire with those who train/educate. An added benefit to developing close connections with employers in the training phase is more likely support in job placements, as businesses are knowledgeable about and more comfortable with the youth trainees for full time employment.

- **Upgrade Vocational Training Centers and Non-formal Training Centers.** CNGOs and CBOs will need to focus heavily on supporting and providing technical or vocational training programs to meet the needs in growth sectors identified by the RCA. In designing these programs, it will be important to heavily focus on improving the quality of training already being provided — given RCA findings and current perceptions about such training. In particular, Vocational Technical Training Centers' teaching pedagogies, curricula, facilities and equipment should be significantly upgraded, and closer linkages need to be developed between training providers and actual market needs. Significant efforts appear to have started with other stakeholders in this area, and partnerships and synergies to maximize collective impact of development programs should be explored.

- **Spread Accurate Information and Knowledge about the Job Market.** Likewise, across YWJ communities, youth and their parents need to know about the type of work opportunities highlighted in this report so they can formulate more hopeful and realistic aspirations for their first job after secondary school or vocational training. Parents in particular play a key role in shaping the opinion of Jordanian young people and special emphasis should be placed on career counseling for them alongside their children. In this regard, CNGOs should consider approaches to involve parents in portions of career counseling programs, or encourage employers to allow parents to visit job sites and gain familiarity with the type of work being performed and skills needed. Similarly, more contact between business leaders and youth needs to be explored through such vehicles as school expos and the use of technology and commercial media to help shape opinions. Finally, with respect to vocational training programs in particular, CNGO's should explore best practice approaches to improve the perception of parents and students of vocational training and the career options that are available through these educational paths.

- **Regularly update information in Ma'and and the Jordan Valley.** Emerging opportunities in Ma'an and Jordan Valley need to be appraised on a regular basis as opportunities for formal employment are not as clear as in other areas. In Ma'an, where there are few youth to be absorbed and they tend to be more educated, on average, the prospects are comparatively better. The most challenging labor market conditions are in the Jordan Valley, where no sub-sectors emerged as being highly dynamic and able to absorb youth with basic technical skills.

- **Focus on Entrepreneurship.** CNGOs should think seriously about opportunities for self-employment through entrepreneurship across all YWJ communities. More research is needed into the opportunities in the Jordan Valley, in particular, for self employment through the creation of youth-led micro-businesses.[22] The RCA notes a very small degree of youth entrepreneurial activity which suggests a series of impedi-

22 We use this term loosely to mean any business endeavor undertaken by a youth to create work and earn income be it formally or non-formally constituted as a business.

ments — both attitudinal/motivational and material. These barriers need to be better understood in order for YWJ to be effective in helping youth become more risk-taking and prepared to operate their own micro-business/income generating ventures. As such, during their design of subgrant activities, CNGOs operating in all communities should focus heavily on identifying promising sectors for entrepreneurship, the obstacles young people are facing to starting up business, and how to best integrate tested models for supporting self-employment into training programs.

- **Promote Comprehensive Entrepreneurship Programming:** To promote work through self employment YWJ in a cross cutting manner should consider how to integrate into the school and other training curriculums modules to form entrepreneurial attitudes. The same can be said for community-based programs which can offer modules in entrepreneurship and promote creativity and risk taking. In addition, CNGOs and CBOs designing entrepreneurship programs should understand market opportunities and based on this research, find approaches to best counsel potential youth entrepreneurs, provide business advisory services, and provide youth with access to affordable credit. Moreover, substantial assistance should be provided (e.g. through visits, networking, coaching, etc.) during business start ups which can last from one to two years.

- **Integrate Life Skills and Professional Skills Development into Training Programs:** RCA findings indicate a multitude of challenges regarding young people's self perception, confidence and general preparedness for the workforce. This often results in lack of motivation to seek jobs and to integrate successfully in the work environment when lucky enough to find a job. To address this core challenge, CNGO designed training programs must offer life and job preparedness training to young people attending job skills training, to provide them with a competitive edge and help them better integrate into the job market successfully. Life skills programs should meet minimum standards in terms of interactive teaching methods, core competencies addressed, and teacher/facilitator training, among other items. Innovative approaches to keeping young people engaged and practicing their life skills through community service should also be seriously considered.

Component 2: Youth-Friendly Services

Ensuring the needs of Jordan's large and growing population of youth requires effective service provision by government, civil society and the private sector. Relevant services are considered broadly by the Youth:Work Jordan program, including educational, employability, health, sports and leisure, arts and cultural and other civic-related services. Service provision should be "youth-friendly", meaning that services should be readily accessible to this special population, engaging to them, and customized to their needs.

- **Identify Best Practices to Inform Youth-Friendly Service Design:** Given the high level of government and other services provided across the country, it is critical to examine where services have been more accessible and utilized by young people. As such, the YWJ Project Management Unit and CNGOs should look to indentify the best examples of youth-friendly practices that can be identified in the various fields of services. As such study is conducted, information should be gathered as to why these services are performing better and how their practices could be replicated. This research and information gathering should directly inform the development of training programs on youth-friendliness for service providers in YWJ communities, as well as program designs by CNGO's and their CBO partners implementing YWJ projects.

- **Train Service Providers and Support Improvement Efforts:** While well-intentioned, service providers are usually adults who cannot fully appreciate the rapidly changing interests of young people and approaches to engage them. As such, the YWJ Project Management Unit should focus on developing highly participatory training programs for service providers across YWJ communities to help them appreciate practical ways to better engage and service youth. Such training should be coupled with a small grants program, which will enable service providers to propose changes and improvements to their service delivery and infrastructures. More generally, when it is clear that specific services are missing and best practices are available, CBOs should be encouraged to replicate such services, in consultation with the municipality, and on the basis of identified best practices.

- **Emphasize Cultural Activities:** The RCA demonstrates a strikingly low level of availability and participation in cultural activities within target communities. This lack of activity engenders less appreciation of young people for their surroundings, traditions and shared heritage, and in turn reduces their feeling of hope and aspiration for improvement of their surroundings. Such cultural activities are also an excellent supplement to formal and informal training, helping to further educate and round out young people's

perspectives. As CNGO's develop programs in each community, they should look for ways to support more cultural activities directed toward young people and seek ways to integrate further support and learning from such activities. For example, at the end of an activity a discussion should be organized on what young people liked or disliked regarding the activity and what other type of activities they would like to be involved in. Such activities can also be considered part of life skills training, supporting skills development in other YWJ component areas.

- **Keep Safety Perceptions in Mind.** While overall safety issues in Jordan are not an issue, perceptions regarding safety within YWJ communities appear to have affected the level of participation of young people in activities. This is particularly the case for young women, for whom parents are often cautious about participation in activities outside of the home. CNGOs should pay special attention to addressing safety perceptions in their programming, and in doing so will need to partner directly with relevant government entities. Small efforts in this regard can pay dividends; for example, increased street lighting and more regular patrols can often help to improve perceptions.

  Similarly, local facilities providing services to the community should be analyzed by CNGOs and considered for improvements that would meet parents' requirements in terms of safety and youth expectations in terms of activities and learning opportunities. Program design should take into special considerations areas where youth are clearly on the streets and lack productive avenues to become engaged. In such areas, YWJ should work with service providers to encourage the offering of activities that keep youth off the streets and provide them with a safe environment to play and learn.

