Jordan National Youth Assessment

JORDAN NATIONAL YOUTH ASSESSMENT

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USAID/Jordan Monitoring & Evaluation Support Project (MESP)

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ACKNOWLEDGEMENTS

CONTENTS

ACRONYMS

CBO   Community-Based Organization
CDCS   Country Development Cooperation Strategy
CSO   Civil Society Organization
DOS   Department of Statistics
EMIS   Education Management Information System
GER   Gross Enrollment Rate
GOJ   Government of Jordan
JOD   Jordanian Dinar
MOE   Ministry of Education
MENA   Middle East North Africa
NER   Net Enrollment Rate
NGO   Nongovernmental Organization
UNFPA   United Nations Population Fund
UNHCR   United Nations High Commissioner for Refugees

EXECUTIVE SUMMARY

BACKGROUND

For youth in Jordan, much like the Middle East and North Africa (MENA) region in general, the transition to adulthood is stalled due to a multitude of issues that are inherent to the country's social, political and cultural structures and ingrained perceptions that limit their ability to complete an education, get a job and have a meaningful role in civic life.

Because of the centrality of youth to effective and sustainable development, the U.S. Agency for International Development's (USAID) mission in Jordan (USAID/Jordan) seeks to develop a deeper understanding of this population segment in Jordan. Hence, this assessment was requested to be conducted by the USAID/Jordan Monitoring & Evaluation Support Project.

The results of the assessment are intended to support the design of programs that follow USAID's "Youth in Development Policy" with an "intentional, ongoing process of assisting youth in their transition from childhood into adulthood"[1] as USAID/Jordan develops its youth strategy and programming to address the Country Development Cooperation Strategy (CDCS) 2013-2017.

The assessment targeted Jordanian and Syrian youth in communities with a high prevalence of school dropouts and poverty. To identify a typology of communities with at risk youth the assessment looked at the following criteria in order of importance: dropout rate of 0.4 percent and above as identified by the Ministry of Education (MOE); high concentration of Syrian refugees as identified by the UN High Commission for Refugees (UNHCR); regions with high poverty rates; and communities selected through critical case sampling during consultations with USAID.

The assessment reached over 800 youth through focus groups in age cohorts of 10-14, 15-18 and 19-24, segregated by age, sex and nationality (Jordanian/Syrian). The assessment also conducted focus groups with 175 parents and teachers in the same locations as the youth participants. Because USAID's Youth Policy recognizes the vital role of youth themselves participating in the program design process, the assessment engaged 13 youth assessors to observe focus groups, validate focus group findings and conclusions, and produce a video in which they conducted interviews with other youth to tell the story they wanted to be told of youth in Jordan. The video can be viewed on USAID's YouTube channel at: https://www.youtube.com/watch?v=tHo4lU2okWE. This participatory methodology enriched and validated the results of the assessment, having given youth, the main stakeholders in the study, sufficient space to inform all its stages and to provide insights on their own communities, serving as partners in design and analysis and building their capacity in the interim.

In keeping with the objective of the assessment, the findings presented reflect the situation of youth development *as expressed by youth themselves* relative to three thematic areas of importance to USAID:

- Persistence in education;
- Transition to the workforce; and
- Voice and participation.

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[1] USAID. *Youth in Development Policy: Realizing the Demographic Opportunity.* Washington, D.C., 2012, p. 11. Available at: http://www.usaid.gov/sites/default/files/documents/1870/Youth_in_Development_Policy_0.pdf.

The findings presented represent the issues that were raised most frequently by focus group participants. The assessment did not reveal significant regional differences. It did, however, identify substantial nationality and gender differences in addition to differences between age cohorts.

FINDINGS

PERSISTENCE IN EDUCATION

Jordanian and Syrian youth characterize school as a disengaging environment rife with violence and overcrowded classes, housed in dilapidated structures, with teachers uninterested in students' learning.

Teachers are youth's biggest source of frustration. The majority of youth report teachers' high absenteeism, high turnover, and unresponsiveness to youth's requests for support. Youth doubt teachers' competence and emphasize teachers' limited set of disciplinary approaches: physical and emotional abuse. The pervasive culture of physical and verbal abuse combined with teachers' perceived disinterest and incompetence reinforce low self-esteem among youth and hinder their learning. With the advent of Syrian refugees, the academic system is too overloaded to accommodate the varying degrees of ability within each class, resulting in students with low academic performance falling even further behind. As a result, youth and parents see little value in the education students currently receive, thus perpetuating the cycle as illustrated in the chart below.

Young male and female cohorts have high career aspirations limited to esteemed professions such as doctor, lawyer and engineer. The older they are, however, the less they believe that doing well in school and completing school will allow them to attain their aspirations.

The majority of Jordanian youth believe that school does not provide them with the necessary skill sets to enable them to enter the workforce. Youth feel they are not learning what they need to learn to succeed and lack options to acquire necessary knowledge and critical thinking skills. Even when they value education, Jordanian parents and youth point to high unemployment as a reason for not staying in school.

For Syrian youth, doing well in school is dependent upon their ability to cope with what they perceive as blatant discrimination and to adapt to the different school curricula in Jordan. Ultimately, most of them believe that succeeding in education is dependent upon their return to Syria and their own curricula.

CYCLE OF ATTITUDES LIMITING PERSISTENCE IN EDUCATION

LIKELIHOOD OF SUCCESS IN SCHOOL DIMINISHES

EDUCATION SEEN AS HAVING LITTLE VALUE

STUDENT PERFORMANCE DECLINES

SELF-ESTEEM NEGATIVELY INFLUENCED

When faced with family financial needs and a lack of peer role models who have managed to remain in school and succeed in life, Jordanian and Syrian males see little reason to remain in school and choose to drop out.

While parents and male students are typically aligned in the decision to remain or drop out of school, the situation for females is different. Decisions to remove females from school are generally made by parents who are more preoccupied with family honor which is directly linked to their daughters' reputation. If parents perceive that the school environment facilitates socialization with males in a way
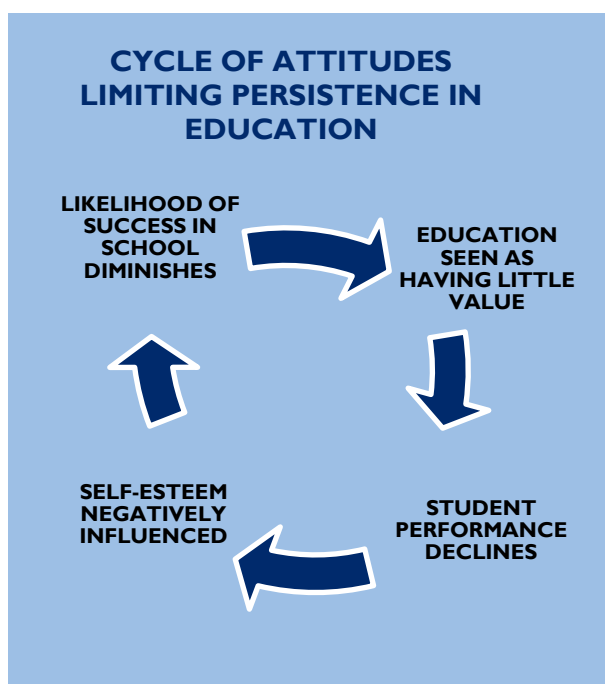
that could endanger this reputation, they will be removed from school in favor of marriage. However, the decision to remove females from school becomes easier when they are not performing well in school. When females are able to demonstrate academic accomplishment, their parents are more inclined to allow them to continue their education. Ultimately, however, most female students said that the decision to complete their education is made by their family, not them.

Females and parents view females' education as profoundly linked to their role as wives and mothers rather than to their own personal and professional development. As they grow older, females internalize restrictive gender roles and accept the limitations imposed on them.

When youth are forced to leave school, they are unaware of the services that would lead them to informal and non-formal education, which minimizes their future opportunities. Thus, while female choices are more limited by social norms, employment in general is limited by what youth perceive to be available temporary jobs at low pay (JOD 225/month for factory workers). As a result, youth remain trapped in a cycle that fuels low self-esteem and progressively delays the opportunities to diversify their career paths and gain independence from their families.

WORKFORCE TRANSITION

As youth attempt to enter the workforce, they believe that *wasta*[2] is necessary to secure employement. Fueled by their lack of awareness of alternative job-seeking strategies, youth believe that connections more than educational credentials play a major role in hiring decisions. Despite reports indicating sectors of employment potential, most youth believe that there are few opportunities for work. In general, it is commonly believed that there are only two acceptable career paths; a limited set of prestigious careers that require accomplished academic performance, and the government job market which is currently saturated. Youth have few role models who are considered successful outside of these realms. Nonetheless, as youth get closer to the age of marriage, they are more willing to consider any type of job in order to get married and support a family.

For females, social constructs rather than choice determine whether they will work at all, and if they do work, in what type of occupation. Few females are able to pursue career aspirations or even casual employment due to social norms that tie their career to particularly restrictive notions of appropriateness and mobility. In addition, while vocational training is regarded by youth and parents with favor, many females state that the only training available to them is in occupations that are "appropriate" such as home based activities. Females question the usefulness of such training which, in their opinion, does not prepare them for the job market.

Lastly, most Jordanian youth and parents in the north and central areas of Jordan believe that Syrians are flooding the job market and driving wages down. In the meantime, Syrians are excluded from the formal job market and feel exploited as they are forced to work at below-market wages in the informal economy to earn an income. These perceptions of job market dynamics are sowing seeds of communal discord and generating tensions between the two communities.

VOICE AND PARTICIPATION

Youth voiced awareness of the issues they would like to change or address in their communities such as corruption, community cleanliness, drugs, social norms, unemployment and poverty. Despite youth's ability to recognize these issues, the majority of youth feel a sense of resignation towards their role in

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[2] Wasta is the practice of favoritism based on family and tribal relations and is the only way for many people to get a job in Jordan. Adapted from: Sa'ad Ali, Ani Raiden and Susan Kirk "Wasta in the Jordanian Culture: A study in the Banking Sector," *Intl. J. of Innovations in Business*, Vol. 2 No. 6 (2013): 529-50.

making change happen and in taking personal responsibility for addressing communal problems. They are pessimistic about the potential effect of taking initiative and feel that they are not listened to by adults. When spaces for engagement are available, they are generally adult-led or –managed which diminishes the youth's involvement and responsibility. While youth are interested in changing the way things are in their community and society, they have very limited ideas about how to effect such change.

Jordanian and Syrian youth did not report seeking any leadership activities. Syrian (and to a lesser extent Jordanian) youth have a lot of free time due to a dearth of extracurricular activities; when activities are available, costs are prohibitive for them. Youth favor volunteering opportunities. Participation makes them feel useful. Programs in scouting were mentioned favorably by Jordanian males. Some youth acknowledge that there are student parliaments however they are adult-led and adult-controlled, and are perceived to be ineffective in facilitating youth leadership and civic engagement.

Both males and females frequently mentioned regularly attending classes at Qur'anic centers where they are taught to recite and memorize the Qur'an. Most parents encourage this participation. The centers are regarded as safe spaces for youth, particularly for females. As a way of filling their free time, youth also report online engagement through social media.

Beyond Qur'anic centers, most females participate in few other activities outside the home. Females report feeling infantilized by society. While they say they have some space for voicing opinion within the family, females feel it is limited to the proposition of solutions to "small problems." Males tend to exclude them from decision-making in the household and make decisions on their behalf.

CONCLUSIONS

Taken together, the findings across all three areas — persistence in education, workforce transition, and voice and participation — fall within two major themes:

1. Pervasive lack of ideas, awareness and alternatives
2. Debilitating sense of disempowerment

While these themes clearly emerged across cohorts, youth are not a homogenous population. Their experiences are shaped by their socioeconomic class, race, ethnicity, nationality, age, education and gender.

As previously noted, the environment in which youth grow up in Jordan is plagued by a multitude of challenges, including a discouraging education system, violence and discrimination, *wasta* and favoritism, entrenched conservative social and gender norms, a lack of alternative role models, an unfavorable job market, and few outlets for exercising meaningful participation in civic life. This hinders the healthy development trajectory for youth transitioning to adulthood, resulting in a stalled transition, or *waithood*,[3] a situation that is particularly pronounced in Jordan and refers to the prolonged period of idleness and stagnation in which youth find themselves with little prospect for independence. Furthermore, the willingness of the family to financially and emotionally subsidize this stalled transition contributes to the length of *waithood* and youth's ability to develop the adaptive capacity to address challenges.

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[3] Djavad Salehi-Isfahani & Navtej Dhillon, "Stalled Youth Transitions in the Middle East: A Framework for Policy Reform," *The Middle East Youth Initiative Working Paper*, No. 8, Wolfensohn Centre for Development, October 2008.

The nuances of the various contexts in which youth find themselves including school, family and community are stunting their cognitive, social and emotional growth and in turn their successful transition into adulthood. In school, the quality of education available and the perceived lack of competent and emotionally supportive teachers, coupled with regular physical and verbal abuse, affect the youth's ability to acquire knowledge and develop self-esteem and necessary critical and reflective thinking skills. Syrian youth face the same challenges in addition to discrimination and curricula-related issues that further taint their educational experience.

Young male and female cohorts have high career aspirations. The ambitions of older youth are tempered by economic realities and, for females, by an additional layer of restrictive social norms. Youth point to prevalent unemployment and low wages which call into doubt the benefits of staying in school and chips away at their perceived value of education. When youth drop out their options are limited by a lack of awareness of alternative educational opportunities including non-formal and informal education.

To secure gainful employment, and in the absence of adequate career counseling services, Jordanian youth place the burden of finding work on a network of connections that they or their families can access. Their own credentials and educational attainment are seen as tangential to this endeavor. Syrian youth have no means of finding employment in Jordan as they cling to the hope of eventually returning to Syria. The current dynamics of the job market as well as discrimination against Syrians is affecting social cohesion in a community that is not sensitized to the influx of another wave of refugees.

Youth and their parents view vocational training favorably but point to the dearth of available opportunities in their immediate communities. Economic realities are indirectly ameliorating the image of vocational training and tempering expectations. Nevertheless, the academic stream remains youth's first choice in education. While cognizant of restrictive social norms, most females harbor the hope for future employment calling for vocational training opportunities that provide more marketable skills to enter the job market.

Jordanian and Syrian youth operate in a system where their voice is often proscribed, since traditional adult-child power dynamics are based on the perception of young people's inferiority and, conversely, adult territoriality or "the tendency of adults to maintain some areas of knowledge and activities as adults-only preserves."[4] Young people are thus left with few choices. Many youth choose to leave the country to find success elsewhere. Those who cannot leave choose to embrace the traditional social and gender norms and values that the family embodies.

Syrian youth in particular have no opportunities to channel their voice in Jordan or to be civically active. Most Jordanian youth can identify social and economic issues they would like to change in their community but do not have the skills to develop or advocate for solutions. The lack of change agents in their surroundings feeds this disability.

The circumscribed ability to voice opinion coupled with a rationed access to civic experience contributes to youth feelings of uselessness and disenfranchisement. Against this background of power dynamics and limited individual agency, the main support network that remains for youth is the family. It is the safety net that provides protection and emotional and financial support and as a result, youth's allegiance stands firmly with it.

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[4] Siobhan McEvoy-Levy, 'Youth' in Roger McGinty (ed.), "Routledge Handbook of Peacebuilding," Taylor and Francis, 2013, p. 296.

Despite the structural obstacles and ingrained perceptions of limited opportunity and powerlessness, however, youth are interested and motivated to effect change. The youth focus groups and literature review findings demonstrate that despite suffering and hardship, some youth remain resourceful and adaptive, and respond competently to the challenges.[5] This assessment can attest, albeit in small numbers, to these resilient examples of young males and females who remain optimistic, believe in their potential, both individually and collectively, and show strength and willingness to act if provided with guidance.

Because the findings point to contributing factors that are deeply entrenched in cultural practices and norms, interventions directed only toward youth are unlikely to be successful. Instead, a holistic approach that engages parents, teachers, and community members in addition to youth will be required to shift this paradigm. A shift in perception and behavior will need to take place concurrently in youth's environment at school, home and in the community to provide them with better alternatives and ideas and a strong sense of agency.

PURPOSE AND BACKGROUND

PURPOSE

Youth are central to effective and sustainable development everywhere. However, in Jordan, little is understood about the country's people between the ages of 10 and 24. With a deeper understanding of Jordan's youth, USAID/Jordan will be able to design programs that follow USAID's Youth in Development Policy with an "intentional, ongoing process of assisting youth in their transition from childhood into adulthood" as the Mission develops its youth programming to address the CDCS for 2013-2017.

This youth assessment, targeting Jordanian and Syrian youth in communities with a high prevalence of school dropouts and poverty, will enable USAID/Jordan to better understand the needs, challenges, opportunities and threats faced by Jordanian and Syrian youth as they transition into adulthood.

BACKGROUND

Jordan faces a number of social challenges as it strives to address its development and reform priorities. These social challenges include a rapidly growing population; gaps in the quality of basic education; high unemployment; weak citizen participation in governance and politics; water scarcity; reliance on expensive, imported energy; gender disparities; and an influx of Syrian refugees.

Jordan has several opportunities that make it well-positioned to try to address these challenges: a young workforce, a government that is forward-leaning in terms of policy reform, and improving health and education indicators.

In order to harness the demographic dividend of youth, more needs to be known about this segment of the population. Meaningful data on the youth population in Jordan is scarce. However, in the 2012 "Jordan Youth Meta-Analysis," FHI 360 found that in 2010 the unemployment rate for males ages 15-25 in Jordan was 24 percent, almost twice that of the overall unemployment rate. The unemployment rate for females in the same age group was 47 percent. According to DOS, these rates increased to 25 and 51 percent respectively in 2013.

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[5] YOUTH: WORK Jordan. "BUILDING ON HOPE: Findings from a Rapid Community Appraisal in Jordan." Feb. 2010, p. 86.

Poor workforce preparation in formal schools and vocational training centers is the likely cause. Only 20 percent of employers surveyed for the meta-analysis said that university graduates hired in the past year had the appropriate hard skills; 25 percent said that new hires had the appropriate soft skills. Vocational training graduates were even lower.

To build off of this foundational knowledge, it is important to identify relevant existing data as well as conduct research to fill analytical gaps. A key area for further research is to identify youth perspectives, attitudes and needs.

METHODOLOGY AND LIMITATIONS

METHODOLOGY

The youth assessment, conducted from September 15 to December 1, 2014,[6] involved four data collection methods — conducted simultaneously — that continuously informed one another.[7]

Jordanian Youth Assessment Focus Groups

Number of Participants By District
- Greater than 75 Participants
- 50-75 Participants
- Less than 50 Participants
- No Asssessments Conducted

Reference
- Major City
- Governorate Boundary
- Country Boundary
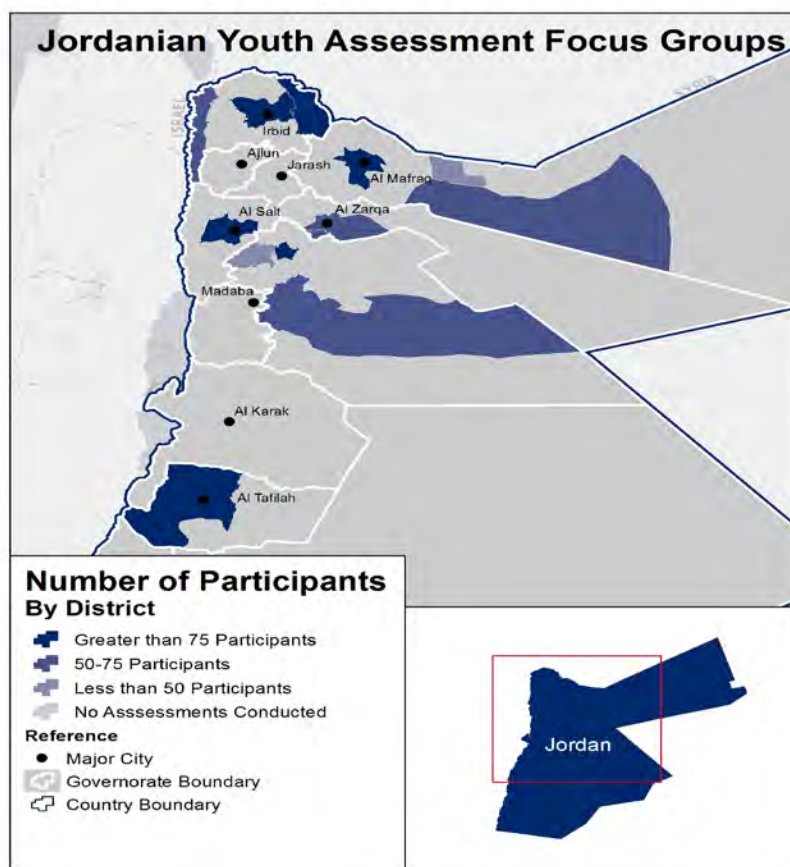
1. Literature Review. A literature review provided a summary of findings on the three thematic areas of persistence in education, workforce transition, and voice and participation; identified gaps for further research; and updated a 2012 mapping of the type and location of organizations that are conducting youth-focused activities in Jordan.

2. Primary Qualitative Data Collection. Youth's opinions and perceptions, as well as those of parents and teachers, on the three thematic areas were explored through 111 in-depth focus group discussions in 13 communities in six governorates.[8] To identify a typology of communities with disadvantaged youth, the

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[6] Some preliminary work was done to identify sampling strategies in June and July 2014; the assessment team leader arrived in Amman to begin work on September 18.
[7] A full description of the methodology is contained in the Assessment Design Report (Annex II).
[8] Amman, Irbid, Mafraq, Zarqa, Tafileh and Aqaba

assessment looked at the following criteria in order of importance: dropout rate of 0.4 percent and above as identified by the MOE; high concentration of Syrian refugees as identified by the UN High Commission for Refugees (UNHCR); regions with high poverty rates; and communities selected through critical case sampling during consultations with USAID.

To identify and engage youth participants, the assessment worked with three local organizations: QuestScope provided guidance and trained moderators in methods of conducting qualitative research with youth; INJAZ identified youth assessors and oversaw their participation in the assessment; and Mindset conducted focus groups and supported data analysis.

Youth cohorts were segmented among the following categories: sex (male/female), nationality (Jordanian/Syrian), school attendance (in-/out-of-school), and age group (10-14, 15-18 and 19-24). The assessment is based on discussions with 975 people as shown in Table 1 below. The chart below shows the breakdown of Jordanian and Syrian participants.

Table 1: Participants by Cohort				
Segment	Age	Gender		Total
		Male	Female	
In-school youth	10-14	73	57	130
Out-of-school youth	10-14	51	73	114
In-school youth	15-18	101	109	210
Out-of-school youth	15-18	101	103	204
Youth	19-24	81	71	152
Parents		34	74	108
Teachers		33	14	47
Total		**474**	**501**	**975**

Number of Partcipants by Nationality

303 Syrians
672 Jordanians
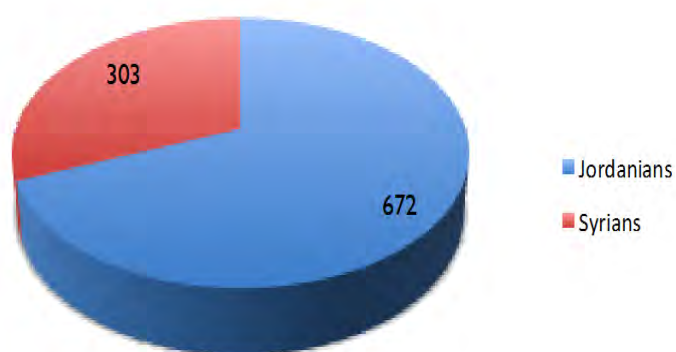
Fieldwork for the assessment was conducted through focus group discussions from October 18 to November 30, 2014. Focus group instruments were designed to address specific questions as defined in the statement of work provided by USAID. As such, findings are presented in terms of themes that emerged from group discussions. Themes were identified as topics that consumed more discussion time than others and were repeated across groups.

The nature of group discussions is such that while some participants may not be vocal, they may demonstrate agreement or differences with what others say. Thus, quantifying the findings in numeric terms is not practical.

In an attempt to validate findings, workshops were conducted with moderators who facilitated the focus groups and youth assessors who attended group discussions; their input has been incorporated into the findings below.

3. Youth Assessors. Thirteen youth assessors from the same communities and with the same nationalities, similar economic and social profiles as the focus group participants helped document youth perspectives as interpreted by youth themselves. After participating in a week of focus group observations, the youth assessors conducted in-depth, one-on-one interviews through a participatory video with young people, parents and teachers whom they selected themselves. The youth assessors designed their interview questions and determined the story that would be told in a video documenting youth perspectives in Jordan.

4. Primary Data Analysis. Data sets published by other entities were analyzed to identify trends affecting youth education, workforce transition and civic participation. Additionally, the scale, depth and quality of these data sources were assessed for the purposes of baseline creation and potential indicators for future USAID project design.

In addition to the four assessment methodologies described above, the statement of work for the assessment requested a mapping of youth-focused initiatives in Jordan. The information for this activity was gathered through phone calls to donors and local implementers, reflecting information as of November 2014. The document containing this information is in Annex IX.

An independent team of consultants conducted the assessment: Team Leader Claudia LoForte, local Youth Advisor Dima Toukan (through Integrated Solutions), Youth Specialist Reem Ersheid, and MESP Technical Specialist Shadia Nassar. The literature review was conducted by Jenine Jaradat and the primary data analysis was conducted by Mohammad Albatayneh.

A full description of the Methodology is contained in the Assessment Design Report (Annex II). Upon request from USAID or closure of MESP, both electronic and hard copy of data files will be transferred to USAID per USAID data policies.

Prior to conducting the assessment, all team members signed conflict of interest forms indicating that they had no conflicts of interest related to the assessment. These forms are on file with Management Systems International's home office and are available upon request.

CHALLENGES AND LIMITATIONS

The sample size was determined based on the need to ensure a representative population distribution and to cover the different cohort profiles requested by USAID, however, conducting focus groups at different locations and with some cohorts, proved challenging in the allotted timeframe. The large number of focus groups required that they be conducted simultaneously which precluded the attendance by a team member at each and limited the team's complete control of data quality. To address this challenge, the team developed a quality assurance protocol for the data collection firm. Team members randomly attended focus groups in all regions to ensure adherence to protocol.

Focus groups attempted to follow a two-hour time limit taking into consideration participants' other commitments and people's attention spans. Moderators, however, were challenged in thoroughly covering all three thematic areas in this timeframe while attempting to follow topical trajectories that could have afforded a deeper understanding of surfacing issues. After a one-day pilot, issues were prioritized and assigned different weights to the thematic areas, depending on the cohort in each focus group.

The recruitment of out-of-school participants also proved challenging. The "invisible" nature of this cohort in society meant that to reach the most vulnerable out-of-school youth, the local research firm had to rely primarily on community-based organizations (CBO) and snowballing techniques to identify and recruit participants. The process faced logistical difficulties in ensuring that this cohort had sufficient incentive to participate.

FINDINGS

Findings are presented according to the questions outlined in the statement of work for the assessment. Questions that elicited similar types of responses have been combined; as a result, question numbers may skip from two to five, for example. While the assessment did identify substantial nationality and gender differences in addition to differences between age cohorts, it did not reveal significant regional variations. Findings are not a reflection of all youth in Jordan. It is reflective of a fairly narrow slice of the Jordanian and Syrian youth population. Youth are not a homogenous population. Their experiences are shaped by factors such as socio-economic class, race, ethnicity, migration status, age, education and gender.

CROSS-CUTTING FINDINGS

According to the report, "Stalled Youth Transitions in the Middle East," transition to adulthood "is marked by getting a regular job or settling on a career, getting married, and moving out of parents' homes."[9] A delay in this transition is referred to as waithood,[10] a situation in which youth's prospects of gaining useful skills in school, getting a job, getting married and forming a family are postponed. Young people hover between childhood and adulthood without achieving full financial and social independence from parents. The willingness of the family to financially and emotionally subsidize *waithood* (as is evident in Jordan) contributes to its longevity and undermines youth's ability to develop the adaptive capacity to address situational adversities.

PERSISTENCE IN EDUCATION
Question 1: Why do some youth, aged 10-18, drop out of secondary school (whether by choice or because they have been pushed out)? How do youth themselves understand and prioritize these reasons in comparison to their parents, teachers, and community leaders?

Question 3: What are the main predictors of school dropout and how do these differ by sub-cohort?

Youth did not identify a single cause for dropping out of school; rather, they pointed to a combination of factors that, grouped together, prompt youth to leave school. These intertwined factors included: questionable quality and value of education, an ominous school environment characterized by violence, favoritism and discrimination, a physical environment that is not conducive to learning, and family financial need. That said, a few youth were able to pinpoint specific incidents such as failing Tawjihi or being physically abused that had triggered their decision to drop out. As such, any of the factors listed above, or a chronic situation in which a combination of factors comes into play, could affect attendance

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[9] Djavad Salehi-Isfahani, "Human Development in the Middle East and North Africa. Human Development Research Paper" 2010/26, NY: UN Development Programme (UNDP), (2010), p. 10, http://hdr.undp.org/sites/default/files/hdrp_2010_26.pdf.
[10] Djavad Salehi-Isfahani & Navtej Dhillon, *Stalled Youth Transitions in the Middle East. A Framework for Policy Reform*, The Middle East Youth Initiative Working Paper, N. 8, Wolfensohn Centre for Development, October 2008.

and performance and therefore the likelihood of a student dropping out. The factors are discussed below in the order of frequency with which they were mentioned.

1. Questionable Quality of Education and Low-Quality Teachers

Participants across all cohorts said that a main reason youth drop out of school is their perception that teachers are uninterested and unable to deliver quality education. In describing the poor quality of education, youth cite teachers' inability to explain lessons, unresponsiveness to students' questions, rote methods of instruction, teacher absenteeism, high teacher turnover (one student reported having five physics teachers over the course of the year), and classrooms that are so overcrowded (up to 60 students) that most students are ignored.

Youth reported that many teachers do not show a depth of knowledge on the topics they teach; instead, students are tasked with memorization and copying what is already written on the board. Youth frequently said that teachers refuse to provide further explanation when materials are not understood. Students also described teachers as sitting idly in class, sleeping, spending time on their phones and, in some cases, simply leaving class altogether. For example, a student in Aqaba reported that one of his teachers completed a real estate transaction on the phone during class.

Another student in Aqaba said he only attends school two days per week; the school does not take notice, he said. Other students said that during recess they leave school for the day. They described this pattern of behavior as a precursor to students dropping out altogether. Students equate the lack of practical exercises and labs to poor quality of education. They recognized that they are not engaged and, as a result, not learning. They saw little reason to continue with their education. Students reported that sports and arts classes, an important social aspect of school, are increasingly cancelled further discouraging their attendance. 10-14 year-old Jordanian females in Tafileh and 15-18 year-old females in Irbid complained about the lack of fun in schools.

Students also cited teachers' frequent absenteeism as evidence that teachers are not interested in providing quality education. They directly linked teachers' lack of interest and apparent incompetence to the likelihood that they will fail to pass the general secondary equivalency exam, *Tawjihi*. Parents shared youths' perspectives of poor quality education and believe the situation is perpetuated by teachers' promotion, which is not based on performance.

Teachers readily acknowledged these shortcomings, citing the lack of training and resources available to them. They explained that classes of up to 60 students prevent teaching and necessitate control by any measure; as a result, teachers favor students who are well-behaved and demonstrate interest in learning. Teachers acknowledged that curricula are focused on theoretical knowledge measured through mnemonic learning rather than on practical exercises and critical thinking that is required to motivate students to learn. Yet, they felt that they have little influence over the situation. Teachers also pointed out that when schools are far away, students and teachers are challenged with transportation, which results in absenteeism for both.

> **"The one I hate the most is the Arabic language teacher. He wears a big boot and kicks me on my leg then tells me to sit down. . . . He also keeps slapping and kicking us against the wall like we are dogs."**
>
> *—Male Jordanian participant in the 10-14 year-old cohort*

2. Violence and Discrimination

Across cohorts, youth reported that teachers' violence and verbal abuse are significant factors in youth leaving school. The majority of male participants in both school age cohorts reported being subjected to harsh physical and verbal abuse. Examples of physical violence include striking students with sticks and plastic rods, slapping, bashing heads into walls and dragging students on the ground. Verbal abuse includes

insulting and public humiliation, such as calling students animals, idiots and cursing their mothers and fathers.

Male participants aged 10-14 used the terms of "imprisonment," "abuse" and "injustice" to describe their feelings toward school. Many males aged 15-18 years old voiced suffering most from the verbal abuse and public humiliation by teachers telling students that they will fail to attain their *Tawjihi*, which will ensure their failure in life. One student reported that his teacher regularly reminded students that they would all be pulling wagons in the future regardless of their effort. When that student relayed this story, he said that he would shoot this teacher if he encountered him again.

While females are also subjected to verbal and emotional abuse and humiliation, they reported less frequently being subjected to physical violence. Both males and females reported that teachers force them to clean the school instead of taking art and sports classes.

While most students feel intimidated and powerless to raise the issue with school administrators, a small percentage of males and females rebel and engage in verbal and occasional physical fights with teachers. Those who do report incidents of violence to school administrators reported receiving no redress. Youth also reported that bullying and fights among students, including tribal clashes (especially in Aqaba), are common. Many 10-14 Syrian and Jordanian males described their school as being unsafe. Some students especially in Aqaba described an extremely chaotic school environment. Many students in other governorates said teachers and administrators do not provide protection in school and students are left to fend for themselves. The same cohort reported incidents involving possession of knives and razors on school grounds in Amman, Zarqa and Irbid. When school administrators do not intervene, youth resort to their families to find a solution, relying on fathers and brothers for protection. 10-14 Jordanian females reported similar feelings of insecurity in school as males break into their schools, or take photos of them with teachers and administrators not doing enough to provide protection.

Although parents in discussion groups acknowledged the regular practice of verbal and physical abuse by teachers, some nevertheless support corporal punishment as a method of discipline. Teachers acknowledged violence as a primary reason for youth disliking school, yet they view it as necessary to control students in extremely overcrowded classrooms. Some teachers also criticized schools' "no violence policy" which they claim leads to insubordination and youth feeling empowered to misbehave with impunity.

In addition to violence, 10-18 year-old Syrian males and females reported nationality-based discrimination in school by Jordanian students and teachers. Female Syrian students reported intimidation in expressing their opinions, and bullying by Jordanian students. In addition to violence in school, Syrian males and females expressed fear of being kidnapped and beaten on the way to school. While for some it is hearsay, Syrian males in Irbid told their personal stories of attempted kidnapping, and consider the possibility of leaving school. Many Syrian and Jordanian 10-14 year-old males reported that they are fearful when walking to school, as older Jordanian kids often wait for them on the street, ask if they are Jordanian or Syrian, and subsequently beat and rob them. To protect themselves from such incidents some 10-14 year-old Syrian students reported trying to perfect the Jordanian accent. The GOJ has introduced a split-shift school schedule, with Jordanians attending morning shifts and Syrians attending in the afternoon and evening. For those Syrians attending mixed classes, discrimination is so rife that they would prefer attending nationality-segregated classes to feel safer.

Both Syrian and Jordanian females cited conditions that entail parents taking females out of school in order to protect their personal safety and "honor" (reputation). These conditions include street harassment and males breaking into girls' schools. Some 10-18 year-old Jordanian and Syrian females also reported that they are closely monitored and if parents think they have been talking to males, they will be withdrawn from school to protect their reputation and chances for marriage.

Syrian male and female students echoed the sentiments of Jordanians; however, their narrative is imbued with factors resulting from their refugee status as the primary reasons for dropping out. Although the GOJ waived tuition fees for Syrian refugees of school age[11] in 2012 (estimated by relief agencies to be approximately 147,000 Syrian males and 131,000 Syrian females[12]), Syrians are frequently placed in lower grades than when they left Syria. Syrian youth reported feeling humiliated when attending lower-grade classes with Jordanian students who are younger. They saw little value in completing school because they cannot afford university fees and cannot legally enter the labor force in Jordan. Those who have dropped out envision re-enrolling only if it is linked to returning home to Syria which they see as inevitable.

3. Family Financial Need

A recent International Labour Organization Survey[13] revealed that among youth who have dropped out of school, 77 percent of Jordanians and 90 percent of Syrians pointed to the need to work as the primary reason. Researchers noted children's extremely poor living conditions and reported that families that were interviewed (particularly Syrians) consistently cited financial need as the reason their children were working.

Discussions with youth confirmed the survey findings. 10-18 Syrian and Jordanian male participants provided examples of friends who quit school to contribute to family income, sometimes in response to the death of a family member. Many out-of school Jordanian and Syrian male participants also said they left school for financial reasons. Some 15-18 year-old Jordanian and Syrian female participants mentioned similar circumstances for parents to divest themselves of daughters in favor of marriage.

The poor financial situation of Syrian refugees has caused male Syrian participants (and to a lesser extent female Syrian participants) to pursue work instead of education[14] because their adult family members are prohibited from working without first securing a costly work permit.[15] It is estimated that 1-in-10 Syrian refugee children are working (mostly males) on farms, in cafes and car repair shops, or as beggars on city streets.[16] In a 2014 research paper produced by Save the Children, Jordanian and Syrian scrap collectors aged 12-16 years in Zarqa and Ruseifeh work 9-12 hours per day, either to augment household income or as sole providers of income.[17]

4. Value of Education

Most Syrian and Jordanian parents said that they see intrinsic value in education related to acquiring basic literacy skills, knowledge and an elevated social status; however, they still questioned the value of education in Jordan. For example, some Jordanian males in the 15-18 age group reported difficulties in basic reading and writing. Parents confirmed this reporting, noting that some students reach secondary school without the ability to write their own names. Poor reading abilities are further confirmed by research conducted by the Program for International Students Assessment. In 2012, Jordanian students had an average score in reading of 399 compared to the Organization for Economic Cooperation and

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[11] UNHCR, *The Future of Syria: Refugee Children in Crisis,* 2013, p44 http://unhcr.org/FutureOfSyria/the-challenge-of-education.html#the-extent-of-the-problem

[12] Education Working Group in Jordan, *RRP6 Monthly Update*, August 2014

[13] "Child Labour in the Urban Informal Sector in Three Governorates of Jordan (Amman, Mafraq and Irbid)", International Labour Organization, 2014.

[14] UNHCR, *Children at Work. A Bigger Issue for Males.* The Future of Syria. Refugee Children in Crisis http://unhcr.org/FutureOfSyria/children-at-work.html#a-bigger-issue-for-males

[15] UNFEMALES, *Gender-based Violence and Child Protection among Syrian refugees in Jordan, with a focus on Early Marriage*, 2013, p. 20

[16] Mercy Corps, *Advancing Adolescence: Getting Syrian Refugee and Host-Community Adolescents Back On Track*, 2014, p. 9

[17] Save the Children, Children in Scrap Collection, 2014.

Development countries' average score of 496. Jordanian females scored higher than males, 436 and 361 respectively.

Female students reported that, in general, if they are performing well in school, parents will allow them to continue because education increases social status and in turn their marriageability. Parents also said that education is an asset for their daughters' roles as mother. Jordanian and Syrian females discussed this gender dynamic, describing how better-educated females are considered to be better mothers in caring for and teaching children. Female youth also value education as a tool. Most females described it as a "weapon" to protect themselves in difficult family circumstances, such as negotiating divorce and getting a job.

Some 19-24 year-old Jordanian males said that low academic performance prompts them to drop out. Some youth and parents questioned the value of remaining in school, particularly for males, because they do not see the *Tawjihi* as facilitating employment. Parents pointed to the high rate of unemployment as evidence. Male students cited examples of family members and friends who passed the *Tawjihi* or have graduated from university who are still unemployed or are working in "humble" occupations.

5. Early Marriage

Jordanian and Syrian female participants said that parents' interest in their education determined whether they leave school early. For example, when females are not performing well in school, parents see little reason for them to remain. A 19-24 year-old female from Amman recounted friends' stories about dropping out after failing *Tawjihi* a number of times and with no other options available getting married thereafter. Female Syrian participants in the 10-14 and 15-18 year-old cohorts overwhelmingly mentioned early marriage (defined as marriage before the age of 18) as an experience they witnessed in their community.

6. Favoritism

In addition to kinship and relationship-based favoritism, many youth reported an ability-based favoritism in the classroom as a cause for leaving school. Youth explained that because teachers are ignoring less-talented students, including those with learning and physical difficulties, these students are more inclined to leave school. Most teachers acknowledge that because they work in overcrowded classes, they can only focus on the best-performing ones, leaving the rest behind.

7. Infrastructure

Students frequently cited physical school environments that are not conducive to learning and discourage attendance. Students described an environment of dilapidated infrastructure that includes broken doors and desks, non-functional toilets, classes without heat, and a generally filthy environment. They also cited a lack of science labs and while some schools have computer labs, students reported that teachers prevent them from accessing them.

8. Fear of Failure

At the individual level, youth reported dropping out of school because of lack of interest in studying, low academic performance and fear of failing *Tawjihi*. 10-24 year-old out-of-school youth frequently said fear of failure was a driver for leaving school, because they lacked the confidence needed to pass exams and meet parents' expectations. When youth were asked about obstacles in their lives, the overwhelming majority of them mentioned *Tawjihi*. Youth viewed the test as a difficult hurdle to surmount. Low academic performance before reaching *Tawjihi* prompts youth to question their ability to sit for the exam and some drop out as a result. Parents also reported that when youth are not performing academically, they let them finish 10th grade and then encourage them to drop out.

Question 2: What are the main patterns and trends of school dropout as shown by available statistical data? That is, what is the scale of dropout (and conversely persistence

and completion) and its variability by relevant sub-national units? What is the quality of these data?

Education in Jordan is free for all primary and secondary school students and compulsory for Jordanians through the tenth grade.

Enrollment Rates

Net enrollment data is published by the Ministry of Education through the Education Management Information System (EMIS). The net enrollment ratio[18] is defined as enrollment of age cohorts expressed as a percentage of the corresponding population. Of the 6,355 schools in Jordan, 55 percent are public, 41 percent are private, and the remaining ones are United Nations Relief and Works Agency (UNRWA) for Palestinian refugees and government schools for military and other special purposes. MOE data for 2012/2013 report 94 percent of students enrolled were Jordanian, defined as possessing a Jordanian passport.

Jordan's gross enrollment rate of 98 percent in basic education and 82 percent in secondary education represents approximately 1.8 million[19] students in both public and private schools.[20] Current enrollment rates have not changed substantially from 2011/2012, with a drop of less than one percent in basic education and an increase of less than one percent in secondary education. While enrollment in basic education is high, it drops 19 percent as students move from basic to secondary school. Females and males exhibit parity in enrollment in basic education (6-15 age group), with a pronounced difference emerging at the secondary level (16-17 age group) where female enrollment is higher at 83 percent compared to males' 75 percent rate. As the data further illustrate, males experience a much more pronounced reduction in enrollment rates than females during the transition from basic to secondary, with a drop of 20 percent compared to females' enrollment reduction of slightly more than 12 percent. Possible causes of this could be the result of students who have previously dropped out and have since then returned to school; as more males drop out of school than females perhaps more males return.