- Activities in this area should also fully complement training programs offered through other YWJ components, particularly in the area of life skills. In addition to life skills promoting professionalism, employment readiness and teamwork, CNGOs and CBOs should use life skills training to provide young people with effective coping skills in such areas as refusal skills and effective techniques on managing strong emotions, positive assertiveness, bullying, conflict avoidance, mediation, and resolution, responding to stressful situations, and optimum healthy behaviors.

Component 3: Civic Engagement and Skill Building through Community Service

- **Make Civic Engagement a More Visible and Accessible Option:** RCA findings indicate that the level of civic engagement and volunteerism by young people in YWJ target communities is strikingly low. This is in part due to the scarcity of institutions and programs providing volunteer opportunities for youth and the low outreach of existing services. Accordingly, YWJ partners in designing community programs must ensure such programs are more accessible, more effective and are able to scale up their services.

  In particular, CNGOs should look to support CBOs offering civic engagement activities so they can become more present and visible in the targeted neighborhoods and offer activities that young people could join on a regular basis. To ensure programs are demand driven and appealing to youth, program design should include consultations and focus groups with young people to identify the types of activities young people would like to join in each neighborhood.

- **Engage Parents and Communities in the Effort.** Serving communities should be a team effort between young people, parents, families and whole communities. YWJ implementing partners should considers ways to increase awareness of needs among young people and their families so that they can see how civic engagement can benefit them directly or could play a part in their lives, and so females, especially, can gain approval for such activities from their parents. Approaches that encourage young people to take the initiative and then involve their parents in community service activities they have planned can help in this regard. Additionally, YWJ partners should consider separate groups for males and females to raise the level of acceptance by parents, even though many of the activities could be the same or could complement each other. Finally, parents and community members could be invited to special youth service recognition events in order to gain their support for engaging their children in activities that give them opportunities to volunteer. The engagement of prominent figures would reinforce such perceptions.

- **Use Civic Engagement and Volunteerism to Build Skills.** A central aim of YWJ's Component 3 activities is to empower and equip young people with skills to both improve their communities and their own long term livelihoods. CNGOs and CBOs should seek ways to make activities under this component safe, fun, and entertaining and also add the benefit of giving the participants a sense of accomplishment for themselves and their communities. In this regard, CNGOs and CBOs should integrate training programs

into community service initiatives as part of "service learning" approaches. In this model, new skills acquired can be practiced and honed through the design, budgeting, implementation, management and evaluation of volunteer-based activities that have a direct and positive impact on local surroundings (e.g, renovating a new public park or creating a local outdoor theater). As a part of these programs, young people should be encouraged to submit proposals that are eligible for small grants from CBOs to undertake these service activities that improve local neighborhoods. To encourage cross fertilization of ideas and promote a wider perspective among young people in the neighborhood, youth organizations doing similar activities in other parts of the country but that would not be present in these particular neighborhoods could be invited to submit small grant proposals also in cooperation with local young people.

Educational Interventions:

While outside the scope of YWJ activities under the three components noted above, improvements to formal educational approaches are clearly a critical need as identified under the RCA. In particular, given the limited opportunities for those who have not completed at least their secondary schooling, it is essential that school systems and all relevant stakeholders in this area are focused on ways of improving the quality of education and reducing the incidence of dropouts. Additionally, for those youth that complete school, it is vital that they have a better and more realistic appreciation of how their schooling and interests translate into choices around career paths. General recommendations in these areas based on the RCA are as follows.

- **Encourage Parent/Adult Involvement and Find Incentives to Reduce Dropouts.** Effective interventions to prevent youth from dropping out before completing high school should be devised and special attention should be paid in particular to higher drop-out rates among boys. In this respect, stakeholders must look for ways to redefine for youth and parents the value of a secondary (or more) education for life and for employment. In so doing, they should enlist the support of parents to encourage these youth to return to formal education. School-to-home communication links should also be strengthened and Parent-Teacher Associations should become more functional and relevant. Mentorship by successful adults and role models is also an area for further support.

  Jordanian policy makers also should consider the implementation of strategies tested in other parts of the world which provide youth (and their families) with financial incentives to stay in school. This may be particularly relevant to the YWJ communities where youth may be forced to leave school for economic reasons. Studies suggest that the return on investment for these financial incentive policies is positive.

- **Seek Basic Improvements to Ensure the Relevance of Education:** To retain youth in school until they complete their secondary education will require a series of changes going well beyond the scope of YWJ. However it is clear that these will include updating the curriculum so it is relevant to youths' lives and the world of work; ensuring teaching methods are student-centered and pedagogically sound; providing counseling to students who are experiencing trouble in school due to family, personal or academic problems; ensuring the school environment is welcoming and youth-friendly; and providing students with opportunities to acquire work-related competencies while in school. While such activities and programs are undertaken outside the YWJ program, it will be important to explore synergies and opportunities across programs to present holistic approaches to supporting youth. Indeed, such efforts can allow young people to enter the job market with the minimum level of education required by most employers and have a stronger basis on which to build more knowledge and skills.

- **Integrate Career Counseling and Entrepreneurial Training.** RCA findings suggest that impressions about what work is suitable and expectations of young people about the career choices available to them are set very early. Youth are also highly influenced by parents and community perceptions. It is therefore vitally important that schools find opportunities for young people to gain accurate information about job prospects and to begin matching their interest with potential career paths. Particular emphasis should be placed by stakeholders on points in the educational process where young people (with support of their parents) choose different tracks of study. Stakeholders should also look to integrate parents into these discussions and counseling opportunities to help guide these key influential figures for young people.

  Similarly, educational stakeholders should continue to look for ways to integrate programs that encourage young people to develop an entrepreneurial mindset and prepare for the creation of new businesses as they leave the school environment. Financial literacy is also important to teach early on for young people, to prepare them for undertaking such ventures.

CONCLUSION

Fundamentally, the Rapid Community Appraisal for Youth:Work Jordan finds that despite challenges faced by youth in targeted communities, they remain enthusiastic and ready to support the redevelopment of their communities and build their own futures. It is our hope that these recommendations will provide a solid foundation upon which to build program plans that can capitalize on this enormous asset for Jordan.

Annex II:

THE ECONOMIC INDICATORS FOR SUB-SECTOR SELECTION.

This document provides a snapshot of information and statistics used by the RCA Team to select the sub-sectors that were identified as having the greatest potential for growth and thus the best source of jobs for the youth in RCA-designated areas.

Economic Indicators by Sub-sector

Sub-sectors Selected	Snapshot of Information collected
Packaging	• Manufacturing make up 18.2% of total GDP as of year 2008. • Packaging Hires 6.18% of the Manufacturing sector. • Experts Feedback: ° Packaging is a merging industry that would provide employment opportunities, especially in East Amman, Zarqa, and Rusaifeh. ° The Jordanian policy makers acknowledge the significance of this sector for the Jordanian economy and initiate many programs to improve and enhance the Packaging Industries. ° SME could emerge from this industry. ° Females tend to work in such light industry. ° Packaging plays an essential role in all industries without exception. Hence, the success of some goods and products when entering world markets depends on the quality of the packaging itself and the manner in which it is packed. ° It is labor intensive; it doesn't need high education or experience to work in it. ° Creativity skills are needed in this subsector.
Healthcare	• Creates 4% of total GDP as of year 2008. • More than 140 million US and Canadian insurers will be linked with Jordanian hospitals. • Revenues reached USD 1 billion annually, and the sector has been witnessing a steady annual increase in foreign patients of around 10%. • A study was conducted by the Private Hospitals Association shows that 210,100 patients from 48 countries received treatment in the Kingdom last year, compared to 190,000 in 2007. • World Bank ranked Jordan number one in the ***region*** as a medical tourism destination. • World Bank ranked Jordan fifth in the ***world*** in terms of medical tourism destinations. • Jordan National Agenda report highlight health care as a key sector. • Jordan Vision 2020 highlight healthcare as a sunshine industry.
Tourism	• Creates 12% of total GDP as of year 2008. • The sector generated 10% of all new employment. • Today there are 22,000 rooms which are projected to grow to reach 30,000 in the coming 10 years. • 38,000 current direct jobs, expected to exceed 51,000 in 5 years. • 120,000 indirect jobs. • Government is offering investors tax exemptions and incentives. • Jordan National Agenda report highlight tourism as a key sector. • Jordan Vision 2020 highlights tourism as a sunshine industry. • National Tourism Strategy.
Agriculture	• Creates 4% of total GDP as of 2008 year end • Agriculture sector encountered a growth of 19% in Q1 2009 compared to Q1 2008 • Dominant by female workers. • Information from experts • Ministry of Agriculture • Jordan Investment Board

Sub-sectors Selected	Snapshot of Information collected
Construction	• Creates 5.1% of total GDP as of 2008 year end • The sector has grown by 30.5% in Q1 2009 compared to same period last year • Construction sector is labor intensive and generally pays well • Large amounts of investments directed in YWJ areas which require construction • Construction will always be in demand because of population growth and expansion in rural areas • Maintenance is always needed which require construction work
Outsourcing	• Relatively new sector in Jordan • Expected to hire more than 2000 by 2010 • Only two companies operating now, but more expected to open • JIB allocating efforts in attracting investors • Jordan Vision 2020 • SABEQ • Found in YWJ areas • Jordan is defined as the back office of the region • A.T Kearney Global Services Location Index 2009 ranked Jordan in the 9th position compared to being in 14th position last year
Sectors Disregarded	
Renewable Energy (Solar)	• Globally 60 billion dollars will be invested in energy • Solar energy is the best source of renewable energy to Jordan, as there are 310 sunny days in the year • Ma'an weather is very well suited for solar plants • Start up cost of solar energy is considered expensive • Solar energy can create many jobs for SMEs Sector was not selected due to : • Worldwide the science of renewable energy is still new and is still being developed. • Plans to develop renewable wind energy and solar plants are underway and not materialized yet. • Investments allocated for solar energy are in the pipeline, implementation will take place in 4 to 5 years. • The industry is not as labor intensive, especially in the factories

Annex III

Confidential Information

Ministry of Social Development

(Study on the Economic and Social Life of the Youth in Jordan)
2009

*Block Serial Number*_____ : *Form No.*|____|____|____|____| :

Defining Information

1 governorate _____	|__|__|	*7 block No. :*	|__|__|__|
2 district _____	|__|	*8 Cluster No.:*	|__|__|
3 sub district: _____	|__|	*9 Building No. :*	|__|__|__|
4 Cluster : _____	|__||__|__|	*10 House No.:*	|__|__|__|
5 Area: _____	|__|__|	*11 Serial number of family :*	|__|__|__|
6 Neighborhood : _____	|__|__|	*12 Total number of family members*	|__|__|

Result of home visit	*No. of visit*	*Result of family visit*	*First Visit*
Inhabited/ populated	**1**	***Interview completed***	**1**
Always closed/ locked	**2**	***the person required is not in the house (out)***	**2**
empty	**3**	***There is no qualified person***	**3**
Not used as residential	**4**	***traveling***	**4**
No longer exists	**5**	***sick / disabled /elderly***	**5**
Refused to meet with us	**6**	***refused to meet***	**6**
Other (specify): _____	**7**	***Other (specify):*** _____	**7**

Primary **1**
Alternative **2**

Interview completed:

Work Stages

Researcher Name	*Observer Name*	*Name of digital encryptor?*	*Name of Data Entry person*
Name:	*Name:*	*Name:*	*Name:*
Date : / /2009	Date : / /2009	Date : / /2009	Date : / /2009

Introduction :

Good morning/Good evening. I am ---------- from the Ministry of Social Development. We are currently carrying out a field study on the social and economic life of youth in Jordan between the ages of 15-24. I would appreciate it if you could give me some of your time to answer some questions. I assert to you that all gathered information will be handled with absolute confidentiality and will be entered in a way that does not show any personal information.

***Please ask about (male/female) family members between the ages of 15-24.*

Interviewee Selection Table

1. *Sex:* 1- Male 2- Female |__|
2. *Age Group* 1- 15 – 19 years 2- 20-24 years |__|

No. Individual	*Male / female family members between 15-24 years Starting with the eldest*	*Serial Number of the Family*														
		1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**
1		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2		2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
3		3	2	1	3	2	1	3	2	1	3	2	1	3	2	1
4		4	3	2	1	4	3	2	1	4	3	2	1	4	3	2
5		5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
6		6	5	4	3	2	1	6	5	4	3	2	1	6	5	4

Note for Researcher: Put a circle ❍ around the answer, or no. answers that apply.

-100	Are you ready and willing to participate in this questionnaire?

Yes	**1**	
No	**2⇦ End Interview**	

|__|

Section One: Data on Family Members

The researcher fills this section out for all family members while conducting this study.

101	102	103	104	105	106	107	108
line no. of individual	**Names of Family Members** (Sequence depending on age from the eldest to the youngest)	**The Relationship to the head of the household** 1. Head of the household 2. Husband/wife 3. Son/ daughter 4. Father/mother 5. Grandchild 6. Brother/sister 7. Other Relatives 8. Spouse of son/daughter 9. Other	***Sex*** **1.**M **2.**F	**Age**	***(for members 15 yrs of age or older)*** **Marital Status** 1. Not Married (single) 2. Married 3. Divorced 4. Widowed 5. Separated	**(for members 6 yrs of age or older)** Is the individual currently enrolled in an educational institution? 1. Yes, currently enrolled 2. Yes, had been enrolled 3. No, never enrolled ↓ proceed to the following family member	**Educational Level** 1. Illiterate 2. Read & write 3. Primary 4. Vocational Training 5. Secondary 6. Intermediate diploma 7. Bachelor Degree 8. Higher Education
1		Head of household |_1_|	|__|	|__|__|	|__|	|__|	|__|
2		|__|	|__|	|__|__|	|__|	|__|	|__|
3		|__|	|__|	|__|__|	|__|	|__|	|__|
4		|__|	|__|	|__|__|	|__|	|__|	|__|
5		|__|	|__|	|__|__|	|__|	|__|	|__|
6		|__|	|__|	|__|__|	|__|	|__|	|__|
7		|__|	|__|	|__|__|	|__|	|__|	|__|
8		|__|	|__|	|__|__|	|__|	|__|	|__|
9		|__|	|__|	|__|__|	|__|	|__|	|__|
10		|__|	|__|	|__|__|	|__|	|__|	|__|
11		|__|	|__|	|__|__|	|__|	|__|	|__|
12		|__|	|__|	|__|__|	|__|	|__|	|__|
13		|__|	|__|	|__|__|	|__|	|__|	|__|
14		|__|	|__|	|__|__|	|__|	|__|	|__|
15		|__|	|__|	|__|__|	|__|	|__|	|__|

Section Two: Formal Education

Line no. of individual interviewed: |__|__|

201	Are you currently or have you previously been enrolled in an educational institution affiliated with the Ministry of Education? **Researcher**: See also question **107** and **108** of the individual respondent and make sure of the answer.