Table 2: Gross and Net Enrollment Ratio by level of education and gender							
		2011 - 2012			2013 - 2014		
	Gender	Kindergarten 4-5	Basic 6-15	Secondary 16-17	Kindergarten 4-5	Basic 6-15	Secondary 16-17
Gross	Male	38.4	98.4	76.2	37.9	97.7	78.0
	Female	37.3	99.6	87.8	38.7	98.6	86.3
	Total	37.9	99	81.8	38.3	98.2	82.1
Net	Male	38.4	97.1	77.3	37.9	97.7	75.4
	Female	37.3	98.4	83.6	38.7	98.6	82.8
	Total	37.9	97.7	78	38.3	98.2	79.0

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[18] Dropout rates and net enrollment ratios are collected as part of the EMIS, a dynamic Web-enabled database. MOE is responsible for collecting and updating the EMIS database. MOE uses EMIS to monitor the progress and diagnose problems in educational attainment, class crowdedness, and teacher workload, and to analyze educational policies.
[19] This information was obtained through telephone inquiry from MOE Department of Planning. This information is not yet available on the MOE web site. Enrollment in public schools for 2013/2014 is 1.265 million.
[20] Data presented in the text of this section are from the 2013/2014 school year unless otherwise specified.

Current gross enrollment for females is 10 percent higher than males in both basic and secondary education, a two percent increase in the gap between male and female enrollment from eight percent in 2011.

A number of factors may be contributing to the low rate of kindergarten enrollment (38 percent overall), including limited availability of kindergarten facilities and their relatively recent entry into the education system in Jordan. Furthermore, kindergarten is non-compulsory, which may reduce the motivation of families who do not live close to schools.

Dropout Rates

Dropout rates are reported by MOE and defined as the proportion of pupils from a cohort enrolled in a given grade who are no longer enrolled in the following school year. Thus, a student could attend class on the day that counts are taken, not attend again for the rest of the year, and not be counted as a dropout if s/he attends on the day that counts are taken the following year.

DROPOUT RATE BY GRADE 2014
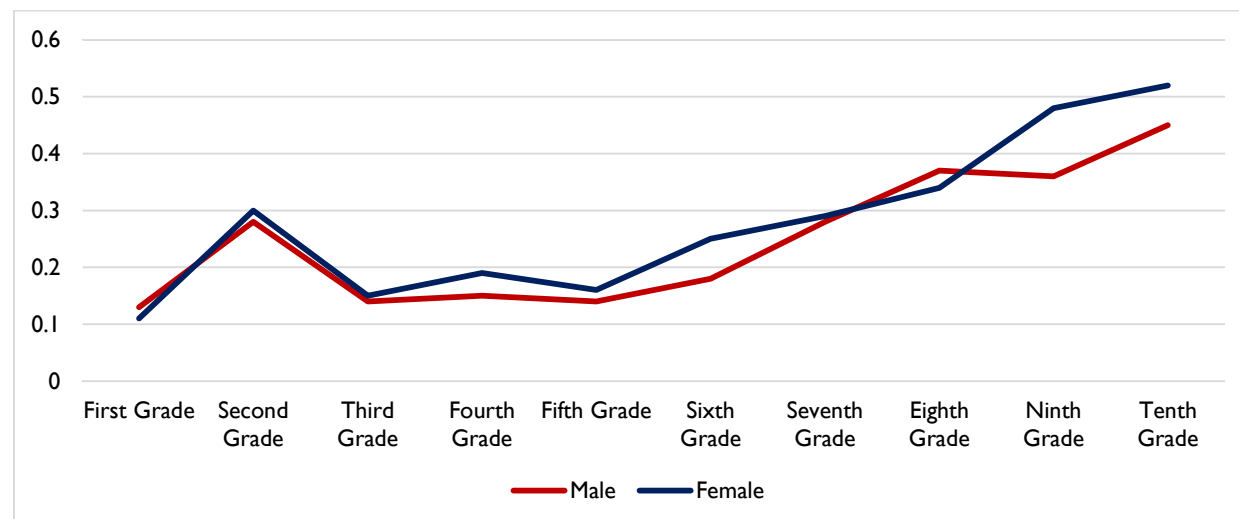
Source: 2014 EMIS, Jordan MOE

The dropout rate has decreased from 2010 to 2014 declining approximately 24 percent from .32 to .25. This is concurrent with a slight increase in Net Enrollment Rate (NER) for basic education and a slight decrease in NER at the secondary level. An anomalous and substantial increase in dropouts appears in 2014 for the second grade, doubling the rate from .12 to .29. Grade ten has the highest absolute dropout rate for both males (.45) and females (.52). Male and female dropout rates have parity until ninth grade; although female enrollment remains higher than males in ninth and tenth grades, the rates at which females drop out in the ninth and tenth grades is between 15 to 40 percent higher than the dropout rate for males in these grades (2011-2014). Data is not collected for grades 11 and 12.

Overcrowding

The period of 2010 through 2014 shows negligible change in the number of students per teacher and the number of students per classroom with the exception of Mafraq, where there is an increase of 13 percent in the students to class units and an increase of 15 percent in the students to teachers ratio. This is likely due to the high influx of Syrian refugees into Mafraq. Among governorates, Amman, Aqaba, Irbid, and Zarqa have the highest ratios in both categories. It should be noted that the highest number of

students per class reported in the MOE statistics is 33, while teachers and students interviewed in focus groups reported classrooms with as many as 60 students in the data collected for the youth assessment.

Tawjihi

Data on the pass rates for the *Tawjihi* reveal a steady decline in pass rates for most streams from 2006 through 2013. The highest decline is recorded for the Liberal Arts stream, in which the pass rate dropped from 51 percent to 33 percent. An exception to the declining pass rate is the Trades/Applied Crafts stream of the exam which shows an increase in the pass rate by 82 percent. The drop in the pass rate has been lauded by government officials who promote this as evidence of reduced corruption and cheating.

Governorate Level Trends

The governorates with the highest ratios of students to teacher and classroom in 2014 are consistent with those that have the highest percentage of schools operating in multiple shifts: Amman, Aqaba, Irbid, and Zarqa. The most recent data available for this assessment that disaggregates dropout rates by governorate is the 2010/2011 school year. The highest dropout rates in that year were Ma'an (.56), Irbid (.47), Jarash (.39), and Zarqa (.34).

Adult illiteracy for the 15-18 year-old cohort in 2013 was highest in Mafraq, Ma'an and Karak ranging from 1.29 to 1.47 percent. As youth move into the 19-24 year-old cohort, Mafraq and Ma'an remain among the highest in illiteracy (although below two percent), joined by Madaba at 1.75 percent and dramatically surpassed by Aqaba at 2.45 percent. More details are required on data collection methods in order to draw conclusions.

Over time, seven governorates have lower rates of illiteracy in the 15-24 cohort from 2009 to 2013, while six have higher rates. Madaba and Tafeileh show the most dramatic increase in illiteracy, while Jarash shows the most dramatic decline.

Limitations of Data

Data on indicators that directly reflect persistence in education such as enrollment and dropout are provided by MOE. Enrollment data is reported by schools rather than through a standardized collection process with enumerators, thus allowing room for error. While UNICEF and World Bank publish data on education, their primary data source is also MOE. In attempting to address the root causes of dropout, a review of other predictive factors such as prevalence of violence, academic achievement, overcrowding, and financial need may be more fruitful.

The assessment was unable to identify data relative to the prevalence of violence in schools. Academic achievement has recently begun to be tested, however, students' promotion from grade to grade is not dependent upon meeting a standardized level of competency. While data on overcrowding is available in the form of ratios of students to classrooms and teachers, data is presented in averages and may not paint an accurate picture of locations that have extreme conditions. And finally, while data on poverty is available, its predictive value must be balanced with perceived need and other predictive factors.

Question 4: What do youth feel they need in order to succeed in their education? How does this contrast with what they feel that they currently have? What are their suggestions as to how school leaders, families, community members and policy-makers could better support youth to succeed in their education?

The majority of youth reported the need for a supportive school environment, which they characterized as qualified and committed teachers and principals who respect and encourage them, and families that are supportive of their education. Across cohorts, youth unequivocally stated that when teachers seem interested in teaching, are understanding and knowledgeable, and recognize students' achievements,

students are stimulated and motivated to stay in school. They also said that the converse is true.

Some male and female participants mentioned the significant impact of teachers who act as mentors. Male students appreciated when male teachers treated them with respect "as men." Female students appreciated when female teachers treated them with care and affection, "like family."

Jordanian girls in Irbid study to maintain high grades so they will be allowed to remain in school.

For males and females, succeeding in education is strongly related to the support of their parents and the value parents place on education. Some 15-18 year old female participants said that the mere fact that they are allowed to remain in school is highly dependent on male family members' perceptions of their academic performance.

For many Syrian males and females, succeeding in education depends upon their ability to adapt to school curricula that is different in Jordan, particularly the issue of subjects taught in different years.

Question 5: What has been their experience with access to and completion of non-formal educational programs?

> **"I want to become a dentist, I want to be a good student and I want to succeed. I don't want to fail. When I succeed, I want to help my country, and I want to fix people's teeth"**
>
> **—Female Jordanian participant from Amman in the 10-14 year-old cohort**

While the youth participants were aware that there are centers providing non-formal education and vocational training, none had firsthand experience. Youth were merely aware of the existence of these centers but had little or no knowledge of their location or the services they provide. Most out-of-school Jordanian and Syrian males and youth viewed vocational training favorably. Due to the overwhelming perception of the need for *wasta* to get a job, out-of-school youth considered vocational training as a way to level the playing field for employment opportunities for males because it results in certification of knowledge of a specific occupation or trade. Many male participants also considered vocational training as a path to self-employment that would enable them to start their own business if financial support were available. Parents and teachers shared this view; however, parents believed that vocational training is not easily accessible.

Question 6: To what degree do youth feel that their educational choices and preferences are listened to and supported by teachers, administrators and family? Why or why not? What could be done to elevate youth's ability to shape their educational paths?

Most youth saw their families as supportive of their educational choices while their teachers and school administrators are not. However, some 10-18 year-old Jordanian females said that while they had high career aspirations they were reluctant to voice them in front of their conservative families who might not always share their views about the kind of work women are allowed to do. A few 19-24 year-old Jordanian males said that while they are willing to take up any available employment opportunity, their parents would prefer they stay home until they find more prestigious occupations.

Youth participants said that educational choices were influenced primarily by their academic performance and contextual factors, such as family financial need and proximity to schools. At the secondary school level, students and parents generally agreed that if academic performance is low, there is little reason to remain in school. Beyond secondary school, high grades are necessary to gain access to university, particularly for the professions articulated as choices among youth participants such as doctor, lawyer and engineer.

Regardless of grades, proximity to school plays a role in families "listening to" youth choices to remain in school. Cost of transportation is especially a factor for low-income families. The issue of proximity to school is critical for females, because transportation cost is compounded by the potential for comingling with males (which some parents consider as having the potential to affect family honor) and street harassment.

For many Syrian and Jordanian female participants, the choice or motivation to pursue education was primarily for its intrinsic value more than for securing future work. In addition, females reported that education enables them to be good mothers, a view that was generally shared by parents.

WORKFORCE TRANSITION
Question 1: For those who are working, what kind of work are they doing? (Industry sector, wages, type of employment contract, job duties)

The majority of males in the 15-24 year-old cohort reported working in temporary occupations — either through a summer or a part-time job — frequently in a store or café owned by a relative. Those who are not in school said they worked in family trade businesses, such as building and metalwork; geographically-specific work, such as tourism in Aqaba or factory work in Irbid; or occupations with local need, such as plumbing and in retail stores. Wages ranged from 5-10 Jordanian Dinars (JOD) per day (around $7-$14). Similar to what was reported in focus groups, national labor force statistics from 2013 show the most prevalent employment for Jordanian males aged 19-24 years is in the service and retail, trades and professional sectors as shown in the chart below.

OCCUPATIONS OF EMPLOYED JORDANIAN MALES 19-24
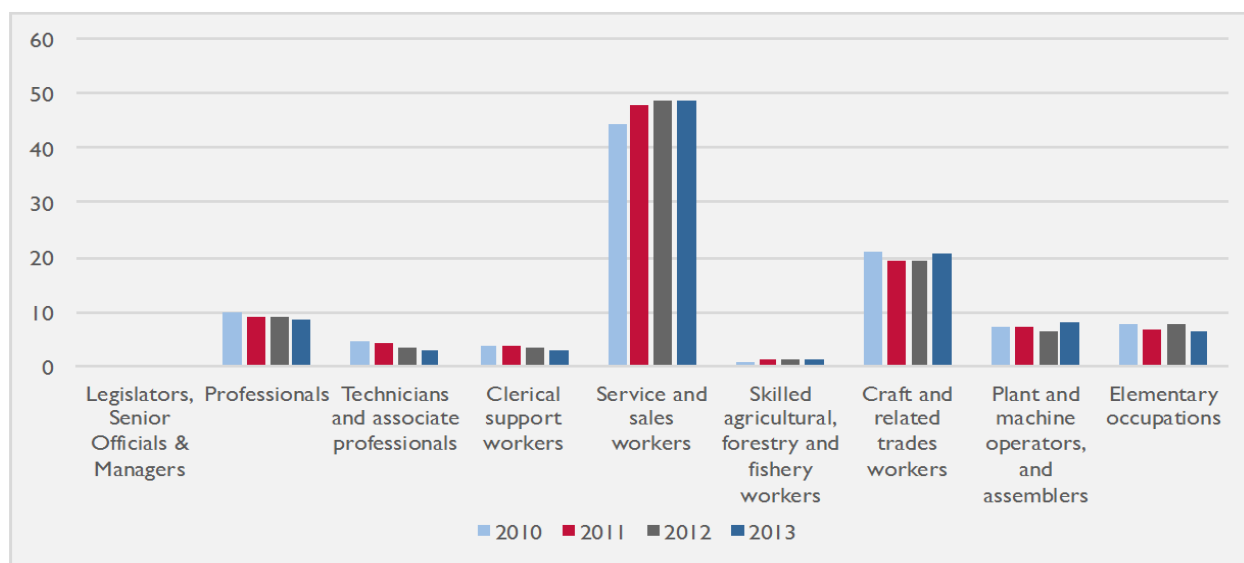
Source: 2013 Labor Force Survey, Jordan DOS

Male Syrian participants said that they were willing to accept any kind of employment since they are not legally allowed to work. They work in the informal economy as mechanics and in shops and supermarkets, at wages they believe are significantly lower than Jordanians' wages in the formal economy. 19-24 year-old Syrian males in Mafraq and Irbid work as herders and farmers or with relatives who are doing some kind of business.

Meanwhile, Jordanian male participants expressed the belief that Syrians are taking their jobs and lowering wages for all. In Irbid, 19-24 year-old male Jordanians said they worked for between JOD 5-7 per day while Syrians were willing to work for JOD4 per day. A Syrian participant in Irbid said he worked for JOD 5 per day.

Few females in the 15-18 year-old cohort were working; those who work reported temporary jobs in CBOs, clothing stores and salons. One Jordanian female in Aqaba reported working on a tomato farm during the summer. DOS confirms that from those aged 19-24 years who are economically active, 15 percent are female. Jordanian females are employed as professionals, technicians and associate professionals, teachers and service and sales workers in CBOs, banks and retail businesses as shown in the chart below.[21]

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[21] Professionals and associate professionals are occupation classifications under the ILO International Standard Classification of Occupations. Professional is a member of a profession (lawyer, doctor, etc.) Associate professional is usually a highly skilled technician in a specific field.

OCCUPATIONS OF EMPLOYED JORDANIAN FEMALES 19-24
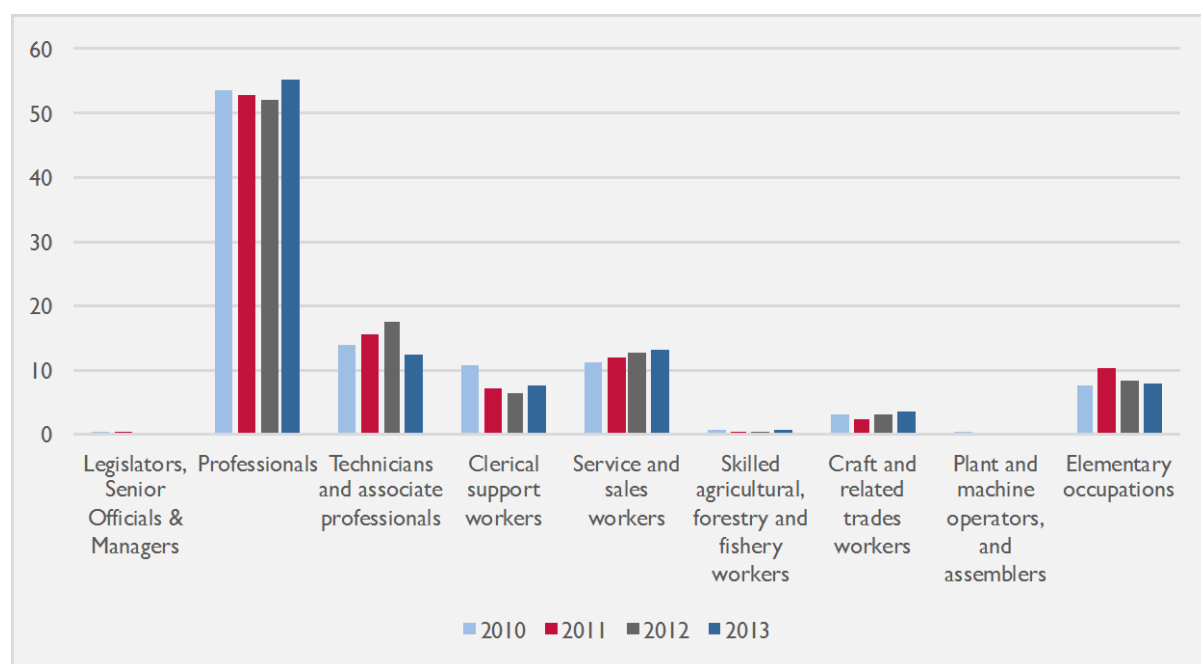
Source: 2013 Labor Force Survey, Jordan DOS

Most female respondents aged 19-24 years were students or have just completed school. Some Jordanian females were enrolled in training courses and some Syrian females were working in retail (mostly in malls) in Amman. However, the preponderance of work in which females report being engaged is unpaid household work, tending to domestic chores and caring for children and younger siblings.

Question 2: For those who are not working, what kind of work do they think they will do and want to do, within the range of options in front of them and beyond?

Most Jordanian participants aged 10-18 years repeatedly stated a limited set of occupations to aspire to in the future: pilot, lawyer, engineer, doctor, teacher, military and government, office jobs. Others preferred military and government jobs for the social security benefits and because they see less competition for these jobs, which are not available to Syrians. Some youth in Aqaba said that they will work in the hospitality industry. Many 15-18 out-of-school Jordanian males in Mafraq and Tafileh saw no choice but to join the military. In Mafraq, youth said there were no employment opportunities but in farming. In Zarqa, some 15-18 Jordanian males expressed interest in studying Shari'a and in becoming preachers. In Amman, more youth in the same age cohort were interested in pursuing entrepreneurial opportunities. Among those in the 19-24 year-old cohort, males said they were willing to accept any work that will allow them an income to get married and support a family. In Irbid, 19-24 males said that work is available but opportunities are temporary and for meager wages. One participant complained about his inability to cover his expenses with his JOD 190 salary. Another participant said he is not willing to work for this amount.

Many Jordanian males and some females who are still in school frequently voiced the desire to emigrate — mainly to the Gulf States, and the United States — because they perceive better employment

opportunities outside Jordan. This was confirmed by the literature review, which showed that 35 percent of Jordanian youth — mostly young, highly educated males— want to emigrate permanently.[22] According to the National Employment Strategy, Jordan's most skilled workers and professionals migrate to the Gulf countries for better work and better pay.[23]

Syrian male and female participants saw little opportunity for what they called "real work" in Jordan's formal economy and linked a career with returning to Syria. While they still held ambitious career aspirations, they were realistic about the limitations of their refugee status, which precludes them from working in the formal economy and forces them to accept whatever work is available to generate income.

Plans for work among female Jordanian participants in the 15-18 year-old cohort cut across ambitions for career and marriage. Although motherhood was a presumed course in life, many shared the same aspirations as males to be lawyers, astronomers, architects, engineers and doctors. Some mentioned "appropriate" professions, such as owning a salon or working as a beautician.

Female participants in the 19-24 year-old cohort believed that they have the right to work. However, since most of them were married or would be soon, some of them were resigned to the social norms that precluded them from working. 10-18 year-old Syrian females expressed their desire to become flight attendants, pharmacists, doctors, and teachers. Most 19-24 year-old Syrian females mentioned marriage as an aspiration. Some said they would like to do the same type of work as their mothers, who volunteer with CBOs and work in or own clothing stores. Like Syrian males, they saw little opportunity for themselves in Jordan.

Males in the 10-24 year-old cohort held strong views on females' workforce participation, with views evenly split among those who believe females should not work at all, those who believe that females may work only until marriage, and those who believe that females may continue working after marriage but only in "female-appropriate" jobs. The cohort of males aged 10-14 years were most outspoken in opposition to females working, while the male cohort aged 19-24 years expressed a more liberal view of allowing women to work in appropriate jobs based on the realities of supporting a family.

> **"Training is better than an academic certificate because you will have a skill to work with, while with a certificate you will look for a job for 3-4 years before you get one. I know some males who graduated a long time ago and they are still looking for work."**
>
> *—Male Jordanian participant from Mafraq in the 15-18 year-old cohort*

Youth expressed extremely limited ideas of what constituted respectable occupations and of successful people (role models) outside those occupations.

Question 3: What kinds of challenges do youth face in finding and/or creating a job for themselves?

The majority of youth reported believing that a lack of money, access to *wasta* and a lack of job opportunities are the main challenges to finding a job. Some Jordanians blamed Syrians for increasing competition in the labor market and for lowering wages. Most Jordanian and Syrian females

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[22] Gallup. *The Silatech Index: Voices of Young Arabs.* June 2009. Available at http://www.gallup.com/poll/120758/silatech-index-voices-young-arabs.aspx.
[23] Government of Jordan, *Jordan's National Employment Strategy 2011-2020*, Amman, p. 69.

viewed societal control and restrictions on their mobility as major challenges.

All youth participants overwhelmingly expressed the belief that *wasta* is necessary to secure employment, a notion also held by most parents and teachers. *Wasta* is considered essential for young people to get hired into their first job by a family member or friend of the family who is in a position to hire someone without experience. Beyond that, it is perceived that *wasta* is also required to get referrals to jobs through government employment offices. Jordanian males who expressed interest in starting a business perceived complexity and bureaucracy in obtaining licenses and high taxes as obstacles to their aspirations. However, none said that they had tried.

Most 15-24 year-old Jordanian males said that there were no job opportunities, which they attributed in large part to Syrians who were competing for jobs and are willing to work for lower wages. This view was particularly prevalent among males in the 15-18 year-old cohort who are seeking the same type of casual, low- to mid-skilled labor as Syrians. Jordanians said that factories, for example, now prefer to employ "more energetic" Syrians and Egyptians, regarded as more willing to exert effort in work. According to them, factories were reducing the number of Jordanian workers and are now paying them lower wages (JOD 250 per month) than prior to the arrival of Syrians (JOD 300 per month).

> **"We have here what we call the Labor Office, which will provide you with info on available jobs. But, it has been five years, and they haven't added anything. I requested a job – we were more than 1,000 people. How will they find work for all of us?"**
>
> *–Male Jordanian participant from Irbid in the 19-24 year-old cohort*

Many Jordanian youth also reported that they preferred jobs within their immediate communities. They questioned the viability of employment opportunities outside their communities when they have to use their meager wages to cover rent and transportation. Parents voiced similar views but also believe that a lack of investment projects in remote areas in Jordan limited job opportunities. Teachers added that due to high university fees, youth have limited opportunities to get good jobs, which require degrees.

Most Syrian male and female participants mentioned discrimination based on their refugee status as the primary challenge to employment, because work permits are expensive and rarely given to Syrians. A Syrian participant said that he can never secure the JOD600 required for a work permit, and even if he does he would worry about UNHCR's cutting its support to his family. Those who work illegally risk arrest and deportation. Furthermore, many Syrians believe wages paid in the informal economy are lower than what is paid to Jordanians working in the formal economy. Some Syrian males said that Syrian males and females have to work overnight shifts to avoid government inspections.

Social norms that limit females' activity outside the home for the purpose of protecting their reputation were cited as the primary obstacle to 15-24 year-old Jordanian and Syrian females entering the workforce. Female participants said that their parents and husbands determined the range of employment opportunities available to them as well as the distance they could travel for work; jobs that included long shifts, night shifts or were too far from home were deemed inappropriate. Females said that the community polices families and influences parents to limit females from working. For example, a group of 19-24 year-old females in Irbid, who were happily employed in a factory, were forced by their families to quit their jobs due to community gossip that brought shame to the families.

Male participants ages 10-18 expressed concern for females' reputation and associated family honor. When asked about their opinion on females working, their responses were equally divided among three views:

- Females should be allowed to work in appropriate professions in which their interaction with other males is limited;
- Females should be allowed to work only until marriage; and
- Females should not be allowed to work.

However, many 19-24 year-old males expressed less restrictive views, pointing out the need for two incomes to support a family.

Question 4: What kinds of experiences do youth think would help prepare them to find work?

Although most youth mentioned the need for training courses, they were unable to articulate the types of training required beyond English-language and information technology training. Jordanian and Syrian males in the 19-24 year-old cohort generally recognized the value of informal education. Males in Zarqa and the majority of males in Irbid viewed technical training as an avenue to acquire the practical skills to get a job right away or, at least, a certificate to work abroad. Males in Amman said that they lacked government career counseling and job centers to help them in their job search.

The majority of Jordanian and Syrian females in Amman in the 19-24 year-old cohort believed that vocational training would improve their chances for employment but said regrettably that the only training available to them was in occupations considered more suitable for females such as beauty salon services and home-based activities. Females in Mafraq and Irbid questioned the marketability of skills resulting from available training in sewing and making pickles — activities that, in their opinion, neither prepared them for employment nor increased their prospects at being employed.

Regardless of skills and experience, the majority of youth believed that work will eventually be accessed through family and connections. While youth identified the need for entry-level work experience, connections and support through family and friends was the most necessary requirement to become employed. Additionally, youth perceived family ties and inherited professions as providing the most accessible career path for young people, and family remains the main source of career guidance for youth. Males in the 15-18 year-old cohort identified personal connections and networks as necessary to getting any type of job, including working in a supermarket or an office. Jordanian parents shared this view, while Syrian parents identified legal permission to work as the main requirement.

Question 5: To what degree do youth feel that their career aspirations are listened to and supported by their teachers, families, and employers? Why or why not?

Youth overwhelmingly believed that their career choices are determined by familial and societal expectations, with parents either preventing or facilitating career choices. This was confirmed by the literature review which revealed that career choices are driven less by market needs and more by parental and societal expectations for prestigious occupations, such as medicine, law and engineering.[24] Many male participants in the 10-18 year-old cohort said they would not consider working in "humble" jobs, such as garbage collectors, cleaners and office boys/messenger boys. They added that they feared being publicly ridiculed. Males in the 19-24 year-old cohort, however, were more willing to accept any type of employment since they have or anticipate having a family to support.

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[24] Ryan Andrew Brown, Louay Constant, Peter Glick, Audra K. Grant, "Youth in Jordan: Transitions from Education to Employment," RAND Corporation, 2014, p. 13. (This finding is validated by additional sources in the literature review)

Many parents were less concerned about prestigious careers in the short term, acknowledging that prevailing economic conditions required that youth accept available jobs until they find something more desirable. In light of current economic conditions, some parents questioned their willingness and ability to support their kids until they take up preferred employment.

Question 6: What do existing labor market data sets and secondary sources say about the growing industry sectors in Jordan, where jobs are, and what kinds of educational background and skills will be required?

A number of sectors — such as packaging, healthcare, tourism, construction, outsourcing and agriculture — have been identified as offering potential for growth in employment. The construction sector offers significant opportunities for skilled and non-skilled labor in addition to self-employment opportunities for youth as plumbers, electricians, carpenters and metal workers.[25] Other sources identify wholesale, retail, manufacturing and auto repair as sectors currently requiring additional human resources.[26]

A review of the literature confirmed the experience reported by youth: private-sector employers are reluctant to hire youth without work experience because they require extensive training.[27] Even when hiring employees who are considered skilled and certified with technical training, employers cited problems resulting from poor technical know-how, performance under pressure, knowledge and use of new models of machinery, work ethic, and interpersonal skills.[28] Employers were not the only ones who cited problems. Students themselves were frustrated with the lack of problem-solving, critical thinking and technical skills they possessed and knew were required for the jobs they desire.[29]

> **"We need to change how society thinks of females, and how females are the only ones capable of bringing dishonor to their families. As if males don't do that too! I want them to take this burden off females' back and stick a bigger one on the males'."**
>
> *─Female Jordanian participant from Tafileh in the 15-18 year-old cohort*

VOICE AND PARTICIPATION
Question 1: To what degree do youth feel listened to, heard, and supported in their aspirations by their teachers, families and communities? Why or why not?

In addressing this question, the assessment defined "aspirations" as "how youth would like to effect change."

In discussions, youth were asked to a) identify the issues that affect them the most and that they would like to change in their communities and society; and b) explain how they would make change happen. In addition, youth were given a scenario in which their school is closed due to lack of funding, and were asked to think about how they would go about resolving the situation to reopen school and who they might go to for support. Most youth voiced awareness of the issues they would like to change or address in their communities such as corruption, community cleanliness, drugs, social norms, unemployment and poverty. Many 15-18 Jordanian and Syrian females want to change social customs

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[25] Youth: Work Jordan. *Building on Hope: Findings from a Rapid Community Appraisal in Jordan*, February 2010, p.6.
[26] UNDP. *Labor Market: The Case of Vocational Training in Jordan* UNDP. *Labor Market: The Case of Vocational Training in Jordan.* May 2014, p. 32.
[27] Matthew Groh, Nandini Krishnan, David McKenzie and Tara Vishwanath, *Soft Skills or Hard Cash? What Works for Female Employment in Jordan?,* World Bank, 2012.
[28] UNDP. *Labor Market: The Case of Vocational Training in Jordan*, p. 34.
[29] Brown, Op. Cit., p. 36.

and norms. Despite youth's ability to recognize these issues, youth feel a sense of resignation towards their role in making change happen and in taking personal responsibility for addressing communal problems. In response to the scenario question, many youth indicated a willingness to take initiative but placed the responsibility for taking action on someone else. Some suggested local fundraising activities, "going to talk to the MOE," or asking their father to talk to the MOE or the Royal Court. Some youth suggested public protests. For wider societal problems — such as drug use, bullying and harassment — youth showed similar inclination, with solutions eventually involving the family.

Many Jordanian and Syrian female participants said that there was a space for their opinion in the family; yet, they said that this space is limited to proposing solutions to small problems in the household. They said that their brothers often excluded them from decision-making in the household and made decisions on their behalf. Most female participants believed that they had no influence in the community or in the country because society only allows males to participate. They said that they were treated as children, unable to formulate opinions and thoughts.

While Jordanian males and females are perceived to achieve adulthood when they marry, males receive respect earlier. Many female participants reported that their brothers pay more respect to their married sisters. Unmarried females of age are tolerated in the household until they marry, and married sisters police their actions.

Despite this, a small number of male and female participants expressed optimism. They referred to self-reliance and believe that by working together and joining forces, their voices can grow stronger and they can make an impact on society. These outliers reported working hard, often alongside studying. They also reported their participation in volunteer and social action opportunities which increased their exposure to new information, practices and beliefs and opened the door for further opportunities. Some positively inclined youth reported strong religious sentiment.

Question 2: What are the main influencers in a youth's life when it comes to education, jobs, personal decisions, civic participation, and avoiding negative behaviors? Who do youth get advice from? Who do they listen to? Whose council do they seek out?

For youth, role model constructions were based on close role models with which they interact frequently and directly. While most youth identified multiple role models, few youth mentioned distant role models outside their immediate surroundings. When asked about influencers, role models, and the adults they turn to for support and advice, male and female participants overwhelmingly identified immediate family members: fathers, mothers, older brothers and sisters. Despite this, they were clear in distinguishing between influencers and role models; some do not necessarily admire family members, particularly those who are authoritarian and defeatist in accepting humiliating jobs (fathers) or being submissive (mothers).

The literature confirms that while parents are not necessarily respected or admired, youth are dependent on families to provide for them,[30] help them find jobs,[31] and help pay for marriage.[32] The centrality of family and religion also emerged from the 2014 Arab Youth Survey and 2011 UN Children's Fund report of youth in the MENA region, which found that these two elements characterize youth's identities and influence their vision and priorities. The reports characterized family as "powerful anchors to [youth's] identity" and vital for their future success.[33] [34]

The next most commonly cited influencers for youth were public religious figures, such as Mohammed Noah Alqudah and Ahmad Al Shuqairi, who have TV shows and connect with youth through messages that youth say teach positive values and healthy lifestyle choices, such as abstaining from smoking. In a very small number of cases, youth mentioned teachers and peers as advisors and influencers.

Question 3: What new opportunities do youth seek that would help them become active leaders or increase their existing skills as active leaders in their communities?

Question 4: Why do youth engage in civic activities? These may range from volunteer work with CBOs, formation of youth-led associations and school-based student governance to less formal, family-based leadership such as acting as mentor or loco parentis in times of crisis.

The majority of youth do not seek opportunities for leadership. Many youth talked enthusiastically about participating in civic activities, volunteerism and community service, such as painting walls and cleaning streets. A few Syrian female participants from Amman and Mafraq said they volunteer with CBOs that assist Syrian refugees. Youth were unanimous in their reason for partaking in civic activities: it makes them feel useful.

Available opportunities cited were mostly one-off events that were insufficient to provide long-term engagement, build civic participation skills or develop confidence. Only in one case did a youth mention initiating an activity. A male in the 15-18 year-old out-of-school cohort from Irbid said he established a group that initiated an agricultural activity with a Jordanian/German organization.

> "I would like to change discrimination. We have to feel that we are one unit and not to differentiate between Syrians and Jordanians, and to respect one another"
>
> —Female Syrian participant from Mafraq in the 15-18 year-old cohort

Youth had little to say about opportunities to acquire leadership skills, only that they do not participate in specific leadership activities or hold formal leadership roles.

The UNFPA recently conducted field research that identified close to 1,000 youth-led initiatives, youth leaders, and activists who operate outside the traditional NGO landscape. Some local initiatives are afoot to increase youth leadership in civic activities.

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[30] Valentina Barcucci and Nader Mryyan, *Labour Market Transitions of Young Females and Malesin Jordan*, International Labour Organization, 2014, p. 24

[31] Ryan Andrew Brown, Louay Constant, Peter Glick, Audra K. Grant, *Youth in Jordan: Transitions from Education to Employment*, RAND Corporation, 2014, p. 31

[32] Issam Fares Institute for Public Policy & International Affairs - American University of Beirut, *A Generation on the Move: Insights into the Conditions, Aspirations and Activism of Arab Youth*, 2011, p. 27

[33] Ibid., p. 14

[34] Asda'a Burson-Marsteller, Arab Youth Survey 2014, p. 9.

In all governorates, except Tafileh, Jordanian male participants said they attend youth and community centers that organize outdoor activities and offer lessons on avoiding negative behaviors, such as smoking and drugs. Some mentioned participating in scouts and reported positively on the experience. Others talked about school parliaments or councils less favorably, with one student describing them as "meaningless." Syrian males, facing discrimination and harassment at school, expressed fear of participating in joint Syrian/Jordanian activities.

Jordanian males did not express similar fears. Although they have a lot of free time, Syrian males said that many activities require fees that they cannot pay.

> **"I tried to change things in my society by trying to change my friends"**
>
> *–Male Jordanian participant from Amman in the 15-18 year-old cohort*

Youth frequently mentioned attending Qur'anic centers, where they are taught to recite and memorize the Qur'an and are taught positive values. Parents encourage this participation, viewing the centers as safe spaces, especially for females, because mingling between females and males is not allowed. Youth spoke of these centers as fun places that regularly organize trips in addition to providing lessons.

Jordanian female participants, especially in Zarqa and Aqaba, were aware of local youth centers but mostly attended religious classes. Jordanian and Syrian female participants and male participants ages 10-14 tended to spend the majority of their free time indoors surfing the Internet, watching TV, reading, sleeping and studying. Few spoke about extracurricular activities at school.

The majority of youth reported an online presence through social media, which provides information and an avenue for channeling their voice. Facebook, Instagram, WhatsApp, and YouTube were the social media outlets most often mentioned. Parents viewed the spread of technology as negative; however, they did not understand what their children are doing, nor do they interfere as long as these sites are accessed at home. This online presence affords youth one of the few spaces that are free from family surveillance and control.

When youth were asked about what they would like to change in society, many of them reported widespread drug use. Drugs were mentioned in all governorates. Youth felt strongly about the need to address this phenomenon but felt powerless about how to address it. Drugs contribute to youth's general sense of insecurity in their communities. Many youth pointed out that the use of drugs is a reflection of how hopeless and pessimistic youth feel.

CONCLUSIONS

Taken together, the findings across all three thematic areas — education, workforce transition, and voice and participation — form two major themes:

1. Pervasive lack of ideas, awareness and alternatives.
2. Debilitating sense of disempowerment.

A confluence of contextual factors is inhibiting healthy youth development. The various social contexts in which youth find themselves including school, family and community are stunting their cognitive, social and emotional growth and in turn their successful transition into adulthood. In school, learning environments are determining learning outcomes. The learning environment for youth is characterized by the perceived lack of competent and emotionally supportive teachers; traditional teacher-centered

pedagogical styles; regular and often severe physical and verbal abuse; and a lawless environment where students are asked to fend for themselves. This cripples the youth's ability to acquire knowledge and develop self-esteem and necessary critical and reflective thinking skills. Syrian youth face the same challenges in addition to discrimination and curricula-related issues that further taint their educational experience.

The low quality of education affects the value that students and their families have of education. For males and females, low academic performance makes the decision to drop out easier whether for marriage or work.

Because of the lack of exposure to alternative role models, students hold limited ideas about educational routes leading to employment that is "respectable": an all-or-nothing proposition in which grades must be sufficiently high for them to become doctors, lawyers and engineers. Their sense of disempowerment is fuelled by the fact that they are not learning what they need to learn to succeed and see no options to acquire the knowledge and critical thinking skills they lack. If they drop out, they become invisible. They take up part-time employment and have little awareness amongst them of how to access alternative educational opportunities. In the meantime, female students are acutely aware that the decision to complete their education is made by their family, not them.

Young male and female cohorts have high career aspirations. The ambitions of older youth are tempered by economic realities and, for females, by an additional layer of restrictive social norms. Youth point to prevalent unemployment and low wages which call into doubt the benefits of staying in school and chips away at their perceived value of education.

As they attempt to enter the workforce, youth are unaware of job-seeking strategies and are already comfortable in their dependency on their families. They are confronted – whether in reality or by a deeply ingrained perception – that they are powerless to secure employment themselves based on merit, as it is dependent upon the connections they can access. For females, the prospect of employment is even more disempowering, as social constructs rather than choice determine whether they will work at all, and if they do work, in what type of occupation. Syrian youth have no means of finding employment in Jordan as they cling to the hope of eventually returning to Syria. The current dynamics of the job market as well as discrimination against Syrians is affecting social cohesion in a community that is not sensitized to the influx of another wave of refugees.

Youth and their parents view vocational training favorably but point to the dearth of available opportunities in their immediate communities. Economic realities are indirectly ameliorating the image of vocational training and tempering expectations. Nevertheless, the academic stream remains youth's first choice in education. While cognizant of restrictive social norms, most females harbor the hope for future employment calling for vocational training opportunities that provide more marketable skills to enter the job market.

While youth have interest to change the way things are in their community and society, they have very limited ideas about *how* to effect change. The lack of agents of change in their surroundings along with mechanisms that could invite and encourage their meaningful engagement in the community reinforces their sense of helplessness. The dearth of engaging activities pushes the youth and their families to consider safe alternatives, including Qur'anic centers that provide a socially palatable option for youth to spend their free time.

The routine functioning of hierarchy and patriarchy within the family, school and community have a profound effect on youth. Conservative values in which they are manifested demarcate the limits of what is possible for youth, especially females. Against this backdrop, interventions directed only toward youth are unlikely to be successful. Instead, a holistic approach that engages parents, teachers and

community members (including religious and tribal leaders and institutions) in addition to youth will be required to shift this paradigm. Role models can be especially effective as conduits of new information, beliefs and practices which in time can become normative. Identifying and supporting local outliers can be an effective way to model behavior and practices which if associated with vocational and financial success others will want to emulate.

ANNEXES

ANNEX I. YOUTH ASSESSMENT STATEMENT OF WORK (SOURCE: USAID)

USAID/Jordan Youth Assessment
Statement of Work
September 8, 2014

A. Purpose and Summary

USAID requests contractor services to conduct a strategic assessment to enable the USAID/Jordan Mission to better understand the needs, challenges, opportunities, and threats of Jordanian youth. The assessment will delve into and elucidate the range of youth experiences from a multitude of perspectives, including youth who have succeeded or had challenges with the educational system, youth transitioning to the workforce, issues of voice and participation in disadvantaged communities in Jordan, and youth who have overcome or succumbed to dangerous negative behavior, including crime, extremism, and drugs. The assessment will use both participatory methods involving youth as assessors, and statistical methods to elucidate major trends in school drop-out, education completion and employment, and assess the quality of existing data. Qualitative and quantitative data sets will be used holistically to create an analysis that is multi-level: that is, will be useful for both project design involving national policy reform as well as institutional or community-level reform. The assessment results will be both product and process. The process aspect involves demonstrating that youth can be active partners in building the knowledge base about issues that affect them as well as be creators of strategic recommendations for consideration by USAID, other donors, and Jordanian policy makers.

B. Background

Jordan faces a number of daunting challenges as it strives to address its development and reform priorities. These social challenges include a rapidly growing population, gaps in the quality of basic education, high unemployment, weak citizen participation in governance and politics, water scarcity, reliance on expensive, imported energy, gender disparities, and an influx of Syrian refugees. In addition, youth are increasingly being actively targeted and recruited to join religious extremist groups. These groups use a variety of vulnerabilities, from unemployment to dissatisfaction with local or national government, to prey on frustrated, aggravated populations.

At the same time, however, Jordan is well positioned to address these challenges due to several opportunities, including a young workforce, a government that is forward leaning in terms of policy reform, and improving health and education indicators.

There is a relatively limited amount of analytics conducted on the youth population in Jordan and much of the research is dated and fails to capture insights which can be used for innovative and effective programming. Nonetheless, the research reveals some trends, which may serve as a foundation for further analysis. For instance, the 2012 Jordan Youth Meta-Analysis conducted by FHI360, summarized research on youth unemployment and job readiness as well as civic and political engagement. In regards to youth unemployment, a study found that in 2010, the overall unemployment rate in Jordan was 12.9%, yet the unemployment rate for youth was significantly higher with 23.8% of males aged 15-25 being unemployed and 47.1% of females in this age range unemployed. Additionally, 85 percent of Jordanian women (in all age groups) were not participating in the labor force.

One possible explanation for the high unemployment rates among youth is poor preparation in both formal schools and vocational training. The meta-analysis shows that 20% of employers surveyed said that university graduates hired in the past year had the appropriate hard skills and 25% said that new hires had the appropriate soft skills. The numbers for vocational training graduates were even lower with 10% of employers saying that new vocational education graduates had the appropriate hard skills and 16% saying new hires had the appropriate hard skills.

In order to build off this foundational knowledge, it is important to identify relevant statistics and studies, which can identify trends as well as conduct research to fill analytical gaps. One key area for research is to identify youth perspectives, attitudes, and needs. There are several foundational documents which seek to understand Jordanian youth perspectives including the Silatech Index: Voices of Young Arabs from the Gallup World Poll which aims to tap into youth's attitudes towards mindset, policy, and access specifically to employment. Similarly, the British Council is developed and hopes to conduct regular surveys on youth attitudes in countries across the region including Jordan. The Arab Youth Survey also includes Jordanian Youth. It was conducted annually from 2008 to 2010 and asks questions about youth values, concerns, challenges, and future outlook.

Due to the centrality of youth to effective and sustainable development, USAID-Jordan seeks to develop both a more complex understanding of Jordan's youth as well as develop effective youth programs that targets key issues in Jordan's youth the population.

In order to do this, USAID Jordan is working to extract lessons learned from previous youth project including the Youth for the Future project which will finish in December as well as the Learning Environment and Technical Support (LETS) project, which was completed and evaluated in June 2014.

Additionally, USAID-Jordan seeks a deep and nuanced understanding of youth-related activities implemented across sectors in the mission. In order to do this, USAID-Jordan is working to

develop a mission-wide, cross-sectoral working group to coordinate and collaborate on youth activities.

C. **Guiding Principles and Alignment with USAID Policies**

One of the key methods for ensuring that assessments are targeted and valuable for programming is to ensure that the assessment questions and methodology align with the key strategies that guide USAID activities.

USAID-Jordan's key guiding strategy is the 2013-2017 Country Development Cooperation Strategy (CDCS). One of the key themes throughout the CDCS is the importance of inclusive development specifically for traditionally marginalized groups such as women, youth, and low SES groups. This goal is explicitly stated in the first development objective (DO1) of the policy "broad-based inclusive economic growth accelerated."

In regards to youth, the key overarching document, which guides USAID's youth strategy and programming is USAID's 2012 Youth in Development Policy. The stated goal of the policy is to support, protect, prepare and engage youth across sectors including health education, employment, and civic participation. There are seven key principles that guide USAID's youth activities.

1) Recognize that youth participation is vital for effective programs: In order to execute this principle, it is important that youth be included in all stages of the project cycle from assessment to project design to evaluation.
2) Invest in assets that build youth resilience: This means shifting away from the engrained understanding of youth and youth bulge as a challenge and instead to frame youth as assets which can be used to launch the economy and contribute positively to society.
3) Account for youth differences and commonalities: In Jordan it seems particularly important to examine the differences between Syrians vs. Jordanians, rural vs. urban youth, in school vs. out of school youth and females vs. males.
4) Creating second chance opportunities
5) Involve and support mentors families and communities
6) Pursue gender equality
7) Embrace innovation and technology for and by youth

Overall, it is essential to use these guiding principles in youth activities implemented by USAID.

Another key document is the USAID Education Strategy (2011), available on the USAID website in which Goals 2 and 3 are relevant to this activity.

This Youth Assessment will be implemented concurrently with a Situational Assessment being conducted out of the Democracy and Governance Office. The Youth Assessment Team will

incorporate the expertise of the Situational Assessment Team in understanding how best to learn from youth the pushes and pulls towards negative behavior, particularly extremism.

D. Assessment Questions

Focus groups will be disaggregated by sex, age, educational status, and residence. Other data collection sources may provide valuable insights around other salient categories such as socio-economic status, presence of Syrian refugees, religious affiliation, rural/urban, and others that may enrich the FG data. Please note that the following questions may be answered by different data collection and analysis methods, and that they serve as a *guide* for the team development of actual tools and instruments, based on input of youth assessors. An appreciative inquiry approach is recommended.

Persistence in School

1. Why do some youth, aged 10-18, drop out of secondary school (whether by choice or because they have been pushed out)? How do youth themselves understand and prioritize these reasons, in comparison to their parents, teachers, and community leaders?
2. What are the main patterns and trends of school drop-out as shown by available statistical data? That is, what is the scale of drop-out (and conversely persistence and completion) and its variability by relevant sub-national units? What is the quality of these data?
3. What are the main predictors of school drop-out and how do these differ by sub-cohort?
4. What do youth feel they need in order to succeed in their education? How does this contrast with what they feel that they currently have? What are their suggestions as to how school leaders, families, community members and policy-makers could better support youth to succeed in their education?
5. What has been their experience with access to and completion of non-formal educational programs?
6. To what degree do youth feel that their educational choices and preferences are listened to and supported by teachers, administrators and family? Why or why not? What could be done to elevate youth's ability to shape their educational paths?

Workforce Transition

Note: Although wider youth employment contextual factors should be considered, USAID's current interest in this area is around youth perceptions, choices, and decision-making processes around labor market participation.

1. For those who are working, what kind of work are they doing? (industry sector, wages, type of employment contract, job duties)

2. For those who are not working, what kind of work do they think they will do? Do they want to do, within the range of options in front of them and beyond?
3. What kinds of challenges to youth face in finding and/or creating a job for themselves?
4. What kinds of experiences do youth think would help prepare them to find work?
5. To what degree do youth feel that their career aspirations are listened to and supported by their teachers, families, and employers? Why or why not?
6. What do existing labor market data sets and secondary sources say about the growing industry sectors in Jordan, where jobs are, and what kinds of educational background and skills will be required?

Voice and Participation

1. To what degree do youth feel listen to, heard, and supported in their aspirations by their teachers, families and communities? Why or why not?
2. What are the main influencers in a youth's life when it comes to education, jobs, personal decisions, civic participation, and avoiding negative behaviors? Who do youth get advice from? Who do they listen to? Whose council do they seek out?
3. What new opportunities do youth seek that would help them become or increase their existing skills as active leaders in their communities?
4. Why do youth engage in civic activities? These may range from volunteer work with CBOs, formation of youth-led associations, and school-based student governance to less formal, family-based leadership such as acting as mentor or loco parentis in times of crisis.

In addition to these overarching questions, the Situational Assessment Team will be consulted to help formulate questions regarding negative behavior "pulls", including crime, drugs, and extremism. These questions will be formulated by youth, with input from the Situational Assessment Team.

E. Methodological Approach

The contractors will develop a rigorous methodology including sampling strategy and an assessment work plan in consultation with the EDY team. They are strongly encouraged to seek out and propose innovative and creative methodologies that are consistent with the Guiding Principles, i.e. assessment methodologies that will yield deep and meaningful insights into conditions facing youth and their perspectives on their future aspirations, in contradistinction to repetition of what is already known from other youth assessments globally and in Jordan. Methodologies should be as open-ended as possible to avoid researcher contamination of youth perspectives or short-circuiting the full range of youth perspectives.

The following types of data collection and analyses will minimally be included:

1) **Literature review.** Contractors will conduct a thorough review of secondary literature (academic and gray literature) on Jordan youth with a focus on education, workforce development and participation.

2) **Primary data analysis.** Contractors will identify relevant existing data sets including but not limited to the EMIS, DHS, ILO, Silatech Gallup poll, Direction of Jordanian Youth Survey (2010, cited in FHI360 March 2012, p. 4),, and Jordan National Youth Survey (UNICEF (2001 cited Ibid). The purpose of this analysis is to identify key trends affecting youth education and WfD (including change over time where possible), and to identify the scale, depth and quality of these data sources for the purposes of baseline creation for future USAID project design.

3) **Youth focus groups and interviews.** Contractors are encouraged to utilize creative and engaging focus group approaches to ensure that we capture youth voices, preferences, and ideas. These methods might include games, simulations, ranking activities, creative expression, media, etc. Since the results of the focus groups and interviews are required to be insightful, the contractor is encouraged to test approaches and to utilize youth development experts.

4) **Youth participation in the assessment.** The assessment will go beyond having youth participate as the subjects of FG and interviews; they will also participate as full team members to help formulate/refine assessment questions and tool development, conduct focus groups and interviews, analyze and interpret data, and generate strategic recommendations. They will also participate in assessment briefings to USAID and other stakeholders. The process of their involvement in the assessment is part of the assessment "deliverable" as it provides a model to Jordanian youth and stakeholders alike of what Jordan youth are capable of doing. This component will require the contractors to identify youth assessors, provide orientation to them, and consider intentionally how the youth will interact meaningfully with other members of the assessment team. (Please see the YouthSpeak report and USAID Youth Engagement Guide for examples and the range of possible considerations in youth participation. Please note that the USAID/Jordan is *not* asking the contractor to replicate the YouthSpeak example, but rather to be informed by it in terms of both process and content.)

Targeting and disaggregation

Data collection and analysis will be disaggregated by the following factors to discern differences and similarities of youth experiences, perceptions, needs, barriers, aspirations, etc.

Age: The assessment will target the youth between the ages 10 and 24, with the 10-18 range as the main focus of the assessment. Participants will be divided into at least three age groups according to their developmental stage and/or school grade. A limited number of FGs in the age group 19 -24 will be conducted in order to understand typical youth trajectories and labor market experiences of older youth that would inform project design for the younger ones.

Ethnicity: Jordanian and Syrian youth in the context of the current wave of Syrian immigrants in Jordan, and challenges faced by host communities.

Gender: The assessment will profile females and males throughout.

Educational status. The assessment will disaggregate by education attainment including: in-school, out-of-school but enrolled in a non-formal education or workforce training, and out-of-school (e.g., not accessing any services). The out-of-school group will include secondary school completers and drop-outs.

Additional focus group/interviews

Parents/families and teachers: The perspectives of youth will be compared and contrasted to the perspectives of parents/families and teachers. FG with these will be added on a limited basis and will not include all youth profile groups.

Sampling

Respondents will be selected from the governorates and communities in the three regions of North, Central, and South. Proxy indicators for the selection of governorates and communities include high unemployment rates, school dropout rates, poverty rate, and areas with high concentration of Syrian refugees. Based on these, the study will target ten of the twelve governorates in Jordan (Irbid, Ajloun, Mafraq, Zarqa, Amman, Tafileh, Ma'an, Aqaba, Karak, and Balqa). The sample will include a minimum of two communities (urban and rural) per governorate. Annex I presents the sampling frame per governorate from which the final sample of districts/communities will be drawn.

F. Partner Engagement

Key Stakeholders. The contractor will identify key stakeholders such as those within the Ministry of Education (both general education and non-formal education), the Higher Council on Youth, and other donors who should be briefed on the assessment and invited to participate as relevant, feasible and upon concurrence of the EDY team.

Consultations with implementers. USAID and non-USAID implementing partners are important resources for the contractors to identify potential youth assessors, and youth, teacher, and family focus group participants. They can also provide important contextual information about the availability of youth education services and other supports to youth employment and

civic participation. A partial list of relevant partners includes: International Youth Foundation, the Civic Initiative Support, Injaz, Questscope, National Democratic Institute, the National Center for Human Resource Development, and Jordanian universities. They may also provide evaluation, assessment and other relevant reports for the secondary literature review.

G. Deliverables

Deliverables include:

1. **Assessment report** that includes: methodology, limits of data, findings, quotations from FG participants, strategic recommendations for future USAID programming, bibliography, and list of key stakeholders/informants (including full contacts). It is understood that the recommendations will be from the perspective from youth, families, teachers/ and will need to be considered in light of other key strategic data including institutional capacity and policy reviews, donor coordination, and USAID strategy priorities.
2. **Out-brief(s) and assessment dissemination briefings** for USAID Mission and other key stakeholders. Briefings will include youth assessors and be supported by a Powerpoint suitable for broader dissemination.
3. **Communications plan and products:** A detailed communications plan to support dissemination of and learning from the assessment will be developed in partnership with the USAID Mission near the completion of the assessment. Products from this plan will include the above referenced Powerpoint presentation for sharing assessment methodologies, findings and recommendations with stakeholders. This presentation will include appropriate photographic, audio and/or video content enhancing the findings, conclusions and recommendations of the assessment and documenting the comprehensive role of Jordanian youth in informing and implementing all aspects of the assessment. Additional communications products are envisioned including appropriate summary reports in English and in Arabic and other products as agreed upon by the Mission.
4. **Youth Assessment Participatory Video** A participatory video (PV) will be produced by MESP and local partners. The PV will provide a method to effectively report, and provide contextual understanding about the range of youths' experiences related to drop-outs and persistence. Adopting a methodology that facilitates the capacity building and provide a medium that plays a to the vocal nature of youth. MSI will conduct a PV workshop on video/audio fundamental techniques, methods of assessment questions development and the ethical and safety related issues. The youth assessors will conduct and record the PV interviews in partnership with the local communities, while MESP provide a point of contact for ongoing support.

H. Expertise

The contractor should develop a full staffing plan that includes the following:

- *Team Leader:* The team leader should be a development expert with substantial state of the art knowledge on positive youth development. The team lead should have experience designing assessments specifically with non-traditional methodologies and participatory research approaches as well as demonstrated experience working collaboratively with youth. Duties will include overseeing the identification, orientation, and coaching for youth assessors. The team leader will also work to identify and develop non-traditional, participatory methodologies for the assessment.

- *Youth Assessment Advisor*: The Assessment Specialist should have substantial local knowledge of positive youth development and track record in working in youth-related research. The primary duties will include collaborating with the Team Leader and youth assessors in designing assessment methodology and sampling, as well as overseeing the coaching for youth assessors. The Local Specialist will also be responsible for the analysis of findings in collaboration with the Team Leader.

- *Primary Data Analyst:* The senior data analyst should possess an advanced degree in statistics, data analysis or related fields and have significant experience conducting primary quantitative data-analysis. The primary duties will include identifying and analyzing data on youth in Jordan and using the data to conduct a primary data analysis designed to provide insight into main research questions.

- *Study Assessment Specialist:* The study specialist, ideally a Jordanian national, will have overall day-to-day management responsibility for the assessment. The coordinator should have significant experience in managing and overseeing the implementation of research and/or evaluation studies. The primary duties will include ensuring the coordination and timeliness of the research associated activities including overall assessment planning, data collection procedures, supervision of data collectors, and submission of deliverables.

- *Youth Assessors:* The youth assessors will consist of a balanced group of Jordanian and Syrian males and females up to the age thirty who live in communities targeted by the assessment. Assessors should possess significant leadership skills and a history of working with local youth development issues and/or NGOs. Assessors may be a mix of students, youth community leaders/workers and/or volunteers with a demonstrated sensitivity towards youth in disadvantaged communities ideally though living in the community where the interviews and focus groups will take place.

I. Timeline

August

    1   Begin design of assessment

    2   Identify key stakeholders/donors and begin conducting stakeholder meetings

    3   Identification and recruitment of senior expertise

September

    1   Literature review (August/September)

    2   Finalize sampling

    3   Senior expertise begins working with partners and experts to identify assessors

    4   Primary data analysis

    5   Recruitment of youth assessors

    6   Orientation/training for youth assessors

    7   Integrate youth assessors into assessment design and implementation processes

October

    1   Interviews, focus groups, and other assessment techniques (Field Work)

November

    1   Drafting final report

    2   Triangulating data with literature review and final report rough draft

December

    1   USAID review of draft report

    2   Finalization of Communications plan

    3   Dissemination for USAID audience

    4   MSI revisions based on USAID feedback

    5   Release and dissemination of final report to GOJ and Donors

    6   Release and dissemination of final report to local youth service providers

J. Key Documents

USAID Policies/Guides

- USAID's Youth Policy. *Youth in Development: Realizing the Demographic Opportunity. 2012.* http://www.usaid.gov/sites/default/files/documents/1870/Youth_in_Development_Policy_0.pdf
- EQUIP 3's USAID Guide to Cross-Sectoral Youth Assessments http://www.equip123.net/docs/e3-CSYA.pdf
- USAID Jordan's Country Development Cooperation Strategy 2013-2017. http://pdf.usaid.gov/pdf_docs/pdacx797.pdf
- USAID's Education Strategy http://pdf.usaid.gov/pdf_docs/pdacd232.pdf
- USAID Youth Engagement in Development http://www.youtheconomicopportunities.org/sites/default/files/uploads/resource/USAID_Youth%20Engagement_FINAL%20External.pdf

Government of Jordan (GOJ) Policies/Initiatives

The Hashemite Kingdom of Jordan Higher Council for *Youth National Youth Strategy for Jordan 2005-2009* http://planipolis.iiep.unesco.org/upload/Youth/Jordan/Jordan%20National%20Youth%20Strategy%202005-2009.pdf

- Education Reform for a Knowledge Economy ERFKE2

http://www.google.jo/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CBwQFjAA&url=http%3A%2F%2Fdata.unhcr.org%2Fsyrianrefugees%2Fdownload.php%3Fid%3D4352&ei=ehSwU-LRO5Kh7AbI3YDwDw&usg=AFQjCNGz0SStmfv2SQ1vOBMFbe3N1LyK4A&sig2=F7rkuy9bFLQSFFD4xMO6cw&bvm=bv.69837884,d.ZGU

Foundational Research

- USAID's 2012 Youth Program Mapping in Jordan
- USAID's 2012 Youth Meta-Analysis Report
- USAID's 2012 Youth Programming M&E Analysis
- IYF's Building on Hope Rapid Community Appraisal

http://library.iyfnet.org/sites/default/files/library/YWJ_RCA_Full.pdf

- Silatech's Young Arab Voices Poll: http://www.gallup.com/poll/120758/silatech-index-voices-young-arabs.aspx
- Arab Youth Survey: http://arabyouthsurvey.com/

Foundational Research

- USAID's 2012 Youth Program Mapping in Jordan
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- Silatech's Young Arab Voices Poll: http://www.gallup.com/poll/120758/silatech-index-voices-young-arabs.aspx
- Arab Youth Survey: http://arabyouthsurvey.com/

Other Assessments

- Youth Speak Morocco: Youth investigate the middle school dropout crises

Annex 1. Proposed Assessment Sampling Plan (subject to revision based on finalization of assessment design and logistics)

Governorate	Population	Number of Schools	10-14	15-19	20-24	Un-employment	Poverty Rate	% of Poor	Overall Dropout Rate	Community Number	Extreme Poverty Communities	FG Per Community
Irbid	1,137,100	1088	141,190	132,775	122,490	11.90%	15%	18.70%	0.53%	1	Al-Shouneh Al-Shamaliyah District Al-Shouneh Al- Shamaliyah Sub-District (*Waqqas to be represented*)	6
										2	Ramtha District, Ramtha Sub-District	12
										3	Taybeh District, Taybeh Sub-District	5
										4	Irbid Qasabeh District, Irbid Sub-District	13
Mafraq	300,300	504	38,920	33,955	31,455	10.70%	19.20%	6.20%	0.23%	5	Al-Badiya Al-Shamaliyyah District, Um Al-Jemal Sub-District, Salhiyah Sub-District	9
										6	Mafraq Qasaba District, Al Mafraq Sub district	10
Ajlun	146,900	179	19,335	17,345	15,125	11.40%	25.60%	4.30%	0.13%	7	Ajlun Qasabah District, Ajlun Sub-District, Orjan Sub-District	11
Jerash	191,700	116				11.20%	20.30%	1.36%	0.43%	8	Jerash Qasabeh District, Burma Sub-District Jerash sub district, Al Mastaba sub district	11
Amman	2,473,400	720	279,305	262,195	265,045	10.30%	11.40%	30.60%	0.28%	9	Amman Qasabah District, Amman	11

										Qasabah Sub-District, Al Jamiaa sub district	
									10	Al Jizah District, Al Jizah Sub-District	6
									11	Wadi Essier District, Wadi Essier Sub-District	4
Zarqa	951,800	651	113,685	99,290	96,665	12.30%	14.10%	14.60%	0.35%	12	Zarqa Qasabah District, Zarqa sub District, Al-Dhlail Sub-District, New Zarqa, Hay Ma'soum	7
										13	Russaifah District, Russaifah Sub-District, Hittin Camp and Jabal Shamali	6
Balqa	428,000	418	51,605	45,890	44,180	14.20%	20.90%	9.70%	0.29%	14	Deir-Alla District, Deir Alla Sub-District	3
										15	Al-Shouneh Al-Janoubieh District, Al-Shouneh Al-Janoubieh Sub-District	6
										16	Salt Qasabah District, Salt Sub-District	5
												12
Madaba	139,200	130	19,450	18,270	16,970	17%	15.10%	2.60%	0.24%	17	Theeban District, Areedh Sub-District, Theeban sub district, Maleeh sub district	
Ma'an	121,400	227	15,310	14,370	13,055	19%	26.60%	3.50%	0.60%	18	Huseiniya District, Huseiniya Sub-District	7
										19	Ma'an Qasabah District, Mraighah Sub-District, Maan	8

											sub district, Al Jafr sub district, Uthruh sub district, Ayl sub district	
Tafiela	89,400	140	12,185	10,955	9,605	19.60%	17.20%	1.60%	0.39%	20	Qasaba Tafilah District, Bsaira Sub-District, Tafiela Sub District, Al Hasa sub district, Ein-Al-Baidah	10
Karak	249,100	265	29,820	27,800	27,400	17.70%	13.40%	3.60%	0.21%	21	Al-Aghwar Al-Janoubiyah District, Ghawr Almazra'a Sub-District, Ghawr Al-Safi Sub-District	10
Aqaba	139,200	110	16,850	14,255	13,490	15.70%	19.20%	3.00%	0.27%	22	Aqaba Qasabah District, Aqaba Sub-District, Wadi Araba Sub-District	12

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Annex 2. Focus Groups Breakdown per Segment

Combining Syrians and Jordanians belonging to the age segment of 10-14 will be only in the four communities where Syrian refugees have the highest numbers:

1. Irbid Qasabeh District (North Region).
2. Ramtha District (North Region).
3. Mafraq Qasabah (North Region).
4. Amman Qasabah (Central Region).

Segment	10-14 in F (S+J)*	10-14 in M (S+J)*	15-18 in F	15-18 in M	10-14 out F (S+J)*	10-14 out M (S+J)*	15-18 out F	15-18 out M	19-24 F	19-24 M	Parents	Teachers	15-18 in F/ S	15-18 in M/ S	15-18 out F/ S	15-18 out M/ S	19-24 S/ M	19-24 S/ F	Syrian Parents
Number of groups per segment	13	13	13	13	15	15	15	15	10	10	12	12	4	4	4	4	4	4	4

The total number of Focus Groups is 184

YOUTH ASSESSMENT DESIGN REPORT

USAID/JORDAN Monitoring and Evaluation

YOUTH ASSESSMENT DESIGN REPORT

USAID/JORDAN MONITORING AND EVALUATION SUPPORT PROJECT

Management Systems International
Corporate Offices

200 12th Street, South
Arlington, VA 22202 USA

Tel: + 1 703 979 7100

Contracted under AID-278-C-13-00009

Jordan/USAID Monitoring and Evaluation Support Project

CONTENTS

Tables

Acronyms

CDCS	Country Development Cooperation Strategy
DoS	Department of Statistics
FGDs	Focus Group Discussions
GOJ	Government of Jordan
HEIS	Household Expenditure and Income Survey
IFE	Informal Education
LETS	Learning Environment and Technical Support Project
MESP	USAID/Jordan Monitoring and Evaluation Support Project
MOPIC	Ministry of Planning and International Cooperation'
MSI	Management Systems International
NFE	Non Formal Education
PDA	Primary Data Analyst
PV	Participatory Video
Q&A	Question and Answer
SOW	Statement of Work
UNCRC	United Nations Convention on the Rights of the Child
USAID	United States Agency for International Development

USAID JORDAN YOUTH ASSESSMENT DESIGN

MSI, through the Jordan Monitoring and Evaluation Support Project (MESP), has been asked to conduct a strategic assessment that will delve into and elucidate the range of Syrian and Jordanian young people's experiences from a multitude of perspectives, including youth who have succeeded or had challenges with the educational system, youth transitioning to the workforce, issues of voice and participation in disadvantaged communities in Jordan, and youth who have overcome or succumbed to dangerous negative behaviour, including crime, extremism, and drugs. The assessment will use both participatory methods involving youth as assessors, and statistical methods to elucidate major trends in school drop-out, education completion and employment, and assess the quality of existing data. Qualitative and quantitative data sets will be used holistically to create an analysis that is multi-level: that is, will be useful for both project design involving national policy reform as well as institutional or community-level reform. The assessment results will be both product and process. The process aspect involves demonstrating that youth can be active partners in building the knowledge base about issues that affect them as well as be creators of strategic recommendations for consideration by USAID, other donors, and Jordanian policy makers.

In an effort to respond to USAID/Jordan's youth assessment, MESP will be undertaking both primary and secondary data collection efforts including, but not limited to, document reviews, primary data analysis of existing data sets, focus group and in-depth interviews. Depending on the method of data collection, MESP will require the support of specialized data collectors experienced in high quality implementation of focus groups and in-depth interviews with children and youth in Jordan.

A.   INTRODUCTION

Jordan faces a number of daunting challenges as it strives to address its development and reform priorities. These social challenges include a rapidly growing population, gaps in the quality of basic education, high unemployment, weak citizen participation in governance and politics, water scarcity, reliance on expensive, imported energy, gender disparities, and an influx of Syrian refugees. In addition, regional instability, lack of economic opportunities linked to a weak education system, and identity politics pushes some of the most aggravated youth to adopt negative behaviours, from using drugs to engaging in criminal and sometimes extremist activities. It is important to stress that these is a minority within a very young population that, on the contrary, offers an opportunity for Jordan to strive. In fact, Jordan is well positioned to address these challenges thanks to a young workforce, a government that is forward leaning in terms of policy reform, and improving health and education indicators.

To date, a number of studies and assessments have shed light on the obstacles Jordanian and Syrian youth face in completing a successful transition to adulthood. Such transition is determined by opportunities to access quality education linked to the most relevant skills to enter the labour market. In addition, effective voice and participation in decisions that affect their lives are critical for young people to become engaged citizens and responsible adults.

The 2012 Jordan Youth Meta-Analysis conducted by FHI360, summarized research on youth unemployment and job readiness as well as civic and political engagement. In regards to youth unemployment, a study found that in 2010, the overall unemployment rate in Jordan was 12.9%, yet the unemployment rate for youth was significantly higher with 23.8% of males aged 15-25 being unemployed and 47.1% of females in this age range unemployed. Additionally, 85% of Jordanian women (in all age groups) were not participating in the labour force. One possible explanation for the high unemployment rates among youth is poor preparation in both formal schools and vocational training leading to skills mismatch. Additionally, the

RAND 2014 study on Youth Transitions from Education to Employment found that refugees are taking up low-paid constructions and manufacturing jobs, whilst Jordanian youth still prefer the security of the public sector. The study also shows gender gaps in education and employment: parents are pressuring both boys and girls to fulfil their expectations, irrespective of their children's dreams and women are particularly encouraged to take up more 'appropriate' educational and career paths.

Social exclusion and discrimination are preventing a large portion of Jordanian and Syrian young people to participate in decisions that affect their lives. This is coupled with norms and attitudes that encourage conformism and the disinterest of adults and social and political actors in young people's views. As a result, this may fuel disaffection and pessimistic prospects for the future, which could lead a minority to take up negative behaviours. To this end, and due to the centrality of youth to effective and sustainable development, particularly in light of regional developments, USAID-Jordan seeks to develop both a more complex understanding of Jordan's youth as well as develop effective youth programs that targets key issues in Jordan's youth population.

In order to do this, USAID Jordan is working to extract lessons learned from previous youth projects including the Youth for the Future project, which will end in December, as well as the Learning Environment and Technical Support (LETS) project, which was completed and evaluated in June 2014. Additionally, USAID-Jordan seeks a deep and nuanced understanding of youth-related activities implemented across sectors in the mission. In order to do this, USAID-Jordan is working to develop a mission-wide, cross-sectoral working group to coordinate and collaborate on youth activities.

The full Statement of Work (SOW) for the Assessment is shown in Annex I.

ASSESSMENT DEFINITIONS

YOUTH AND YOUNG PEOPLE

The age group at the core of this Assessment are children and youth 10-24 years old. The Government of Jordan (GoJ), in its National Youth Strategy (2005-2009), defines youth as any person between the ages of 12 to 30 years[35]. USAID uses the terms youth and young people interchangeably and, in line with UN definitions, it refers to youth as any person between 15 to 24 years old. USAID targets young people 10-29 years in its programming[36].

In recognition that childhood, adolescence and youth are transitional phases of human development, the terms 'children and youth' and 'young people' will be used interchangeably. Specifically, the target groups of this Assessment will be:

- Children and early adolescents **10-14 years old**;
- Adolescents and youth **15-18 years old**;
- Youth **19-24 years old**.

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[35] See GoJ National Youth Strategy6 2005-2009 in www.youthpolicy.org Factsheet on Jordan http://www.youthpolicy.org/factsheets/country/jordan/; for the actual strategy see: http://www.youthpolicy.org/national/Jordan_2005_National_Youth_Strategy.pdf ,
[36] See: USAID, *Youth In Development Policy*, p.4 http://www.usaid.gov/sites/default/files/documents/1870/Youth_in_Development_Policy_0.pdf

OUT OF SCHOOL CHILDREN

According to the Global Partnership for Education, out of school means children who:

- Do not have access to a school in their community;
- Do not enrol despite the availability of a school;
- Enrol but do not attend school;
- Drop out of the education system[37].

FORMAL/NON-FORMAL/INFORMAL EDUCATION

Formal education comprises the current GoJ's 10+2 education curriculum up to the Tawjihi examinations at the end of grade 12. Basic school, up to 10th grade, is mandatory. Public education is in principle free for all.

Informal education (IFE) targets adolescents and youth, who dropped out of the formal education system and cannot be reintegrated in it. It provides them with so-called 'soft skills' such as communication and interpersonal skills.

Non-Formal Education (NFE) represents *any organized and sustained educational activities that do not correspond exactly to the definition of formal education […] and may take place both within and outside educational institutions […]*[38]. It aims at reintegrating learners in the education system through, for example, literacy and numeracy skills, English language and IT training.

LABOUR MARKET (WORKFORCE) TRANSITION

According to the ILO, this is *the passage of a young person from the end of schooling (or entry to first economic activity) to the first stable or satisfactory job,* with stable employment determined by the presence of an employment contract (written or oral) and the contract duration (greater than 12 months)[39].

VOICE AND PARTICIPATION

The active, informed and voluntary involvement of people in decision-making and the life of their communities (both locally and globally)[40]. It involves actively working and engaging with and by young people, not delivering for them. It recognizes young people as active partners, who *can offer insight, guidance, innovative thinking and solutions*[41].

B.   ASSESSMENT QUESTIONS

For this study USAID/Jordan has identified an initial set of assessment questions that falls into three broad categories: **Persistence in School**, **Workforce Transition**, and **Voice and Participation**. Specifically, USAID/Jordan is interested in collecting views, perceptions, and decision-making processes around young people's choices in education, transition to the

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[37] See: http://www.globalpartnership.org/focus-areas/out-of-school-children

[38] UNESCO (2006). Non-formal education. Ch.12., *Guidebook for Planning Education in Emergencies and Reconstruction.* Paris: UNESCO, p. 1. http://www.iiep.unesco.org/fileadmin/user_upload/Research_Highlights_Emergencies/Chapter12.pdf

[39] Barcucci V. and Mryyan N., *Labour market transitions of young women and men in Jordan.* Work4Youth. Publication Series n.14. ILO & MasterCard Foundation, June 2014, p.39 http://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/documents/publication/wcms_245876.pdf

[40] DFID/CSO Youth Working Group. *Youth Participation in Development. A Guide for Development Agencies and Policy Makers.* March 2010, p. v

[41] USAID (op. cit.)., p. 12

labour market and their opportunities for exercising voice and participation in the household, in the school and in the community.

USAID/Jordan's thematic questions are included below:

PERSISTENCE IN SCHOOL

- Why do some youth, aged 10-18, drop out of secondary school (whether by choice or because they have been pushed out)? How do youth themselves understand and prioritize these reasons, in comparison to their parents, teachers, and community leaders?
- What are the main patterns and trends of school drop-out as shown by available statistical data? That is, what is the scale of drop-out (and conversely persistence and completion) and its variability by relevant sub-national units? What is the quality of these data?
- What are the main predictors of school drop-out and how do these differ by sub-cohort?
- What do youth feel they need in order to succeed in their education? How does this contrast with what they feel that they currently have? What are their suggestions as to how school leaders, families, community members and policy-makers could better support youth to succeed in their education?
- What has been their experience with access to and completion of non-formal educational programs?
- To what degree do youth feel that their educational choices and preferences are listened to and supported by teachers, administrators and family? Why or why not? What could be done to elevate youth's ability to shape their educational paths?

WORKFORCE TRANSITION

- For those who are working, what kind of work are they doing? (industry sector, wages, type of employment contract, job duties)
- For those who are not working, what kind of work do they think they will do? Do they want to do, within the range of options in front of them and beyond?
- What kinds of challenges to youth face in finding and/or creating a job for themselves?
- What kinds of experiences do youth think would help prepare them to find work?
- To what degree do youth feel that their career aspirations are listened to and supported by their teachers, families, and employers? Why or why not?
- What do existing labour market data sets and secondary sources say about the growing industry sectors in Jordan, where jobs are, and what kinds of educational background and skills will be required?

VOICE AND PARTICIPATION

- To what degree do youth feel listen to, heard, and supported in their aspirations by their teachers, families and communities? Why or why not?
- What are the main influencers in a youth's life when it comes to education, jobs, personal decisions, civic participation, and avoiding negative behaviours? Who do youth get advice from? Who do they listen to? Whose council do they seek out?
- What new opportunities do youth seek that would help them become or increase their existing skills as active leaders in their communities?
- Why do youth engage in civic activities? These may range from volunteer work with CBOs, formation of youth-led associations, and school-based student governance to less formal, family-based leadership such as acting as mentor or loco parentis in times of crisis.

Parallel to this study, the USAID Situational Assessment Team is looking into negative behaviour "pulls", including crime, drugs, and extremism. The Youth Assessment Team has also been liaising with the Situational Assessment Team to formulate appropriate questions that investigate these areas.

RATIONALE BEHIND ASSESSMENT QUSETIONS

The engagement of young people in research aligns with the international rights-based framework under which children have the right to have a say in matters that affect them directly. This principle is enshrined in art. 12 of the United Nations Convention on the Rights of the Child (UNCRC), which states that any child who is *capable of forming his or her own views has the right to express those views freely [...] the views of the child being given due weight in accordance with the agency and maturity of the child[42]*. Additionally, it is important and beneficial to include young people in research, not as passive objects of study but as active participants and as social agents with unique views and insights into their own reality.

On the basis of these principles, in order to gain deeper insight into the three thematic areas proposed by USAID and to ensure an age-appropriate inquiry, especially for the youngest cohort, the core USAID questions we re-worked into a simplified version. Additionally two expert partners, Mindset and QuestScope, were contracted to further develop and tailor the questions that will be administered to the target groups. Questions have also been shared with the Mission so as to ensure that the Assessment responds to their requirements.

Persistence in Education will be explored by identifying how young people perceive the value and the advantages/disadvantages of going to school; what are their opinions on the reasons behind school drop-out and its consequences; what support systems and people are required to ensure retention in school; and how education can fulfil dreams and hopes for the future.

Workforce transition will be explored by asking young people about their current work situation and the available work opportunities in the sampled locations; assessing the so-called 'culture of shame'; understanding whether the choice of work is individual or induced by the family/community; what are existing support networks for finding a job; and what are the benefits of informal and non-formal education on work prospects.

Voice and participation will look at young people's engagement in extracurricular/leadership activities; daily routines and use of free time; engagement to and opportunities for resolving issues young people feel important; and whether they feel their views are listened to and acted upon. A final set of questions will explore negative behaviour pulls but also resilience in the face of adversity.

Below is a table of the key questions and further prompts that will be asked. In order to triangulate responses, a set of similar questions will be asked to the adult target groups (see Annex II).

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[42] See, UNCRC at http://www.ohchr.org/en/professionalinterest/pages/crc.aspx

Table 1 of Key Questions and Further Prompts

Population Segment	Thematic Area	Key Question	Probing Questions
Syrian and Jordanian IS and OOS Males and Females	**Persistence in School** • Attitudes and perceptions around schooling. • Reasons/Predictors of Drop out/Truancy. • Future hopes and aspirations • Communal Support	1. Why is school important? 2. Why do so many youth drop out of school or decide to skip school? 3. Tell us about your future plans?	• Advantages and disadvantages of going to school? • What do you enjoy most about school? • What is your biggest source of frustration or disaffection in your school? • If youth drop out, how does it affect their life? What are the consequences of dropping out? • Where do you go to seek help if you have a problem in school? • What do you think kids need to stay in school? • What do you think you will be doing in 10 years? • What would you like to be doing? • What will help you get there? • What might prevent you from getting there? • What will improve your life
	Workforce Transition • Perceptions and choices around labor market participation • Challenges to finding/creating jobs • Future hopes and anticipated needs	4. Are you currently working/earning any income? 5. If not, what kind of work do you think you will do, in the future? And why? 6. What kind of support (skills/experiences) do you think you need (or have you received) - to	• If yes, what are you doing? • Was this job your choice? What pushed you in its direction? • How did you find this job? How long did it take you to find it? • What work opportunities are currently available in your community? • Are there certain available "jobs" you are not ready to do? • Where do you go to access information about work opportunities?

		better equip you to find/create work?	• What kind of support network do you use to be able to work? • What are some of the challenges you face or think will face when trying to find/create work? • Does informal/non-formal education prepare you for the job market? Are there economic benefits for choosing a vocational technical track?
	Voice and Participation • Apathy and outlets for youth voice • Sense of agency • Influencers and role models • Negative behavior pulls • Hopes for the future • Resilience mechanisms	7. Are you participating in any extra-curricular activity? or out-of-school activities? 8. Is there anything in your community that you would like to change? Have you done anything to effect such change? Why? Why not? 9. What are today's most pressing issues or realities that prevent youth from making positive gains/changes in their communities? 10. How are young people resisting negative behaviour in their daily lives? What and who do you think help them resist violence?	• Are you aware of CBOs or youth centers in your area? Are you affiliated with any? • What do you do in your free time? Are you involved in any leadership activities? • What would you like to be doing in your free time? • Hypothetical situation: Your school got closed because of lack of funding or family members or teachers hit kids…; what do you do? • Do you feel that you can express your ideas on how to solve the situation? If yes who is listening? If not, why aren't they listening? • Do you discuss communal issues at school, family or community? Example: current events in the community: do you talk to your parents about it? Do you think they listen to your suggestions? • Who are the people you respect in your community (someone you aspire to be like or turn to when you have a problem)? • Where do you get your information from? Do you have an online presence? • Are you optimistic about the future? If a person is pessimistic about his/her future, what do you think he/she will do? (using drugs, committing crime, engaging in other dangerous activities, becoming violent against peers, children etc.) • We just discussed about the many pressing issues that prevent young people from making positive gains/changes in the communities. What came out is… (issues of family violence, drug taking and possibly engagement in wider political and societal

			violence). But we also know that young people can be a force for positive change. Can you tell us an example of somebody you knew that has managed to maintain a positive behavior in the face of hardship? What has he (she?) decided to do to resist the negative behaviour pulls? What are the key factors that helped this person keep positive?

C.   ASSESSMENT DESIGN

This section explains how the Team will approach the Assessment questions to ensure the highest quality of findings, conclusions and recommendations.

Due to time constraints, three data collection methods will run in parallel and will constantly inform each other. A *Literature Review* will provide a summary of findings on the three thematic areas, identify gaps for further research and will also update a 2012 mapping of who's doing what and where in the Youth Sector in Jordan. This will be completed by mid-November 2014. A *Primary Qualitative Data Collection* phase will explore youth's opinions and perceptions on the three thematic areas through a total of 111 in-depth *Focus Group Discussions (FGDs)* with Syrian and Jordanian young people 10-24 years old, teachers and parents in six selected governorates (Amman, Irbid, Zarqa, Mafraq, Tafileh and Aqaba). In school and out of school young people have been specifically included. Governorates were selected on the basis of high poverty rates, drop-out rates and presence of Syrian refugees in host communities.

Mindset, a local market research firm, was contracted to collaborate in the design of the questions and tools for the 15-18 and 19-24 year olds, teachers and parents, conduct data collection, and collaborate in the initial analysis of findings. Mindset is currently working with MESP on a number of assignments and has in-depth knowledge of USAID/Jordan's Country Development Cooperation Strategy (CDCS).

QuestScope is an international private voluntary organization specialized in working with at-risk children, in particular school drop-outs. QuestScope uses participatory, empowering techniques based on the *Pedagogy of the Oppressed* by the Brazilian educator Paulo Freire. On the basis of their long-standing presence in Jordan, QuestScope was recruited to input into the design of the most age-appropriate participatory data collection tools for the children 10-14 years old.

The Assessment Team will work closely with Mindset and QuestScope in the training of data collectors to ensure the highest data quality and analysis of results. The draft Training Plan is in Annex III.

A *Primary Data Analyst* (PDA) will review existing statistics in order to identify key trends affecting youth education, workforce transition and participation. Additionally the PDA will identify the scale, depth and quality of these data sources for the purposes of baseline creation for future USAID project design. This phase will be completed by early December 2014.

As Section C explained, the Assessment will also benefit from the participation of *20 selected Youth Assessors*, coming from the same communities and with the same nationality and similar economic and social profile as the FGDs participants. The Youth Assessors will be actively involved in the tailoring of the questions to all cohorts, particularly testing their appropriateness during the training to data collectors. After participating in a week of **semi-structured observation** during field work, they will conduct in-depth **one-to-one interviews** through PV with young people, parents and teachers they will select. At least one interview will be conducted each day during the second week of field work.

Gender and social inclusion

Alongside age, gender plays an important role in determining the factors for a successful transition to adulthood. Literature shows that transition to adulthood in the MENA region *is marked by getting a regular job or settling on a career, getting married, and moving out of one's parents' home*[43]. Expectations and roles that boys and girls in Jordan have to fulfil in their own specific families and communities may determine the range of choices in terms of access to education, entering the job market, actively participating in the lives of their communities and country and forming a family. The experience of migration for poor Syrian refugees may play an additional obstacle in fulfilling this transition.

In a nutshell, boys and girls experience these transitions differently. For example girls, especially from the most disadvantaged backgrounds, may face less mobility as soon as they reach puberty, which in turn thwarts their future educational and work prospects or their ability to participate in public life. Similarly, perceptions of masculinity and expectations placed on boys' roles as breadwinners is reflected in their educational choices and the heavy pressure young men have to face to demonstrate success.

This Youth Assessment will thus gauge gender differences, looking at boys' and girls' responses to these issues, exploring opportunities and choices of Syrian and Jordanian boys and girls in education retention, access to the workforce and in exercising voice and participation and accounting for regional and nationality dimensions. Questions will be common for both genders but additional issues will cover issues of personal safety, transportation and female role models, which are pertinent for female participants.

FGD will be conducted with in-school and out-of-school boys and girls separately, so as to ensure equal gender and school status representation in each sampled community[44]. Male and female moderators and note-takers will also be appropriately allocated to male and female FGDs respectively and have been sensitised along these lines to conduct FGDs. Injaz, has also recruited male and female Youth Assessors, who will interview boys and girls respectively.