Yes, Currently Enrolled	**1⇦ 203 go to question**	|__|
Yes, was previously enrolled and completed study	**2⇦ 204 go to question**	
Yes, was previously enrolled but didn't complete study	**3**	
No, was never enrolled	**4**	

202	**What was the reason why you did not complete your study/ not enrolling in an educational institution?**

I was expelled	**1**	I have no interest in education	**7**	|__|__|
My father wanted me to work	**2**	I had too many problems with my school mates	**8**	
My father wanted me to get married	**3**	My family stopped affording my education	**9**	
I did not feel that what I learned in school was worthwhile for my life	**4**	I had to stay home and help my family	**10**	
I decided to work	**5**	Other (specify)_____	**11**	
I decided to get married	**6**			

Researcher: If the answer to question 201 was 3 move to question 204, if not move to 301

203	What is the level of education you are currently enrolled in?

1. Educational Attainment		2. Grade/ education year	3. Specialization		4.
1. Primary					Name of school/college/university
2. Vocational Training		_____	researcher ☞	_____	_____
3. Secondary Academic			← see card(1)		
4. Intermediate Diploma		|__|__|	← see card(2)	|__|__|	|__|__|__|
5. Bachelor Degree	|__|		← see card(3)		
6. Higher Diploma		Researcher: If the respondent was less than vocational training move to name of school or college	← see card(3)		Location (governorate/ Area)
7. Masters			← see card(3)		_____
8. PhD			← see card(3)		|__|__| / |__|__|

Researcher: move to question 205

204	What is the level of education that you have completed successfully? Or What is your last completed educational level?

1. Educational Attainment		2.Grade/ education year	3. Specialization		4.
1. Read & write					Name of school/college/university
2. Primary		_____	researcher ☞	_____	_____
3. Vocational Training			← see card(1)		
4. Secondary		|__|__|	← see card(2)	|__|__|	|__|__|__|
5. Intermediate diploma	|__|		← see card(3)		
6. Bachelor Degree		Researcher: If the respondent was less than vocational training move to name of school or college	← see card(3)		Location (governorate/ Area)
7. Higher Diploma			← see card(3)		_____
8. Masters			← see card(3)		
9. PhD			← see card(3)		|__|__| / |__|__|

Researcher: If the respondent was less than vocational training move to the question **207**

205	How did you decide on your specialization? (please choose only one answer, the most relevant)

Decided by the system (my grades average)	1⇦ go to note before question 207	
My parents decision	2	
I am good and interested in this specialty	3⇦ go to note before question 207	
I did what my close friends did	4⇦ go to note before question 207	
I believe it will secure me a good economic opportunity when I graduate	5⇦ go to note before question 207	|__|
I received advise from career counseling program	6⇦ go to note before question 207	
(specify)_____:		
Other (specify)_____:	7⇦ go to note before question 207	

206	What was your parents' role in deciding on your specialty? (Please choose one answer that is most relevant)

My parents' background	1	
My parents' belief that this specialty is economically valid for my future	2	
My parents' belief that this specialty is socially prestigious and/or appropriate	3	|__|
Other (Specify):_____	4	

Researcher: look at question 201 if the answers were 2-3-4 move to question 208

207	What are your plans once you finish your education? Please choose one

Apply for government employment	1	
Apply for work in the private sector	2	
Start my own business	3	
join my family business	4	
I do not know	5	|__|
I cannot work	6	
I do not want to work	7	
Other (specify)_____:	8	

208	In the course of perusing of your education, to what extent did you find the following aspects challenging:

	Very Challenging				*Not Challenging*	**I don't know/ don't want to answer**	
1. The distance from your home to your educational institution.	5	4	3	2	1	8	|__|
2. The availability of public transportation	5	4	3	2	1	8	|__|
3.The overall expenses (tuitions, books, materials and other(	5	4	3	2	1	8	|__|
4. Relationship with Fellow Students	5	4	3	2	1	8	|__|
5. Relationship with Teachers & Staff	5	4	3	2	1	8	|__|
6. Level of Comprehension of Academic Content of Education	5	4	3	2	1	8	|__|

209	On a scale from 0-10, please evaluate the extent to which your education equipped you with the needed technical skills to get a job

very low										very high
0	1	2	3	4	5	6	7	8	9	10

\|__\|__\|

210	On a scale from 0-10, please evaluate the extent to which your education equipped you with the needed life & employability skills to succeed in your social life and promote yourself to secure a job and maintain it (decision making, teamwork, writing CV etc..)

very low										very high
0	1	2	3	4	5	6	7	8	9	10

\|__\|__\|

Section Three: Informal Training

301	Did you receive any on job training short term or long term?

Yes	**1**	
No	**2⇦ go to question304**	|__|

302	What was the skill that you received training in?

the skill training:	**Researcher: see card (5)**	|__|__|

303	Why did you receive training in that skill?

My parents made me	1	
My friends and I decided to	2	
To get a job	3	
To get a better job	4	
To fill my free time with something useful	5	
To set-up my own business	6	
Other (Specify_____:(	7	

304	Did you ever register in an training program (training institution)?

Yes	1	
No	2⇦ Go to question401	

05	Please specify the training institution

Commercial Institute	1	
Public Institute	2	
A Program at an NGO (National or International)	3	

306	Please specify the specialization:

Food Industries	1	Electricity	9	Textile and Leather Industries	17	
Printing and binding	2	Personal services	10	Construction	18	
Electronics	3	Oil and Petrochemicals	11	Accounting	19	
Hairdressing	4	Carpentry & Upholstery & Decoration	12	Information Technology	20	
Plastic Production	5			Marketing	21	
Drivers Education	6	Information Technology	13	Air-conditioning and Plumbing	22	
Maintenance of Vehicles & Machinery	7	Sales & Commercial Services	14	Ceramics and Handicrafts	23	
		Traditional Crafts & Handicraft	15	Other (specify):_____	24	
General Mechanical Maintenance	8	Hospitality & Tourism	16			

307	Why did you enroll in this training?

My parents made me	1	
My friends and I decided to	2	
To get a job	3	
To get a better job	4	
To fill my free time with something useful	5	
To set-up my own business	6	
Other (Specify)_____:	7	

308	In the course of perusing of your training, to what extent did you find the following aspects challenging?

	Very Challenging				*Not Challenging*	I don't know/ I don't want to answer	
1.The distance from your home to your training institution	5	4	3	2	1	8	
2.The availability of public transportation	5	4	3	2	1	8	

3. The overall expenses (tuitions, books, materials and other(	5	4	3	2	1	8	
4. Relationship with Fellow trainees	5	4	3	2	1	8	
5. Relationship with Teachers & Staff	5	4	3	2	1	8	
6. Level of Comprehension of Technical Content of Training	5	4	3	2	1	8	

309	**On a scale from 0-10, please evaluate the extent to which your training equipped you with the needed technical skills to get a job**

very low										very high
0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**

310	**On a scale from 0-10, please evaluate the extent to which your education equipped you with the needed life & employability skills to succeed in your social life and promote yourself to secure a job and maintain it (decision making, teamwork, writing CV etc..)**

very low										very high
0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**

Section Four: Economic Activity

401	**What is your current economic activity**

Working	**1**	
Full time Student & Working	**2**	
cannot work	**3⇦**	**go to question415**
Do not want to work	**4⇦**	**go to question416**
Unemployed	**5⇦**	**go to question417**
Full time student	**6⇦**	**go to question422**

402	**The type of job and employment sector**

1. Paid Employment	**1. Government Sector**	**General Public Services**	**1**
		Public Health	**2**
		Educational Institution	**3**
		Public Sector Company Corporation	**4**
	2. Military Sector		**5**
	3. Private Sector	**Financial**	**6**
		Industrial	**7**
		Commercial	**8**
		Tourism / Restaurant	**9**
		Technical Workshop (specify)	**10**
		Store	**11**
		Small-scale Manufacturing Workshop	**12**
		Other (specify)	**13**
	4. Civil Sector	**National and/or international NGOs**	**14**
		Charitable Association	**15**
		Union	**16**

		Other (Specify)	**17**	|__|__|
	5. Other Specify			
2. Self Employed		No. of Employees|__|__|	**#**	
	1. Specific Profession	Owner of grocery and/or kiosk	**18**	
		Owner of a professional services shop (carpentry ,	**19**	
	——	Landlord	**20**	
		Commercial Office	**21**	
		Domestic Production (food products , garments , handicrafts) Specify	**22**	
		Other Specify———	**23**	
3. Own a Business		No. of employees|__|__|	**#**	
		Financial	**24**	
		Industrial	**25**	
	1. The Specific Business	**Commercial**	**26**	
		Tourism / Restaurant	**27**	
	——	**Technical Workshop (specify(**	**28**	
		Retail Shop	**29**	
		Small-scale Manufacturing Workshop (specify((	**30**	
		Other (specify)———	**31**	
4. Unpaid Work			**32**	

403	What are your working hours at work?

Full Time	**1**	
Part Time	**2**	
Seasonal	**3**	|__|
Temporary	**4**	
I don't know	**5**	
Other Specify_____ :	**6**	

Researcher: look at question 402, if the answer was "Self Employed" or "Own a Business", ask questions 404 and 405. Otherwise go to question 406

404	**If running own business, did you receive an entrepreneurship or business management training**

Yes	**1**	**Name of Training institution———**	|__|
No	**2**		

405	**If running own business, did you receive any financial assistance (loans/ grants/etc?(.**

Yes	**1**	**Name of Institution———**	|__|
No	**2**		

406	**How did you find your current job?**

Civil Service Bureau	**1**		
MoL employment office / placement program(	**2**	Name of office/program ———	
Private sector employment office / placement program	**3**	Name of office/program ———	
Non-government sector employment office / placement program	**4**	Name of office/program ———	
Following up on ads and applying	**5**		|__|__|
Wasta / Patronage	**6**		
Through a contact	**7**		
Through Family	**8**		
personal interest in starting own business	**9**		
Other Specify	**10**		

407	**How many months have you been working?**

No. of Months_____:	|__|__|

408	**What is your average monthly income? (from all sources)**

average monthly income_____:	|__|__|__|__|

409	**How many hours do you work per week?**

No. of hours_____:	|__|__|

410	**to what extent does your current job meet your professional ambitions On a scale from 0-10,**

very low										very high
0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**

\|__\|__\|

411	**On a scale from 0-10, to what extent do you feel that your job enhances your practical knowledge and skills**

very low										very high
0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**

\|__\|__\|

412	**Are you thinking to change your job?**

Yes	**1**	
No	**2⇦**	**go to question 414**
I don't know	**7⇦**	**go to question414**
I do not want to answer	**8⇦**	**go to question414**

|__|

413	**Why?**

Improve my income	**1**	Physically demanding	**6**
My work does not satisfy my professional ambitions	**2**	Too far from my home	**7**
There is no opportunity for advancement	**3**	Long working hours	**8**
My current pay does not cover my financial needs	**4**	Other (specify(	**9**
Boring work	**5**		

|__|

414	**On a scale from 0-10, How would you rank your current job in the following areas?**

	very low										*very high*	
.1 Overall work environment	0	1	2	3	4	5	6	7	8	9	10	|__|
.2 Relevance to your field of study/training	0	1	2	3	4	5	6	7	8	9	10	|__|
.3 Support from supervisor	0	1	2	3	4	5	6	7	8	9	10	|__|
.4Support from peers	0	1	2	3	4	5	6	7	8	9	10	|__|
.5Possibilities for professional growth	0	1	2	3	4	5	6	7	8	9	10	|__|
.6Wages	0	1	2	3	4	5	6	7	8	9	10	|__|

Researcher: look at question 401 if interviewee answered Working/ Full time Student & Working go to question 422

415	**Why are you unable to work?** **(Please pick only one answer)**

Sickness / Disability	**1**	I do not think I am employable	**6**
My parents do not allow me	**2**	I do not know where the jobs are	**7**
My brothers do not allow me	**3**	I cannot afford to start working	**8**
My spouse does not allow me	**4**	I have to take care of the house and family	**9**
Religious reasons	**5**	Other (specify (	**10**
		Researcher: go to Question 422	

|__|__|

416	**Why do you not want to work? (Please pick only one answer)**

It is socially inappropriate	**1**
Religious reasons	**2**
I gave up on looking for a job	**3**
I do not need the money	**4**
I have to take care of the house and family	**5**
Other (specify)———	**6**
I do not know	**7**
I do not want to answer	**8**

Researcher: go to Question 422

|__|__|

417	**Why are you unemployed?** **(Please pick only one answer)**

I will only work for the govt and I am still waiting for my chance	**1**	I have not found employment that is consistent with my religion	**9**	|__|__|
I will only work for military & I am still waiting for chance	**2**	I have not found employment near where I live	**10**	
Pay is too low	**3**	My skills are questionable for the labor market	**11**	
I do not know where the jobs are	**4**	My personal characteristics keep employers from hiring me	**12**	
I cannot cover the costs to start working	**5**	I do not have wasta	**13**	
I just started looking	**6**	Other Specify	**14**	
I have not found employment in my field of specialization	**7**	I do not Know	**15**	
I have not found employment that is socially acceptable	**8**	I do not want to answer	**16**	

418	**How are you looking for a job - mainly** **(Please choose only one answer)**

Following up on job ads in the newspaper and applying	**1**	|__|
Following up on job ads on the internet and applying	**2**	
Through my existing contacts/ looking for right contact	**3**	
Looking for hiring signs at a work site	**4**	
Contacting hiring firms and employment offices	**5**	
Applying through the Civil Service Bureau and waiting for government placement	**6**	
Other specify	**7**	