ASSESSMENT APPROACH

This Assessment believes in the importance of collecting the perceptions of younger children on the three key topics. Traditionally children have been overlooked in research and assessments. This is due to their perceived limited cognitive abilities to explain their views and perceptions of the environment surrounding them. However children can develop their own concepts, languages and cultures through their interaction with other children and in parallel to the world of adults that they may not yet fully understand (Boyden et al, 1997). Interpretation of these concepts may prove difficult for adult researchers. To this end, whilst the core research questions have remained the same across the three cohorts (with the exclusions of questions around workforce transition, which are more apt for the older cohorts), specific participatory, fun tools will be employed to elicit responses from the children 10-14 years old. Participatory tools will also be employed with the 15-18 and with the 19-24 years old cohorts, in support of a more structured Question and Answer (Q&A) approach in the FGDs. Furthermore, to ensure that the responses are as genuine as possible and to avoid discomfort, we will

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[43] Salehi-Isfahani D. (2010). Human Development in the Middle East and North Africa. Human Development Research Paper 2010/26. NY: UNDP http://hdr.undp.org/sites/default/files/hdrp_2010_26.pdf

[44] Due to time limitations in field work, parents and teachers FGDs will be mixed. However, since the scope of this assessment is to gauge young people's views, we have ensured gender disaggregation in children and youth FGDs.

not ask the younger cohorts for their personal stories. We have opted for methods that are creative, non-directive and where the ownership of the discussion is in the hands of the participants.

Examples of participatory tools that will be employed in this Assessment are:

For 10-14 years old:
- Fun games such as Snakes and Ladders;
- Visual and writing aids such as pictures and drawings complementing oral activities;
- Journey technique to explore future hopes and aspirations, obstacles and opportunities along the way;

For 15-18 and 19-24 years old:
- Listing and ranking exercises to explore preferences, values, frustrations but also risk adaptation and risk management;
- Personification/role play techniques to allow non-personal, empathetic problem exploration;
- Scale technique to weigh positive and negative aspects of an issue;

For adult teachers and parents, more traditional Q&A approaches in FGDs will be employed. However facilitators will utilise participatory techniques with adults in case of difficult conversations or impasse.

This Assessment will involve a systematic analysis of data collected from the FGDs, semi-structured observation records and one-to-one PV interviews from the Youth Assessors, the literature review and the PDA. To ensure data quality and accuracy, all FGDs will be digitally recorded and then transcribed ensuring accurate verbatim transcription and periodically checked by supervisors. The observations records will be typed but not transcribed. The qualitative analysis will be undertaken by using an excel sheet to systematically organise the data, identify themes, code and cluster the data around these themes using a hybrid coding system (see the Data Analysis section for details). Where we use coding, we will carry out extensive cross-checking to ensure consistency of coding work.

The qualitative data will be analysed specifically to extract findings to be discussed in a qualitative data analysis workshops, which will bring together Mindset's data analysts, Youth Assessors and the Assessment Team. During the workshop, we will systematically examine the results of qualitative data analysis in order to draw out conclusions and triangulate with the results across cohorts. The range of techniques adapted and applied to different age and gender groups will generate key contextual and complementary data to validate and explain findings from the PDA and the literature review. This will allow us to explore differences and similarities in participants' responses and compare them with factual findings. Whilst inferences will be made as to how many people have mentioned a specific theme, statistical quantification and generalisation of results will not be the purpose of this Assessment. Responses will be disaggregated by gender and locality, where appropriate, so as to ensure that differences between boys and girls as well as adults are highlighted. At the end, Conclusions will be formulated around the core questions and Recommendations will be provided to support USAID plan the best response to the key issues highlighted by young people.

Working with Youth Assessors

The benefit of participatory research with young people is three-fold:
- From a *Product* perspective, the input of young people helps adult researchers tailor the approach and the questions through a peer lens and formulate recommendations that are relevant to young people;

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- From a *Process* perspective, it increases young people's involvement in their communities and encourages the development of leadership and other transferable skills;
- From a *Participation* perspective, it encourages adult researchers and community members to break out of typical adult/children power dynamics and to view young people as active agents and experts of their own issues.

In line with these principles, the innovative, experimental component in this study will be the active participation of 20 young people, male and female Syrians and Jordanians aged 18-24 years old as Youth Assessors. INJAZ, a leading Jordanian youth organisation will be responsible for the management of this component, the recruitment and training of the Assessors and their deployment in the field. The Youth Assessors will form an integral part of the research team and will be engaged in all stages of the research preparation, data collection and analysis of results. At the same time they will conduct their own field work by identifying key themes and documenting case studies for the age groups 15-19 and 19-24 years that warrant a more in-depth look through a Participatory Video (PV) peer lens. This approach will provide an additional level of triangulation of results to the assessment report.

The Youth Assessors will receive three days Youth Assessment training and will work in collaboration with Mindset staff to ensure the best formulation of questions for young people. They will also receive one full day training with INJAZ to further cover their role and responsibilities in the Youth Assessment, including ethics of research with children. With the support of MSI's Director of Production/International & Digital Media, Youth Assessors will also receive a two-day training in PV techniques, in particular video skills and ethics of videotaping in order to capture video interviews. The PV will also be used to document the research process from the Youth Assessors' perspective with the aim of producing a number of communication tools for USAID/Jordan and wider consumption.

The Youth Assessors will contribute to both the product and process purposes of this assignment:
- *Product*: by conducting in-depth interviews with their peers about issues they identify as important under the Youth Assessment general themes;
- *Process*: by documenting their experience as youth assessors, how their engagement contributed to the findings and whether the research process provided them with new transferable skills that will be used in the future.

To document *Participation*, a pre and post-assignment questionnaire will be administered to the Youth Assessors to capture their experiences and lessons learned, newly acquired transferrable skills and assess whether their expectations were met.

Child Safeguarding

In this research we are going to explore personal experiences of children and adolescents up to 18 years old. As researchers, and in line with the Helsinki Declaration and the Belmont Report on Ethical Research with Human Subjects[45], we are individually responsible for ensuring that our activities do not negatively affect the physical, social or psychological well-being of participants, for instance, by causing distress, tensions in families or communities or by increasing stigma, discrimination or punishment. Additionally, during discussions it is possible that a child expresses distress or a highly emotional reaction, either from something that is explicitly stated or from something that triggers a memory or

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[45] See: http://www.hhs.gov/ohrp/humansubjects/guidance/belmont.html

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emotion. The child may cry or act out emotionally, or may draw something that is disturbing, such as a violent act.

To prevent and respond to this situation and in the absence of specific guidance on child protection policies and protocols in USAID and MESP, we have set in place basic child safeguarding measures to respond to potential cases that may arise. These protocols prepare moderators to respond promptly, but also to ensure that appropriate follow up is triggered. The Team and QuestScope have had long discussions to set up the appropriate system and have agreed to the following system (which was shared with and approved by USAID):
- The moderators will be trained on sign to identify where and when, during FGD, a child may express sign of distress or reveal a history of abuse;
- In no case will moderators investigate the case. They will only report the case by filling in a specific form (in Annex IV), which will be shared with QuestScope;
- QuestScope has long-standing experience of working with at-risk children and will follow up and investigate the case in the most appropriate manner with CBOs or the authorities where suitable.

How the Assessment questions will be answered

Recognising the wide scope of the three themes and that each topic could warrant its own research, we placed much effort in ensuring that the questions are as inclusive as possible and that all themes will be probed. In order to cover as much as possible within the 2 hour time slot generally allocated for a FGD (especially with children), facilitators will combine a classic Q&A approach with games and participatory tools. It is envisaged that each FGD will primarily cover one main theme and the other two will be covered with less depth. Regardless, the high number of FGDs of this Assessment will allow us to ensure that all three themes will be explored thoroughly in each geographical area.

Mindset staff and the Youth Assessors will receive a week-long training/orientation workshop during which exercises and mock FGDs will be tried and tested with the support of the Youth Assessors. It is at this particular stage that the Youth Assessors will have the opportunity to provide their input, by suggesting the most appropriate way of formulating questions to their peers. As part of the orientation for Mindset staff, QuestScope will conduct a full one-day training on research with children and youth and on the specific tools they designed for this Assessment.

To ensure the appropriateness and relevance of the questions, tools will be piloted in through 8 FGDs that will be work exercises and will be reviewed ahead of roll-out.

Assessment Methods – Data Collection

As mentioned, this will essentially be a qualitative study that will be constantly informed by findings from the Primary Data Analysis component and complemented by the Literature Review.

The **Literature Review** will provide a summary of the key issues affecting Jordanian and Syrian youth transition to adulthood focusing in particular on the three thematic areas and identifying specific research gaps. This will include literature from national and international NGOs, UN agencies, universities and research centres and government documents. Additionally the literature review will update a FHI360's 2012 mapping of key donors and programming working on the three thematic areas.

A *Primary Data Analyst* will conduct a quality assessment and analysis of key datasets methods, coverage and sampling so as to identify key trends in the three thematic areas. This will inform the drafting of the final report as well as indicators for the purposes of baseline creation for future USAID project design.

Primary Data Collection principally consists of Focus Group Discussions led by Mindset and semi-structured observations and digitally recorded one-to-one interviews led by the Youth Assessors. The

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digital outputs will be turned into different media outputs for USAID/Jordan and wider consumption with the support of MSI's Director of Production / International & Digital Media. The Youth Assessors will select children, youth, parents and teachers for in depth interviews, which may be conducted on the same day or on the following days, depending on the availability of the interviewees. We will ensure that we do not create inconveniences for participants, that we respect ethical procedures such as anonymity and confidentiality and that the appropriate child and vulnerable adult safeguarding measures are set in place. This phase will last two weeks. Below are details of each method:

- **Semi-structured observations** carried out by the Youth Assessors, who will accompany the data collection teams from the beginning of the field work. They will be tasked with observing and taking notes on the flow of the Focus Groups, the interactions and dynamics at play, noting interesting issues that emerge and identifying prospective young people and adults with whom they will conduct one-to-one interviews.

- **Focus Groups Discussions** with up to 10 participants per group and disaggregated by sex, age, nationality, educational status, and residence. FGDs with 10-14 years will include both Syrian and Jordanian children (these will still be disaggregated by gender). Additional information on married status and number of children will be required where relevant. Other information on participants may provide valuable insights around other salient categories such as socio-economic status, presence of Syrian refugees, rural/urban, and others that may enrich the FG data. Participants will include Syrian refugees and Jordanian in-school and out-of-school children and youth. The MoE will identify in-school children through existing school lists. However Mindset and QuestScope will ensure that the selection of schools is based on drop-out levels and not on 'best performing' schools. Whilst out-of-school children will be identified by Mindset in collaboration with local CSOs/CBOs. QuestScope will also provide a list of existing CBOs in the selected governorates.

- **One-to-one video interviews** led by the Youth Assessors, who will select pertinent and interesting themes they would want to further explore and will conduct video interviews with at least one Focus Group participant per day.

Tools will be piloted through an initial set of 8 FGDs which will be held in one of the selected communities in Amman. Afterwards, the Team and Mindset will reconvene to amend the research questions as appropriate and finalise roll-out.

Data Saturation
Due to the qualitative nature of this report, it is expected that data collection will reach saturation. This is the point when no additional new data emerge to inform the development of a theory or hypothesis, thus continuing with the same data collection methods would prove ineffective. We will aim at avoiding saturation by concentrating on one specific theme per FGD whilst covering key questions in the other two themes.

Additionally and in line with critical case sampling principles, the Youth Assessors will pick interesting and important themes and individuals for a more deep-dive exploration to create specific case studies.

Assessment Methods – Data Analysis
In collaboration with MESP, Mindset will be tasked with the initial analysis of qualitative data. The Assessment Team will adopt a hybrid system of coding and analysis: initial themes and subthemes have been identified by the Assessment Team on the basis of the research questions, objectives and literature

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reviewed. These will be complemented with additional themes that will emerge during data collection. The data coding and analysis phase will take place in 4 steps:

- Step 1, **Coding**: After the tools pilot phase, MESP and Mindset will review the data and amend the initial list of expected themes and sub-themes. These will be shared with Mindset's data analysts in a Coding Note to be provided by MESP. Each data collection team will also complete daily debriefing forms, which will formulate the first stage of analysis by giving Mindset and MESP an overview of the data and emerging themes including new insights and reflections of the moderators and note-takers. MESP and Mindset will design the appropriate debriefing form and will train data collectors and field supervisors on how to complete it. The transcripts will be progressively entered in Excel as per Mindset's cloud system as data collection proceeds. A Data Analyst Lead will be responsible for ensuring consistency in the identification and coding of themes and sub-themes. The coded parts of the transcript represent specific quotes from a FGD that mention one or more themes. Emerging themes that cannot be anticipated prior to data collection will be incorporated during the Data Coding phase, as not all themes can be identified ahead of data collection. During the Data Coding phase all data will be re-reviewed to ensure that all key information has been captured;

- Step 2, **Preliminary Analysis:** Mindset and MESP will prepare an Excel data analysis matrix, which will be divided by research question and emerging themes. Coded quotes from each transcript will be extracted and inserted in the matrix. The matrix will include labels (through the drop-down menu function) related to the themes emerging from the field data, which can be selected through the sort function (to only look at key quotes that pertain to the theme and population segment selected).

- Step3, **Reporting**: Reporting of the key themes by question and by population segment will be conducted by MESP and Mindset. MESP and Mindest will design a reporting format that summarises the key ideas and perceptions being expressed by Jordanian and Syrian young people, parents and teachers disaggregated by gender, age and location on the key questions asked in this assessment. Cross-analysis will be done by respondents, areas, age, school status, refugee status and other socio-economic characteristics.

- Step 3, **Data Findings Validation Workshop**: Initial findings will be discussed in a one day workshop with Mindset and MESP staff, during which Youth Assessors will participate and validate the data as well as present their material. Findings will be prepared in a PPP that could include:

  - Key points from the FGDs;
  - What new themes we learned;
  - Differences between Jordanians and Syrian refugees population segments;
  - Gender differences;
  - Thoughts on what the USAID Mission may be most interested in knowing;
  - Key relevant quotes that support the above points;

Assessment Methods – Sample Selection Plan

Communities were purposively selected based on population characteristics and the purpose of the assessment. Selection criteria included:
- Communities with a dropout rate of 0.4% and above as identified by MOE;
- Communities with a high concentration of Syrian refugees as identified by UNHCR.

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The identification of extreme poverty regions is based on Department of Statistics Household Expenditure and Income Survey (HEIS) 2010, calculating poverty line on the basis of money-metric caloric-intake, and MOPIC's Governorates Development Programs, 2013-2016. Extreme poverty districts are defined as districts/sub-districts with 25% population or more living below national poverty line. Communities were also selected through critical case sampling allowing the inclusion of high interest communities identified by USAID and local NGOs. Critical case sampling will also be used to further investigate interesting cases that can be decisive in explaining a particular phenomenon.

Population characteristics that informed the sample are:

- Poverty rates;
- Dropout rates;
- Gender;
- Age;
- School Status (in-school vs. out-of-school);
- Urban vs. rural;
- Nationality (Jordanian and Syrian youth are represented).

The segments represented in this sample are:

- Jordanian youth (both male and female) from 13 communities in 6 governorates, and Syrian youth (both male and female) from 5 communities in 3 governorates.

Targeted age groups are as follows:

- 10-14 years;
- 15-18 years;
- 19-24 years;
- Male and female teachers in public schools with high rates of dropouts in each of the 6 governorates;
- Parents of young people from 6 governorates.

The focus groups for Syrian and Jordanian youth will be held separately to avoid tensions and ensure youth speak freely. However, Syrian and Jordanian youth in the 10-14 year old cohort will be combined because they are not affected by the same dynamics as older youth and tensions between them are not anticipated. In all areas participants will be recruited through phone call, during which we will inform them in full about the purpose of the study and all information necessary to participate to the FGDs. Supervisors from the Quality Assurance Team in Mindset will be supervising the phone calls to ensure that all information is correct and will follow up with phone calls. For the dropouts and more vulnerable groups, we will use snowball sampling. The full Sample Plan is in Annex V.

Changes to the Sample Plan: The assessment was initially planned to include 184 focus groups. The number of focus groups actually held was 111 after saturation was reached and no new information was emerging. The assessment was also supposed to cover the city of Ma'an which for security reasons was not possible.

Assessment Methods – Strengths and Limitations

The strength of this qualitative methodological approach lies in its suitability to gather views and opinions of members of a specific target group <u>as individuals</u> with particular knowledge and understanding of their particular context. Researching young people's experiences through qualitative

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methods is premised on the idea that young people are not all the same but that each individual *'is a unique and valued experiencer of his or her world'[46]*. Using FGDs and one-to-one interviews will then allow us to combine individual views to build a picture of how Syrian and Jordanian young people in Jordan make sense of their own and their peers' situation and how they can influence change.

Due to time constraints a household survey will not be administered, preventing further exploration and triangulation of results, especially on attitudes, behaviours around voice and participation and young people's vs. adults' choices in terms of schooling and work. Time constraints and the amount of data collected means that Mindset will manage the bulk of initial data analysis on Mindset data analysts. However we have been working closely with Mindset to build a common understanding of the purpose of the research, and the training will provide another opportunity to consolidate this.

The Assessment Team will produce a high quality assessment report in line with USAID standards such as those included in the USAID Guides on Cross-Sectoral Youth Assessments and in the Youth Engagement in Development as well as in guidance documents such as the Youth Speak Morocco Report.

Strengths and Limitations of the Youth Assessors Component

Due to time constraints we were unable to include Syrian and Jordanians 15-17 years old to participate as Youth Assessors. This would have required a higher level of child protection protocols and responsibilities that cannot be implemented at this late stage. Out of 20 participants INJAZ was also able to identify only four Syrians and in particular one Syrian girls. This may influence some of the younger interviewees' genuine participation in the video interviews. However we will ensure that Youth Assessors are fully trained on ethics of working with children and young people and that they learn tools for managing power dynamics due potentially to age and nationality issues.

Logistical and relational issues may emerge during data collection between the Youth Assessors and the moderators/facilitators in the FGDs. However we have ensured that Mindset and INJAZ closely collaborate with each other so as to build a common approach to how data collection will take place.

A key strength of this component pertains to the topics that Youth Assessors will choose to pursue with their video interviews. Through regular communication and meetings we will ensure that themes selected are in line or aligned with themes emerging from FGDs. However, Youth Assessors will have the freedom to select topics and individuals and guidance will be provided on topics that may not be completely suitable for an inexperienced researcher (e.g.: exploring violence against girls/GBV etc.).

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[46] Greene S., Hogan D. (eds.) (2005). *Researching Children's Experiences. Approaches and Methods.* London: SAGE, p. 3

ANNEXES

I. Statement of Work

USAID/Jordan Youth Assessment

Draft SOW

August 4, 2014

A. PURPOSE AND SUMMARY

USAID requests contractor services to conduct a strategic assessment to enable the USAID/Jordan Mission to better understand the needs, challenges, opportunities, and threats of Jordanian youth. The assessment will delve into and elucidate the range of youth experiences from a multitude of perspectives, including youth who have succeeded or had challenges with the educational system, youth transitioning to the workforce, issues of voice and participation in disadvantaged communities in Jordan, and youth who have overcome or succumbed to dangerous negative behavior, including crime, extremism, and drugs.   The assessment will use both participatory methods involving youth as assessors, and statistical methods to elucidate major trends in school drop-out, education completion and employment, and assess the quality of existing data. Qualitative and quantitative data sets will be used holistically to create an analysis that is multi-level: that is, will be useful for both project design involving national policy reform as well as institutional or community-level reform.   The assessment results will be both product and process. The process aspect involves demonstrating that youth can be active partners in building the knowledge base about issues that affect them as well as be creators of strategic recommendations for consideration by USAID, other donors, and Jordanian policy makers.

B. BACKGROUND

Jordan faces a number of daunting challenges as it strives to address its development and reform priorities. These social challenges include a rapidly growing population, gaps in the quality of basic education, high unemployment, weak citizen participation in governance and politics, water scarcity, reliance on expensive, imported energy, gender disparities, and an influx of Syrian refugees. In addition, youth are increasingly being actively targeted and recruited to join religious extremist groups. These groups use a variety of vulnerabilities, from unemployment to dissatisfaction with local or national government, to prey on frustrated, aggravated populations.

At the same time, however, Jordan is well positioned to address these challenges due to several opportunities, including a young workforce, a government that is forward leaning in terms of policy reform, and improving health and education indicators.

There is a relatively limited amount of analytics conducted on the youth population in Jordan and much of the research is dated and fails to capture insights which can be used for innovative and effective programming. Nonetheless, the research reveals some trends, which may serve as a foundation for further analysis. For instance, the 2012 Jordan Youth Meta-Analysis conducted by FHI360, summarized research on youth unemployment and job readiness as well as civic and political engagement. In regards

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to youth unemployment, a study found that in 2010, the overall unemployment rate in Jordan was 12.9%, yet the unemployment rate for youth was significantly higher with 23.8% of males aged 15-25 being unemployed and 47.1% of females in this age range unemployed. Additionally, 85 percent of Jordanian women (in all age groups) were not participating in the labor force.

One possible explanation for the high unemployment rates among youth is poor preparation in both formal schools and vocational training. The meta-analysis shows that 20% of employers surveyed said that university graduates hired in the past year had the appropriate hard skills and 25% said that new hires had the appropriate soft skills. The numbers for vocational training graduates were even lower with 10% of employers saying that new vocational education graduates had the appropriate hard skills and 16% saying new hires had the appropriate hard skills.

In order to build off this foundational knowledge, it is important to identify relevant statistics and studies, which can identify trends as well as conduct research to fill analytical gaps. One key area for research is to identify youth perspectives, attitudes, and needs. There are several foundational documents which seek to understand Jordanian youth perspectives including the Silatech Index: Voices of Young Arabs from the Gallup World Poll which aims to tap into youth's attitudes towards mindset, policy, and access specifically to employment. Similarly, the British Council is developed and hopes to conduct regular surveys on youth attitudes in countries across the region including Jordan. The Arab Youth Survey also includes Jordanian Youth. It was conducted annually from 2008 to 2010 and asks questions about youth values, concerns, challenges, and future outlook.

Due to the centrality of youth to effective and sustainable development, USAID-Jordan seeks to develop both a more complex understanding of Jordan's youth as well as develop effective youth programs that targets key issues in Jordan's youth the population.

In order to do this, USAID Jordan is working to extract lessons learned from previous youth project including the Youth for the Future project which will finish in December as well as the Learning Environment and Technical Support (LETS) project, which was completed and evaluated in June 2014.

Additionally, USAID-Jordan seeks a deep and nuanced understanding of youth-related activities implemented across sectors in the mission. In order to do this, USAID-Jordan is working to develop a mission-wide, cross-sectoral working group to coordinate and collaborate on youth activities.

C. GUIDING PRINCIPLES AND ALIGNMENT WITH USAID POLICIES
One of the key methods for ensuring that assessments are targeted and valuable for programming is to ensure that the assessment questions and methodology align with the key strategies that guide USAID activities.

USAID-Jordan's key guiding strategy is the 2013-2017 Country Development Cooperation Strategy (CDCS). One of the key themes throughout the CDCS is the importance of inclusive development specifically for traditionally marginalized groups such as women, youth, and low SES groups. This goal is explicitly stated in the first development objective (DO1) of the policy "broad-based inclusive economic growth accelerated."

In regards to youth, the key overarching document, which guides USAID's youth strategy and programming is USAID's 2012 Youth in Development Policy. The stated goal of the policy is to support, protect, prepare and engage youth across sectors including health education, employment, and civic participation. There are seven key principles that guide USAID's youth activities.

1) Recognize that youth participation is vital for effective programs: In order to execute this principle, it is important that youth be included in all stages of the project cycle from assessment to project design to evaluation.
2) Invest in assets that build youth resilience: This means shifting away from the engrained understanding of youth and youth bulge as a challenge and instead to frame youth as assets which can be used to launch the economy and contribute positively to society.
3) Account for youth differences and commonalities: In Jordan it seems particularly important to examine the differences between Syrians vs. Jordanians, rural vs. urban youth, in school vs. out of school youth and females vs. males.
4) Creating second chance opportunities
5) Involve and support mentors families and communities
6) Pursue gender equality
7) Embrace innovation and technology for and by youth

Overall, it is essential to use these guiding principles in youth activities implemented by USAID.

Another key document is the USAID Education Strategy (2011), available on the USAID website in which Goals 2 and 3 are relevant to this activity.

This Youth Assessment will be implemented concurrently with a Situational Assessment being conducted out of the Democracy and Governance Office. The Youth Assessment Team will incorporate the expertise of the Situational Assessment Team in understanding how best to learn from youth the pushes and pulls towards negative behavior, particularly extremism.

D. ASSESSMENT QUESTIONS

Focus groups will be disaggregated by sex, age, educational status, and residence. Other data collection sources may provide valuable insights around other salient categories such as socio-economic status, presence of Syrian refugees, religious affiliation, rural/urban, and others that may enrich the FG data. Please note that the following questions may be answered by different data collection and analysis methods, and that they serve as a guide for the team development of actual tools and instruments, based on input of youth assessors. An appreciative inquiry approach is recommended.

PERSISTENCE IN SCHOOL

1. Why do some youth, aged 10-18, drop out of secondary school (whether by choice or because they have been pushed out)? How do youth themselves understand and prioritize these reasons, in comparison to their parents, teachers, and community leaders?

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2. What are the main patterns and trends of school drop-out as shown by available statistical data? That is, what is the scale of drop-out (and conversely persistence and completion) and its variability by relevant sub-national units? What is the quality of these data?
3. What are the main predictors of school drop-out and how do these differ by sub-cohort?
4. What do youth feel they need in order to succeed in their education? How does this contrast with what they feel that they currently have? What are their suggestions as to how school leaders, families, community members and policy-makers could better support youth to succeed in their education?
5. What has been their experience with access to and completion of non-formal educational programs?
6. To what degree do youth feel that their educational choices and preferences are listened to and supported by teachers, administrators and family? Why or why not? What could be done to elevate youth's ability to shape their educational paths?

WORKFORCE TRANSITION
Note: Although wider youth employment contextual factors should be considered, USAID's current interest in this area is around youth perceptions, choices, and decision-making processes around labor market participation.

1. For those who are working, what kind of work are they doing? (industry sector, wages, type of employment contract, job duties)
2. For those who are not working, what kind of work do they think they will do? Do they want to do, within the range of options in front of them and beyond?
3. What kinds of challenges to youth face in finding and/or creating a job for themselves?
4. What kinds of experiences do youth think would help prepare them to find work?
5. To what degree do youth feel that their career aspirations are listened to and supported by their teachers, families, and employers? Why or why not?
6. What do existing labor market data sets and secondary sources say about the growing industry sectors in Jordan, where jobs are, and what kinds of educational background and skills will be required?

VOICE AND PARTICIPATION
1. To what degree do youth feel listen to, heard, and supported in their aspirations by their teachers, families and communities? Why or why not?
2. What are the main influencers in a youth's life when it comes to education, jobs, personal decisions, civic participation, and avoiding negative behaviors? Who do youth get advice from? Who do they listen to? Whose council do they seek out?
3. What new opportunities do youth seek that would help them become or increase their existing skills as active leaders in their communities?
4. Why do youth engage in civic activities? These may range from volunteer work with CBOs, formation of youth-led associations, and school-based student governance to less formal, family-based leadership such as acting as mentor or loco parentis in times of crisis.

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In addition to these overarching questions, the Situational Assessment Team will be consulted to help formulate questions regarding negative behavior "pulls", including crime, drugs, and extremism. These questions will be formulated by youth, with input from the Situational Assessment Team.

A. METHODOLOGICAL APPROACH

The contractors will develop a rigorous methodology including sampling strategy and an assessment work plan in consultation with the EDY team. They are strongly encouraged to seek out and propose innovative and creative methodologies that are consistent with the Guiding Principles, i.e. assessment methodologies that will yield deep and meaningful insights into conditions facing youth and their perspectives on their future aspirations, in contradistinction to repetition of what is already known from other youth assessments globally and in Jordan. Methodologies should be as open-ended as possible to avoid researcher contamination of youth perspectives or short-circuiting the full range of youth perspectives.

The following types of data collection and analyses will minimally be included:

1) **Literature review.** Contractors will conduct a thorough review of secondary literature (academic and gray literature) on Jordan youth with a focus on education, workforce development and participation.

2) **Primary data analysis.** Contractors will identify relevant existing data sets including but not limited to the EMIS, DHS, ILO, Silatech Gallup poll, Direction of Jordanian Youth Survey (2010, cited in FHI360 March 2012, p. 4),, and Jordan National Youth Survey (UNICEF (2001 cited Ibid). The purpose of this analysis is to identify key trends affecting youth education and WfD (including change over time where possible), and to identify the scale, depth and quality of these data sources for the purposes of baseline creation for future USAID project design.

3) **Youth focus groups and interviews.** Contractors are encouraged to utilize creative and engaging focus group approaches to ensure that we capture youth voices, preferences, and ideas. These methods might include games, simulations, ranking activities, creative expression, media, etc. Since the results of the focus groups and interviews are required to be insightful, the contractor is encouraged to test approaches and to utilize youth development experts.

4) **Youth participation in the assessment.** The assessment will go beyond having youth participate as the subjects of FG and interviews; they will also participate as full team members to help formulate/refine assessment questions and tool development, conduct focus groups and interviews, analyze and interpret data, and generate strategic recommendations. They will also participate in assessment briefings to USAID and other stakeholders. The process of their involvement in the assessment is part of the assessment "deliverable" as it provides a model to Jordanian youth and stakeholders alike of what Jordan youth are capable of doing. This component will require the contractors to identify youth assessors, provide orientation to them, and consider intentionally how the youth will interact meaningfully with other members of the assessment team. (Please see the YouthSpeak report and USAID Youth Engagement Guide for examples and the range of

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possible considerations in youth participation. Please note that the USAID/Jordan is *not* asking the contractor to replicate the YouthSpeak example, but rather to be informed by it in terms of both process and content.)

Data collection and analysis will be disaggregated by the following factors to discern differences and similarities of youth experiences, perceptions, needs, barriers, aspirations, etc.:

Age: The assessment will target the youth between the ages 10 and 24, with the 10-19 range as the main focus of the assessment. Participants will be divided into at least three age groups according to their developmental stage and/or school grade. A limited number of FGs in the age group 20-24 will be conducted in order to understand typical youth trajectories and labor market experiences of older youth that would inform project design for the younger ones.

Ethnicity: Jordanian and Syrian youth in the context of the current wave of Syrian immigrants in Jordan, and challenges faced by host communities.

Gender: The assessment will profile females and males throughout.

Educational status. The assessment will disaggregate by education attainment including: in-school, out-of-school but enrolled in a non-formal education or workforce training, and out-of-school (e.g., not accessing any services). The out-of-school group should be disaggregated by secondary school completers and drop-outs.

Parents/families and teachers

The perspectives of youth will be compared and contrasted to the perspectives of parents/families and teachers. FG with these will be added on a limited basis and will not include all youth profile groups.

Sampling
Respondents will be selected from the governorates and communities in the three regions of North, Central, and South. Proxy indicators for the selection of governorates and communities include high unemployment rates, school dropout rates, poverty rate, and areas with high concentration of Syrian refugees. Based on these, the study will target ten of the twelve governorates in Jordan (Irbid, Ajloun, Mafraq, Zarqa, Amman, Tafileh, Ma'an, Aqaba, Karak, and Balqa). The sample will include a minimum of two communities (urban and rural) per governorate. Annex I presents the sampling frame per governorate from which the final sample of districts/communities will be drawn.

    B. PARTNER ENGAGEMENT
Key Stakeholders The contractor will identify key stakeholders such as those within the Ministry of Education (both general education and non-formal education), the Higher Council on Youth, and other

donors who should be briefed on the assessment and invited to participate as relevant, feasible and upon concurrence of the EDY team.

USAID and non-USAID implementing partners are important resources for the contractors to identify potential youth assessors, and youth, teacher, and family focus group participants. They can also provide important contextual information about the availability of youth education services and other supports to youth employment and civic participation. A partial list of relevant partners includes: International Youth Foundation, the Civic Initiative Support, Injaz, Questscope, National Democratic Institute, the National Center for Human Resource Development, and Jordanian universities. They may also provide evaluation, assessment and other relevant reports for the secondary literature review.

C. DELIVERABLES
Deliverables include:

5. **Assessment report** that includes: methodology, limits of data, findings, quotations from FG participants, strategic recommendations for future USAID programming, bibliography, and list of key stakeholders/informants (including full contacts). It is understood that the recommendations will be from the perspective from youth, families, teachers/ and will need to be considered in light of other key strategic data including institutional capacity and policy reviews, donor coordination, and USAID strategy priorities.
6. **Out-brief(s) and assessment dissemination briefings** for USAID Mission and other key stakeholders. Briefings will include youth assessors and be supported by a Powerpoint suitable for broader dissemination.
7. **Communications plan and products:** A detailed communications plan to support dissemination of and learning from the assessment will be developed in partnership with the USAID Mission near the completion of the assessment. Products from this plan will include the above referenced Powerpoint presentation for sharing assessment methodologies, findings and recommendations with stakeholders. This presentation will include appropriate photographic, audio and/or video content enhancing the findings, conclusions and recommendations of the assessment and documenting the comprehensive role of Jordanian youth in informing and implementing all aspects of the assessment. Additional communications products are envisioned including appropriate summary reports in English and in Arabic and other products as agreed upon by the Mission.

D. EXPERTISE
The contractor should develop a full staffing plan that includes the following:

- *Team Leader:* The team leader should be a development expert with substantial state of the art knowledge on positive youth development. The team lead should have experience designing assessments specifically with non-traditional methodologies and participatory research approaches as well as demonstrated experience working collaboratively with youth. Duties will include overseeing the identification, orientation, and coaching for youth assessors. The team

leader will also work to identify and develop non-traditional, participatory methodologies for the assessment.

- *Youth Assessment Specialist:* The Assessment Specialist should have substantial local knowledge of positive youth development and track record in working in youth-related research. The primary duties will include collaborating with the Team Leader and youth assessors in designing assessment methodology and sampling, as well as overseeing the coaching for youth assessors. The Local Specialist will also be responsible for the analysis of findings in collaboration with the Team Leader.

- *Primary Data Analyst:* The senior data analyst should possess an advanced degree in statistics, data analysis or related fields and have significant experience conducting primary quantitative data-analysis. The primary duties will include identifying and analyzing data on youth in Jordan and using the data to conduct a primary data analysis designed to provide insight into main research questions.

- *Study Coordinator:* The study coordinator, ideally a Jordanian national, will have overall day-to-day management responsibility for the assessment. The coordinator should have significant experience in managing and overseeing the implementation of research and/or evaluation studies. The primary duties will include ensuring the coordination and timeliness of the research associated activities including overall assessment planning, data collection procedures, supervision of data collectors, and submission of deliverables.

- *Youth Assessors:* The youth assessors will consist of a balanced group of Jordanian and Syrian males and females up to the age thirty who live in communities targeted by the assessment. Assessors should possess significant leadership skills and a history of working with local youth development issues and/or NGOs. Assessors may be a mix of students, youth community leaders/workers and/or volunteers with a demonstrated sensitivity towards youth in disadvantaged communities ideally though living in the community where the interviews and focus groups will take place.

E. TIMELINE

July:

- Begin design of assessment
- Literature review (July/August)
- Identify key stakeholders/donors and begin conducting stakeholder meetings (July/August)

August:

- Identification and recruitment of senior expertise
- Finalize sampling
- Senior expertise begins working with partners and experts to identify assessors
- Primary data analysis
- Recruitment of youth assessors

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- Orientation/training for youth assessors
- Integrate youth assessors into assessment design and implementation processes

September:

- Interviews, focus groups, and other assessment techniques

October 1-15:

- Interviews, focus groups, and other assessment techniques

October 15- 30:

- Drafting final report
- Triangulating data with literature review and final report rough draft

November 1-7:

- USAID review of draft report
- Finalization of Communications plan
- Dissemination for USAID audience

November 7- -14:

- MSI revisions based on USAID feedback

November 14-30:

- Release and dissemination of final report to GOJ and Donors
- Release and dissemination of final report to local youth service providers

F. KEY DOCUMENTS

USAID Policies/Guides

- USAID's Youth Policy. *Youth in Development: Realizing the Demographic Opportunity. 2012.* http://www.usaid.gov/sites/default/files/documents/1870/Youth_in_Development_Policy_0.pdf
- EQUIP 3's USAID Guide to Cross-Sectoral Youth Assessments http://www.equip123.net/docs/e3-CSYA.pdf
- USAID Jordan's Country Development Cooperation Strategy 2013-2017. http://pdf.usaid.gov/pdf_docs/pdacx797.pdf
- USAID's Education Strategy http://pdf.usaid.gov/pdf_docs/pdacd232.pdf
- USAID Youth Engagement in Development http://www.youtheconomicopportunities.org/sites/default/files/uploads/resource/USAID_Youth%20Engagement_FINAL%20External.pdf

Government of Jordan (GOJ) Policies/Initiatives

The Hashemite Kingdom of Jordan Higher Council for *Youth National Youth Strategy for Jordan 2005-2009* http://planipolis.iiep.unesco.org/upload/Youth/Jordan/Jordan%20National%20Youth%20Strategy%202005-2009.pdf

- Education Reform for a Knowledge Economy ERFKE2

http://www.google.jo/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CBwQFjAA&url=http%3A%2F%2Fdata.unhcr.org%2Fsyrianrefugees%2Fdownload.php%3Fid%3D4352&ei=ehSwU-LRO5Kh7AbI3YDwDw&usg=AFQjCNGz0SStmfv2SQ1vOBMFbe3N1LyK4A&sig2=F7rkuy9bFLQSFFD4xMO6cw&bvm=bv.69837884,d.ZGU

Foundational Research

- USAID's 2012 Youth Program Mapping in Jordan
- USAID's 2012 Youth Meta-Analysis Report
- USAID's 2012 Youth Programming M&E Analysis
- IYF's Building on Hope Rapid Community Appraisal

http://library.iyfnet.org/sites/default/files/library/YWJ_RCA_Full.pdf

- Silatech's Young Arab Voices Poll: http://www.gallup.com/poll/120758/silatech-index-voices-young-arabs.aspx
- Arab Youth Survey: http://arabyouthsurvey.com/

Other Assessments

- Youth Speak Morocco: Youth investigate the middle school dropout crises

II.   Questions for Adults

Table 2 Youth assessment research questions – Parents – 29 September 2014

Population Segment	Thematic Area	Key Question	Probing Questions
Syrian and Jordanian parents	**Persistence in School** • Attitudes and perceptions around schooling. • Reasons/Predictors of Drop out/Truancy. • Future hopes and aspirations • Communal Support	1. What are the most important factors that prevent or enable children to go and stay to school? 2. How do these factors affect your decisions as parents to send your sons or daughters to school?	• Why are kids dropping out of school? Why do you think no one passed the Tawjihi exam in 350 schools this year? • How are decisions made about schooling in the household? Who makes the decisions about schooling in your household? Why? • What are the views of women/men about schooling/appropriate school paths in the community? How are they similar or different? Why?
		3. What do you think about sending girls/boys to school? 4. What are the main challenges they face in school?	• What is the value of sending boys/girls to school? What do kids gain from the education system? Is education worthwhile? • What do you think about the conditions in the schools in your community? What is your biggest source of frustration about your children's schools? Are your kids happy at school? Have the schools improved over the last 10 years? • Do you feel your daughters are secure going to school? And your sons? Please explain
		5. How do you think the school is preparing your children for future opportunities (including employment)? Are there non-formal education opportunities available in your area	• How do schools react to these challenges (probe for school issues)? Do you interact with your children's school? Are they receptive to your feedback (do they listen to you?) • Do you think the curriculum prepares them for

		employment?
	6. What are your hopes and aspirations for your kids?	• Where do you hope to see your son/daughter in the next 10 years (5 years for older cohort)? What would help you as male/female parent most to keep your boys and girls in school?
Workforce Transition • Perceptions and choices around labor market participation • Challenges to finding/creating jobs • Future hopes and anticipated needs	7. What are the main challenges youth face in Jordan today to find a job? 8. What kind of support (skills/experience) do you think youth need to find/create a job for themselves?	• What is your son/daughter's employment situation right now? What challenges do they face in the workplace? • What are available opportunities in your area? And what are the most attractive to young people? What are the networks that they access to get a job? • Do you and your children see eye to eye when it comes to work preferences/educational aspirations? Whose opinion prevails? Why? • Do you think your son/daughter level of education matches the skills required? Is it above/below? Would you approve if they take a job below their skills? Would your rather have your kids work in the private or public sectors? • Is the workplace a safe environment for youth? Specifically for girls/for boys
	9. Question on hopes/aspirations to combine education/employment	• Where do you hope to see your son/daughter in the next 10 years (5 years for older cohort)? What would help you as male/female parent most to help your boys and girls get a job?
Voice and Participation • Apathy and outlets for youth voice • Sense of agency	10. Are there extracurricular activities available in your area that your sons/daughters are engaged in?	• What are these activities? How did you react when they told you they wanted to participate in these activities? Do you think these activities are a useful service for your sons/daughters? • What do your kids do in their free time?

			• Can you recall an incident when your kids came to you with a problem in the community that they wanted to change?
• Influencers and role models • Negative behavior pulls • Hopes for the future		11. Do you think your kids have a sense of belonging to their communities? Why/why not? What can enhance that?	• Who do your kids look up to?
		12. What is the consequence of the lack of services and other opportunities on young people? Can you list some unhealthy behaviours youth are taking in your area? But can you also tell us how are young people able to maintain positive behaviours in the face of such hardship?	• Do you discuss local or regional affairs at home? What activities do you do together? Do your family members have different opinions on issues? • Do you think it is a good thing for your kids to fear you? How do you keep your kids disciplined? • Probe for negative behaviour pulls (do you know someone….); and for positive behaviours
		13. What do you think are the most pressing issues affecting youth that they can now contribute to change in your community? What are the reasons that prevent young people from contributing to change? How can you encourage this contribution?	• How would you try to help them maintain positive behavior? What would you do? Use hypothetical situation as example • We heard from them that they are interested for example in the current political situation/community situation…How are you able to support them to contribute? How can the society/community help them engage? What can you do in your family to ensure that your children are able to contribute (probe for discussing with them, giving them information, sharing opinions/ideas and listening to youth solutions etc.)

Table 3Youth assessment research questions – Teachers – 2 October 2014

Population Segment	Thematic Area	Key Question	Probing Questions
Teachers	Persistence in School	14. What are the most important factors	• Why are kids dropping out of school? Why do you

• Attitudes and perceptions around schooling. • Reasons/Predictors of Drop out/Truancy. • Future hopes and aspirations • Communal Support	that prevent or enable children to go and stay to school? 15. What are the main challenges youth face in schools? 16. How do you think the school is preparing children for future opportunities (including employment)? Are there non-formal education opportunities available in your area? 17. From your experience, what do today's youth aspire most for?	think no one passed the Tawjihi exam in 350 schools this year? What would help you as male/female teacher most to keep boys and girls in school? • In your experience, how relevant/useful is a formal education? Are schools preparing youth for a productive life? • What do you think about the conditions in the schools in your community? What is your biggest source of frustration about the school you are teaching in? • How do schools react to these challenges (probe for school issues)? • Have schools in your community improved over the last 10 years? • What are today's youth ambitions for their future? Do you agree with their views? Why? Why not?
Workforce Transition • Perceptions and choices around labor market participation • Challenges to finding/creating jobs • Future hopes and anticipated needs	18. What are the main challenges youth face in Jordan today to find a job? 19. What kind of support (skills/experience) do you think youth need to find/create work? 20. From your experience, what experiences and/or non-formal education opportunities have been most valuable to them in preparing them for their work and life?	• What are available job opportunities in your area? And what are the most attractive to young people? • What are the networks that they access to get a job? Are the parents and the community providing a supporting environment? is the government providing opportunities to all? Do you think the current state of the economy affects the culture of shame? Are kids more open to working in certain sectors/jobs today than they were previously?
Voice and Participation • Apathy and outlets for youth voice • Sense of agency	21. Are there extracurricular activities available in your school/ area that kids are engaged in?	• Are volunteer opportunities made available to youth? Are youth active in civic groups? What are some of the most popular ones? Do you think youth see these activities as useful? Why? • What do youth do in their free time?