419	**How many weeks have you been looking for a job?**

No. of weeks_____ :	|__|__|

420	**Have you received any assistance in your job search?**

Yes	**1**		|__|
No	**2⇦**	**go to question422**	
I do not know	**7⇦**	**go to question422**	
I do not want to answer	**8⇦**	**go to question422**	

421	**From who did you get this assistance (please choose only one answer)**

Parents	**1**	|__|
Relatives	**2**	
Family friends	**3**	
Employment office	**4**	
Career counseling program	**5**	
Other Specify	**6**	

422	**Do you know your household monthly income?**

Yes	**1**		|__|
No	**2⇦**	**got to question424**	
I do not want to answer	**8⇦**	**go to question424**	

423	**How much us your household monthly income?**

number_____ :	|__|__|

424	In general, is your household income sufficient to cover the expenses of your family?

Always	**1**	|__|
Sometimes	**2**	
Frequently/Rarely?	**3**	
Never	**4**	
I do not know	**7**	

Section 5: Civil & Leisure Activity

501	**Are you currently a registered member in any type of civil institution?**

Yes	**1**	|__|
No	**2⇦ go to question504**	
I do not know	**7⇦ go to question506**	
I do not want to answer	**8⇦ go to question506**	

502	**What is the name of institution?**

Name of institution_____ :	|__|__|

503	**Please specify the type of institution (kind)?**

Charity Society	**1**	|__|
Government Youth Center	**2**	
Non Profit Association	**3**	
Other Specify_____:	**4**	
	Researcher: go to question 505	

504	**Why are you not a member of any type of civil institution?**

I do not have the time	**1**	|__|
I do not have information about any such institutions	**2**	
You only get in troubles from such institutions	**3**	
My parents\Husband\other family member do not allow me	**4**	
I am too young to join such institutions	**5**	
Other Specify_____	**6**	
	Researcher go to question: 506	

505	Do you consider yourself an active member (regular attendance, participates in activities, organizes activities and other)

Yes	**1**	|__|
No	**2**	

506	**Do you regularly attend or participate in civil public activities**

Yes	**1**	|__|
No	**2⇦ go to question508**	

507	**Please specify the types of activities**

**Political debate\ speeches **	**1**	|__|
public voluntary work	**2**	
public awareness lectures	**3**	
Other Specify_____	**4**	
	Researcher: go to question 509	

508	Why do you not regularly attend or participate in civil public activities	
I do not have the time	1	
I do not have information about any such institutions	2	
You only get in troubles from such institutions	3	
My parents\Husband\other family member do not allow me	4	
I am too young to join such institutions	5	
Other Specify_____	6	

509	Are you currently a member in any type of sports, social, art and/or cultural institution or group	
Yes	**1**	
No	**2⇦ Go to Question601**	

510	Please specify the type of institution/group	
Private Social Sports Club	1	
Non Profit Association (social, art, environment,	2	
Music, other (		
Music club/group	3	
Theater club/group	4	
Poetry club/group	5	
Film club/group	6	
Other Specify_____ :	7	

Section Six: Perceptions towards Unhealthy Behavior

601	Please rate on a scale from 0-10 to what extent do you believe that the following problems exist in your local community

	very low										*very high*	
1. Smoking	0	1	2	3	4	5	6	7	8	9	10	
2. Crime	0	1	2	3	4	5	6	7	8	9	10	
3. Drugs & Other Substance Abuse	0	1	2	3	4	5	6	7	8	9	10	
4. Alcohol Abuse	0	1	2	3	4	5	6	7	8	9	10	
5. Domestic Violence	0	1	2	3	4	5	6	7	8	9	10	
6. Out of Home Violence	0	1	2	3	4	5	6	7	8	9	10	

602	Please rate on a scale from 0-10 to what extent the following directly affect your life, health and sense of self safety

	very low										*very high*	
1. Smoking	0	1	2	3	4	5	6	7	8	9	10	
2. Crime	0	1	2	3	4	5	6	7	8	9	10	
3. Drugs & Other Substance Abuse	0	1	2	3	4	5	6	7	8	9	10	
4. Alcohol Abuse	0	1	2	3	4	5	6	7	8	9	10	
5. Domestic Violence	0	1	2	3	4	5	6	7	8	9	10	
6. Out of Home Violence	0	1	2	3	4	5	6	7	8	9	10	

Section Seven: Youth-friendly Services

701	Are there any youth centers in your community?	
Yes	**1**	
No	**2⇦ go to question703**	
I do not know	**7⇦ go to question703**	
I do not want to answer	**8⇦ go to question703**	

702	On a scale of 0 - 10, to what degree you are satisfied with the level of services provided by the youth centers in your community

very low — very high

0	1	2	3	4	5	6	7	8	9	10

97. I do not know 98. I do not want to answer

|__|__|

703	Are there any health clinics, health centers and / or hospitals in your community?

Yes	1	
No	2⇦	go to705
I do not know	7⇦	go to 705
I do not want to answer	8⇦	go to705

|__|

704	On a scale of 0 - 10, to what degree you are satisfied with the level of services provided by health clinics, health centers and / or hospitals in your community?

very low — very high

0	1	2	3	4	5	6	7	8	9	10

97. I do not know 98. I do not want to answer

|__|__|

705	Are there any Public Parks and/or Playgrounds in your area?

Yes	1	
No	2⇦	go to707
I do not know	7⇦	go to707
I do not want to answer	8⇦	go to707

|__|

706	On a scale of 0 - 10, to what degree you are satisfied with the level of services provided by Public Parks and/or Playgrounds in your area?

very low — Very high

0	1	2	3	4	5	6	7	8	9	10

97. I do not know 98. I do not want to answer

|__|__|

707	Are there any out of School Tutoring Programs in your area?

Yes	1	
No	2⇦	go to 709
I do not know	7⇦	go to709
I do not want to answer	8⇦	go to709

|__|

708	On a scale of 0 - 10, to what degree you are satisfied with the level of services provided by out of School Tutoring Programs your area?

very low — very high

0	1	2	3	4	5	6	7	8	9	10

97. I do not know 98. I do not want to answer

|__|__|

709	Are there any Parenting Skills and\or Family Counseling programs in your area?

Yes	1	
No	2⇦	go to711
I don’t know	7⇦	go to711
I do not want to answer	8⇦	go to711

|__|

710	On a scale of 0 - 10, to what degree you are satisfied with the level of services provided by Parenting Skills and\or Family Counseling programs in your area?

very low — very high

0	1	2	3	4	5	6	7	8	9	10

97. I do not know 98. I do not want to answer

|__|__|

711	Any Cultural Programs (arts, music , theater, etc) in your area?

Yes	1	
No	2⇦	go to713
I do not know	7⇦	go to713
I do not want to answer	8⇦	go to713

|__|

712	On a scale of 0 - 10, to what degree you are satisfied with the level of services provided by Cultural Programs (arts, music , theater, etc) in your area?

very low — very high

0	1	2	3	4	5	6	7	8	9	10

97. I do not know 98. I do not want to answer

|__|__|

713	Are there any Recreational/ Sports Programs in your area?

Yes	1	
No	2⇦	go to715
I do not know	7⇦	go to715
I do not want to answer	8⇦	go to715

|__|

714	On a scale of 0 - 10, to what degree you are satisfied with the level of services provided by Recreational/ Sports Programs in your area?