• Influencers and role models • Negative behavior pulls • Hopes for the future	22. Do you think kids have a sense of belonging to their communities? Why/why not? What can enhance that? 23. Can you list some unhealthy behaviours youth are taking in your area? How are young people able to maintain positive behaviours in the face of such hardship? 24. What do you think are the most pressing issues affecting youth's ability to improve their societies? What are the reasons that prevent young people from contributing to change in their communities? How can you as a teacher encourage this contribution?	• Can you recall an incident when some of your students came to you with a problem in the community that they wanted to change? • What are some of the strengths of youth in your community? • Do you discuss local or regional affairs at school? Do youth have different opinions about events in the region? Do you encourage that? • How do you keep the kids disciplined in class? • Probe for negative behaviour pulls (do you know someone….); and for positive behaviours • How would you try to help them maintain positive behavior? What would you do? Use hypothetical situation as example • We heard from them that they are interested for example in the current political situation/community situation…How are you able to support them to contribute? How can the society/community help them engage? (probe for discussing with them, giving them information, sharing opinions/ideas and listening to youth solutions etc.)

III.   Draft Training Plan

Youth Assessment Training Agenda

13-19 October 2014, Amman, Jordan

Please note details of different venues and participants

DAY 1: Oct 13th, 2014 – Millennium Hotel

QuestScope training to Mindset staff

Time	Session	Duration	Responsible
08:30 - 09:00	Welcome, introduction, and Training objectives	30 mins	QS Team
09:00 - 11:30	Child growth Characteristics, Child safeguarding	90 mins	QS Team
11:30 -12:00	Coffee break	30 mins	QS Team
12:00 - 14:00	Focus Group tools and techniques 1) Snakes and Ladders 2) Role Playing 3) Drawing 4) Ranking	120 mins	QS Team
14:00 - 15:00	Lunch	60 mins	
15:00 - 16:00	Practical exercises on the tools and techniques	60 mins	QS Team
16:00 - 16:45	Key Words for deducting cases	45 mins	QS Team
16:45 - 17:00	Closing, feedback	15 mins	QS Team

DAY 2: Oct 14th, 2014- Millennium Hotel

Mindset training to Mindset staff and Youth Assessors

Time	Session	Duration	Responsible
8:45-9:00	Welcome; registration	15 mins	Mindset

9:00-10:00	Orientation and project introduction	60 mins	
10:00-10:30	Coffee break	30 mins	
10:30-12:30	Logistics, sample, QA procedures, reporting and team structure and implementation Plan, pilot plan	120 mins	
12:30-1:30	Lunch break	60 mins	
1:30-3:15	Moderation training	105 mins	
3:15-3:30	Coffee break	15 mins	
3:30-5:15	Instrument training	105 mins	
5:15-5:30	Closing, feedback and Q & A	15 mins	

DAY 3: Oct 15th, 2014- Millennium Hotel

Mindset training to Mindset staff and Youth Assessors

Time	Session	Duration	Responsible
8:30-9:00	Welcome; feedback	30 mins	
9:00-10:30	Con't Instrument and moderation technique	90 mins	
10:30-11:00	Coffee break	30 mins	
11:00-1:00	Mock focus groups to practice instrument and moderation	60 mins	
1:00-2:00	Lunch break	60 mins	
2:00-3:30	Reporting and Analysis	90 mins	
3:30-3:45	Coffee break	15 mins	
3:45-5:15	Reporting and Analysis	90 mins	
5:15-5:30	Q&A distribution of materials for pilot	Trainer	

DAY 4: Oct 16th, 2014- Mindset Office

Mindset training to Mindset staff and Youth Assessors

Time	Session	Duration	Responsible
9:00-9:30	Welcoming, registration	30 mints	
9:30-11:00	Technical training	90 mints	
11:00-11:30	Coffee break	30 mints	
11:30-1:00	Transcripts	90 mints	
1:00-2:00	Lunch break	60 mints	
2:00-3:30	Reporting	90 mints	
3:30-3:45	Coffee break	15 mints	
3:45-3:45	Recruitment	30 mints	

3:45-5:30	Training wrap up and Q&A	90 mins	

DAY 4: Oct 16th, 2014- Millennium Hotel

Injaz training to Youth Assessors

Time	Session	Duration
9:00 – 9:30	Welcoming; registration	30 mins
9:30 – 11:30	Basics of Qualitative Research: Applied Interpersonal Skills (communication, team work)	120 mins
11:30-12:00	Coffee break	30 mins
12:00-1:00pm	Basics of Qualitative Research: Planning and Field Work	90 mins
1:00-2:00	Lunch	60 mins
2:00-3:15	Basics of Qualitative Research: Analysis	75 mins
3:15-3:45	Coffee break	30 mins
5:00-5:30	Wrap-Up, Feedback, and Q&A	30 mins

DAY 5: Oct 19th, 2014- Millennium Hotel

MESP video training to Youth Assessors

Time	Session	Duration	Responsible
9:00 – 10:00	Welcome, Introduction to PV, discussion and examples	60	NW
10:00 – 10:45	Introducing the Jordan MESP PV approach	45	NW
10:45 – 11:00	Coffee Break	15	
11:00 – 12:00	Getting to know the equipment: - *Icebreaker exercise in small groups of 3-4 people.*	60	NW
12:00 – 1:00	Filming techniques and story telling - *Overview of types of shots and framings* - *Getting good lighting without fancy equipment* - *The importance of audio and how to get it*	60	NW
1:00 – 2:00	Lunch	60	
2:00 – 3:00	Breakout exercise: Peer interview	60	NW
3:00 – 3:15	Coffee Break	15	
3:15 - 4:15	Understanding in-camera editing	60	NW
4:15 – 5:00	Discussion about PV approaches YA's can use	45	NW
5:00 – 5:30	Homework: interview one youth in your family or community	30	NW

Day 6: Oct 20th, 2014 –Millenium Hotel

MESP video training to Youth Assessors

Time	Session	Duration	Responsible
9:00 – 10:00	Warm-up exercise: review homework interviews	60	NW
10:00 – 11:00	PV Process: from filming to delivery of footage	60	NW
11:00 – 11:15	Coffee Break	15	
11:15 – 12:00	Ethics of the day • Do's and Don'ts • Dealing with culturally sensitive issues and gender • Putting safety first • Informing your subject and getting consent • Quality over quantity and the power of persuasion with video	45	NW
12:00 – 1:00	Practical filming exercise in groups of 2 (groups rotate through stations where they film, review their footage, and then download/transfer the clips into a folder and document it in a log)	60	NW
1:00 – 2:00	Lunch	60	
2:00 – 3:00	Practical filming exercise in groups of 2 (groups rotate through stations where they film, review their footage, and then download/transfer the clips into a folder and document it in a log)		NW
3:00 – 4:00	Final remarks and open Q&A/discussion	60	NW

IV.   Child Safeguarding Form

Child Code	
Group No.	
Gender	
Age	

Description	
Case type (to be specified by Questscope)	
Intervention type	
Refer to	
Notes	

V. SAMPLE PLAN

Governorate	Population	Number of Schools	10-14	15-19	20-24	Unemployment	Poverty Rate	% of poor	Overall Dropout Rate	Community Number	Extreme Poverty Regions/Communities	Population	Poverty Rate	10-14 in F (S+J)*	10-14 in M (S+J)*	15-18 in F	15-18 in M	10-14 out F (S+J)*	10-14 out M (S+J)*	15-18 out F	15-18 out M	19-24 F	19-24 M	Parents	Teachers	15-18 in F/S	15-18 in M/S	15-18 out F/S	15-18 out M/S	19-24/ S/M	19-24/ S/F	Syrian Parents	Total Per Community
Irbid	1,137,100	1088	141,190	132,775	122,490	11.90%	15%	18.70%	0.53%	1	Al-Shouneh Al-Shamaliyah District Al-Shouneh Al-Shamaliyah Sub-District (Waqqas to be represented)	104,370	36%	I		I		I		I		I		I								6
										2	Ramtha District, Ramtha Sub-District	133,690	25.10%		I		I		I		I				I	I	I	I	I	I	I	I	12
										3	Taybeh District, Taybeh Sub-District	35,680	14.10%	I		I		I		I	I												5
										4	Irbid Qasabeh District, Irbid Sub-District	460,090	9.90%		I		I		I	I	I				I	I	I	I	I	I	I	I	13
Mafraq	300,300	504	38,920	33,955	31,455	10.70%	19.20%	6.20%	0.23%	5	Al-Badiya Al-Shamaliyyah District, Um Al-Jemal Sub-District, Salhiyah Sub-District	69,410			I		I		I		I				I		I		I		I	I	9
										6	Mafraq Qasaba, Al Mafraq Sub district	68,510		I		I		I		I		I			I	I		I			I	I	10
Amman	2,473,400	720	279,305	262,195	265,045	10.30%	11.40%	30.60%	0.28%	7	Amman Qasabah District, Amman Qasabah Sub-District, Al Jamiaa sub district	703,670	13.40%		I			I	I						I	I	I	I	I	I	I	I	11
										8	Al Jizah District, Al Jizah Sub-District	53,560	20.90%	I		I		I	I	I	I												6
										9	Wadi Essier District, Wadi Essier Sub-District	221,340	6.60%			I		I		I	I												4
Zarqa	951,800	651	113,685	99,290	96,665	12.30%	14.10%	14.60%	0.35%	10	Zarqa Qasabah District, Zarqa sub District, Al-Dhlail Sub-District, New Zarqa, Hay Ma'soum	560,260	13.80%		I		I		I	I	I	I		I									7
										11	Russaifah District, Russaifah Sub-District, Hittin Camp and Jabal Shamali	333,890	15.40%	I		I		I	I	I	I												6
Tafiela	89,400	140	12,185	10,955	9,605	19.60%	17.20%	1.60%	0.39%	12	Qasaba Tafilah District, Bsaira Sub-District, Tafiela Sub District, Al Hasa sub district, Ein-Al-Baidah	87,500	30%	I	I	I	I	I	I	I	I		I	I									10

Aqaba	139,200	110	16,850	14,255	13,490	15.70%	19.20%	3.00%	0.27%	13	Aqaba Qasabah District, Aqaba Sub-District, Wadi Araba Sub-District	115,840	16.00%	1	1	1	1	1	1	1	1	1	1	1	1								12
											Total per segment			7	7	7	7	7	8	8	8	5	6	7	6	4	4	4	4	4	4	4	111

* We will be combining Syrians and Jordanians belonging to the age segment of 10-14 ONLY in the four communities where Syrian refugees have the highest numbers (Qasabat Irbid, Al Ramtha, Qasabat Al Mafraq, Qasabat Amman)

ANNEX III. SAMPLING PLAN

Governorate	Population	Number of Schools	10-14	15-19	20-24	Un-employment	Poverty Rate	% of poor	Overall Dropout Rate	Community Number	Extreme Poverty Regions/Communities	Population	Poverty Rate	10-14 in F (S+J)*	10-14 in M (S+J)*	15-18 in F	15-18 in M	10-14 out F (S+J)*	10-14 out M (S+J)*	15-18 out F	15-18 out M	19-24 F	19-24 M	Parents	Teachers	15-18 in F/S	15-18 in M/S	15-18 out F/S	15-18 out M/S	19-24/ S/ M	19-24/ S/ F	Syrian Parents	Total Per Community
										1	Al-Shouneh Al-Shamaliyah District Al-Shouneh Al-Shamaliyah Sub-District (Waqqas to be represented)	104,370	36%	1	1	1		1		1		1											6
Irbid	1,137,100	1088	141,190	132,775	122,490	11.90%	15%	18.70%	0.53%	2	Ramtha District, Ramtha Sub-District	133,690	25.10%		1	1		1		1					1	1	1	1	1	1	1	1	12
										3	Taybeh District, Taybeh Sub-District	35,680	14.10%	1	1	1		1						1									5
										4	Irbid Qasabeh District, Irbid Sub-District	460,090	9.90%		1		1		1		1		1		1	1	1	1	1	1	1	1	13
Mafraq	300,300	504	38,920	33,955	31,455	10.70%	19.20%	6.20%	0.23%	5	Al-Badiya Al-Shamaliyyah District, Um Al-Jemal Sub-District, Salhiyah Sub-District	69,410			1		1		1		1		1		1			1		1		1	9
										6	Mafraq Qasaba, Al Mafraq Sub district	68,510		1	1	1		1		1		1			1			1		1		1	10
Amman	2,473,400	720	279,305	262,195	265,045	10.30%	11.40%	30.60%	0.28%	7	Amman Qasabah District, Amman Qasabah Sub-District, Al Jamiaa sub district	703,670	13.40%		1			1		1					1	1	1	1	1	1	1	1	11
										8	Al Jizah District, Al Jizah Sub-District	53,560	20.90%	1	1	1		1		1		1											6

Governorate	Pop									#	District/Sub-District	Pop	%	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	Total
										9	Wadi Essier District, Wadi Essier Sub-District	221,340	6.60%			I		I		I		I											4
Zarqa	951,800	651	113,685	99,290	96,665	12.30%	14.10%	14.60%	0.35%	10	Zarqa Qasabah District, Zarqa sub District, Al-Dhlail Sub-District, New Zarqa, Hay Ma'soum	560,260	13.80%		I	I		I		I	I		I		I								7
										11	Russaifah District, Russaifah Sub-District, Hittin Camp and Jabal Shamali	333,890	15.40%	I			I		I	I		I		I									6
Tafiela	89,400	140	12,185	10,955	9,605	19.60%	17.20%	1.60%	0.39%	12	Qasaba Tafilah District, Bsaira Sub-District, Tafiela Sub District, Al Hasa sub district, Ein-Al-Baidah	87,500	30%	I	I	I	I	I	I	I	I		I	I									10
Aqaba	139,200	110	16,850	14,255	13,490	15.70%	19.20%	3.00%	0.27%	13	Aqaba Qasabah District, Aqaba Sub-District, Wadi Araba Sub-District	115,840	16.00%	I	I	I	I	I	I	I	I	I	I	I	I								12
										Total per segment				7	7	7	7	7	8	8	8	5	6	7	6	4	4	4	4	4	4	4	111

* We will be combining Syrians and Jordanians belonging to the age segment of 10-14 ONLY in the four communities where Syrian refugees have the highest numbers (Qasabat Irbid, Al Ramtha, Qasabat Al Mafraq, Qasabat Amman)

ANNEX IV. DESCRIPTION OF SUBCONTRACTOR ROLES

Mindset, a local market research firm, was contracted to collaborate in the design of the questions and tools for the 15-18 and 19-24 year olds, teachers and parents, conduct data collection, and collaborate in the initial analysis of findings. Mindset is currently working with MESP on a number of assignments and has in-depth knowledge of USAID/Jordan's Country Development Cooperation Strategy (CDCS).

QuestScope is an international private voluntary organization specialized in working with at-risk children, in particular school drop-outs. QuestScope uses participatory, empowering techniques based on the *Pedagogy of the Oppressed* by the Brazilian educator Paulo Freire. On the basis of their long-standing presence in Jordan, QuestScope was recruited to input into the design of the most age-appropriate participatory data collection tools for the children 10-14 years old.

INJAZ, a leading Jordanian youth organization will be responsible for the management of this component, the recruitment and training of the Assessors and their deployment in the field. The Youth Assessors will form an integral part of the research team and will be engaged in all stages of the research preparation, data collection and analysis of results. At the same time they will conduct their own field work by identifying key themes and documenting case studies for the age groups 15-19 and 19-24 years that warrant a more in-depth look through a Participatory Video (PV) peer lens. This approach will provide an additional level of triangulation of results to the assessment report.

The Youth Assessors will receive three days Youth Assessment training and will work in collaboration with Mindset staff to ensure the best formulation of questions for young people. They will also receive one full day training with INJAZ to further cover their role and responsibilities in the Youth Assessment, including ethics of research with children. With the support of MSI's Director of Production/International & Digital Media, Youth Assessors will also receive a two-day training in PV techniques, in particular video skills and ethics of videotaping in order to capture video interviews. The PV will also be used to document the research process from the Youth Assessors' perspective with the aim of producing a number of communication tools for USAID/Jordan and wider consumption.

The Youth Assessors will contribute to both the product and process purposes of this assignment:
- *Product*: by conducting in-depth interviews with their peers about issues they identify as important under the Youth Assessment general themes;
Process: by documenting their experience as youth assessors, how their engagement contributed to the findings and whether the research process provided them with new transferable skills that will be used in the future.

ANNEX V. FOCUS GROUP STATISTICS

#	FG Code	Date	Governorate	Community	Sub Total Per Segment	Number of Participants	Number of Jordanian Participants	Number of Syrian Participants	Segment	School	Gender	Nationality	Age
1	FGD005_IS1014FJS_Amman	10/18/2014	Amman	Al Jizah District, Al Jizah Sub-District	3	10	8	2	In-school female youth between 10-14 years Jordanian and Syrian	IN	F	Mix	10 -14
	FGD117_IS1014FJS_Mafraq	11/5/2014	Mafraq	Mafraq Qasaba, Al Mafraq Sub district		10	4	6		IN	F	Mix	10 -14
	FGD062_IS1014FJS_Zarqa	10/25/2014	Zarqa	Russaifah District, Russaifah Sub-District, Hittin Camp and Jabal Shamali		10	8	2		IN	F	Mix	10 -14
2	FGD009_IS1014MJS_Irbid	10/20/2014	Irbid	Ramtha District, Ramtha Sub-District	6	10	7	3	In-school male youth between 10-14 years Jordanian and Syrian	IN	M	Mix	10 -14
	FGD023_IS1014MJS_Irbid	10/21/2014	Irbid	Irbid Qasabeh District, Irbid Sub-District		9	4	5		IN	M	Mix	10 -14
	FGD034_IS1014MJS_Mafraq	10/22/2014	Mafraq	Al-Badiya Al-Shamaliyyah District, Um Al-Jemal Sub-District, Salhiyah Sub-District		8	3	5		IN	M	Mix	10 -14
	FGD046_IS1014MJS_Mafraq	10/23/2014	Mafraq	Mafraq Qasaba, Al Mafraq Sub district		8	4	4		IN	M	Mix	10 -14
	FGD114_IS1014MJS_Amman	11/5/2014	Amman	Amman Qasabah District, Amman Qasabah Sub-District, Al Jamiaa sub district		8	4	4		IN	M	Mix	10 -14
	FGD070_IS1014MJS_Zarqa	10/26/2014	Zarqa	Zarqa Qasabah District, Zarqa sub District, Al-Dhlail Sub-District, New Zarqa, Hay Ma'soum		11	5	6		IN	M	Mix	10 -14
3	FGD006_IS1518FJ_Amman	10/18/2014	Amman	Al Jizah District, Al Jizah Sub-District	7	7	7		In-school female youth between 15-18 years Jordanian	IN	F	J	15 - 18
	FGD022_IS1518FJ_Irbid	10/21/2014	Irbid	Taybeh District, Taybeh Sub-District		15	15			IN	F	J	15 - 18
	FGD071_IS1518FJ_Zarqa	10/26/2014	Zarqa	Zarqa Qasabah District, Zarqa sub District, Al-Dhlail Sub-District, New Zarqa, Hay Ma'soum		10	10			IN	F	J	15 -18
	FGD080_IS1518FJ_Tafila	10/27/2014	Tafiela	Qasaba Tafilah District, Bsaira Sub-District, Tafiela Sub District, Al Hasa sub district, Ein-Al-Baidah		8	8			IN	F	J	15 -18
	FGD094_IS1518FJ_Aqaba	10/28/2014	Aqaba	Aqaba Qasabah District, Aqaba Sub-District, Wadi Araba Sub-District		9	9			IN	F	J	15 - 18
	FGD107_IS1518FJ_Irbid	10/30/2014	Irbid	Al-Shouneh Al-Shamaliyah District Al-Shouneh Al-Shamaliyah Sub-District (Waqqas to be represented)		9	9			IN	F	J	15 -18
	FGD047_IS1518F_Mafraq	10/23/2014	Mafraq	Mafraq Qasaba, Al Mafraq Sub district		15	15			IN	F	J	15 - 18
4	FGD063_IS1518MJS_Zarqa	10/25/2014	Zarqa	Russaifah District, Russaifah Sub-District, Hittin Camp and Jabal Shamali	7	11	11		In-school male youth between 15-18 years Jordanian	IN	M	J	15 - 18
	FGD001_IS1518MJ_Amman	10/18/2014	Amman	Wadi Essier District, Wadi Essier Sub-District		13	13			IN	M	J	15 - 18
	FGD010_IS1518MJ_Irbid	10/20/2014	Irbid	Ramtha District,		8	8			IN	M	J	15 - 18

			Ramtha Sub-District										
	FGD024_IS1518M J_Irbid	10/21/2014	Irbid	Irbid Qasabeh District, Irbid Sub-District		10	10			IN	M	J	15 - 18
	FGD035_IS1518M J_Mafraq	10/22/2014	Mafraq	Al-Badiya Al-Shamaliyyah District, Um Al-Jemal Sub-District, Salhiyah Sub-District		7	7			IN	M	J	15 - 18
	FGD079_IS1518M J_Tafila	10/27/2014	Tafiela	Qasaba Tafilah District, Bsaira Sub-District, Tafiela Sub District, Al Hasa sub district, Ein-Al-Baidah		10	10			IN	M	J	15 - 18
	FGD093_IS1518M J_Aqaba	10/28/2014	Aqaba	Aqaba Qasabah District, Aqaba Sub-District, Wadi Araba Sub-District		10	10			IN	M	J	15 - 18
5	FGD061_OOS101 4FJS_Amman	10/25/2014	Amman	Al Jizah District, Al Jizah Sub-District	5	9	5	4	Out of school female youth between 10-14 years Jordanian and Syrian	OUT	F	Mix	10 -14
	FGD072_OOS101 4FJS_Zarqa	10/26/2014	Zarqa	Zarqa Qasabah District, Zarqa sub District, Al-Dhlail Sub-District, New Zarqa, Hay Ma'soum		8	3	5		OUT	F	Mix	10 -14
	FGD048_OSS101 4FJS_Mafraq	10/29/2014	Mafraq	Mafraq Qasaba, Al Mafraq Sub district		10	6	4		OUT	F	Mix	10 -14
	FGD116_OSS101 4FJS_Mafraq	11/5/2014	Mafraq	Mafraq Qasaba, Al Mafraq Sub district		8	5	3		OUT	F	Mix	10 -14
	FGD027_OSS101 4FJS_Irbid	10/29/2014	Irbid	Taybeh District, Taybeh Sub-District		9	6	3		OUT	F	Mix	10 -14
6	FGD115_OOS101 4MJS_Irbid	11/5/2014	Irbid	Irbid Qasabeh District, Irbid Sub-District	5	9	6	3	Out of school male youth between 10-14 years Jordanian and Syrian	IN	M	Mix	10 -14
	FGD064_OOS101 4MJS_Zarqa	10/25/2014	Zarqa	Russaifah District, Russaifah Sub-District, Hittin Camp and Jabal Shamali		6	6			OUT	M	Mix	10 -14
	FGD059_OSS101 4MJS_Amman	10/29/2014	Amman	Amman Qasabah District, Amman Qasabah Sub-District, Al Jamiaa sub district		9	4	5		OUT	M	Mix	10 -14
	FGD011_OSS101 4MJS_Irbid	10/30/2014	Irbid	Ramtha District, Ramtha Sub-District		8	1	7		OUT	M	Mix	10 -14
	FGD058_OSS101 4MJS_Amman	10/30/2014	Amman	Wadi Essier District, Wadi Essier Sub-District		6	6			OUT	M	Mix	10 -14
7	FGD028_OOS151 8FJ_Irbid	10/21/2014	Irbid	Taybeh District, Taybeh Sub-District	8	13	13		Out of school female youth between 15-18 years Jordanian and Syrian	OUT	F	J	15 - 18
	FGD049_OOS151 8FJ_Mafraq	10/23/2014	Mafraq	Mafraq Qasaba, Al Mafraq Sub district		8	8			OUT	F	J	15 - 18
	FGD065_OOS151 8FJ_Zarqa	10/25/2014	Zarqa	Russaifah District, Russaifah Sub-District, Hittin Camp and Jabal Shamali		10	10			OUT	F	J	15 - 18
	FGD068_OOS151 8FJ_Amman	10/25/2014	Amman	Al Jizah District, Al Jizah Sub-District		6	6			OUT	F	J	15 - 18
	FGD074_OOS151 8FJ_Zarqa	10/26/2014	Zarqa	Zarqa Qasabah District, Zarqa sub District, Al-Dhlail Sub-District, New Zarqa, Hay Ma'soum		8	8			OUT	F	J	15 - 18
	FGD095_OOS151 8FJ_Aqaba	10/28/2014	Aqaba	Aqaba Qasabah District, Aqaba Sub-District, Wadi Araba Sub-District		6	6			OUT	F	J	15 - 18

Group	FGD Code	Date	Governorate	District	Count			Description		Sex		Age
	FGD109_OOS1518FJ_Irbid	10/30/2014	Irbid	Al-Shouneh Al-Shamaliyah District Al-Shouneh Al-Shamaliyah Sub-District (Waqqas to be represented)		7	7		OUT	F	J	15 - 18
	FGD084_OSS1518FJ_Tafila	11/1/2014	Tafiela	Qasaba Tafilah District, Bsaira Sub-District, Tafiela Sub District, Al Hasa sub district, Ein-Al-Baidah		10	10		OUT	F	J	15 - 18
8	FGD026_OOS1518MJ_Irbid	10/21/2014	Irbid	Irbid Qasabeh District, Irbid Sub-District	8	11	11	Out of school male youth between 15-18 years Jordanian	OUT	M	J	15 - 18
	FGD042_OOS1518MJ_Mafraq	10/22/2014	Mafraq	Al-Badiya Al-Shamaliyyah District, Um Al-Jemal Sub-District, Salhiyah Sub-District		10	10		OUT	M	J	15 - 18
	FGD073_OOS1518MJ_Zarqa	10/26/2014	Zarqa	Zarqa Qasabah District, Zarqa sub District, Al-Dhlail Sub-District, New Zarqa, Hay Ma'soum		10	10		OUT	M	J	15 - 18
	FGD085_OSS1518MJ_Tafila	10/27/2014	Tafiela	Qasaba Tafilah District, Bsaira Sub-District, Tafiela Sub District, Al Hasa sub district, Ein-Al-Baidah		9	9		OUT	M	J	15 - 18
	FGD096_OSS1518MJ_Aqaba	10/28/2014	Aqaba	Aqaba Qasabah District, Aqaba Sub-District, Wadi Araba Sub-District		11	11		OUT	M	J	15 - 18
	FGD099_OSS1518MJ_Amman	10/29/2014	Amman	Amman Qasabah District, Amman Qasabah Sub-District, Al Jamiaa sub district		6	6		OUT	M	J	15 - 18
	FGD112_OSS1518MJ_Irbid	10/29/2014	Irbid	Ramtha District, Ramtha Sub-District		8	8		OUT	M	J	15 - 18
	FGD060_OSS1518MJ_Amman	10/30/2014	Amman	Wadi Essier District, Wadi Essier Sub-District		6	6		OUT	M	J	15 - 18
9	FGD050_1924FJ_Mafraq	10/23/2014	Mafraq	Mafraq Qasaba, Al Mafraq Sub district	5	9	9	Female youth between 19-24 years Jordanian		F	J	19- 24
	FGD066_1924FJ_Zarqa	10/25/2014	Zarqa	Russaifah District, Russaifah Sub-District, Hittin Camp and Jabal Shamali		9	9			F	J	19- 24
	FGD069_1924FJ_Amman	10/25/2014	Amman	Al Jizah District, Al Jizah Sub-District		6	6			F	J	19- 24
	FGD091_1924FJ_Aqaba	10/28/2014	Aqaba	Aqaba Qasabah District, Aqaba Sub-District, Wadi Araba Sub-District		7	7			F	J	19- 24
	FGD110_1924FJ_Irbid	10/30/2014	Irbid	Al-Shouneh Al-Shamaliyah District Al-Shouneh Al-Shamaliyah Sub-District (Waqqas to be represented)		12	12			F	J	19- 24
10	FGD003_1924MJ_Amman	10/18/2014	Amman	Wadi Essier District, Wadi Essier Sub-District	6	9	9	Male youth between 19-24 years Jordanian		M	J	19- 24
	FGD030_1924MJ_Irbid	10/21/2014	Irbid	Irbid Qasabeh District, Irbid Sub-District		7	7			M	J	19- 24
	FGD043_1924MJ_Mafraq	10/22/2014	Mafraq	Al-Badiya Al-Shamaliyyah District, Um Al-Jemal Sub-District, Salhiyah Sub-District		8	8			M	J	19- 24

#	FGD	Date	District	Sub-district					Category		Gender		Age
	FGD075_1924MJ_Zarqa	10/26/2014	Zarqa	Zarqa Qasabah District, Zarqa sub District, Al-Dhlail Sub-District, New Zarqa, Hay Ma'soum		7	7				M	J	19- 24
	FGD086_1924MJ_Tafila	10/27/2014	Tafiela	Qasaba Tafilah District, Bsaira Sub-District, Tafiela Sub District, Al Hasa sub district, Ein-Al-Baidah		5	5				M	J	19- 24
	FGD097_1924MJ_Aqaba	10/28/2014	Aqaba	Aqaba Qasabah District, Aqaba Sub-District, Wadi Araba Sub-District		9	9				M	J	19- 24
11	FGD007_PFJ_Amman	10/18/2014	Amman	Al Jizah District, Al Jizah Sub-District	7	24	24		Parents		F	J	
	FGD029_PFJ_Irbid	10/21/14	Irbid	Taybeh District, Taybeh Sub-District		9	9				F	J	
	FGD053_PFJ_Mafraq	10/23/2014	Mafraq	Mafraq Qasaba, Al Mafraq Sub district		9	9				F	J	
	FGD067_PMJ_Zarqa	10/25/2014	Zarqa	Russaifah District, Russaifah Sub-District, Hittin Camp and Jabal Shamali		6	6				M	J	
	FGD083_PMJ_Tafila	10/27/2014	Tafiela	Qasaba Tafilah District, Bsaira Sub-District, Tafiela Sub District, Al Hasa sub district, Ein-Al-Baidah		9	9				M	J	
	FGD092_PMJ_Aqaba	10/28/2014	Aqaba	Aqaba Qasabah District, Aqaba Sub-District, Wadi Araba Sub-District		7	7				M	J	
	FGD111_PMJ_Irbid	10/30/2014	Irbid	Al-Shouneh Al-Shamaliyah District Al-Shouneh Al-Shamaliyah Sub-District (Waqqas to be represented)		9	9				M	J	
12	FGD020_PFS_Irbid	10/20/2014	Irbid	Ramtha District, Ramtha Sub-District	4	5	0	5	Parents		F	S	
	FGD041_PFS_Irbid	10/22/2014	Irbid	Irbid Qasabeh District, Irbid Sub-District		10	0	10			F	S	
	FGD057_PFS_Mafraq	10/23/2014	Mafraq	Mafraq Qasaba, Al Mafraq Sub district		10	0	10			F	S	
	FGD102_PMS_Amman	10/29/2014	Amman	Amman Qasabah District, Amman Qasabah Sub-District, Al Jamiaa sub district		10	0	10			Mix	S	
13	FGD004_TMFJ_Amman	10/18/2014	Amman	Amman Qasabah District, Amman Qasabah Sub-District, Al Jamiaa sub district	6	6	6		Teachers		Mix	J	
	FGD013_TMJ_Irbid	10/20/2014	Irbid	Ramtha District, Ramtha Sub-District		8	8				M	J	
	FGD037_TFJ_Irbid	10/22/2014	Irbid	Irbid Qasabeh District, Irbid Sub-District		11	11				F	J	
	FGD044_TMJ_Mafraq	10/22/2014	Mafraq	Al-Badiya Al-Shamaliyyah District, Um Al-Jemal Sub-District, Salhiyah Sub-District		6	6				M	J	
	FGD076_TMJ_Zarqa	10/26/2014	Zarqa	Zarqa Qasabah District, Zarqa sub District, Al-Dhlail Sub-District, New Zarqa, Hay Ma'soum		9	9				M	J	

#	FGD Code	Date	District	Sub-District	Groups	Total	Male	Female	Description	IN/OUT	Sex	S/J	Age
	FGD098_TMJ_Aqaba	10/28/2014	Aqaba	Aqaba Qasabah District, Aqaba Sub-District, Wadi Araba Sub-District		7	7				M	J	
14	FGD008_IS1518FS_Amman	10/18/2014	Amman	Amman Qasabah District, Amman Qasabah Sub-District, Al Jamiaa sub district	4	7	0	7	In-school female youth between 15-18 years Syrian	IN	F	S	15 - 18
	FGD014_IS1518FS_Irbid	10/20/2014	Irbid	Ramtha District, Ramtha Sub-District		15	0	15		IN	F	S	15 - 18
	FGD031_IS1518FS_Irbid	10/22/2014	Irbid	Irbid Qasabeh District, Irbid Sub-District		8	0	8		IN	F	S	15 - 18
	FGD054_IS1518FS_Mafraq	10/23/2014	Mafraq	Mafraq Qasaba, Al Mafraq Sub district		6	0	6		IN	F	S	15 - 18
15	FGD015_IS1518MS_Irbid	10/20/2014	Irbid	Ramtha District, Ramtha Sub-District	4	8	0	8	In-school male youth between 15-18 years Syrian	IN	M	S	15 - 18
	FGD032_IS1518MS_Irbid	10/22/2014	Irbid	Irbid Qasabeh District, Irbid Sub-District		8	0	8		IN	M	S	15 - 18
	FGD113_IS1518MS_Mafraq	10/23/2014	Mafraq	Mafraq Qasaba, Al Mafraq Sub district		9	0	9		IN	M	S	15 - 18
	FGD103_IS1518MS_Amman	10/29/2014	Amman	Amman Qasabah District, Amman Qasabah Sub-District, Al Jamiaa sub district		7	0	7		IN	M	S	15 - 18
16	FGD033_OOS1518FS_Irbid	10/22/2014	Irbid	Irbid Qasabeh District, Irbid Sub-District	4	11	0	11	Out of school female youth between 15-18 years Syrian	OUT	F	S	15 - 18
	FGD055_OOS1518FS_Mafraq	10/23/2014	Mafraq	Mafraq Qasaba, Al Mafraq Sub district		7	0	7		OUT	F	S	15 - 18
	FGD016_OOS1518FS_Irbid	10/26/2014	Irbid	Ramtha District, Ramtha Sub-District		10	0	10		OUT	F	S	15 - 18
	FGD100_OSS1518FS_Amman	10/29/2014	Amman	Amman Qasabah District, Amman Qasabah Sub-District, Al Jamiaa sub district		7	0	7		OUT	F	S	15 - 18
17	FGD038_OOS1518MS_Irbid	10/22/2014	Irbid	Irbid Qasabeh District, Irbid Sub-District	4	5	0	5	Out of school male youth between 15-18 years Syrian	OUT	M	S	15 - 18
	FGD051_OOS1518MS_Mafraq	10/23/2014	Mafraq	Al-Badiya Al-Shamaliyyah District, Um Al-Jemal Sub-District, Salhiyah Sub-District		9	0	9		OUT	M	S	15 - 18
	FGD104_OSS1518MS_Amman	10/29/2014	Amman	Amman Qasabah District, Amman Qasabah Sub-District, Al Jamiaa sub district		6	0	6		OUT	M	S	15 - 18
	FGD017_OSS1518MS_Irbid	10/29/2014	Irbid	Ramtha District, Ramtha Sub-District		10	0	10		OUT	M	S	15 - 18
18	FGD040_1924FS_Irbid	10/22/2014	Irbid	Irbid Qasabeh District, Irbid Sub-District	3	10	0	10	Female youth between 19-24 years Syrian		F	S	19- 24
	FGD019_1924FS_Irbid	10/26/2014	Irbid	Ramtha District, Ramtha Sub-District		10	0	10			F	S	19- 24
	FGD101_1924FS_Amman	10/29/2014	Amman	Amman Qasabah District, Amman Qasabah Sub-District, Al Jamiaa sub district		8	0	8			F	S	19- 24
19	FGD039_1924MS_Irbid	10/22/2014	Irbid	Irbid Qasabeh District, Irbid Sub-District	5	5	0	5	Male youth between 19-24 years Syrian		M	S	19- 24
	FGD052_1924MS_Mafraq	10/23/2014	Mafraq	Al-Badiya Al-Shamaliyyah District, Um Al-Jemal Sub-		9	0	9			M	S	19- 24

	FGD Code	Date	Governorate	District	#				Description	In/Out	M/F	S/J	Age
				District, Salhiyah Sub-District									
	FGD056_1924MS_Mafraq	10/23/2014	Mafraq	Mafraq Qasaba, Al Mafraq Sub district		6	0	6			M	S	19- 24
	FGD105_1924MS_Amman	10/29/2014	Amman	Amman Qasabah District, Amman Qasabah Sub-District, Al Jamiaa sub district		6	0	6			M	S	19- 24
	FGD018_1924MS_Irbid	10/30/2014	Irbid	Ramtha District, Ramtha Sub-District		10	0	10			M	S	19- 24
20	FGD078_IS1014FJ_Tafila	10/27/2014	Tafiela	Qasaba Tafilah District, Bsaira Sub-District, Tafiela Sub District, Al Hasa sub district, Ein-Al-Baidah	3	7	7		In-school female youth between 10-14 years Jordanian	IN	F	J	10 -14
	FGD088_IS1014FJ_Aqaba	10/28/2014	Aqaba	Aqaba Qasabah District, Aqaba Sub-District, Wadi Araba Sub-District		10	10			IN	F	J	10 -14
	FGD106_IS1014FJ_Irbid	10/30/2014	Irbid	Al-Shouneh Al-Shamaliyah District Al-Shouneh Al-Shamaliyah Sub-District (Waqqas to be represented)		10	10			IN	F	J	10 -14
21	FGD077_IS1014MJ_Tafila	10/27/2014	Tafiela	Qasaba Tafilah District, Bsaira Sub-District, Tafiela Sub District, Al Hasa sub district, Ein-Al-Baidah	2	9	9		In-school male youth between 10-14 years Jordanian	IN	M	J	10 -14
	FGD087_IS1014MJ_Aqaba	10/28/2014	Aqaba	Aqaba Qasabah District, Aqaba Sub-District, Wadi Araba Sub-District		10	10			IN	M	J	10 -14
22	FGD081_OSS1014FJ_Tafila	10/27/2014	Tafiela	Qasaba Tafilah District, Bsaira Sub-District, Tafiela Sub District, Al Hasa sub district, Ein-Al-Baidah	3	10	10		Out of school female youth between 10-14 years Jordanian	OUT	F	J	10 -14
	FGD108_OSS1014FJ_Irbid	10/30/2014	Irbid	Al-Shouneh Al-Shamaliyah District Al-Shouneh Al-Shamaliyah Sub-District (Waqqas to be represented)		11	11			OUT	F	J	10 -14
	FGD090_OOS1014FJ_Aqaba	10/28/2014	Aqaba	Aqaba Qasabah District, Aqaba Sub-District, Wadi Araba Sub-District		8	8			OUT	F	J	10 -14
23	FGD082_OSS1014MJ_Tafila	10/27/2014	Tafiela	Qasaba Tafilah District, Bsaira Sub-District, Tafiela Sub District, Al Hasa sub district, Ein-Al-Baidah	2	5	5		Out of school male youth between 10-14 years Jordanian	OUT	M	J	10 -14
	FGD089_OOS1014MJ_Aqaba	10/28/2014	Aqaba	Aqaba Qasabah District, Aqaba Sub-District, Wadi Araba Sub-District		8	8			OUT	M	J	10 -14
Total					111	975	672	303					

ANNEX VI. CBOS AND SCHOOLS CONTACTED TO REACH PARTICIPANTS

Governorate	Mindset Field Coordinator	CBOs and Entities in Local Communities	Name of Focal Point and Position in CBOs	Schools in Local Communities	Name of Focal Point and Position in Schools
Amman	**Coordinator I**	Chechen Association	CBO Manager	Al Jezah Secondary School	Principal
		Community Rehabilitation Center	CBO Manager	Firas Al Ajlony Secondary School	Principal
		Circassian Association	Educational Development Manager	Ali Ryda Al Rykaby Primary School	Teacher
Zarqa	**Coordinator II**	Kawlah Bint Al Azwar Association	CBO Manager	Sukainah Bint Al Hussein Secondary School	Principal
		Prince Talal Association	CBO Manager	Prince Mohammad Primary School	Principal
				Osamah Bin Zaid Secondary School	Teacher
Irbid	**Coordinator III**	Municipality Hall	Member of the Municipal Council	Al Muthana Secondary School	Principal
		Family Protection Center	CBO Coordinator	Al Qadeseha Secondary School	Principal
		JOHUD/ Deir Al-Saaneh	CBO Manager	Omar Bin Abed Al Aziz Primary School	Teacher
		Al Shajarah Cultural Center	CBO Coordinator	Samma Secondary school	Principal
				Waqas Secondary school	Principal
		JOHUD/ Waqqas	CBO Manager	Zaid Bin Al Khattab Secondary School	Principal
				Zaynab Bint Al Rasool Secondary School	Principal
Mafraq	**Coordinator IV**	Zain Al Sharaf Association	CBO Director	Aliaha Bint Al Hussein Secondary School	Principal
		JOHUD/ Mafraq- Zaatari	CBO Director	Al Mafraq Primary School	Principal
				Al Salhiah Secondary School	Principal
Taffelah	**Coordinator V**	JOHUD/ Tafileh	Director	Qarandal Secondary School	Principal
		JOHUD/ Qadissiyeh	Director	Sail Al Hassah Primary School	Principal
		Female Youth Center of Taflieh	Director		
Aqaba	**Coordinator VI**	JOHUD/ Aqaba	Director	Ayllah Secondary School	Principal
				Qurayqerah Secondary School	Principal
				Abu Ayoub Secondary School	Teacher
				Khawla Bint Alazwar secondary school	Teacher

ANNEX VII. YOUTH ASSESSMENT LITERATURE REVIEW

YOUTH ASSESSMENT LITERATURE REVIEW

"We make many transitions in our lives, but perhaps the one with the most far-reaching consequences is the transition into adulthood."[47]A number of factors pose obstacles for youth in Jordan during their transition into adulthood. Familial and **societal norms** and expectations, a **weak economy** and **regional turmoil** are just some of issues that will influence the choices and decisions they make. This literature review focuses on the key challenges facing young people in three thematic areas; persistence in school, workforce transition, and voice and participation.

An Introduction to Youth and Youth Policies in Jordan

The available literature uses different terminology to depict different age groups; some studies use the term 'adolescent' for young people aged 14 to 18 years[48], and others use 'child' for anyone up to 17 years of age. The term 'youth' is sometimes used to refer to people aged 15 to 30 years old or those in the 15 to 24 age bracket. The National Youth Strategy defines 'youth' as anyone between 12 and 30 years of age, classifying them into four groups; 12 to 15, 16 to 18, 19 to 22, and 23 to 30.[49] This review uses the term 'youth' or 'child/children' depending on the categorization in the literature being quoted and elucidates the specific age group where possible.

More than **70%** of Jordan's population of about 6.1 million is **under 30 years** of age.[50] Those between the ages of 15 and 24 comprise 22% of the population, with 48% of them being women.[51]

There are a few national strategies that address a number of the issues facing youth in Jordan. One key document was the 2005-2009 **National Youth Strategy** prepared by the Higher Council for Youth, UNDP and UNICEF[52] (the 2010-2015 strategy document has yet to be published). It provided a framework for developing a youth policy that met the needs of young people and promoted their development.[53] Nine priorities were identified in the strategy including participation, citizenship, education, training and employment.[54] Another document is the current **National Employment Strategy** for 2011 – 2020, which addresses, among other things, how the supply side of the labor market can better respond to demand.[55] The **National Strategy for Jordanian Women** for 2013-2017 states

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[47] P. Heslop, R. Mallett, K. Simons & L. Ward, *Bridging the Divide at Transition. What Happens for Young People with Learning Difficulties and their Families?* Kidderminster: British Institute of Learning Disabilities, 2002

[48] Mercy Corps, *Advancing Adolescence: Getting Syrian Refugee and Host-Community Adolescents Back On Track*, 2014, p4

[49] Higher Council for Youth, *National Youth Strategy for Jordan 2005-2009*, p4

[50] UNDP Youth Employment Generation Program in Arab Transition Countries Website Jordan Component, *Youth in Jordan*, 2012, http://www.undp-youthjo.com/content/youth-jordan

[51] Ibid

[52] Kararzyna Górak-Sosnowska, *Studies On Youth Policies in The Mediterranean Partner Countries JORDAN*, EuroMed, 2009, p6

[53] Ibid

[54] Ibid

[55] *Jordan's National Employment Strategy 2011-2020*

specific goals to be met for Jordanian women, including young women, in the areas of education, employment, political participation and reproductive health.[56]

Youth in the Targeted Governorates

This review intended to take an in-depth look at the issues facing Jordanian and Syrian youth in Amman, Zarqa, Mafraq, Irbid, Tafileh and Aqaba. However, governorate-specific information on youth is not always available or, when it is, it is usually focused on the larger cities (such as Amman or Zarqa) or those with higher concentrations of refugees (such as Irbid and Mafraq).

Mafraq, in the north, has the highest level of inactive youth (defined as youth who, for whatever reason, are not employed or searching for employment)[57] in all of Jordan's poverty pockets. 31% of young people growing up in the Mafraq governorate are living in poverty, with only 38% having passed the Tawjihi exam.[58] The city of Mafraq is designated as a Development Zone, providing various opportunities for youth to connect to potential jobs in the industrial, hospitality, food production, and micro-entrepreneurial business sectors.[59]

Irbid, also in the Northern Region, is Jordan's third largest city and has a high potential for youth employment in the real estate, transportation, communications, and utilities sectors. New job growth is also expected in health care, tourism, and outsourcing industries.[60] 17.5% of Jordan's unemployed youth live in Irbid.[61]

Half of Jordan's factories can be found in Zarqa, a governorate in the Central Region. Industries with growth potential are packaging, healthcare, tourism, construction, and business process outsourcing.[62] 13.1% of unemployed youth in Jordan live in Zarqa.[63]

Amman is Jordan's capital city. There are economic disparities to be found between West and East Amman.[64] With 35.1% of Jordan's unemployed youth residing here, Amman has the highest youth unemployment rate in Jordan.[65]

Tafileh, in the Southern Region, was one of the sites of political unrest in 2011 and 2012. Youth demanding employment, and economic and political reform demonstrated against the government[66]. 2.3% of Jordan's unemployed youth live in Tafileh.[67]

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[56] Jordanian National Commission for Women, *National Strategy for Jordanian Women 2013-2017*
[57] Valentina Barcucci and Nader Mryyan, *Labor Market Transitions of Young Women and Men in Jordan*, International Labor Organization, 2014, p19
[58] Youth for the Future, *Mafraq*, 2013, http://www.youthforthefuture.org/mafraq
[59] Youth for the Future, *Mafraq*, 2013, http://www.youthforthefuture.org/mafraq
[60] Youth for the Future, *Irbid*, 2013, http://www.youthforthefuture.org/irbid
[61] Khaled Al Quda and Alaa Al Bashayra, *Youth and Work: An Analytical Study of the Characteristics of the Youth Workforce in Jordan*, National Center for Human Resources Development, 2013, p11
[62] Youth for the Future, *Zarqa*, 2013, http://www.youthforthefuture.org/zarqa
[63] Khaled Al Quda and Alaa Al Bashayra, *Youth and Work: An Analytical Study of the Characteristics of the Youth Workforce in Jordan*, National Center for Human Resources Development, 2013, p11
[64] Sara Pavanello and Simone Haysom, *Sanctuary in the City? Urban Displacement and Vulnerability in Amman*, 2012, p4
[65] Khaled Al Quda and Alaa Al Bashayra, *Youth and Work: An Analytical Study of the Characteristics of the Youth Workforce in Jordan*, National Center for Human Resources Development, 2013, p11
[66] Jordan Times, *Unemployed Youths in Tafileh Renew Protest*, 2012 http://jordantimes.com/unemployed-youths-in-tafileh-renew-protest

2.7% of unemployed youth in Jordan live in Aqaba[68], also a governorate in the South. The Aqaba Special Economic Zone Authority (ASEZA) has a begun number of youth initiatives to engage youth in the governorate, though there is no evidence of the impact these initiatives have had.[69]

According to the UNHCR website, as of November 11, 2014, 171,412 Syrian refugees lived in Amman, 157,853 lived in Mafraq, 144,412 lived in Irbid, 67,831 lived in Zarqa, 3,059 lived in Aqaba and 2,445 lived in Tafileh.[70]

The Assessment Categories

A review of current literature found that Jordanian and Syrian youth in Jordan face a range of **social, economic, academic and personal obstacles** to persistence in education, transition into the workforce and exercising voice and participation in their households, their schools and their communities.

<u>PERSISTENCE IN SCHOOL</u>

Education in Jordan is free for all primary and secondary school students, and **compulsory** for all Jordanian children through the tenth grade.[71] In 2012, the Government of Jordan **waived tuition fees for all Syrian refugees** of school age,[72] [73]estimated by relief agencies to be approximately 147,000 Syrian boys and 131,000 Syrian girls.[74] Of these, up to 200,000 will require access to formal education, while 88,000 will require alternative education opportunities.[75]

Jordan has achieved **over 95% enrollment** for its school age children. Girls' enrolment rates are higher than boys, with 98.4% of girls aged 6-15 and 83.6% of girls aged 16-17 enrolled in school, in comparison to 97.1% of boys aged 6-15 and 77.3% of boys aged 16-17.[76] Despite high enrolment rates, around **.004% of students drop out** of school each year. The dropout rates are almost evenly divided between boys and girls; each are a little over 3,000 per year out of a total of 1,600,000 students. The highest dropouts occur in the eighth and ninth grades.[77]An estimated **30,000-50,000 Jordanian youth** are currently out of school,[78] as well as an estimated **56% of Syrian youth**.[79] The data across all reviewed literature regarding enrolment and dropout rates is consistent.

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[67] Khaled Al Quda and Alaa Al Bashayra, *Youth and Work: An Analytical Study of the Characteristics of the Youth Workforce in Jordan*, National Center for Human Resources Development, 2013, p11
[68] Khaled Al Quda and Alaa Al Bashayra, *Youth and Work: An Analytical Study of the Characteristics of the Youth Workforce in Jordan*, National Center for Human Resources Development, 2013, p11
[69] Aqaba Zone, *Youth*, 2013, http://www.aqabazone.com/en/community/youth/
[70] UNHCR, *Syria Regional Refugee Response,* Nov 2014, http://data.unhcr.org/syrianrefugees/region.php?id=84&country=107
[71] Ain News, *Girls' Dropout Rates Equal to Boys'*, 2010, http://www.ain.jo/node/75171
[72] UNICEF, *In Jordan, Syrian Refugee Children are Learning to Cope with the Violence They've Witnessed*, 2012, http://www.unicef.org/infobycountry/jordan_62553.html
[73] UNHCR, *The Future of Syria: Refugee Children in Crisis*, 2013, p45
[74] Education Working Group in Jordan, *RRP6 Monthly Update*, August 2014
[75] Ibid.
[76] Ain News, *Girls' Dropout Rates Equal to Boys'*, 2010, http://www.ain.jo/node/75171
[77] Ibid.
[78] Al Ghad, *Hyde: 50,000 Drop Outs from the Kingdom's Schools*, 2012, http://goo.gl/ViX0Tm
[79] UNHCR, Op. Cit., p44

The Ministry of Education (MOE) reports that the reasons behind the dropout rates in Jordan are mostly **socioeconomic** (breakup of families, early marriage, ignorance of the family regarding the importance of education etc.)[80] The MOE does not provide statistical information on the reasons for dropping out. However, the available literature seems to show that the families whose children drop out of school **do not generally place a high value on education**. A survey by the Ministry of Labor (MOL) and the Jordanian Hashemite Fund for Human Development (JOHUD) of 2,150 working children, aged 7 to 17 years (96% male and 4% female), found that **poor economic conditions** and a **low level of parental education** are the key driving factors behind children leaving school.[81] A similar conclusion was reached by the International Labor Organization (ILO)'s Rapid Assessment of Child Labor in Irbid, Amman and Mafraq in 2014, which found the main dropout factors to be "economic need and attitudes in families and society that do not value education".[82]

Opportunity Costs of Education: Children who Work
The ILO survey mentioned above found that many of the children (77% of Jordanians and 90% of Syrians) were not going to school because of their **families' financial situation**s. Children were well-aware of why they were working rather than attending school. Researchers found that the living conditions - especially of the Syrian children - were **very poor** and that their families consistently cited the **high cost of living** as the reason their children were working.[83]

However, though the parents expressed feelings of guilt that their children were not in school, they also displayed **attitudes which did not value education**. This was especially apparent among the Jordanian families. Both Jordanian parents and employers felt that **formal education lacked relevance to real life** and would not properly prepare the child for their future.[84] While 96% of the Syrian child laborers mentioned that they used to attend school, only 40% of the Jordanian respondents had. Additionally, while most Syrian children blamed economic reasons and the war for dropping out (with some mentioning harassment at school), Jordanian children mentioned **'I don't want to study anymore'** (with a small percentage mentioning financial or health reasons), a sentiment not expressed by any of the Syrian children.[85] No Jordanian child mentioned harassment as a reason for dropping out.[86] The study concluded that children who dropped out of school ended up working rather than staying at home, even when economic need wasn't the reason for leaving school.[87]

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[80] Ain News, *Girls' Dropout Rates Equal to Boys'*, 2010, http://www.ain.jo/node/75171
[81] Majdi Abu Saen, *Health and Socioeconomic Indicators of Child Labor in Jordan*, Ministry of Labor, 2010, p18
[82] International Labor Organization, *Child Labor in the Urban Informal Sector in Three Governorates of Jordan (Amman, Mafraq and Irbid)*, 2014, p41
[83] Ibid., p43
[84] Ibid., p51
[85] Ibid., p49
[86] Ibid, p50
[87] Ibid, p53

For Syrian child laborers, their income is often perceived as **necessary to the family's survival**,[88] especially as their adult family members are **prohibited from legally working** without first securing a very expensive work permit.[89] It is estimated that **one out of every ten Syrian refugee children is working** –mostly the boys - on farms, in cafes and car repair shops or as beggars on city streets.[90] There is very little evidence in the literature of Syrian girls working, or indeed of what the girls are doing in general. One study mentions **girls working on the farms** where they are living with their families, in lieu of rent.[91] In a 2014 research paper produced by Save the Children, 12 to 16 year old Jordanian and Syrian scrap collectors in Zarqa and Ruseifeh work 9 to 12 hour days because their families need their income. In some cases they complement the household income or they are the **sole providers of income**. "If given the chance the children would stop this work. The boys dream of a future as engineer, or the head of intelligence, but they know that they do not have a chance without schooling."[92]

In the MOL/JOHUD survey mentioned in the previous section, 27% of child labourers in Jordan aged 7 – 17 years would return to school if given the opportunity, with 75% saying they felt it would improve their family's financial situation if they did. However, **73% have no desire to return**.[93]

Violence, Psychosocial Issues and Other Challenges
The literature is clear that not all children dropping out of school do so to work. An assessment by Care Jordan conducted among Syrian urban refugee families in Amman in 2012 found that schooling for both male and female children was considered important to Syrian families, though they prioritized it for younger children. However, over 60% of the families assessed were not sending their children to school for a number of reasons, among them, "the inability to afford **auxiliary costs** surrounding schooling, **safety concerns** on the way to school, bullying and **discrimination** in school, children having missed schooling, a difference in **curriculum** between Syria and Jordan, the **distance** from home to school, and **psychological issues** facing the children (refusing to go to school, refusing to speak, fear of other people etc.)".[94] "However, the most significant factor described by parents was a residual fear of being separated from their children and being **unable to bear letting them out of their sight** for fear of never seeing them again."[95]

Mercy Corps discussions with host and refugee youth aged 14-18 in Lebanon and Jordan (Mafraq and Hartha) in 2014 found that Syrians were being placed in school based on their

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[88] UNHCR, *The Future of Syria: Refugee Children in Crisis*, 2013, p37
[89] UNWOMEN, *Gender-based Violence and Child Protection among Syrian refugees in Jordan, with a focus on Early Marriage*, 2013, p20
[90] Mercy Corps, *Advancing Adolescence: Getting Syrian Refugee and Host-Community Adolescents Back On Track*, 2014, p9
[91] UNICEF, *Shattered Lives: Challenges and Priorities for Syrian Children and Women in Jordan*, 2013, p15
[92] Save the Children, *Children in Scrap Collection*, 2014, p6
[93] Majdi Abu Saen, *Health and Socioeconomic Indicators of Child Labor in Jordan*, Ministry of Labor, 2010, p17
[94] Care Jordan, *Baseline Assessment of Community Identified Vulnerabilities among Syrian Refugees living in Amman*, 2012, p33
[95] Ibid., p34

age, even though they had been out of school for the past two years. They became frustrated with the difficulty of the curriculum and dropped out. They also had difficulties with English language studies, as the instruction in Syria was almost exclusively in Arabic. Many simply stopped attending school because they did not feel safe.[96]

For Jordanian students, the reasons behind the 'I don't want to study anymore' attitude mentioned in the *Children who Work* section above may vary. Growing up in a family which does not place a high value on education will affect a child's attitude towards school and his/her belief that **finding a job is more important** than having a degree.[97] Another push factor may be the **school environment**. The negative behaviour mentioned by Syrian families above (bullying, discrimination etc.) in schools is **not just perpetuated by peers, but also by teachers**.[98] Both Syrian and Jordanian students have reported teachers applying **corporal punishment** despite laws and reforms to prohibit it.[99] Corporal punishment is prohibited in schools under the School Discipline Regulation, Instruction No. 4 on School Discipline 1981, issued in accordance with Law No. 16 1964.[100] Behaviours such as the use of mobile phones and smoking in class can result in verbal abuse and corporal punishment by teachers (see *Cross-Cutting Issues* below).[101] Studies show that **drop-out rates in other countries have been directly linked to corporal punishment** in schools.[102]

Schools with negative disciplinary techniques have also been linked to **higher incidences of truancy** (being late for school or skipping a day or school or a class).[103] In a PISA (Program for International Student Assessment) assessment of schools in 65 countries, 50% of the students assessed in Jordan had attended schools where more than half of students reported skipping a day of school or a class at least once in the two weeks prior to the assessment.[104] In a 2007 UNICEF study of violence against children in Jordan, 15% of children said they had missed school at least once a year due to fear of being abused by a teacher or other students.[105]

A November 17, 2014 article in the Jordan Times blames **overcrowded classrooms**, **punishment of students** and failing grades for **assaults against teachers** which the Jordan Teacher's Association claims are increasing in number and intensity.[106] The article reports on sit-ins organized by teachers in two schools in Mafraq and Aqaba where 'groups

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[96] Mercy Corps, Op. Cit., p11
[97] Majdi Abu Saen, Op. Cit, p18
[98] Mercy Corps, Op. Cit., p11
[99] Ibid., p10
[100] Global Initiative to End All Corporal Punishment of Children, *Corporal Punishment of Children in Jordan*, 2014, p2
[101] Mercy Corps, Op. Cit., p10
[102] Torin Peterson, *Eliminating Teachers' Use of Corporal Punishment in Jordanian Public Schools: A Research and Policy Analysis*, Harvard University, p6
[103] OECD, *What Makes Schools Successful? Resources, Policies and Practices*, 2013, p166
[104] Ibid., p167
[105] Torin Peterson, Op. Cit., p7
[106] Jordan Times, *Teachers in Mafraq, Aqaba Protest Against Assaults on Educators*, 2014, http://jordantimes.com/teachers-in-mafraq-aqaba-protest-against-assaults-on-educators

of men' attacked a teacher in the Aqaba school and 'teachers and the principal' in Mafraq.[107] In the Mafraq school, this type of incident appears to have occurred more than once.[108]

In cases of Syrian children being harassed, discriminated against or bullied, UN agencies and their partners will report the incident to the Ministry of Education. However, the number of reported cases is low, as Syrian families, wanting to maintain a low profile in Jordan, are **reluctant to bring their stories** to the attention of officials.[109]

The literature provides information on clashes between refugees and host communities, especially in schools. An assessment of education and tension in the host communities of Ajloun, Balqa, Irbid, Jarash, Mafraq and Zarqa found that **education was a key driver of community tension** for 53% of Jordanian and Syrian respondents.[110] The study suggested that this may be due to the fact that schools are platforms where young Jordanians and Syrians are most likely to meet and, therefore, where conflict is most likely to occur.[111] Focus group discussions suggested that bullying, verbal harassment and gang intimidation negatively impacted perceptions of safety, security and educational standards.[112] Young girls reported that they **felt intimidated by gangs outside of schools and by widespread verbal harassment.**[113] Parents of both nationalities worried that their children would pick up negative behaviors from the other.[114] Discrimination against Syrians, the fear of the spread of communicable diseases and the overcrowding of classrooms were also major concerns.[115] **Poor educational management** and a **lack of accountability** on the part of school administrations were also found to blame.[116]

Finding Solutions

There is data to show that Syrian parents who *are* sending their children to school have developed different strategies to overcome the challenges.[117]

"In Mafraq, Syrian parents at three schools set up a private carpooling system. At one of these schools, the system benefited 100 children in the last school year." (UNHCR/Future of Syria: the Challenge of Education, p48*)*

The Mercy Corps report documenting discussions with Syrian and Jordanian youth in Mafraq and Hartha recommends the facilitation of Jordanian-Syrian, peer-to-peer and mentor-to-peer experience exchange to diffuse tensions.[118] Syrian and Jordanian youth also expressed a **desire to work together** for the improvement of their communities; suggesting clean-up

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[107] Ibid.
[108] Ibid.
[109] UNHCR, Op. Cit, p45
[110] REACH, *Education and Tensions in Jordanian Communities Hosting Syrian Communities*, 2014, p9
[111] Ibid., p8
[112] Ibid., p10
[113] Ibid., p12
[114] Ibid., p11
[115] Ibid., p12-13
[116] Ibid., p11
[117] Care Jordan, Op. Cit., p34
[118] Mercy Corps, Op. Cit., p12

initiatives, sports and recreational activities and using advocacy and journalism to promote freedom of speech and unite against sectarianism.[119]

In some areas with high concentrations of refugees, the MOE has introduced a **split shift system**, where Syrian and Jordanian children do not mix, but rather attend the same school at different times of the day. In terms of promoting social cohesion, it does not appear to be a viable long-term solution; however, the effects this has on mitigating or increasing community tensions remains to be seen. [120]

Capacity of the Educational System

Studies also show that **not all children who want to register in schools are able** to do so. According to a household survey in Mafraq in March 2013, 15% of 2,397 out-of-school children were placed on a waiting list at local schools.[121] In Irbid, all 23 participants in a focus group discussion of girls aged 12-17 said that they had attended school in Syria and wanted to continue. However, only 4 of them were able to register while the remaining girls were told there was no room for them.[122]

In a study by UNICEF in 2013 with Syrian women and children in Zaatari Camp and host communities, an 11 year old boy in Irbid relays the story of his father taking him to 10 different schools before he was registered. He speaks of the disrespect they faced. "My father wanted to cry, because the principal doesn't respect us."[123]

Additional Issues Affecting Girls' Attendance – the Social Costs of Education

Studies show that the role of a girl in Jordanian society is shaped by deeply rooted attitudes and, despite achieving gender parity in primary education, there are **societal values that justify why a girl should, or should not, be educated**.[124] In understanding this attitude, it is important to consider family dynamics and household relationships.[125]

In terms of parent-daughter relationships, a survey by the Information and Research Center of the King Hussein Foundation found that over 60% of surveyed parents in Jordan considered their **daughters to be a burden** to them.[126] An "overwhelming percentage" of parents feel that **girls owe obedience to their brothers**.[127] Brothers have control over their sister's movements and behaviour and, in cases of violence of brothers against their sisters, parents will not intervene.[128]

> *"Given the extent of brothers' control over their sisters' mobility and behaviour, often in the name of the family's respectability and honour, the role of the brother in contributing to the phenomenon of homebound girls should not be underestimated."* (King Hussein Foundation/Homebound Girls, p22)

[119] Ibid.
[120] REACH, Op. Cit., p12
[121] UNHCR, Op. Cit., p47
[122] Ibid.
[123] UNICEF, *Shattered Lives: Challenges and Priorities for Syrian Children and Women in Jordan*, 2013, p21
[124] Information and Research Center-King Hussein Foundation, *Homebound Girls in Jordan*, 2013, p21
[125] Ibid., p22
[126] Ibid.
[127] Ibid.
[128] Ibid.

A girl's movement outside of her house is seen as a potential **threat to her family's reputation** and, within the household, power dynamics shape the family's decisions to monitor or **limit her freedom**. This further compounds the logistical and financial challenges that going to school may already pose and make it easy for the family to decide to keep her at home.[129]

In research conducted in 2012 with homebound girls and their families in Marka, Mafraq, Ma'an and Zarqa, half of the girls surveyed said that it was their own decision to leave school and the other half said that the decision was made by another member of their family. The other members were mostly fathers and brothers. When the brothers made the decision alone, their fathers were alive and involved with the household. When mothers and brothers had made the decision jointly, the father had passed away. When these other family members had made the decision to withdraw a girl from school, the top four reasons given were **transportation**, the girl's **low academic achievements**, **illness** of the girl and the girl's **physical appearance**. Some mothers expressed that the father decided to withdraw his daughter from school because she started **growing into a woman** and, as a result, it was best if she was kept at home.[130] Another reason was that it was **indecent** for their daughter to walk to school as the street was full of boys.[131] Some mothers blamed the **father's conservative nature** and mindset for the decision to keep her at home.[132]

"Their father said 'if you want to send them to school, go back to your parent's house and take them with you'. He thinks that school breeds bad girls." A Mother in Mafraq (King Hussein Foundation/Homebound Girls, p32)

As stated before, half of the girls interviewed decided to **withdraw themselves** from school. However, the study contends that these choices should be examined within the context of the girls' lives given that one of the top reasons for leaving was a **non-supportive environment** which did not encourage education. Some girls decided to leave school because they did not want to do their school work or were not getting along with their peers. The study found that **parents did not try to help their daughters** to find a solution to these problems, instead accepting their decision to stay at home.[133]

Early Marriage

As mentioned earlier, 98.4% of girls aged 6-15 in Jordan are enrolled in school. However this number drops to 83.6% of girls in the 16-17 age bracket. The numbers are corroborated by the literature which shows that both Jordanian and Syrian girls may leave school either to

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[129] Ibid., p23
[130] Ibid., p31-32
[131] Ibid., p32
[132] Ibid.
[133] Ibid.

get married or to **prepare for their future role** as a married woman. Studies also show that **leaving early for other reasons increase a girl's risk of being married** before the age of 18.[134] "Good academic performance might prove a disincentive to early marriage, whereas leaving formal education is perceived as a good reason to hasten a girl toward marriage."[135]

A 2014 study by Save the Children on early marriage among Syrian refugees in Jordan found that **dwindling resources**, a **lack of financial opportunities** and the **threat of sexual violence** lead some families to consider early marriage as the best way to protect their female children and ease pressures on the family's financial resources.[136]

A 2012 study by the Information and Research Center – King Hussein Foundation shows that the majority of surveyed Jordanian parents believed that it is a **girl's destiny to get married** and over 15% felt that **educating their daughters was not necessary**.[137] In some cases, the value of education is weighed within the realm of marriage and education is only perceived as valuable to a woman if, and where, it may improve her marriage prospects.[138] If parents feel that an education might harm their daughter's prospects, they may choose to remove her from school.[139]

In a 2014 nation-wide UNICEF study on early marriage in Jordan, the Zarqa governorate, followed by Aqaba, Jarash, then Mafraq showed the highest overall numbers on early marriage from 2005-2013 whether comparing girls' under-18 marriages as a percentage of all marriages or of the total population of girls aged 15-17. Aqaba and Mafraq saw their rates rise in 2012, while rates in Tafileh have been consistently lower than the rest of the Kingdom.[140] **Poverty** was regularly mentioned to researchers as a **contributing factor to early marriage**, but the study found a lack of obvious correlations between income and child marriage and concluded that more research was necessary into how and when poverty impacts decisions on child marriage.[141]

The same study found that most young women who had married before the age of 18 had left school before marriage. Of those who hadn't, **very few continued their education after marriage** and those who did cited **strong family support** for continuing. In a small number of cases, the ability to continue education was listed as a condition in the marriage contract. However, once the girl took on the responsibilities of a wife and mother, it became difficult to continue.[142] One reason for this is that it not deemed appropriate in

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[134] UNICEF, *A Study on Early Marriage in Jordan,* 2014, p9
[135] UNICEF, *A Study on Early Marriage in Jordan,* 2014, p26
[136] Save the Children, *Too Young to Wed: The Growing Problem of Child Marriage among Syrian Girls in Jordan*, 2014, p1
[137] Information and Research Center-King Hussein Foundation, *The Case for Women's Rights in Jordan: A Struggle from Childhood to Adulthood*, 2012, p29
[138] Ibid
[139] Information and Research Center-King Hussein Foundation, *Homebound Girls in Jordan*, 2013, p21
[140] UNICEF, *A Study on Early Marriage in Jordan,* 2014, p18-20
[141] UNICEF, *A Study on Early Marriage in Jordan,* 2014, p19
[142] UNICEF, *A Study on Early Marriage in Jordan,* 2014, p29

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some areas for married and/or pregnant girls to go to school,[143] though this is not supported in Jordanian law.[144]

"One reason why child wives are prevented from re-enrolment in school is the unwillingness of some school administrations and parents to mix married girls with unmarried ones. This also inhibits the ability of child wives to have friends after marriage, leading to increasing levels of social isolation". (Save the Children/Too Young to Wed, p7*)*

The number of boys married below the age of 18 in Jordan is very low compared to that of girls. As a percentage of all marriages registered in any given year from 2005 to 2013, marriages involving boys below 18 do not reach half of one percent. In terms of geographic trends, among the governorates with the highest rates of marriage for girls below 18 (Jarash, Aqaba, Mafraq, and Zarqa), all but Zarqa also had the highest rate of marriages for boys under 18.[145]

Ministry of Education Support Programs

To support out-of-school youth, the Ministry of Education offers **literacy classes** aimed at people aged 15 and above who cannot read or write, **non-formal education programs** to attain a 10th grade certificate and a **homeschooling program** through which students can study independently at home and take exams at school.[146] It is difficult to locate information on the outcomes of these programs or the numbers of students benefiting from them. The latest figures shown on the Ministry of Education website are from 2009 and only mention literacy programs and summer school classes. However a study published by the MOE, Questscope (MOE partner in non-formal and in-formal education) and the University of Oxford in 2011 reports that the non-formal education and informal education programs to attain a 10th grade certificate had enrolled over 7,000 youth since 2004.[147] The programs operate in 40 schools and 17 community-based organizations (CBOs) in 8 governorates.[148] School-based programs are considered non-formal education and CBO-based programs are in-formal education.[149] The Ministry also offers secondary vocational education for students in grades 11 and 12.[150] There are 233 vocational centers in 191 public schools.[151]

WORKFORCE TRANSITION

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[143] Save the Children, *Too Young to Wed: The Growing Problem of Child Marriage among Syrian Girls in Jordan*, 2014, p7
[144] UNICEF, *A Study on Early Marriage in Jordan,* 2014, p29
[145] UNICEF, *A Study on Early Marriage in Jordan,* 2014, p21
[146] UNICEF, *A Study on Early Marriage in Jordan,* 2014, p29-30
[147] University of Oxford, *Strengthening Youth Opportunities: A Pilot Impact and Process Study of Empowerment-Based Non-Formal Education for Out-of-School Youth in Amman, Jordan*, 2011, p4
[148] Ibid
[149] Ibid
[150] *Jordan's National Employment Strategy 2011-2020,* p40
[151] Ibid

In 2013, youth constituted 16.7% of the Jordanian workforce.[152] The youth unemployment rate in Jordan is 24.1%, almost double the global average.[153] The unemployment rate can be broken down by region; 60% of unemployed youth are found in the Central Region, 26% in the Northern Region and 14% in the Southern Region.[154] Studies show that the **mismatch between educational attainment and the needs of the labor market** is the most important socio-economic problem faced by youth, resulting in high unemployment among university graduates. There is also a reluctance to accept low-skilled jobs, compounded by the so-called 'culture of shame'.[155]

A 2012 school-to-work transition survey in Jordan implemented by the Department of Statistics shows that, for young men in Jordan, investing in education brings a return in terms of finding employment; **male unemployment rates decrease as their level of education increases.** The same is not true for **young women**, for whom the **unemployment rate remains above 40% regardless of the level of education**.[156] For example, in Amman, the majority of unemployed young men (70%) hold a high school diploma or below, while the majority of unemployed young women (72%) hold a bachelor's degree.[157]

Fields of Study and Career Choices

Where it pertains to fields of study for undergraduate degrees, gender-specific preferences are clear. **Young women are shown to favor fields such as health and welfare,** as well as **education and teaching**, while men's preferences are broader.[158] Therefore, young working women are mainly restricted to education and health and social work, though 12.5% of young women are engaged in manufacturing. **Young working men are found primarily in public administration and wholesale and retail trade**.[159]

However, **career choices do not typically reflect youths' own desires**. Youth instead cite familial and societal expectations as the driving force behind their career choices. In fact, a recurring theme in the literature is that **career choices are driven less by market needs than by parental and societal expectations**.[160] [161] [162] [163] "Postsecondary education is often pursued for its social status rather than for employment-related

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[152] Khaled Al Quda and Alaa Al Bashayra, *Youth and Work: An Analytical Study of the Characteristics of the Youth Workforce in Jordan*, National Center for Human Resources Development, 2013, p9

[153] Valentina Barcucci and Nader Mryyan, *Labour Market Transitions of Young Women and Men in Jordan*, International Labour Organization, 2014, p13

[154] Khaled Al Quda and Alaa Al Bashayra, *Youth and Work: An Analytical Study of the Characteristics of the Youth Workforce in Jordan*, National Center for Human Resources Development, 2013, p13

[155] Kararzyna Górak-Sosnowska, *Studies On Youth Policies in The Mediterranean Partner Countries JORDAN*, EuroMed, 2009, p6

[156] Valentina Barcucci and Nader Mryyan, *Labour Market Transitions of Young Women and Men in Jordan*, International Labour Organization, 2014, p13

[157] Khaled Al Quda and Alaa Al Bashayra, *Youth and Work: An Analytical Study of the Characteristics of the Youth Workforce in Jordan*, National Center for Human Resources Development, 2013, p23

[158] Valentina Barcucci and Nader Mryyan, *Labour Market Transitions of Young Women and Men in Jordan*, International Labour Organization, 2014, p14

[159] Ibid

[160] Ryan Andrew Brown, Louay Constant, Peter Glick, Audra K. Grant, *Youth in Jordan: Transitions from Education to Employment*, RAND Corporation, 2014, p13

[161] Valentina Barcucci and Nader Mryyan, *Labour Market Transitions of Young Women and Men in Jordan*, International Labour Organization, 2014, p38

[162] Euro-Mediterranean Youth Platform, *Testimonies-Jordan,* 2010, http://www.euromedp.org/testimonies/jordan/

[163] Issam Fares Institute for Public Policy & International Affairs - American University of Beirut, *A Generation on the Move: Insights into the Conditions, Aspirations and Activism of Arab Youth*, 2011, p25

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reasons."[164] For example, society values certain professions that its sees as **prestigious, such as medicine, law, and engineering,** over others.[165] Another example is IT, a sector which is already saturated[166]. Some youth feel pressure to pursue those professions even if they have interests in other careers. Another factor affecting career choice is performance on the secondary school exit exam, the *tawjihi,* **which many youth view as severely limiting**.[167]

Workforce Readiness
Young people graduating with secondary and postsecondary degrees do not possess the technical or soft skills, or the work ethic, required for the job market.[168] They themselves report that they **lack the problem solving, critical thinking and technical skills** for the jobs they desire.[169] The private sector is often reluctant to hire youth because they lack work experience, require on-the-job training, and it may be expensive to assess how skilful an employee they are.[170] Firms often complain that formal schooling, at best, teaches only the technical skills workers need[171] [172], but that many youth are lacking in the soft skills needed for success in the workplace— such as how to interact with customers, work in teams, conduct themselves professionally, and even how to properly represent themselves in job interviews.[173]

There is a need in the market for vocational skills,[174] but these are often not the types of skills that will lead to the jobs that youth aspire to, especially young women[175] [176] and **Jordan continues to rely on migrant workers to meet its vocational needs**.[177]The National Employment Strategy underscores the need for better governance of the technical and vocational employment and training landscape and the importance of linking it to private sector needs.[178] Vocational training programs are run by community colleges, the Ministry of Education, the National Employment Training Company and the Vocational Training Center

[164] Ryan Andrew Brown, Louay Constant, Peter Glick, Audra K. Grant, *Youth in Jordan: Transitions from Education to Employment*, RAND Corporation, 2014, p35
[165] Ryan Andrew Brown, Louay Constant, Peter Glick, Audra K. Grant, *Youth in Jordan: Transitions from Education to Employment*, RAND Corporation, 2014, p13
[166] Euro-Mediterranean Youth Platform, *Testimonies-Jordan,* 2010, http://www.euromedp.org/testimonies/jordan/
[167] Ryan Andrew Brown, Louay Constant, Peter Glick, Audra K. Grant, *Youth in Jordan: Transitions from Education to Employment*, RAND Corporation, 2014, p38
[168] Ryan Andrew Brown, Louay Constant, Peter Glick, Audra K. Grant, *Youth in Jordan: Transitions from Education to Employment*, RAND Corporation, 2014, p35
[169] Ryan Andrew Brown, Louay Constant, Peter Glick, Audra K. Grant, *Youth in Jordan: Transitions from Education to Employment*, RAND Corporation, 2014, p36
[170] Matthew Groh, Nandini Krishnan, David McKenzie and Tara Vishwanath, *Soft Skills or Hard Cash? What Works for Female Employment in Jordan?*, World Bank, 2012, p2
[171] Euro-Mediterranean Youth Platform, *Testimonies-Jordan,* 2010, http://www.euromedp.org/testimonies/jordan/
[172] Matthew Groh, Nandini Krishnan, David McKenzie and Tara Vishwanath, *Soft Skills or Hard Cash? What Works for Female Employment in Jordan?*, World Bank, 2012, p2
[173] Matthew Groh, Nandini Krishnan, David McKenzie and Tara Vishwanath, *Soft Skills or Hard Cash? What Works for Female Employment in Jordan?*, World Bank, 2012, p2
[174] Ryan Andrew Brown, Louay Constant, Peter Glick, Audra K. Grant, *Youth in Jordan: Transitions from Education to Employment*, RAND Corporation, 2014, p16
[175] Ryan Andrew Brown, Louay Constant, Peter Glick, Audra K. Grant, *Youth in Jordan: Transitions from Education to Employment*, RAND Corporation, 2014, p15
[176] Youth for the Future, *Zarqa*, 2013, http://www.youthforthefuture.org/zarqa
[177] Ryan Andrew Brown, Louay Constant, Peter Glick, Audra K. Grant, *Youth in Jordan: Transitions from Education to Employment*, RAND Corporation, 2014, p35
[178] *Jordan's National Employment Strategy 2011-2020,* p62

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(VTC).[179] The VTC website lists 41 centers around the Kingdom; one in Tafileh, two in Aqaba, four in Karak, three in Ma'an, five in Irbid, one in Mafraq, one in Ajloun, one in Jarash, four in Zarqa, twelve in Amman, two in Madaba and five in Balqa.[180]

Studies do show that youth without a university-level degree show interest in developing their vocational, employment and entrepreneurship skills. In the Mercy Corps discussions with 14 to 18 year old youth, **out-of-school Jordanians** who were already working in low-skill jobs requested **business management and entrepreneurship skills** in order to eventually own their own businesses. Youth who were in school but not planning on going to university were interested in vocational skills, while those in school and planning to attend university were focused on acquiring professional skills.[181]

The youth in the study also expressed a need for additional English language, computer and writing skills. Many saw a direct link between creative expression skills and income generating activities such as journalism, digital media, photography, art, crafts, interior and graphic design and cooking.[182]

> *"I would like to study journalism, but I don't have enough boldness and courage for it. It is a dangerous profession and my society rejects it." Jordanian Girl* (Mercy Corps/Advancing Adolescence, p12)

Finding/Creating Employment

An ILO study of labor market transitions in Jordan shows that 33.5% of university graduates in Jordan transited directly from education to satisfactory employment, but those who didn't faced a very long average transition of 32.8 months, nearly 3 years.[183] According to another study, half of young men are employed two years after they leave school and half of the women find their first job within three years. **Three-quarters of men are employed three years after graduation against five years for women**.[184] Unemployed youth in Jordan feel the main barrier to finding employment is the lack of available jobs.[185] A **proactive attitude in searching for opportunities through many channels actually translates into very few interview opportunities**.[186]

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[179] *Jordan's National Employment Strategy 2011-2020,* p40
[180] Vocational Training Centers*, The Centers,* 2013, http://vtc.gov.jo/vtcar/
[181] Mercy Corps, *Advancing Adolescence: Getting Syrian Refugee and Host-Community Adolescents Back On Track*, 2014, p11
[182] Mercy Corps, *Advancing Adolescence: Getting Syrian Refugee and Host-Community Adolescents Back On Track*, 2014, p12
[183] Valentina Barcucci and Nader Mryyan, *Labour Market Transitions of Young Women and Men in Jordan*, International Labour Organization, 2014, p15
[184] Mona Amer, *The School to Work Transition of Jordanian Youth*, Economic Research Forum, 2012, p7
[185] Valentina Barcucci and Nader Mryyan, *Labour Market Transitions of Young Women and Men in Jordan*, International Labour Organization, 2014, p13
[186] Valentina Barcucci and Nader Mryyan, *Labour Market Transitions of Young Women and Men in Jordan*, International Labour Organization, 2014, p13

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Another important factor is the so-called **culture of shame**. Although a dominant feature of the Jordanian labor market, there is a **lack of programs to tackle this issue** at the individual or societal levels.[187] Unemployed Jordanians are not willing to take the jobs that are being created either because of the wages being offered or the nature of the work.[188] [189] In a survey of unemployed Jordanians looking for work, slightly more than half indicated they would not work at the wages currently offered for available jobs.[190] Studies show that there are societal **factors that allow young people to remain unemployed until they find jobs that meet their expectations.** These include the acceptable practice of living with the parents until marriage[191], strong tribal and extended family ties[192], support from family working outside of Jordan[193], and preference to wait for openings in the public sector.[194] This may also mean that these youth are not looking actively for work- rendering them economically 'inactive'- leading to the conclusion that the unemployment rates might actually be higher than estimated.[195] The National Employment Strategy, however, **downplays the 'culture of shame'** phenomenon and argues that it is rational for young people to aspire to the benefits offered by public sector employment.[196]

"If you come to me, and I don't have even enough food to eat, and told me to work as a garbage man, I would steal and become a thief and not become a garbage man...." Young Person in Jordan (Brown, Constant, Glick, Grant, Youth in Jordan: Transitions from Education to Employment, RAND Corporation, p11)

The literature overwhelmingly shows that young job seekers tend to value employment in the government for its job security, shorter working hours, and substantial benefits.[197] Even "if the private sector were offering higher salaries, young university graduates might still prefer a government job. Hence, both **aspirations and skills of youth are poorly aligned with the demands of the private sector**, which is the main source of new jobs."[198] The **quality of available employment outside the public sector remains a**

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187 Euro-Mediterranean Youth Platform, *Testimonies-Jordan,* 2010, http://www.euromedp.org/testimonies/jordan/
188 Ryan Andrew Brown, Louay Constant, Peter Glick, Audra K. Grant, *Youth in Jordan: Transitions from Education to Employment*, RAND Corporation, 2014, p27
189 Ryan Andrew Brown, Louay Constant, Peter Glick, Audra K. Grant, *Youth in Jordan: Transitions from Education to Employment*, RAND Corporation, 2014, p30
190 Ryan Andrew Brown, Louay Constant, Peter Glick, Audra K. Grant, *Youth in Jordan: Transitions from Education to Employment*, RAND Corporation, 2014, p27
191 Valentina Barcucci and Nader Mryyan, *Labour Market Transitions of Young Women and Men in Jordan*, International Labour Organization, 2014, p24
192 Ryan Andrew Brown, Louay Constant, Peter Glick, Audra K. Grant, *Youth in Jordan: Transitions from Education to Employment*, RAND Corporation, 2014, p31
193 Ryan Andrew Brown, Louay Constant, Peter Glick, Audra K. Grant, *Youth in Jordan: Transitions from Education to Employment*, RAND Corporation, 2014, p28
194 Ibid
195 Youth Business International, *Tamweelcom Launches New Award to Inspire Jordanian Youth*, 2014, http://www.youthbusiness.org/tamweelcom-launches-new-award-to-inspire-jordanian-youth/
196 *Jordan's National Employment Strategy 2011-2020,* p73
197 Ryan Andrew Brown, Louay Constant, Peter Glick, Audra K. Grant, *Youth in Jordan: Transitions from Education to Employment*, RAND Corporation, 2014, p46
198 Ryan Andrew Brown, Louay Constant, Peter Glick, Audra K. Grant, *Youth in Jordan: Transitions from Education to Employment*, RAND Corporation, 2014, p29

concern, as low pay and inappropriate working conditions are reported to be the two most frequent reasons that youth give for refusing a job offer.[199] For **young women, public sector work is deemed most appropriate** and is sometimes the only option they have.[200] Thus the recent decline in public sector jobs will most probably disproportionately affect women.[201]

Studies also show that young people are becoming increasingly aware that the public sector cannot employ all of them and that they are worried that the private sector cannot meet their needs.[202] [203] Some youth express a desire to migrate for work[204]; of these, about half desire to leave Jordan permanently for better lives and the other half wish to work abroad for a sufficient amount of time to save enough money to return and open their own businesses.[205] The Silatech Index, conducted by Gallup in 2010, showed that 35% of Jordanian youth, mostly young men, wanted to migrate permanently. There was a direct correlation between a high educational level and a high propensity to tend to migrate.[206] According to the National Employment Strategy, **Jordan's most skilled workers and professionals migrate** to the Gulf countries for better work and better pay.[207]

There is very little to be found in the literature regarding the lack of propensity of young Jordanians towards entrepreneurship. One study suggests that **neither Jordan's educational system nor its workplace culture encourage an entrepreneurial spirit**, which requires creative and innovative thinking.[208] Educational curricula is based on memorization and businesses view innovation as a threat to hierarchy rather than an asset which contributes to the growth of a company.[209] However, there are a number of initiatives in Jordan to promote entrepreneurship, including, Queen Rania Foundation for Entrepreneurship[210], INJAZ[211], Young Entrepreneurs Association[212], Mowgli Foundation[213] and others.