very low — very high

0	1	2	3	4	5	6	7	8	9	10

97. I do not know 98. I do not want to answer

|__|__|

715	Are there any employment offices in your area?

Yes	1	
No	2⇦	go to717
I do not know	7⇦	go to717
I do not want to answer	8⇦	go to717

|__|

716	On a scale of 0 - 10, to what degree you are satisfied with the level of services provided by employment offices in your area?

very low — very high

0	1	2	3	4	5	6	7	8	9	10

97. I do not know 98. I do not want to answer

|__|__|

717	Are there any centers of UN or any other organization in your community?

Yes	1	
No	2⇦	Go to Hope Scale
I do not know	7⇦	Go to Hope Scale
I do not want to answer	8⇦	Go to Hope Scale

|__|

718	Please specify the centers

1. _____ |__|__|
2. _____ |__|__|
3. _____ |__|__|

719	On a scale of 0 - 10, to what degree you are satisfied with the level of services provided by these centers and programs in your area?

very low — very high

0	1	2	3	4	5	6	7	8	9	10

97. I do not know 98. I do not want to answer |__|__|

Researcher M F

Thank the Interviewee, and mention the possibility of other future visits

Phone Number ———————— :

Market Assessment Business Tool

YWJ Employer Questionnaire

Company name:

Name of person (or persons) interviewed and title:

Contact Information:

Date of Interview and Name of Interviewer:

Sector/ Subsector:

Products or Services:

Type Ownership:*

Standards:* Yes, which?_____ No

Year began operations in Jordan:

Annual Production (in units or JDs):

Location of operations:

---

1. How many full and part-time employees does your company currently have?

Type	Number (indicate full and part time)	Nationality (Jordanian or Non Jordanian)*
Managerial/Professional		
Skilled/Technician level		
Unskilled		

2. **What is the current status of the company? (**Circle one**)**
   1. Growing ⟶ by how many employees in the next 6-12 months? _____ (If not sure put N/S)
   2. Stable, but no expanding

3. Downsizing/shrinking
4. Not sure/ no response

3. Please identify the current **entry-level positions** in your company which are classified as "**skilled**"? (Note: Record responses to Q3-9 in table found below)
4. What is the starting monthly salary for the position? (If varies put average in JD)
5. What are the main technical skills required for this position?
6. What are the main life skills required? (Use list of the main life skills to code response)
7. Are there any language or technology skills required?
8. What is the minimum educational requirement for the position? (Use code less than high school, high school, Tawjehe, university)
9. Total number of positions and number of current vacancies.
10. Does the position appeal to males or females?

Name of position (3)	Monthly salary (4)	Technical Skills (5)	Life Skills (6)	Language and technology (7)	Education (8)	Total positions /Vacancies (9)	Does the position appeal to Males or Females? (10)

Note to Interviewer: Make clear that questions which follow are about these types of positions: non-professional, positions that require some level of skill.

11. Has your company hired anyone under the age of 25 for any of these positions in last 2 years?

1. Yes (Skip to 12)
2. No

Why do you think no young people were hired?

1. None applied
2. Applicants' attitude → Please identify one or two: _____
3. Applicants' skills → Please name main one or two: _____
4. Applications' characteristics → Which one/s? _____ (Skip to 16)

12. How hard was it to fill these positions with young people (18-24)? _____ **(5=very easy to 1 very hard)**

13. *If responded 3 or higher, skip to Q15. If rated, 1 or 2, ask,* **"What were technical skills that were hardest to find? (Life skills, IT and other)**

Technical	Life	IT	Other

14. Do you think this is true for other (state the sector or subsector) **companies?** Yes No Not sure

15. What were the skills easiest to find in young people your company has hired? (If none identified, put a zero)

Technical	Life	Technology	Other

16. Has turnover among young employees (ages 18-24) hired for technical/entry level positions been a problem?

1. Yes
2. No (Skip to 18)
3. Not sure/does not apply (Skip to 18)

17. **What is the main reason for the turnover among young people in your company?** (Pick no more than 2 reasons)

1. Do not know
2. Complaints salary or benefits
3. Youth had unrealistic expectations about work
4. Youth did not want to work hard
5. Personal reasons (family, illness, school, etc)
6. Other , explain……..

18. **Which schools, centers, institutes, programs provide training in the skill areas your company requires/needs?** *If does not know any, skip to 20*

19. **Please rate each training provider in terms of its quality given your company's needs.** (5-excellent and 1-poor). ***If not able to rate, put 0***

Note: Record responses in table below

Name of Institution or Program	Rating

Add more lines as needed

20. Do you have any suggestions on how training for youth who want to work for your company and (name sector or subsector) should be improved so it new hires in these positions are better prepared?

21. What kind of training is provided through your company for new employees in these positions? (Describe general areas of training; if none offered, write "None" and skip to 22)

21a: Is this provided by the company itself or is it outsourced?

Company does training
Company outsources training } Name of provider/s:_____
Mix of both

22. In the next 12-24 months, do you think your company will be hiring more skilled workers? Yes No } Skip to 24
Not clear

23. Approximately how many and in what positions or areas of the company?

a. _____number

b. List type of positions:

24. Finally, as you look ahead over the next 12-24 months, considering your company's projected needs, do you think job training for young people who might want to work for your company and sector needs to change in any way? Yes No Not sure

25. If yes, please explain how:

26. Finally, given that we are interested in helping young people secure and be successful in good jobs that require skill and provide opportunities for these young Jordanians to learn and develop, do you have any advice or further observations?

Market Assessment References

Market Assessment References & Reports

1. Central Bank of Jordan

Jordan's national economy has been recording steady growth over the years, whereby the rate of growth in 2007 and 2008 remained constant at 7.9%. However, this rate was hindered with the start of the global financial crisis, restraining growth in the first quarter of 2009 to 3.7% compared to same period in 2008.

Sector Relative Importance to GDP at Constant Prices				
	Q1 2009	2008	2007	2006
Agriculture	4.8%	3.5%	3.8%	4.0%
Mining and Quarrying	2.0%	2.5%	2.3%	2.2%
Manufacturing	18.1%	19.9%	20.2%	20.2%
Electricity and Water	2.8%	2.7%	2.6%	2.4%
Construction	5.1%	5.6%	5.4%	5.5%
Trade, Restaurants and Hotels	11.6%	11.7%	11.3%	11.4%
Transport and Communications	18.3%	17.4%	17.3%	17.1%
Finance, Insurance, Real Estate and Business Services	20.8%	21.0%	20.8%	20.7%
Social and Personal Services	4.0%	4.5%	4.4%	4.1%
Producers of Government Services	14.9%	14.6%	15.1%	15.2%
Producers of Private Non-Profit Services for Households	0.5%	0.6%	0.7%	0.8%
Domestic Household Services	0.5%	0.5%	0.6%	0.6%
Less: Imputed Bank Service Charge	-3.4%	-4.5%	-4.5%	-4.3%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Source : CBJ (Central Bank of Jordan)

Despite the growth of almost all segments of the economy in Q1 2009, the deceleration was attributed to a slowdown in the 'manufacturing' and 'transport and communication' by 2.2%, 2.1% respectively. Conversely, strong growth was recorded by the 'construction', 'agriculture' and 'producers of government services' sectors in Q1 2009, which grew by 30.5%, 19.0%, and 9% respectively, compared to 12.6%, 1.4% and 3.9% in 2008.