[199] Valentina Barcucci and Nader Mryyan, *Labour Market Transitions of Young Women and Men in Jordan*, International Labour Organization, 2014, p16

[200] Valentina Barcucci and Nader Mryyan, *Labour Market Transitions of Young Women and Men in Jordan*, International Labour Organization, 2014, p37

[201] Ryan Andrew Brown, Louay Constant, Peter Glick, Audra K. Grant, *Youth in Jordan: Transitions from Education to Employment*, RAND Corporation, 2014, p13

[202] Ryan Andrew Brown, Louay Constant, Peter Glick, Audra K. Grant, *Youth in Jordan: Transitions from Education to Employment*, RAND Corporation, 2014, p31

[203] Ryan Andrew Brown, Louay Constant, Peter Glick, Audra K. Grant, *Youth in Jordan: Transitions from Education to Employment*, RAND Corporation, 2014, p46

[204] Ryan Andrew Brown, Louay Constant, Peter Glick, Audra K. Grant, *Youth in Jordan: Transitions from Education to Employment*, RAND Corporation, 2014, p31

[205] Ryan Andrew Brown, Louay Constant, Peter Glick, Audra K. Grant, *Youth in Jordan: Transitions from Education to Employment*, RAND Corporation, 2014, p32

[206] Issam Fares Institute for Public Policy & International Affairs - American University of Beirut, *A Generation on the Move: Insights into the Conditions, Aspirations and Activism of Arab Youth*, 2011, p36

[207] *Jordan's National Employment Strategy 2011-2020,* p69

[208] Susanna Aulbach and Richard Linowes, *Entrepreneurship in Jordan: Founding an Advertising Business*, Emerging Market Development Advisors Program of the US Agency of International Development, p5-2

[209] Susanna Aulbach and Richard Linowes, *Entrepreneurship in Jordan: Founding an Advertising Business*, Emerging Market Development Advisors Program of the US Agency of International Development, p5-2

[210] Queen Rania Center for Entrepreneurship, 2014, http://www.qrce.org/

[211] Susanna Aulbach and Richard Linowes, *Entrepreneurship in Jordan: Founding an Advertising Business*, Emerging Market Development Advisors Program of the US Agency of International Development, p5-2

Regarding the job-search methods applied by Jordan's employed and unemployed youth, the most common method among employed youth was **asking friends, relatives and acquaintances;** 45.3% of employed youth had used this approach to find their current job. Among unemployed youth, 42.2% sought work through their network of family and friends. The more common method was to inquire directly with potential employers (72.2%), though only 37.8% of employed youth had reportedly attained their current job this way. Over one-third of unemployed youth responded to job advertisements (35.0%) or registered at an employment center (34.1%).[214]

Jordan's rural youth do not face any striking disadvantage during their transitions to work. A survey by the Department of Statistics showed the rate of participation in the labor force to be homogeneous in urban and rural areas, as was the probability to be employed. In fact, the survey found that **urban youth were often relatively worse off than rural youth**. The largest number of households living below the national poverty line was actually in urban areas, although rural areas are more often targeted by interventions to reduce poverty. Rural youth also enjoyed a relatively higher probability to have a written contract than their counterparts in urban areas, and monthly reservation wages were also higher.[215]

Women in the Workforce
The literature consistently compares the **high rates of girls' education with the low participation of women in the workforce**. "The region was labelled as a **'gender paradox'** in a World Bank report because of its combination of high levels of female educational completion with low rates of labour force participation."[216] **The prioritization of a girl's potential reproductive roles – domestic work, marriage and raising children – is unique in the Arab world.**[217] This view is supported by the National Youth Strategy 2005-2009 which shows that young people across both genders and all age groups have traditional views regarding gender roles; husbands should provide the household income while wives care for the home and the children.[218] The Strategy also states that while men value education for the work opportunities it will bring, young women appreciate its 'intrinsic value' first, followed by understanding problems, then job opportunities and self-confidence.[219]

"Women in the Arab world do not always follow the predictable patterns that have come to be viewed as a natural outcome of educating women." (King Hussein Foundation/Homebound Girls, p21)

[212] Susanna Aulbach and Richard Linowes, *Entrepreneurship in Jordan: Founding an Advertising Business*, Emerging Market Development Advisors Program of the US Agency of International Development, p5-2
[213] Mowgli Mentoring, *Our Locations,* http://www.mowgli.org.uk/what-we-do/our-locations
[214] Valentina Barcucci and Nader Mryyan, *Labour Market Transitions of Young Women and Men in Jordan*, International Labour Organization, 2014, p33-34
[215] Valentina Barcucci and Nader Mryyan, *Labour Market Transitions of Young Women and Men in Jordan*, International Labour Organization, 2014, p13
[216] Information and Research Center-King Hussein Foundation, *Homebound Girls in Jordan*, 2013, p21
[217] Ibid
[218] Higher Council for Youth, *National Youth Strategy for Jordan 2005-2009*, p7
[219] Higher Council for Youth, *National Youth Strategy for Jordan 2005-2009*, p5

As previously mentioned, public sector work is deemed most appropriate for women. Private companies have doubts about how committed young women are to pursuing careers, and whether they are as flexible in working hours, overtime and travel as their male counterparts. Employers often express clear preferences for male workers, based on the belief that **women are less committed to their jobs** and may leave if they get married or have children or they might experience more difficulties interacting with customers in some occupations due to cultural restrictions.[220]

Syrians in the Workforce

For Syrian youth, there is a legal framework that keeps them from pursuing formal employment, and informal employment is a key source of humiliation for Syrian young men[221]. Host communities **blame Syrians for driving down wages** [222]and see them as competing with them for economic opportunities and resources.[223] It appears that it is not difficult for Syrian youth to find labour; the greater challenges are the long hours, difficult - sometimes dangerous - working conditions, and low pay.[224] [225] They worry about being **caught by the police** and sent to a refugee camp or jail.[226]

The Mercy Corps discussions mentioned previously found that Syrian youth had a **sombre outlook on future learning and skills acquisition** due to either being out of school, unsure of whether their educational attainment would be recognized back in Syria, whether they could afford the cost of university education or the value of obtaining vocational skills but then not being able to work due to their illegal work status. These young people shared that getting back to Syria is their only option. As a result, they spoke little about long-term goals and the short-term plans required to attain them.[227]

VOICE AND PARTICIPATION

There is little data available on youth civic and political participation in the MENA region. Although the number of active youth-specific NGOs has increased in recent years, this area still remains underdeveloped.[228]

In a nationwide survey to determine the importance of the components of the as-yet-to-be-published 2010-2015 National Strategy, Jordanian youth aged 12 to 30, ranked *'safe spaces for youth'* and *'civil rights and citizenship'* first and second respectively as the most

[220] Matthew Groh, Nandini Krishnan, David McKenzie and Tara Vishwanath, *Soft Skills or Hard Cash? What Works for Female Employment in Jordan?*, World Bank, 2012, p4
[221] Mercy Corps, *Advancing Adolescence: Getting Syrian Refugee and Host-Community Adolescents Back On Track*, 2014, p9
[222] Ibid
[223] Marketplace World, *Jordan Hosts Syrian Refugees but Feels the Strain,* 2013, http://www.marketplace.org/topics/world/jordan-hosts-syrian-refugees-feels-strain
[224] Care Jordan, *Baseline Assessment of Community Identified Vulnerabilities among Syrian Refugees living in Amman,* 2012, p30
[225] UNHCR, *The Future of Syria: Refugee Children in Crisis*, 2013, p36
[226] UNHCR, *The Future of Syria: Refugee Children in Crisis*, 2013, p39
[227] Mercy Corps, *Advancing Adolescence: Getting Syrian Refugee and Host-Community Adolescents Back On Track*, 2014, p11
[228] Issam Fares Institute for Public Policy & International Affairs - American University of Beirut, *A Generation on the Move: Insights into the Conditions, Aspirations and Activism of Arab Youth*, 2011, p17

important of the 10 areas of focus.[229] *Good governance* and *civic participation* ranked sixth and ninth, respectively.[230] Other areas of focus include, *the role of Jordanian culture in youth's personality, tradition vs modernity, comprehensive and sustainable development, drivers of real change* and *national security.*[231]

Identity

In a 2011 UNICEF report of youth in the MENA region, two elements were found to characterize youth's identities and influence their vision and priorities: **family and religion.** Their attitudes towards these elements were interesting; they seemed to see them as 'powerful anchors to their identity' and vital for their future success, yet they expressed "concerns about their lack of opportunity to make themselves heard, be taken seriously, achieve their full potential or compete fairly for jobs."[232]

These findings applied strongly to Jordanian youth who were found to be satisfied with, and proud of, their identity. In surveys quoted by the report, 95% of young Jordanians aged 15-29 placed a high value on the family[233] and 67% of young respondents felt that achieving success in life depended on the status of their family in society, rather than on their own efforts.[234] Religion was reported to have a strong role in the identity and values of Jordanian youth with 34% identifying themselves first as being part of the Islamic Umma, compared to 31% identifying themselves first as Jordanians. 58% of Jordanian youth said they were very **proud of their nation** and expressed substantial **trust in state institutions like the armed forces, judiciary and police**, but **less in parliament, media and the private sector.**[235] In another study, youth cited insults directed towards the younger generation by members of the House of Parliament as an example of how the opinions of youth do not matter to Jordanian officials and authorities.[236]

A study on national identity in Jordan reports on a survey conducted with Jordanian youth on why they felt they were Jordanian. 93% of youth felt they were Jordanian because they had lived most of their lives in Jordan, 88% because their upbringing and culture were Jordanian, 86% because they belonged to the Jordanian state and regime, and **77% because they belonged to a Jordanian tribe.**[237]

The study also asked youth how they would identify themselves to others. 62% replied with a tribal reference, 21% with a national identity and 17% with a religious identity. The study concludes that national and religious identities are becoming old for young people, who are

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[229] Department of Statistics, *A Survey of the Reality and Directions of Youth: What Do Youth Want from Phase Two of the National Youth Strategy*, 2010, p48
[230] Department of Statistics, *A Survey of the Reality and Directions of Youth: What Do Youth Want from Phase Two of the National Youth Strategy*, 2010, p48
[231] Department of Statistics, *A Survey of the Reality and Directions of Youth: What Do Youth Want from Phase Two of the National Youth Strategy*, 2010, p33
[232] Issam Fares Institute for Public Policy & International Affairs - American University of Beirut, *A Generation on the Move: Insights into the Conditions, Aspirations and Activism of Arab Youth*, 2011, p14
[233] Issam Fares Institute for Public Policy & International Affairs - American University of Beirut, *A Generation on the Move: Insights into the Conditions, Aspirations and Activism of Arab Youth*, 2011, p25
[234] Issam Fares Institute for Public Policy & International Affairs - American University of Beirut, *A Generation on the Move: Insights into the Conditions, Aspirations and Activism of Arab Youth*, 2011, p14
[235] Ibid
[236] Ryan Andrew Brown, Louay Constant, Peter Glick, Audra K. Grant, *Youth in Jordan: Transitions from Education to Employment*, RAND Corporation, 2014, p43
[237] Al Rousan, Al Rousan, Al Shurman, "Where Are We in the Question of Identity: Jordanian Youth as a Model", *Journal of Sociological Research*, 2013, Vol. 4, No.2, p179-190

realizing that "sensations of **strength and achievement of interest cannot be obtained with tribal membership.**"[238]

Civic Engagement

A Mercy Corps study on youth civic engagement in the MENA region found that the determinants of civic engagement were life skills, civic knowledge and access to education and socio-demographic factors such as age, gender, family income levels and education levels.[239] The study also found that **Arab youth who use the internet** are twice as likely to belong to a civic group, join others to sign a petition or draw attention to an issue and attend demonstrations and protests.[240]

The study claimed that the outcomes of youth civic engagement were expected to be increased political voice, increased social capital, and peacebuilding- and employment- related outcomes.[241] Interestingly, the study did not find that being more civically engaged led to a decrease in propensity towards political violence in the MENA region. It did find however, that **a young person's *employment* status** and his/her belief that the government can address unemployment is the **main factor in reducing the likelihood of engaging in politically violent or extremist activities.**[242] It concluded however, that employment programs would have to target the small percentage of youth who would be at risk of becoming violent in order to influence their propensity to violence.[243] In many of the MENA countries, it was found that young people who were civically engaged were more likely to be employed; however, the reasons are not exactly known and it would seem that civic engagement programs would most likely need to include activities designed specifically for the job market for them to eventually lead to job opportunities.[244]

Of the 8 countries included in the study, Jordan came in **second-lowest for the percentage of youth who were members of civic groups** (8% males, 4% females). Palestine was highest with 38% of its male youth and 14% of its female youth being members of civic groups and Egypt came in last.[245]

The UNICEF report on the MENA region quoted in the previous section found that **93% of Jordanian youth place a high value on democracy**[246]and that young women in the region are becoming more active in the public sphere of social and political activism. The report cited Jordan as an example where women have led movements for social, environmental or political change.[247] One reason given is that the widespread use of **home computers and cell phones have narrowed the gender divides** in public participation and that young Arab females do not need to leave home or have male permission to become actively engaged in public discussion.[248] Jordan was also mentioned in regards to social

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[238] Al Rousan, Al Rousan, Al Shurman, "Where Are We in the Question of Identity: Jordanian Youth as a Model", *Journal of Sociological Research*, 2013, Vol. 4, No.2, p179-190

[239] Mercy Corps, *Civic Engagement of Youth in the Middle East and North Africa: An Analysis of Key Drivers and Outcomes*, 2012, p7

[240] Mercy Corps, *Civic Engagement of Youth in the Middle East and North Africa: An Analysis of Key Drivers and Outcomes*, 2012, p14

[241] Ibid

[242] Mercy Corps, *Civic Engagement of Youth in the Middle East and North Africa: An Analysis of Key Drivers and Outcomes*, 2012, p25

[243] Mercy Corps, *Civic Engagement of Youth in the Middle East and North Africa: An Analysis of Key Drivers and Outcomes*, 2012, p30

[244] Ibid

[245] Mercy Corps, *Civic Engagement of Youth in the Middle East and North Africa: An Analysis of Key Drivers and Outcomes*, 2012, p13

[246] Issam Fares Institute for Public Policy & International Affairs - American University of Beirut, *A Generation on the Move: Insights into the Conditions, Aspirations and Activism of Arab Youth*, 2011, p17

[247] Ibid

[248] Ibid

entrepreneurship and the emergence of programs of "innovative activism" that lead to social benefits throughout society. The example given of such a program was Injaz.[249]

Political Engagement

A 2013 article in the Diplomatic Courier reports that Human Rights Watch noted **a youth presence in anti-government demonstrations** in 2012[250] and that the most violent anti-government protests took place in tribal areas. The main reason given by the article is that youth in these areas traditionally rely on the public sector for employment and that

> *"The introduction of greater austerity measures may prove to be a "red line" for this aggrieved [East Banker, tribal] demographic."* (Diplomatic Courier, March 2013)

fiscal cuts, as well as privatization, threaten their economic sustenance. The youth's perspective of **corruption and lack of transparency** affect their relationships with their tribal leaders and government officials.[251] Other newspaper articles from 2012 also blame youth demands for **tangible political and economic reforms**, as well as unemployment, for anti-government protests and riots that occurred in the tribal areas of the south, including Tafileh.[252] In a meeting with the Prime Minister in January 2012, youth in Tafileh requested university scholarships to ease the financial burdens on their families and development projects to provide work opportunities for youth in the area.[253]

A 2013 policy brief by the Rafik Hariri Center for the Middle East, pointed out that, though the situation on the streets of Jordan is calmer, the **frustrations that led to the 2012 protests have not abated**. The rising cost of living, the planned removal of electricity subsidies, the high employment rate, nepotism, the misuse of state resources and the increasing burden of refugees are all cited as reasons that **the public will likely again erupt**. Though frustrations are common among all factions of Jordanian society, the main challenge to the organization of efforts is the divisions between Islamists, secularists, tribal competitors, East-banker- and Palestinian-Jordanians and rural and urban populations. The fact that the youth population drove the protest movements in Egypt, Tunisia, Libya and Yemen and that youth political movements (Herak, Muslim Brotherhood youth and others), though scattered and unorganized, are still active in Jordan, makes the case that **Jordanian youth may take a leadership role in demanding change**.[254] The brief also reports that liberal youth activists are gaining ground, setting up online platforms and social media campaigns to call for a stronger parliament, real transparency and social justice. The brief expects that the recent Press and Publication Law and measures being considered to block

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[249] Issam Fares Institute for Public Policy & International Affairs - American University of Beirut, *A Generation on the Move: Insights into the Conditions, Aspirations and Activism of Arab Youth*, 2011, p18
[250] Human Rights Watch, *World Report 2013 Jordan*, 2013, http://www.hrw.org/world-report/2013/country-chapters/jordan?page=1
[251] Diplomatic Courier, *Jordan's Forgotten Youth Problem*, 2013, http://www.diplomaticcourier.com/news/regions/middle-east/353-jordan-s-forgotten-youth-problem
[252] Jordan Times, *Unemployed Youths in Tafileh Renew Protest*, 2012, http://jordantimes.com/unemployed-youths-in-tafileh-renew-protest
[253] Jordan Times, *Tafileh Youth Share Concerns with PM*, 2012, http://jordantimes.com/tafileh-youth-share-concerns-with-pm
[254] Danya Greenfield, *Jordan's Youth: Avenues for Activism*, Atlantic Council, 2013, p1-6

social media sites will further challenge and incite reform-seeking youth.[255] If this type of crackdown occurs, Jordan would join other countries in the region in limiting online freedoms; **five of the top ten leading censors of the internet are countries from the Arab world**.[256]

[Blocking social media sites] "would represent the next step in 'Jordan's race to become the most autocratic country in the Middle East with regard to free expression…Before taking sure measures, however, [Prime Minister Abdullah] Ensour should ask himself: What is the cost of pushing Jordanian youth, particularly those who are politically active, to go to the street' "?
(Atlantic Council Issue Brief p5)

The literature shows that there are attempts to engage youth in the political process, primarily though donor-funded projects by USAID[257] [258], the Middle East Partnership Initiative (MEPI)[259] and the Department for International Development- UK. [260] The projects promote discussion between youth, political parties and parliamentarians, organize debates, encourage journalistic freedom and engage youth at the municipality level.[261] [262] [263] It appears, however, that the numbers of youth participating in these projects are small and the activities target select geographical areas.

CROSS-CUTTING THEMES

More on Violence in the School and Home
A paper titled *Eliminating Teachers' Use of Corporal Punishment in Jordanian Public Schools*, mentions the findings of the 2007 UNICEF 'Violence against Children study in Jordan' which surveyed over 3,000 children in nearly 230 schools across Jordan. Over 70% of all male and female children aged 8-17 reported being **verbally abused by their teacher**, and 57% of children reported experiencing **severe physical abuse** (being beaten with a rod or pipe). Similar percentages of students experienced **mild verbal and physical abuse in the home**. [264]
The paper argues that corporal punishment uses fear, intimidation and shame to prepare students to live in an authoritarian, militaristic and economically unequal society. It **links the**

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[255] Ibid
[256] Issam Fares Institute for Public Policy & International Affairs - American University of Beirut, *A Generation on the Move: Insights into the Conditions, Aspirations and Activism of Arab Youth*, 2011, p21
[257] National Democratic Institute, *Jordan*, https://www.ndi.org/jordan
[258] USAID, *Case Study: Youth, the Catalyst of Change*!
[259] Middle East Partner Initiative, *MEPI-funded Projects in Jordan*,
http://www.arabianpeninsula.mepi.state.gov/pastprojectsbycountryjordan.html
[260] Westminster Foundation for Democracy, *Supporting Democracy and Good Governance: WFD's Parliamentary Strengthening and Civil Society Programs,* 2014
[261] Westminster Foundation for Democracy, *Supporting Democracy and Good Governance: WFD's Parliamentary Strengthening and Civil Society Programs*, 2014, p17
[262] National Democratic Institute, *Jordan*, https://www.ndi.org/jordan
[263] USAID, *Case Study: Youth, the Catalyst of Change*!
[264] Torin Peterson, *Eliminating Teachers' Use of Corporal Punishment in Jordanian Public Schools: A Research and Policy Analysis*, Harvard University, p4

use of corporal punishment directly to colonialism and unequal distribution of wealth and claims that Jordan's past, rife with political repression and subjection, continues to affect its cultural and economic landscape and corporal punishment is a means with which to prepare young people for such a world.[265] The paper also mentions the 'militarization' of countries in the region, including Jordan - where young people aspire to work in the armed forces, the King is depicted in full military uniform and students line up every morning in a military-style assembly – as a possible reason for the more severe corporal punishment often reserved for boys; as if to fortify them to deal with a hostile or military environment.[266] He supports his claim with evidence from four studies which explore the drivers of corporal punishment.

The study cites teachers as saying that parents expect – and request – that their children receive corporal punishment in school[267] and suggests a link between how parents discipline their children and how they expect them to be disciplined at school, as 60% of parents in the 2007 UNICEF study believed that corporal punishment is an effective child-rearing tool.[268] A 2010 study titled 'Corporal Punishment of Children in Nine Countries as a Function of Child Gender and Parent Gender' found that 66% of girls and 80% of boys had experienced 'mild' punishment (defined as spanking, hitting, slapping, shaking or hitting with an object etc.) and 21% of girls and 31% of boys had experience severe punishment (hitting or slapping on the head, face or ears or beating the child repeatedly) by someone in their home in the last month.[269]

Mobility of Girls

The issue of girls' mobility appears in literature pertaining to education (see *Additional Issues Affecting Girls' Attendance*), workforce transitions (see *Women in the Workforce*) and civic/political engagement. The 2005-2009 National Youth Strategy states that young women are restricted to activities pertaining to home and education. "The gender difference [pertaining to mobility] is most dramatic with regard to accessing and using public spaces such as markets, youth clubs/facilities and internet cafes. Young females simply have fewer places in which to enjoy each other's company, to be part of social networks, to receive mentoring and other support, to acquire skills outside the classroom, and to work for pay."[270] As previously mentioned, young women may be using the internet to become more socially, civically and politically active without having to leave their homes. However, the dynamics related to the conservative nature of society and the emphasis placed on reputation in a small country like Jordan appear to come into play in the online community as well, and women may be self-censoring online as they do elsewhere.[271]

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[265] Torin Peterson, *Eliminating Teachers' Use of Corporal Punishment in Jordanian Public Schools: A Research and Policy Analysis*, Harvard University, p9

[266] Torin Peterson, *Eliminating Teachers' Use of Corporal Punishment in Jordanian Public Schools: A Research and Policy Analysis*, Harvard University, p10

[267] Torin Peterson, *Eliminating Teachers' Use of Corporal Punishment in Jordanian Public Schools: A Research and Policy Analysis*, Harvard University, p8

[268] Torin Peterson, *Eliminating Teachers' Use of Corporal Punishment in Jordanian Public Schools: A Research and Policy Analysis*, Harvard University, p7

[269] Global Initiative to End All Corporal Punishment of Children, *Corporal Punishment of Children in Jordan*, 2014, p3

[270] Higher Council for Youth, *National Youth Strategy for Jordan 2005-2009*, p7

[271] Issam Fares Institute for Public Policy & International Affairs - American University of Beirut, *A Generation on the Move: Insights into the Conditions, Aspirations and Activism of Arab Youth*, 2011, p21

Feelings toward Family and Community

A Mercy Corps study of youth aged 14 to 18 reports on a discussion among Jordanian girls on the importance of teachers, families and friends in recognizing and encouraging the skills and talents of young people. However, the literature suggests that parents are viewed mostly as authoritative figures. As previously discussed, they play **a large role in a young person's decisions** regarding education, career choices and marriage prospects. Young Jordanians report that they themselves have control over daily decisions, though parents do exert influence over the way they (especially the young women) dress.[272] They report frustration with the fact that their parents see them as too young to have an opinion[273]; yet they are quite often **dependent on their families to provide for them**[274], help them find jobs[275] and help pay for their marriage costs[276]. 1 in 6 young Jordanians believe that parents should choose a woman's spouse without her participation.**[277]** They will go to **great lengths to make their parents proud**; searching for a spouse their family will approve of[278] or giving up on their career dreams and going into the family business, for example.[279]

The 2005-2009 National Youth Strategy states that young people view their parents as an essential part of their support system and sources of information though this decreases as they grow and turn to siblings, friends and work supervisors. Young people will most often share their problems with their mothers first and then their fathers.[280]

Sexual and Reproductive Health

According to the UNFPA, sexual and reproductive health (SRH) is a critical aspect of a young person's life and his or her transition into adulthood.[281] From the gender roles and expectations assigned to young children, to the relationships formed between young men and women in later adolescence and the teenage years, and finally, to the connection it has to adult issues such as securing employment, marriage and starting a family, **SRH plays a critical role in every stage of a person's life**.[282] Many of the issues mentioned in the sections above; early marriage, family income, the status of girls in the household, child labor, education and employment directly impact, or are impacted by, the SRH knowledge and behaviors of young men and women.[283]

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[272] Higher Council for Youth, *National Youth Strategy for Jordan 2005-2009*, p7
[273] Ryan Andrew Brown, Louay Constant, Peter Glick, Audra K. Grant, *Youth in Jordan: Transitions from Education to Employment*, RAND Corporation, 2014, p43
[274] Valentina Barcucci and Nader Mryyan, *Labour Market Transitions of Young Women and Men in Jordan*, International Labour Organization, 2014, p24
[275] Ryan Andrew Brown, Louay Constant, Peter Glick, Audra K. Grant, *Youth in Jordan: Transitions from Education to Employment*, RAND Corporation, 2014, p31
[276]Issam Fares Institute for Public Policy & International Affairs - American University of Beirut, *A Generation on the Move: Insights into the Conditions, Aspirations and Activism of Arab Youth*, 2011, p27
[277] Higher Council for Youth, *National Youth Strategy for Jordan 2005-2009*, p7
[278] Issam Fares Institute for Public Policy & International Affairs - American University of Beirut, *A Generation on the Move: Insights into the Conditions, Aspirations and Activism of Arab Youth*, 2011, p27
[279] Issam Fares Institute for Public Policy & International Affairs - American University of Beirut, *A Generation on the Move: Insights into the Conditions, Aspirations and Activism of Arab Youth*, 2011, p26
[280] Higher Council for Youth, *National Youth Strategy for Jordan 2005-2009*, p7
[281] UNFPA, *Overview of Adolescent Life*, 2003, http://www.unfpa.org/swp/2003/english/ch1/index.htm
[282] Ibid
[283] Ibid

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The 2005-2009 National Youth Strategy states that there is **considerable ignorance regarding reproductive health** among youth in Jordan and that criticism of the public healthcare system increases with age, particularly among women.[284] In 2009, the Jordan Youth Policy Study found that most Jordanians have **insufficient knowledge** of puberty and maturation, as well as reproductive health, though almost all young women know about modern contraceptives. HIV/AIDS does not pose a real threat, though a low level of awareness among young people and an increase in risky behavior may increase their risk.[285] NGOs are active in raising awareness of HIV, through non-formal education methods which may make it easier to get the message across in conservative areas of the country. The same is true for reproductive health issues.[286]

In an article titled 'Considering Cultural and Religious Perspectives when Conducting Health Behavior Research with Jordanian Adolescents', authors discuss the discomfort youth feel when discussing behaviors related to alcohol, tobacco, drugs, sexuality and violence. They report that the **school curricula provides no information** on sexual and reproductive health and that teachers receive no guidance on how to approach these topics. It is expected that parents will take up these topics with youth; however, when they are ill-equipped to do so, **young people turn to media and their peers** for information. Avoiding the discussion of taboo topics does not discourage risky behavior and the article makes the case for using religion (Islam or Christianity), religious settings and medical education to address the topics, which may make them more palatable.[287]

Feelings about the Future
Focus group discussions and one-on-one interviews with youth in Amman and Zarqa aged 15-30 found that youth in Jordan are **concerned about political instability** in the region. Influxes of refugees into Jordan worry them, especially where strains on resources may occur. They feel **alienated from politicians** and political parties and **frustrated with their parents** and other authority figures. Protesting is seen to lead nowhere and the government is viewed as unresponsive. Youth speak about low wages, high living costs, and a failure of society and civil institutions to respond to their needs. These feelings of helplessness and frustration were more apparent with youth in Zarqa than in Amman.[288]

According to the 2005-2009 National Youth Strategy, young men are more optimistic about the future than young women. As they transition into adulthood, young people's hopes for the future **mostly focus on educational goals**, with 55% saying that their main concern was to complete their education or go on to higher education. Completing education was just as important for boys and girls, though a higher education was twice as important to

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[284] Higher Council for Youth, *National Youth Strategy for Jordan 2005-2009*, p6
[285] Kararzyna Górak-Sosnowska, *Studies On Youth Policies in The Mediterranean Partner Countries JORDAN*, EuroMed, 2009, p14
[286] Kararzyna Górak-Sosnowska, *Studies On Youth Policies in The Mediterranean Partner Countries JORDAN*, EuroMed, 2009, p25
[287] Wahsheh, Geiger, and Hassan, "Considering Cultural and Religious Perspectives When Conducting Health Behavior Research with Jordanian Adolescents", *Annals of Behavioral Science and Medical Education*, 2012, Vol. 18, No. 1, p14–20
[288] Ryan Andrew Brown, Louay Constant, Peter Glick, Audra K. Grant, *Youth in Jordan: Transitions from Education to Employment*, RAND Corporation, 2014, p43

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girls. **Work-related goals came in second**, with 20% of youth listing this as a main goal, though it mattered to young men and older youth more. Only 5% of young people thought about opening their own businesses. Goals pertaining to marriage came in third, with more young males thinking about marriage and more young women emphasizing the importance of finding an understanding partner for life.[289]

Conclusion

The behaviour, decisions and aspirations of youth in Jordan are strongly linked to societal expectations and gender norms, as well as daunting economic challenges and regional unrest. Young Syrian men and women face unique challenges posed by their refugee status in Jordan and the uncertainty surrounding their futures. The feelings of frustration on the part of Jordanian youth towards the government, the lack of systematic engagement of young people in the political process, and indeed, the five-year hiatus in the renewal of the National Youth Strategy, may demonstrate that the government is unwilling or unable to effectively deal with the pressing needs of 70% of its population. Young people strongly desire change, yet find themselves facing an impasse shaped by their deeply ingrained familial, tribal and national allegiances.

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ANNEX IX. YOUTH PROGRAMS MAPPING

The following table provides a summary of Economic Development, Education and Civic Education Programs that are currently being implemented targeting youth between the ages 15-30. The table is organized according to the primary activity area of each program; it also provides the program's implementers, activities, donors, target beneficiaries, geographic reach, period of performance, and funding. The table's contents reflect the information provided either verbally, or in written documents by the contacted implementers, donors, and government agencies. This table is not a comprehensive inventory; it does not include all programs implemented by local organizations outside of Amman, programs targeting refugee youth living in Jordan, or programs in other sectors if their primary activity area is not youth economic opportunity, education or civic engagement, even if that program might have activities in one of the identified sub-areas (*e.g.,* a health program targeting youth that include a leadership development component, or volunteerism).

			Youth Economic Opportunities				
Program Name	**Implementer/ Partners**	**Activities**	**Donor**	**Target Beneficiaries**	**Geographic Reach**	**Period of Performance**	**Funding**
Darb Summer Internship Program	Lothan Youth Achievement Center (LoYAC) Jordan, with MOPIC, private sector, community centers, university/schools	Summer internship placement in public and private sectors; professional job training seminars; mentoring	King Abdullah Fund for Development(KAFD); Al-Hikma; Midas; TGF; individual donors	Ages 16-24; (52% female; 48% male)	Nationwide	2008-ongoing	
Employment and TVET	MOL; E-TVET Council/ Secretariat	Support MOL and E-TVET Council; Improve quality of E-TVET System; TA to Social Security Corp; Centers of excellence in innovative sectors (renewable energy, environment, water, Pharma)	EU	Government institutions	National	2010-2014	€35,000,000
Employment, Technical and Vocational Education Training (E-TVET) Fund	Employment, Technical and Vocational Education Training (E-TVET) Fund	The E-TVET Fund provides financial support to both private and public institutions working on employment	Government contributions	Employment Institutions	Nationwide	2005-ongoing	N/A
INJAZ III	INJAZ	Funding to better prepare youth for the job market through building the professional and personal capabilities of youth, introduce them to entrepreneurship, provide them with new employment options beyond the traditional public sector, and engage the private sector in building the skills of and motivating Jordanian youth	USAID; KAFD; private sector	Ages 12-24	Nationwide	2009-2014 for USAID grant	$10,000,000 (USAID funding)
Jordan-Canada Partnership for Youth Employment	Business Development Center	This project strategically addresses employment generation as well as inclusive and equitable economic development in Jordan. It develops and delivers gender sensitive and sustainable training, particularly in non-formal Skills for Employment programs, designed to increase the participation of unemployed youth in the labor market. By improving access to education and training programs, especially for women, this project builds on Canada's past strategic investments that enhanced the quality and relevance of the country's education and employment services	CIDA	Youth	Nationwide	2012-2016	$5,522,000
Jordan Education for Employment (JEFE)	Jordan Education for Employment	A national initiative to develop employer and market-driven training programs to give youth the skills they need to build a career	Private Sector, UNDP	Post-secondary school youth	Jordan, Morocco, Tunisia, Egypt	2011-ongoing	N/A

Maharat Employment and Training Program for Jordanian Youth	BDC 5 Universities; MOHE	Soft skills; life skills; paid internships; job placement; community service; e-learning	Initially funded by USAID, the program is currently self-sustainable with partial sponsorships from private sector and donor agencies	University graduates that have been seeking work; 6 mos-2 years	Amman; Irbid; Zarqa; Ma'an, Mafraq	2006-ongoing	$4,500,000
Meydan	Meydan (Al Jude Initiative)	Free 100 day business incubator for youth; Meydan Academy; Meydan Xpress; mentorship; linking to angel investors		18-30 year olds	Amman		
Oasis 500's Entrepreneur Training Program	Oasis 500	Entrepreneurship training boot camp (6 days); start-up funding; incubation; mentorship	Umniah, Zain, Arab Net, British Embassy	3,500 university graduates	National	N/A	N/A
Queen Zain Al-Sharaf Development Institute	Queen Zain Al-Sharaf Development Institute	Provide development oriented training, capacity building and research in Jordan, and the Arab region	Jordanian Hashemite Fund for Human Development		Nationwide		
Questscope's Non-Formal Education (NFE) Program	Questscope (with MOE, VTC, National Development and Employment Fund)	Alternative, non-formal accelerated learning program for drop-outs; teacher/facilitator training; links to vocational training and micro-enterprise support	US DOL (through CHF): US DOS (thru Mercy Corps); EU; UNICEF; UNESCO	School drop-outs; ages: 12-18 males 12-20 females	45 Centers in 9 governorates: Amman, Aqaba, Balqa, Irbid, Jarash, Karak Madaba, Ma'an, and Zarqa	2002-ongoing (Current cycle began 2009)	$1,900,000 (for 3.5 years)
Ruwwad's Entrepreneurship Program	Ruwwad for Development	Encourage youth entrepreneurial initiatives in local communities to help them start microbusinesses for jobs and income creation that address their local needs and generate jobs	UNDP	Youth	8 governorates	2013-2015	N/A
Taqeem Fund for Youth Employment/ Community of Practice	ILO Youth Employment Network (Jordan participants are IYF, INJAZ, JRF)	Increase capacity to measure and monitor impact of youth employment and enterprise initiatives in MENA region	Jacobs Foundation, Silatech, SIDA, World Bank	Youth employment initiative implementers in MENA region	MENA region, including Jordan	2010-2014	Up to $400,000/year to 10 MENA organizations for in-kind M&E; $50,000 in cash grants
Training and Employment in the Construction Sector	National Employment and Training Company (NETC)	NET mandated the Jordanian Armed forces to develop and implement a project to train young Jordanians in construction sector trades	Jordan Armed Forces, ETVET Fund	Unemployed Jordanian males (17-35)		2007-ongoing	$79,035
UNICEF-Supported Life-Skills Training Programme	UNICEF	A national initiative that aims at training youth on positive life skills	N/A	Targeting 85,000 youth	Nationwide	2015-2016	N/A
Youth Employment Generation Programme in Arab Transition Countries–Jordan Component Phase II	UNDP	This 2nd phase of the project will build on the experience and lessons learned from Phase I. The project is implemented in 6 governorates and characterized with high levels of poverty and/or unemployment, targeting youth employment creation	Government of Japan	Youth	Six governorates	2013-2014	$2,000,000
Youth Finance Program	FINCA Jordan	The project will disburse up to 900 loans to youth, 10% of them sharia-compliant and 90% of them to women, and combine it with practical business training so that they can both finance and develop the skills needed to operate their small businesses. The project will contribute to increased outreach to youth, while at the same time testing a development model to pair finance with training to help solve the youth unemployment crisis	USAID	Youth	Nationwide	7/2012-1/2015	$466,216

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Program Name	Implementer/ Partners	Activities	Donor	Target Beneficiaries	Geographic Reach	Period of Performance	Funding
		in Jordan					
Youth for the Future	International Youth Foundation	Improve social services and protection for vulnerable youth, with an overarching focus on youth employability and civic engagement. The program will work with public and private sector partners to strengthen the life, employability, and entrepreneurship skills of disadvantaged youth and will build support networks and community based alliances that bridge disadvantaged youth to mainstream economic and social opportunities	USAID			3/2009-12/2014	$33,352,223
Youth Career Initiative	Jordan River Foundation (JRF)	Raise awareness on employment opportunities in hotel industry among disadvantaged youth; life and employability skills training	KAFD, International Business Leaders Forum (IBLF)	Vulnerable, disadvantaged youth, ages 18-27	Amman (first three years) Aqaba and Dead Sea	2007-ongoing	JOD55,000

Youth Education

Program Name	Implementer/ Partners	Activities	Donor	Target Beneficiaries	Geographic Reach	Period of Performance	Funding
Education Reform Support Program (ERSP)	Creative Associates	Support Ministry of Education's reform efforts by reaching 75% of schools through the provision of a comprehensive professional development, pre-service and in-service teacher training, refurbishing 270 kindergarten classrooms, scaling-up the School-to-Career program to 330 schools to give students the skills they need to participate productively in the workforce, renovating and equipping 100 school playgrounds, and rolling-out the MIS Online to all MIS schools in Jordan	USAID	Youth	Nationwide	5/2009 – 7/2014	$49,968,073
Higher Education Reform for the Knowledge Economy (HERfKE): Technical Education Development	Ministry of Higher Education	To improve equitable access for male and female students to a higher education system that is financially and institutionally sustainable, with incentives to improve system quality and relevance	Government funding, private sector, World Bank	Universities, Higher Education Council, Government	Nationwide	2009-2015	$25,000,000
Jordan School Expansion Project	Bitar Muhandesoun Mustasharoun	Provide full Architect-Engineer (A-E) design services for the rehabilitation and expansion of 120 Ministry of Education (MOE) schools (20 of which are fast-track), construction of 300 public kindergartens, and rehabilitation of 50 sports fields and facilities	USAID	Public schools, sport facilities		4/2014 – 4/2018	$4,327,450
Jordan School Construction and Rehabilitation Project	HCC	Improve access to schools that are safe, not overcrowded and supplied with effective teaching materials and equipment by constructing about 28 new schools and renovating/extending an additional 100 public schools all over Jordan	USAID	Youth	Nationwide	8/2006 – 12/2014	$199,000,000

Jordan Education Initiative	Jordan Education Initiative	Accelerate education reform through innovation	Private sector, Ministry of Planning and International Cooperation	Students	Nationwide	2003-ongoing	N/A
Madrasati	Madrasati	Madrasati brings together public, private and non-profit partners to renovate public schools in urgent need of repair to enrich learning environments, and enhance opportunities for school children across Jordan	Private sector	Public school students and public schools	Nationwide	2008-ongoing	N/A
School and Directorate Improvement (ERfKE II)	Agriteam Canada	This project extends the ERfKE I pilot across all 3,486 public schools in Jordan to strengthen the quality of basic education by implementing a well-functioning school improvement process to develop skills of girls and boys enrolled in public schools and better prepare them for a knowledge-based economy. The project supports the Ministry of Education by having field directorates, public schools and local communities participate in and implement school improvements with a greater degree of responsibility and accountability	CIDA	Targeted public schools and directorates	Nationwide	2010-2016	$25,000,000
Second Education Reform for the Knowledge Economy	Ministry of Education	Provide students enrolled in pre-tertiary education institutions in Jordan with increased levels of skills to participate in the knowledge economy	World Bank			2009-2015	$ 60,000,000
Sustaining Quality Education & Promoting Skills Development for Young Syrian Refugees in Jordan	UNESCO	Sustain quality education and promote skills development opportunities for young Syrian refugees and Jordanian youth impacted by the humanitarian crisis. This project aims to address the challenges posed by the continuing influx of Syrian refugees on the quality of education in Jordan	European Union	Syrian refugees and Jordanian youth		2014-ongoing	Euro 4,300,000
The Mousab Khorma Youth Empowerment Fund	Ruwwad for Development	Youth Empowerment Fund which provides youth with scholarships to attend local universities in exchange of community work	Ruwwad Board of Directors	Disadvantaged youth in East Amman and Badia area	Zarqa Karak, Badia, Irbid	2005-ongoing	JOD302,000

Youth Civic Engagement

Youth Political Participation

Program Name	Implementer/ Partners	Activities	Donor	Target Beneficiaries	Geographic Reach	Period of Performance	Funding
Debate Clubs/Empowerment of Political Parties in Jordan	MOPD; Political Parties; Universities; NGOs	Develop debate clubs; training workshops on debate skills	UNDP	Ages 18-30	Nationwide	2011-2012	$690,000
Political Participation Program	MOPD (previously under MOYS)	Youth exchange; voluntary work; workshops & conferences	EuroMed; EU	18-30 year olds	Nationwide	2006-ongoing	€460,000

Community Involvement/Civic Engagement/ Volunteerism

Program Name	Implementer/ Partners	Activities	Donor	Target Beneficiaries	Geographic Reach	Period of Performance	Funding
All Jordan Youth Commission Youth Centers	AJYC (cooperating with 350 government and, private sector,	Awareness workshops; life skills training; leadership training; youth board of directors Training and capacity	KAFD; private sector	Ages 18-35 (approximately 50% female)	13 centers; one in each governorate (except Amman where there are two)	2006-ongoing	1,000,000 JOD

	and local NGOs partners)	building of Jordanian youth					
Amman Child Friendly City Initiative	UNICEF and GAM	An initiative that aims at encouraging make Amman a city that provides children with safe spaces for development, learning, playing, and sharing			Amman and will include 2 other governorates in 2015	2014-ongoing	N/A
Aqaba-Maghaweer	JRF	Identify youth needs and desires at governorate level; implement voluntary activities for youth	ASEZA	Under privileged-unemployed, ages18-27	Aqaba-old town & surroundings	2010-ongoing	40,000 JOD
Democrati Empowerment Program	King Abdullah II Fund for Development	The inclusion of all segments of society, particularly the youth, in building a democratic culture and advancing development		Youth	National	2012-ongoing	
Fadfed Initiative	Leaders of Tomorrow	White board for youth self-expression open to public contribution on specific topics	Self-funded	Public	Mainly Amman	2011-ongoing	N/A
For9a	Leaders of Tomorrow	Web platform with information on learning and volunteerism opportunities for youth	Self-funded	Ages 14-30	Nationwide–web-based platform	2008- ongoing	N/A
Jordan Universities Volunteer Teams	AJYC	Volunteer teams of University students survey to identify needs and then implement projects to serve the community	KAFD; private sector	University students in all Jordan universities	Nationwide	2012-2017	150,000 JOD/yr
RFC Youth Filmmakers Training and Film Clubs	RFC (partnered with JOHUD, CDC-Zarqa, public schools)	Self-expression and advocacy of youth through filmmaking; training in filmmaking skills; film clubs; screenings	EU, British Embassy/ Council, UNHCR, UNFPA	Ages 12 -35; underprivileged youth, including students and refugees	Across Jordan	N/A	N/A
Ruwwad's youth empowerment program	Ruwwad for Development	Engages youth through volunteerism and civic engagement	Ruwwad	Youth	East Amman	N/A	
Social Cohesion Programme	Generations for Peace	Provide training, mentoring and support to staff at selected JOHUD and Higher Council for Youth Centers. A variety of activities will be strategically implemented to engage children and youth, to support their behavior change and strengthen relationships, based on greater understanding, tolerance and respect	UNICEF, GIZ	Youth at risk	Nationwide	2015-ongonig	N/A
UNICEF Change Agent Network U-CAN	UNICEF	Enhance the opportunity of young people to engage effectively in their community, it provide them with the space to express their issues and to get their voice heard	Partially USAID	Youth led initiatives, targeting 30,000	Nationwide	2012-ongoing	N/A

Youth Leadership

Program Name	Implementer/ Partners	Activities	Donor	Target Beneficiaries	Geographic Reach	Period of Performance	Funding
QRFCC Summer Volunteer Program	JRF	Mobilize youth to become agents for child protection; training, volunteering, leadership skills	Private sector	Ages 15-18	East and West Amman	2007-ongoing	40,000 JOD
Queen Rania Family Child Center (QRFCC) Youth Leadership Program	JRF	Theoretical and practical leadership skills development for youth; community project planning and implementation	Private sector	Ages 18-24 (30 per year, 112 total)	All governorates	2007– ongoing	30,000 JOD
Ruwwad Enrichment Component (Dardashat)	Ruwwad	Weekly dialogue on youth topics; film screenings; youth leadership initiatives; entrepreneur skills training	Ruwwad Board of Directors	Disadvantaged youth (selected for Ruwwad Scholarships)	Zarqa, Irbid, Badia, Karak	2005-ongoing	

ANNEX X. TOPICS SUGGESTED FOR IN-DEPTH RESEARCH

In analyzing results of focus groups it became clear that more in-depth research is required to fully understand the underlying circumstances of issues that surfaced. The following list provides the topic areas and circumstances to probe:

1. Structural violence and linkages with domestic violence/school violence: violence is cutting across all 3 areas of the study. Is it hindering transition to adulthood at all levels?