The 'mining and quarrying' was the worse sector to witness a contraction; down 11.9% in Q1 2009 compared to Q1 2008. Trade, restaurants and hotels went down

by 0.6% while finance, insurance, real estate and business services down by 1.2% for the same period.

% Change in GDP Components			
	Q1 2009*	2008	2007
Agriculture	19.0%	1.4%	1.0%
Mining and Quarrying	-11.9%	13.3%	13.1%
Manufacturing	2.2%	6.1%	8.0%
Electricity and Water	8.5%	13.6%	14.4%
Construction	30.5%	12.6%	5.4%
Trade, Restaurants and Hotels	-0.6%	11.0%	7.2%
Transport and Communications	2.1%	8.2%	9.3%
Finance, Insurance, Real Estate and Business Services	-1.2%	9.1%	8.1%
Social and Personal Services	1.7%	10.5%	15.0%
Producers of Government Services	9.0%	3.9%	7.3%
Producers of Private Non-Profit Services for Households	2.9%	-7.4%	4.6%
Domestic Household Services	5.2%	3.6%	8.4%
Less: Imputed Bank Service Charge	4.1%	6.6%	15.2%
Total	**3.7%**	**7.9%**	**7.9%**

** Q1 2009 growth compared to Q1 2008*

Source : CBJ (Central Bank of Jordan)

2. *Published Reports*

Three published reports were chosen based on the reliability of information found in each. These reports were prepared using international best practices in strategic planning and various conceptual tools. Moreover, the information gathered in such reports is mainly from group meeting, company surveys, desk research, and from previous studies. Stated below is a snapshot of each repot and the key sectors identified in each.

A. Jordan Vision 2020

Jordan Vision 2020 is an ambitious initiative that was launched in 1999 and endorsed by His Majesty King Abdullah II in 2000. It represents an economic blueprint for Jordan, and reflects an unprecedented collective effort by private sector organizations to bring about reform, modernization and development to create a better Jordan by 2020.

The Jordan Vision 2020 initiative was spearheaded by the Young Entrepreneurs Association (YEA) in cooperation with 26 Jordanian business associations. The ultimate goal is to double Jordan's per capita real gross domestic product (GDP), by the year 2020. This would increase Jordan's per capita real income from approximately 1,100 Dinars, for 2000, to 2,200 Dinars by 2020. In other words, the Jordanian citizen would be able to double the consumption of goods and services in that year.

To achieve the stated objective by the year 2020, the Jordanian economy needs to grow at a rate that exceeds the expected population growth and inflation. In other words, in addition to a growth factor of 3.5% a year, we need to match the 2.8% population growth and 1.6% average inflation. This translates into a need to reach an annual growth rate in nominal GDP that exceeds 8%. Since 1999, Jordan's nominal GDP growth rate has not exceeded 6%. This goal is therefore extremely challenging to achieve. It is not impossible, however. Several countries, including India, China, and Ireland have achieved similar growth through increased exports and investment and Jordan itself achieved high growth rates in the late seventies and early eighties.

The environment now, is more competitive. Change and reform will be necessary to release all of the potentials, but Jordan will also need to transform its performance by taking a fully integrated approach which is the central theme of JV2020.

Reading through the Jordan Vision 2020, below are sections taken, under the "Sunrise industries" section:

"Our stunning physical landscape, rich cultural heritage, and abundance of world-class archeological sites provide the underpinnings for a rapidly growing tourism sector poised to generate new wealth and more employment for many years to come. Since the 1994 peace treaty with Israel, the number of tourists coming to Jordan has nearly doubled. Tourism now accounts for almost 12 percent of Jordan's GDP and generates 10 percent of all new employment. Aside from tourism, Jordanian entrepreneurs are demonstrating their ability to succeed in

other growing sectors of the global economy, including medical services, pharmaceuticals, and information technology."

"Foreign investors will only come to Jordan to produce export oriented goods and services if they are confident that our nation can access the international marketplace. Our country's labor market and foreign investment regimes must be more open and flexible to attract and retain the world-class talent needed to establish Jordan as a leading service centre for the Middle East in key sectors such as finance, medicine, education, engineering, tourism, commerce, and information technology."

B. Sector Analysis by Jordan Prime Ministry

On the other hand, the Sector Analysis (SA) produced by the Jordan Prime Ministry identifies and assesses sectors that have the potential to significantly impact poverty and contribute to the economy as measured by indicators such as GDP, exports, and higher wages. The sectors chosen for the SA must not be understood as picking winner sectors. Accordingly, the chosen sectors are 'representatives' of the growth-engine sectors, which will help identify constraints and potential investment areas by the government that supports private sector activity.

Jordan has recorded strong growth rates since the turn of this century – average 5.9%. The reason behind the strong economic performance has been attributed to many factors, mainly; the political and economic stability that are inductive for attracting investments into Jordan, especially, from the region, and the surge in oil prices that has increased the amount of money in the region for investments in real estate and business. Furthermore, Jordan has been able to transform its exports basket from minimal value-add products, e.g. Agriculture, Potash, and Phosphate, to a more complex and higher value-add products, e.g. Apparel, Information Technology, and Pharmaceuticals. This comes as part of Jordan's effort moving towards capital-intensive and knowledge-based economy.

Accordingly, Jordan has been extensively engaged in identifying its growth-engine sectors and there are several studies describing policy actions to promote these sectors. The list of all growth-engine sectors identified in the above mentioned studies comprise of 14 sectors. The overlapping sectors that appeared in almost all competitiveness studies conducted in Jordan are; Apparel, Pharmaceuticals, Information Technology, Tourism, Healthcare Tourism, Agriculture, and finally, Higher Education.

C. Jordan National Agenda

The National Agenda Steering Committee was formed by a Royal Decree issued on the 9th of February 2005, to develop the National Agenda. The Committee comprised representatives from the Government, Parliament, civil society, the private sector, media and political parties.

The Key Sector-Specific Initiatives:

1. Apparel: Improve the logistics infrastructure and enhance quality of the workforce.

2. Pharmaceuticals: Build a reputation for quality and move to higher value added products.

3. Food and Beverage: Develop a comprehensive strategy to attract multinational companies.

4. Minerals: Fund vocational training programs for workers being laid off as a result of the restructuring of mineral companies.

5. Iron and Steel: Support existing companies to enhance their competitiveness and encourage consolidations.

6. Furniture: Develop and implement a comprehensive strategy for the furniture sector to substantially increase exports and reinforce trade agreements.

7. Dimension Stone: Enhance local capabilities by modernizing related vocational programs.

8. Agriculture: Improve quality of agricultural produce and direct production toward high-yield revenue crops, which optimize water-use efficiency.

9. Tourism: Execute the National Tourism Strategy.

10. Health Care: Initiate quality management programs to achieve quality standards and eventually be accredited according to world-class standards.

11. Software and Information Technology (IT): A favorable investment and infrastructure environment should be established, and quality of education improved.

مؤسسة نهر الأردن
JORDAN RIVER FOUNDATION

JORDAN CAREER EDUCATION FOUNDATION
EFE Affiliate Foundation

مركز الأميرة بسمة للشباب
Princess Basma Youth Resource Centre