2. What factors influence the value that children and youth give to education in Jordan: why some kids don't see any value in continuing education and prefer work (maybe factors like education levels in the family, parental interest, peer pressure, perceived lack of upward mobility, job prospects).

3. How to preserve the role of the family while offering youth alternatives to disabling, disempowering family members. Families are the only social safety-net available to children. The family sets values, controls the way kids make choices and the availability of choices, yet what kids and families do is policed by the community. Despite this, and because of the perceived lack of options (wasta, poverty etc.) family is what kids resort to in the end, it's the only handhold they have, and the same cycle is perpetuated: we tried to call it something like intergenerational cycle of … (we couldn't find the right word) or breaking the family paradigm.

4. Teenagers and older youth seem to lack initiative and information to make things happen for themselves, create/effect change (e.g., start a business, civic engagement). Defeatist mentality, fear of failing and structural reasons are some of the things coming out of this. What role does school and family play in discouraging interests, motivations and skills for civic engagement/entrepreneurship? Lack of positive role models?

5. Role of youth centers and Quranic centers: Such centers abound and are engaging youth to some extent but how and what is the result? Do they provide meaningful experiences or what is referred to as 'civic praxis' or the consciousness to affect Change? Do they offer less hierarchical structures that allow for more youth autonomy or are they mirroring hierarchical structures in society that don't allow for much youth voice? Are there differences in youth behavior, intentions, and aspirations between those who attend youth centers and those who attend Quranic centers?

6. How does the lack of sexual/reproductive health (SRH)/comprehensive sexuality education affect positive transition to adulthood? Implications for girls staying in school, GBV, gender roles and decision-making, population issues. Though not really coming out of the discussions, but we haven't really asked them.

7. Digging deeper into girls' specific obstacles to transition to adulthood: homebound, early marriage etc.), but reading some FGDs and meeting some of the Youth Assessors really shows how girls view their possibilities and options as limited and are bound by this policing mentality in the community.

8. Social media: where and how is it used, what devices? Are there limitations? How do they know where to look? What do they look for - coordinating activities, or simply socializing? Literature

points to youth using social media for cyber activism: is it different for boys and girls and how does this affect their decisions, life trajectory? Are boys or girls more or less active using social media for different purposes? What types of sites are most popular and why?

9. Non-formal Education: While one of the assessment topics is to understand youth experience with access to and completion of non-formal educational programs, none of the youth participating in focus groups accessed non-formal education. Why do hundreds of youth who would likely be the target of these programs have no experience with them?

10. Understanding attitudes and practices around gender equality and the empowerment of males and females. Research could build on the example of the International Men and Gender Equality Survey (IMAGES), which analyses men's childhood experiences, education, employment, engagement in domestic and parenting duties, views on gender equality, use and experience with violence, views on laws etc. This data is important for gauging men's actual positioning on gender equality and building programming on youth with a specific gender-transformative lens;

ANNEX XI. YOUTH ASSESSORS SCOPE OF WORK

Youth Assessors Scope of Work

USAID/Jordan Youth Assessment

USAID is conducting a strategic assessment to enable the EDYouth Team to design future youth education projects and to collaborate with other USAID/Jordan teams on cross-sectorial youth programming. The assessment will use both participatory methods involving youth as assessors, and statistical methods to elucidate major trends in school drop-out, education completion and employment, and assess the quality of existing data. Qualitative and quantitative data sets will be used holistically to create an analysis that is multi-level: that is, will be useful for both project design involving national policy reform as well as institutional or community-level reform. The assessment results will be both product and process. The process aspect involves demonstrating that youth can be active partners in building the knowledge base about issues that affect them as well as be creators of strategic recommendations for consideration by USAID, other donors, and Jordanian policy makers.

SCOPE OF THE ASSESSMENT

Jordan faces a number of daunting challenges as it strives to address its development and reform priorities. These social challenges include a rapidly growing population, gaps in the quality of basic education, high unemployment, weak citizen participation in governance and politics, water scarcity, reliance on expensive, imported energy, gender disparities, and an influx of Syrian refugees. At the same time, however, Jordan is well positioned to address these challenges due to several opportunities, including a young workforce, a government that is forward leaning in terms of policy reform, and improving health and education indicators.

In the past few years USAID has conducted a number of studies to assess the situation of Jordanian young people as well as Syrians refugees hosted in Jordan. Yet few studies have exclusively focused on collecting the views and perceptions of young people and their caregivers on specific youth development topics. Even more rarely, such studies have involved the active participation of a group of young people as researchers and assessors, advising on the project design, conducting field work and contributing to the final analysis of results and identification of recommendations. This Youth Assessment will attempt to fill this gap.

In line with USAID's Youth In Development Policy and with the USAID Jordan 2013-2017 Country Development Cooperation Strategy, the target group of this assessment are Syrian and Jordanian children and youth 10-24 years old living in the most disadvantaged communities in Jordan. Looking at youth from a transition to adulthood perspective, the assessment will thus

delve into and elucidate the range of young people's experiences with and perspectives on school drop-out and persistence, transition to the workforce, and issues of voice and participation in family and communities decision-making as well as opportunities for exercising leadership skills. It will do that by actively engaging a group of male and female youth coming from the Syrian refugee community in Jordan and from different Jordanian governorates as assessors and researchers.

ROLE OF THE YOUTH ASSESSORS

The Youth Assessors will form an integral part of the research team and will be engaged in all stages of the research preparation, data collection and analysis of results. At the same time they will conduct their own field work by identifying key themes and documenting case studies that warrant a more in-depth look through a peer lens. This approach will provide an additional, innovative level of triangulation of results to the assessment report. Through the use of Participatory Video techniques, the Youth Assessors will contribute to both the product and process purposes of this assignment:

- by conducting in-depth interviews with youth about issues they identify as important under the Youth Assessment general themes;
- by documenting their experience as youth assessors, how their engagement contributed to the findings and whether the research process provided them with new transferable skills that will be used in the future.

PURPOSE OF ASSIGNMENT

Working under the general direction of the MESP COP, Senior M&E advisor, and the assessment Team Leader the Youth Assessors component will take place in three phases:

PHASE 1: Participation in wider research process

- Respond to a Pre-Assignment Questionnaire assessing their needs, capacity and expectations from the proposed work;
- Work with the Team Leader and other team members in developing and piloting assessment tools, and strategies for data collection, ;
- Participate in the data collection training with research contractor and MESP to learn skills and ethics for researching with children and youth, interview and moderation techniques and analysis of data;
- Attend participatory video workshop to learn technical camera skills related to video interviews, interview techniques, ethics, and basic digital media workflow. Additionally, youth assessors will film the research process, document their own experiences and coordinate weekly delivery of digital media interviews with project staff.

- Report key findings on a regular basis to YA Manager during field work;
- Attend focus groups to identify types of youth populations to target for participatory video interviews, and provide insight into the design of their own experimental video interview questions based on focus group responses that warrant further exploration.
- Participate in Mid-Term Meeting to review status of field work and key themes emerging;

PHASE 2: In depth field work

- Upon identification of interesting stories/themes, design questions for in-depth interviewing;
- Conduct 1-2-1 interviews with selected young people/adults to dig deeper in interesting issues;
- Draft Final Report on field work covering as a minimum requirement:
    o Tasks completed;
    o Process / experiences;
    o Views on key emerging issues;
    o Thoughts on skills learned;
    o Recommendations on process and lessons learned.

PHASE 3: Finalization of findings

- Participate in End-of Field-Work Meeting to discuss findings and prepare for data analysis workshop;
- Participate in the Preliminary Data-Analysis Workshop in which youth assessors will be collaborating with the Team Leader and Assessment Team in the analysis of findings, conclusions, and recommendations. Participatory video findings will be used to bolster findings from respondents;
- Fill in Post- Assessment Questionnaire assessing lessons learned and newly acquired transferrable skills.

DUTIES AND RESPONSIBILITIES:

1. Participate in Youth Assessors Manger preparatory training
2. Participate in data-collector training
3. Attend participatory video workshop
4. Participate in designing assessment tools including participatory video interview questions
5. Collaborate at the piloting of the assessment tools

6. Participate in developing strategies for data collection in consultation with the Team Leader and the other members of the assessment team
7. Act as the primary focal point for the recruitment of study/video participants
8. Maintain regular contact with the Team Leader and Assessment Team, and prepare weekly summary reports on the field work
9. Participate in Mid-Term Meeting
10. Participate in End-of Field-Work Meeting
11. In collaboration with the MESP team, develop and submit a plan to analyse their findings
12. Participate in the Preliminary Data-Analysis Workshop
13. Deliver a final report on the findings of their work
14. Participate in the creation of final presentation that includes sampling of participatory video interviews

DELIVERABLES

1. List of contacted stakeholders including community leaders, CBOs, and local NGOs.
2. Detailed List of interviews with information on participants.
3. Weekly progress reports including observations on the quality of focus group discussions and any urgent issues that need to be addressed by the assessment team.
4. Provide memory cards and/or media transfers to the youth assessment manager with notes identifying useful interview responses.
5. Participatory video logs identifying relevant respondent information such as age, location, and religions.
6. Prepare and submit a data analysis plan.
7. Prepare and present findings, conclusions, recommendations in writing to the Team Leader.

QUALIFICATION REQUIREMENTS

- Syrian and Jordanian nationality
- Excellent speaking and writing Arabic with some knowledge of local dialects
- Innovative in designing and carrying out interviews/focus group discussions with youth
- Excellent communication and problem-solving skills
- Willingness to learn basic digital camera skills.
- Ability to keep with strict deadlines
- Ability to work independently and with other team members
- Ability to travel between Amman and the field as required

DUTY STATION

The Youth Assessors will be based in Amman and the field.

DURATION

September – November 2014.
Training expected w/c

ANNEX XII. ANALYSIS OF PRIMARY DATASETS REVIEWED

Analysis of Primary Datasets Reviewed

This study involved the review of a number of available datasets that allow for the extraction of relevant indicators under the three areas in consideration. All datasets were validated by identifying the scale, depth and quality based on the methodology for collecting the data, sampling and coverage. The following lists the datasets that have been identified and selected for use in this analysis290:

1. **Job Creation Survey (JCS):** Conducted by the DOS, it aims to provide updated statistical data about the jobs created in terms of the number of workers and their characteristics according to different professions. This survey is implemented by two surveys instruments; the first one is to collect information about the household members and general questions about their working status and if they have new or changed their jobs, the second instrument is for eligible household members (15 years and above), their education, jobs records, and any changes to the working status. The sample is 40,000 households and it is conducted on a semi-annual basis. It is representative at national regional, governorates, urban, and rural levels.

   Usage: this survey was used in this study because it measures mainly employment indicators relevant to one of the themes in this study. All indicators are disaggregated by gender, governorates, and age groups. They provide essential information about the main economic activities and occupations that youth are involved in.

2. **Employment and unemployment survey/Labor Force Survey (EUS/LFS):** It is conducted by DOS quarterly and it aims to provide updated statistical data about the employment and unemployment status in the country. It provides also information about economic participation rate, youth unemployment, chronic unemployment, disaggregated by age, gender, governorates, etc. The sample for each quarter is around 13,000 households, the annual sample is around 53,000 households and it is representative at the national level, regions, governorates, urban, and rural.

   Usage: this survey was used in this study because it provides additional youth employment indicators. All indicators are disaggregated on gender, governorates, and age groups.

3. **Education Management Information System (EMIS) database:** A dynamic web-enabled database EMIS collects information from different questionnaires that include school information form, including budget and infrastructure classes size, teacher/ administrative/ laboratory information forms, teachers' qualifications and training,

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290 Annex II provides summary information on all datasets researched in this study.

student information including type and status of education, etc. It is considered like a census database of all schools across the country: in 2012 a total of 6172 schools were surveyed and it is updated mainly in semester level.

Usage: this survey was used in this study because it measure essential education indicators related to school.

4. **Program for International Student Assessment (PISA):** PISA is supervised by OECD and intends to help policy makers to better define the real and actual criteria for educational performance, thus allowing them to monitor and evaluate the successes as well as the failure of the education systems. Jordan participated in PISA in 2006, in 2009 and 2012. PISA uses eight questionnaires; four questionnaires for students' assessment, school questionnaire, educational career questionnaire, ICT familiarity, and parents' questionnaire. The PISA sample is in school students 15 years; the final sample for Jordan included 210 schools, and 6489 students distributed by all schools types, location, urban and rural, and gender. PISA is conducted every three years.

Usage: this survey was used in this study because it measures essential education quality indicators. All of indicators are adopted by Ministry of Education (MOE) in calculating Jordan's rank in Science, Mathematics, and Reading, students' performance mean and comparing it to the OECD average and participating Arab countries.

5. **Early Grade Reading/Mathematics Assessment (EGRA-EGMA Surveys):** assessments of pupil learning in the primary grades, such as the Early Grade Reading Assessment (EGRA) and Early Grade Mathematics Assessment (EGMA) offer an opportunity to determine whether children are developing the fundamental skills upon which all other literacy and mathematical skills are build, and, if not, where efforts might be best directed. The instruments used for EGRA and EGMA are the National Early Grade Literacy and Numeracy Survey in Jordan. These were adapted specifically for the Jordanian context by the MOE and (Research Triangle Institute) RTI's education specialists to design abbreviated versions of EGRA and EGMA, using curriculum materials for grades 2 and 3. The sample of EGRA and EGMA is 3063 students from 156 schools across the country in addition to school teachers and principals. The results are representative on national, governorates, and grades level.

Usage: this survey was used in this study because it measures essential early education quality indicators. All indicators are adopted by Ministry of Education (MOE) in calculating average scores in Reading and Mathematics skills EGRA EGMA surveys and publications are available online but their specific databases are not accessible.

6. **Arab Barometer Survey (ABS):** It was initiated by the Arab Democracy Barometer, which was established in 2005 by scholars in the Arab world and the United States. Leadership was initially provided by the University of Michigan and Princeton University in the U.S. and by universities and research centers in Jordan, Palestine, Morocco, Algeria, and Kuwait. The aim of this barometer is to understand public opinion about the political and economic situations in their countries. The Arab Barometer Survey is

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varied and provides information on the economic and political situation in each participating country, political participation, political attitudes, religion and religiosity, the Arab world and international affairs. This survey is administered and conducted by the Strategic Studies Center at the University of Jordan. The survey is administered to adults 18 years and above in 1200 households. This survey was conducted in three waves where results for the third wave are currently being processed. Results could be available any time in the first quarter of 2015.

Usage: this survey was used in this study because it measure public opinion about the political and economic situation in the country and relates to the voice and participation theme under investigation. Raw data of the ABS are published online and free to use.

In addition to the six datasets described above, the analysis also considered a number of additional datasets that were assessed and determined to not be of use in informing the research topics of the youth assessment:

1. **Household Expenditure and Income Survey (HEIS):** This survey is conducted by the Department of Statistics (DOS); it includes information on household members' characteristics (demography indicators), housing conditions, education and health status, employment status, living standards, detailed expenditures, and income sources. The sample of this survey is around 13,000 household but in 2014/2015 the sample was doubled. The frequency of this survey is every two to three years and it is representative on the national, governorates, and regional levels.

Usage: this survey was not used in this study because it doesn't relate to any of the themes under consideration in this study; rather information pertains to household income and expenditures indicators to derive specific social indicators such as poverty rate, inequality, and quality of life, etc.

2. **Demographic and Health Survey (DHS) - Population and Family Health Survey (PFHS):** The JPFHS is designed to collect data on ever-married women of reproductive age 15-49 years old. The survey includes demographic and socioeconomic characteristics, reproduction, family planning, maternal health care, breastfeeding and child health care, marriage and employment, fertility preferences, nutritional status of children under age 5, knowledge of acquired immune deficiency syndrome (AIDS) and sexually transmitted infections (STIs), domestic violence, early childhood development, and child discipline. The JPFHS uses two questionnaires, namely household questionnaire and the women's questionnaire. The sample of this survey is around 16,000 households and around 11,673 women age 15-49 and it is conducted every five years nationally.

Usage: this survey was not used in this study because it measure mainly health indicators and it is related to ever-married women of reproductive age group 15-49. No specific education or labor force information is collected using this survey.

3. **Direction of Jordanian Youth Survey 2010-2015:** Led by DOS in partnership with Higher Council of Youth (HCY) this survey was conducted in 2010 to gain information

in order to design the 2010-2015 National Youth Strategy. This survey uses two questionnaires; the first one targeted youth 12-16 and 16-18 years old, the second one targeted youth 18-30 years old. The targeted categories were youth at centers, higher council for affairs of persons with disabilities, We Are All Jordan committee, and orphans centers. The sample of this survey was 14,709 individuals and it is representative at the national level.

Usage: this survey was not used in this study because it was conducted only once by DOS on the basis of a request of the HCY thus the indicators are not reliable.

4. **The Silatech Index: Voices of Young Arabs Survey:** It was prepared in partnership with Gallup and it measures and analyses attitudes of young Arabs with respect to their hopes and desires in life, human capital, work, entrepreneurship, and obstacles to success. The Silatech Index and related survey items that explore hope, youth as assets, and the role and value of work are based on data from the Gallup World Poll. For this database face to face methodology was used to collect information about youth in Arab League countries and Somaliland Autonomous Region. The overall sample is 8,597 young people (aged 15 to 29) across 19 countries. In addition, 9,590 nationals aged 30 and older were also polled during the same reference year. The Jordan sample was 457 youth in the age group 15-29 years old.

Usage: this survey was not used for several reasons: firstly the sample is not statistically representative thus its results have high margin of error especially if disaggregated by governorates and gender level. Secondly this survey does not provide public information on the database and their questionnaire instrument nor is there publically available information to provide clarity on the analysis steps thus making it potentially unreliable.

5. **Arab Youth Survey:** the aim of this annual survey is to present evidence-based insights into the attitudes of the Arab youth to policy makers and planners. It uses face to face interviews with youth aged 18-24 by asking questions related to politics, economics, employment, etc. Conducted by international polling firm (Penn Schoen Berland), this survey included 2,500 face-to-face interviews with Arab men and women aged 18-24 years old. Jordan sample is 200 individual.

Usage: this survey was not used in this study for several reasons: firstly the small sample will have high margin of error if disaggregated by governorate and gender. Secondly the methodology for data collection and analysis is unclear while reporting focuses only on the top 10 policy recommendations but with no quantitative or qualitative information.

6. **National Youth Survey in Jordan (NYS):** the objectives of the National Youth Survey are to provide information on the status of Jordanian youth 10-24 years old by assessing their situation, priorities, and aspirations. The survey covered the following themes: education, employment, health, time usage, civil and political engagement, access to information and technology, social relationships, self-perception, and migration status. The sample of this survey is 1098 youth aged 10-24. The last survey was conducted in 2000.

Usage: this survey was not used in this study because it was conducted 14 years ago. A second wave of this survey is currently under discussion and should be conducted in early 2015 by the Strategic Studies Center at the University of Jordan in collaboration with UNICEF.

Identified Indicators Corresponding to Assessment Themes

Targeted Research Theme	Indicator	Source	Quality Scorecard[291]	Indicator Definition	Indicator Values by Years					Alignment with CDCS
					2010	2011	2012	2013	2014	
Persistence in School	Students to class-units ratio	EMIS	5	It is the result of dividing the total number of students by the total number of classrooms in the reporting period.	25.9	25.64	25.37	25.12	25.3	DO3 – IR3.2
Persistence in School	Teachers to class-units ratio	EMIS	5	It is the result of dividing the total number of teachers by the total number of classrooms in the reporting period.	1.58	1.59	1.69	1.60	1.57	DO3 – IR3.2
Persistence in School	Students to teachers' ratio	EMIS	5	It is the result of dividing the total number of students by the total number of teachers during the reporting period.	16.40	16.15	15.01	15.70	16.15	DO3 – IR3.2
Persistence in School	Drop-out rate by gender	EMIS	5	Proportion of pupils from a cohort enrolled in a given grade at a given school year that is no longer enrolled in the following school year.	0.34	0.31	0.27	0.3	0.25	DO3 – IR3.2
Persistence in School	Gross Enrolment Ratio	EMIS	5	Total enrolment in a specific level of education, regardless of age, expressed as a percentage of the eligible official school-age population corresponding to the same level of education in a given school year.	-	-	99	99.1	98.2	DO3 – IR3.2
Persistence in School	Net Enrolment Ratio	EMIS	5	Enrolment of the official age group for a given level of education expressed as a percentage of the corresponding population.	-	-	97.7	98.1	98.2	DO3 – IR3.2
Persistence in School	Crowdedness at Ministry of Education Class-Units	EMIS	5	It shows the capacity of each class on average, where it is the result of dividing the total number of students by the total number of class-units in the reporting period.	-	-	36	41	43	DO3 – IR3.2

[291] Methodology, depth, sampling and quality scorecard ranges from 1 (least credible) to 5 (high credible); where methodology takes 30% of the score, depth 20%, sampling 30%, and quality 20%. After weighting the indicator and its database according to the proposed percentages, each indicator will have a precise scorecard to represent its credibility.

Targeted Research Theme	Indicator	Source	Quality Scorecard[291]	Indicator Definition	Indicator Values by Years					Alignment with CDCS
					2010	2011	2012	2013	2014	
Persistence in School	Jordan's rank in PISA (Science)	PISA	4	It is based on the students' performance mean for each tested topic.	45 (2006)	51 (2009)	57	-	-	DO3 – IR3.2
Persistence in School	Jordan's rank in PISA (Mathematics)	PISA	4		51 (2006)	56 (2009)	61	-	-	DO3 – IR3.2
Persistence in School	Jordan's rank in PISA (Reading)	PISA	4		46 (2006)	55 (2009)	58	-	-	DO3 – IR3.2
Persistence in School	Jordan's Early Grade Assessment (EGRA) - Letter sound knowledge (clspm)	EGRA	4	It represents the average points collected by EGRA test where the timed subtasks are scored as correct letters per minute (clpm) or correct words per minute (cwpm), while untimed tasks are scored as total items correct out of 6 possible items.	-	-	26.4	-	-	DO3 – IR3.2
Persistence in School	Jordan's Early Grade Assessment (EGRA) - Invented word decoding (cnonwpm)	EGRA	4		-	-	5.7	-	-	DO3 – IR3.2
Persistence in School	Jordan's Early Grade Assessment (EGRA) - Oral reading fluency (cwpm)	EGRA	4		-	-	19.4	-	-	DO3 – IR3.2
Persistence in School	Jordan's Early Grade Assessment (EGRA) - Reading comprehension (max. 6)	EGRA	4		-	-	2.5	-	-	DO3 – IR3.2
Persistence in School	Jordan's Early Grade Assessment (EGRA) - Listening comprehension (max 6)	EGRA	4		-	-	2.5	-	-	DO3 – IR3.2
Persistence in School	Regional Jordan's Early Grade Assessment (EGRA) - Letter sound knowledge (clspm)	EGRA	4	It represents the average points collected by EGRA test where the timed subtasks are scored as correct letters per minute (clpm) or correct words per minute (cwpm), while untimed tasks are scored as total items correct out of 6 possible items.	-	-	24.7 (North) 26.9 (Middle) 28.5 (South) 19.8 (Urban) 18.5 (Rural)	-	-	DO3 – IR3.2
Persistence in School	Regional Jordan's Early Regional Grade Assessment (EGRA) - Invented word decoding (cnonwpm)	EGRA	4		-	-	7.1 (North) 4.6 (Middle) 6.6 (South) 6 (Urban) 5.2 (Rural)	-	-	DO3 – IR3.2
Persistence in School	Regional Jordan's Early Grade Assessment (EGRA) - Oral reading fluency (cwpm)	EGRA	4		-	-	20.7 (North) 18.6 (Middle) 19.3 (South) 26.6 (Urban) 26 (Rural)	-	-	DO3 – IR3.2
Persistence in School	Regional Jordan's Early Grade Assessment (EGRA) - Reading comprehension (max. 6)	EGRA	4		-	-	2.5 (North) 2.5 (Middle) 2.3 (South) 2.6 (Urban)	-	-	DO3 – IR3.2

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Targeted Research Theme	Indicator	Source	Quality Scorecard[291]	Indicator Definition	Indicator Values by Years					Alignment with CDCS
					2010	2011	2012	2013	2014	
							2.3 (Rural)			
Persistence in School	Regional Jordan's Early Grade Assessment (EGRA) - Listening comprehension (max 6)	EGRA	4		-	-	2.3 (North) 2.6 (Middle) 2.5 (South) 2.6 (Urban) 2.3 (Rural)	-	-	DO3 – IR3.2
Persistence in School	Jordan's Early Grade Mathematics Assessment (EGMA) - #correct/minute – number identification	EGMA	4		-	-	32.1 (Grade 2) 37.8 (Grade 3)	-	-	DO3 – IR3.2
Persistence in School	Jordan's Early Grade Mathematics Assessment (EGMA) - #correct/minute – quantity discrimination	EGMA	4		-	-	8.7 (Grade 2) 10.6 (Grade 3)	-	-	DO3 – IR3.2
Persistence in School	Jordan's Early Grade Mathematics Assessment (EGMA) - #correct/minute – missing number	EGMA	4	It represent the average points collected by EGMA test, where all subtasks of numeracy skills except word problems were timed to assess whether students had achieved a desired level of automaticity in these skill areas. Timed subtasks are scored as number correct per minute or percentage correct per attempts, while untimed tasks are scored as percentage correct per attempts.	-	-	4.8 (Grade 2) 6 (Grade 3)	-	-	DO3 – IR3.2
Persistence in School	Jordan's Early Grade Mathematics Assessment (EGMA) - #correct/minute – addition (level 1)	EGMA	4		-	-	13.6 (Grade 2) 14.6 (Grade 3)	-	-	DO3 – IR3.2
Persistence in School	Jordan's Early Grade Mathematics Assessment (EGMA) - #correct/minute – addition (level 2)	EGMA	4		-	-	2.4 (Grade 2) 2.9 (Grade 3)	-	-	DO3 – IR3.2
Persistence in School	Jordan's Early Grade Mathematics Assessment (EGMA) - #correct/minute – subtraction (level 1)	EGMA	4		-	-	11.4 (Grade 2) 12.1 (Grade 3)	-	-	DO3 – IR3.2
Persistence in School	Jordan's Early Grade Mathematics Assessment (EGMA) - #correct/minute – subtraction (level 2)	EGMA	4		-	-	1.3 (Grade 2) 1.8 (Grade 3)	-	-	DO3 – IR3.2
Persistence in School	Jordan's Early Grade Mathematics Assessment (EGMA) - %	EGMA	4		-	-	39.2% (Grade 2) 52.2% (Grade 3)	-	-	DO3 – IR3.2

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Targeted Research Theme	Indicator	Source	Quality Scorecard[291]	Indicator Definition	Indicator Values by Years					Alignment with CDCS
					2010	2011	2012	2013	2014	
	correct/ attempts									
Persistence in School	Jordan's Early Grade Mathematics Assessment (EGMA) by Gender - % correct/ attempts – number identification	EGMA	4		-	-	90% (Male) 91% (Female)	-	-	DO3 – IR3.2
Persistence in School	Jordan's Early Grade Mathematics Assessment (EGMA) by Gender - % correct/ attempts – quantity discrimination	EGMA	4		-	-	76% (Male) 72% (Female)	-	-	DO3 – IR3.2
Persistence in School	Jordan's Early Grade Mathematics Assessment (EGMA) by Gender - % correct/ attempts – missing number	EGMA	4		-	-	61% (Male) 61% (Female)	-	-	DO3 – IR3.2
Persistence in School	Jordan's Early Grade Mathematics Assessment (EGMA) by Gender - % correct/ attempts – addition (level 1)	EGMA	4	It represent the average points collected by EGMA test which is represented by % correct / attempts by gender on national level	-	-	83% (Male) 83% (Female)	-	-	DO3 – IR3.2
Persistence in School	Jordan's Early Grade Mathematics Assessment (EGMA) by Gender - % correct/ attempts – addition (level 2)	EGMA	4		-	-	53% (Male) 54% (Female)	-	-	DO3 – IR3.2
Persistence in School	Jordan's Early Grade Mathematics Assessment (EGMA) by Gender - % correct/ attempts – subtraction (level 1)	EGMA	4		-	-	78% (Male) 78% (Female)	-	-	DO3 – IR3.2
Persistence in School	Jordan's Early Grade Mathematics Assessment (EGMA) by Gender - % correct/ attempts – subtraction (level 2)	EGMA	4		-	-	36% (Male) 32% (Female)	-	-	DO3 – IR3.2
Persistence in School	Jordan's Early Grade Mathematics Assessment (EGMA) by Gender - % correct/ attempts – word problems	EGMA	4		-	-	45% (Male) 46% (Female)	-	-	DO3 – IR3.2
Persistence in School	Jordan's Early Grade	EGMA	4	It represents the average	-	-	36.9 (North)	-	-	DO3 – IR3.2

Targeted Research Theme	Indicator	Source	Quality Scorecard[291]	Indicator Definition	Indicator Values by Years					Alignment with CDCS
					2010	2011	2012	2013	2014	
	Mathematics Assessment (EGMA) by Gender - number correct/ minutes – number identification			points collected by EGMA test which is represented by number correct / attempts by region			34.6 (Middle) 30.6 (South)			
Persistence in School	Jordan's Early Grade Mathematics Assessment (EGMA) by Gender - number correct/ minutes – quantity discrimination	EGMA	4		-	-	10 (North) 9.5 (Middle) 9.1 (South)	-	-	DO3 – IR3.2
Persistence in School	Jordan's Early Grade Mathematics Assessment (EGMA) by Gender - number correct/ minutes – missing number	EGMA	4		-	-	5.5 (North) 5.3 (Middle) 5.6 (South)	-	-	DO3 – IR3.2
Persistence in School	Jordan's Early Grade Mathematics Assessment (EGMA) by Gender - number correct/ minutes – addition (level 1)	EGMA	4		-	-	14.9 (North) 14 (Middle) 12 (South)	-	-	DO3 – IR3.2
Persistence in School	Jordan's Early Grade Mathematics Assessment (EGMA) by Gender - number correct/ minutes – addition (level 2)	EGMA	4		-	-	2.8 (North) 2.4 (Middle) 3.1 (South)	-	-	DO3 – IR3.2
Persistence in School	Jordan's Early Grade Mathematics Assessment (EGMA) by Gender - number correct/ minutes – subtraction (level 1)	EGMA	4		-	-	12.2 (North) 11.7 (Middle) 10.7 (South)	-	-	DO3 – IR3.2
Persistence in School	Jordan's Early Grade Mathematics Assessment (EGMA) by Gender - number correct/ minutes – subtraction (level 2)	EGMA	4		-	-	1.5 (North) 1.3 (Middle) 2.3 (South)	-	-	DO3 – IR3.2
Persistence in School	Jordan's Early Grade Mathematics Assessment (EGMA) by Gender - number correct/ minutes – word	EGMA	4		-	-	1.3 (North) 1.1 (Middle) 1.3 (South)	-	-	DO3 – IR3.2

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Targeted Research Theme	Indicator	Source	Quality Scorecard[291]	Indicator Definition	Indicator Values by Years					Alignment with CDCS
					2010	2011	2012	2013	2014	
	problems									
Persistence in School	Jordan's Early Grade Mathematics Assessment (EGMA) by Urban/ Rural - number correct/ minutes – number identification	EGMA	4	It represents the average points collected by EGMA test which is represented by number correct / attempts by urban/rural	-	-	35.9 (Urban) 33.6 (Rural)	-	-	DO3 – IR3.2
Persistence in School	Jordan's Early Grade Mathematics Assessment (EGMA) by Urban/ Rural - number correct/ minutes – quantity discrimination	EGMA	4		-	-	9.7 (Urban) 9.5 (Rural)	-	-	DO3 – IR3.2
Persistence in School	Jordan's Early Grade Mathematics Assessment (EGMA) by Urban/ Rural - number correct/ minutes – missing number	EGMA	4		-	-	5.4 (Urban) 5.3 (Rural)	-	-	DO3 – IR3.2
Persistence in School	Jordan's Early Grade Mathematics Assessment (EGMA) by Urban/ Rural - number correct/ minutes – addition (level 1)	EGMA	4		-	-	14.5 (Urban) 13.3 (Rural)	-	-	DO3 – IR3.2
Persistence in School	Jordan's Early Grade Mathematics Assessment (EGMA) by Urban/ Rural - number correct/ minutes – addition (level 2)	EGMA	4		-	-	2.7 (Urban) 2.5 (Rural)	-	-	DO3 – IR3.2
Persistence in School	Jordan's Early Grade Mathematics Assessment (EGMA) by Urban/ Rural - number correct/ minutes – subtraction (level 1)	EGMA	4		-	-	12 (Urban) 11.4 (Rural)	-	-	DO3 – IR3.2
Persistence in School	Jordan's Early Grade Mathematics Assessment (EGMA) by Urban/ Rural - number correct/ minutes – subtraction (level 2)	EGMA	4		-	-	1.5 (Urban) 1.5 (Rural)	-	-	DO3 – IR3.2
Persistence in School	Jordan's Early Grade Mathematics Assessment (EGMA) by	EGMA	4		-	-	1.2 (Urban) 1.2 (Rural)	-	-	DO3 – IR3.2

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Targeted Research Theme	Indicator	Source	Quality Scorecard[291]	Indicator Definition	Indicator Values by Years					Alignment with CDCS
					2010	2011	2012	2013	2014	
	Urban/ Rural - number correct/ minutes – word problems									
Persistence in School	Illiteracy Rate by Gender (15-24 years)	LFS	5	The percentage of population aged 15-24 years who can't both read and write with understanding a short simple statement on his/her everyday life.	1.28% (Male) 1.15% (Female) 1.22% (National)	1.20% (Male) 1.18% (Female) 1.18% (National)	0.98% (Male) 0.78% (Female) 0.89% (National)	1.18% (Male) 1.02% (Female) 1.10% (National)	-	DO3 – IR3.2
Workforce Transition	Labor force participation rate (15-18)	LFS	5	It is calculated by expressing the number of persons in the labor force as a percentage of the working-age population	0.11 (Male) 0.0 (Female) 0.06 (National)	0.13 (Male) 0.0 (Female) 0.07 (National)	0.06 (Male) 0.0 (Female) 0.03 (National)	0.10 (Male) 0.0 (Female) 0.06 (National)	-	DO1 – IR1.1
Workforce Transition	Labor force participation rate (19-24)	LFS	5		0.61 (Male) 0.19 (Female) 0.41 (National)	0.59 (Male) 0.17 (Female) 0.34 (National)	0.58 (Male) 0.16 (Female) 0.39 (National)	0.63 (Male) 0.15 (Female) 0.41 (National)	-	DO1 – IR1.1
Workforce Transition	Labor force participation rate (15-24)	LFS	5		0.42 (Male) 0.13 (Female) 0.28 (National)	0.40 (Male) 0.12 (Female) 0.27 (National)	0.38 (Male) 0.09 (Female) 0.24 (National)	0.51 (Male) 0.14 (Female) 0.34 (National)	-	DO1 – IR1.1
Workforce Transition	The economically inactive rate (15-18)	LFS	5	It is the proportion of the working-age population that is not in the labor force	0.850 (Male) 0.994 (Female) 0.918 (National)	0.873 (Male) 0.995 (Female) 0.932 (National)	0.885 (Male) 0.995 (Female) 0.938 (National)	0.887 (Male) 0.999 (Female) 0.941 (National)	-	DO1 – IR1.1
Workforce Transition	The economically inactive rate (19-24)	LFS	5		0.393 (Male) 0.815 (Female) 0.589 (National)	0.407 (Male) 0.830 (Female) 0.601 (National)	0.422 (Male) 0.838 (Female) 0.602 (National)	0.370 (Male) 0.846 (Female) 0.590 (National)	-	DO1 – IR1.1
Workforce Transition	The economically inactive rate (15-24)	LFS	5		0.585 (Male) 0.873 (Female) 0.720 (National)	0.598 (Male) 0.885 (Female) 0.733 (National)	0.623 (Male) 0.910 (Female) 0.757 (National)	0.486 (Male) 0.863 (Female) 0.659 (National)	-	DO1 – IR1.1
Workforce Transition	The economically inactive rate disaggregated by Categories (15-18)	LFS	5	It is the proportion of the working-age population that is not in the labor force disaggregated by the inactive categories; this include students, house maker, has income, disability, others	0.800 (Students) 0.077 (House makers) 0.0 (has income) 0.007 (Disability) 0.065 (Others) 0.918 (Total)	0.805 (Students) 0.082 (House makers) 0.0 (has income) 0.008 (Disability) 0.037 (Others) 0.932 (Total)	0.819 (Students) 0.076 (House makers) 0.0 (has income) 0.007 (Disability) 0.035 (Others) 0.938 (Total)	0.816 (Students) 0.078 (House makers) 0.001 (has income) 0.007 (Disability) 0.037 (Others) 0.939 (Total)	-	DO1 – IR1.1
Workforce Transition	The economically inactive rate disaggregated by Categories (19-24)	LFS	5		0.329 (Students) 0.215 (House makers) 0.001 (has income) 0.011 (Disability) 0.032 (Others) 0.589 (Total)	0.335 (Students) 0.222 (House makers) 0.001 (has income) 0.009 (Disability) 0.034 (Others) 0.601 (Total)	0.348 (Students) 0.218 (House makers) 0.001 (has income) 0.011 (Disability) 0.034 (Others) 0.612 (Total)	0.362 (Students) 0.227 (House makers) 0.002 (has income) 0.010 (Disability) 0.034 (Others) 0.634 (Total)	-	DO1 – IR1.1
Workforce Transition	The economically	LFS	5		0.522 (Students)	0.528 (Students)	0.558 (Students)	0.545 (Students)	-	DO1 – IR1.1

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Targeted Research Theme	Indicator	Source	Quality Scorecard[291]	Indicator Definition	Indicator Values by Years					Alignment with CDCS
					2010	2011	2012	2013	2014	
	inactive rate disaggregated by Categories (15-24)				0.155 (House makers) 0.001 (has income) 0.009 (Disability) 0.033 (Others) 0.720 (Total)	0.161 (House makers) 0.00 (has income) 0.009 (Disability) 0.035 (Others) 0.733 (Total)	0.155 (House makers) 0.001 (has income) 0.009 (Disability) 0.034 (Others) 0.757 (Total)	0.170 (House makers) 0.001 (has income) 0.009 (Disability) 0.036 (Others) 0.761 (Total)		
Workforce Transition	Unemployment rate (15-18)	LFS	5	Unemployed persons are those individuals with-out work, seeking work in a recent past period and currently available for work. Thus unemployment rate is the total number of unemployed persons divided by the total labor force.	0.345 (Male) 0.218 (Female) 0.341 (National)	0.383 (Male) 0.383 (Female) 0.383 (National)	0.370 (Male) 0.349 (Female) 0.370 (National)	0.362 (Male) 0.143 (Female) 0.357 (National)	-	DO1 – IR1.1
Workforce Transition	Unemployment rate (19-24)	LFS	5		0.218 (Male) 0.474 (Female) 0.271 (National)	0.243 (Male) 0.472 (Female) 0.288 (National)	0.234 (Male) 0.491 (Female) 0.283 (National)	0.237 (Male) 0.547 (Female) 0.291 (National)	-	DO1 – IR1.1
Workforce Transition	Unemployment rate (15-24)	LFS	5		0.231 (Male) 0.371 (Female) 0.261 (National)	0.252 (Male) 0.377 (Female) 0.277 (National)	0.252 (Male) 0.488 (Female) 0.292 (National)	0.252 (Male) 0.514 (Female) 0.301 (National)	-	DO1 – IR1.1
Workforce Transition	Unemployment rate by Urban/ Rural (15-18)	LFS	5	It is the total number of unemployed persons divided by the total labor force by Urban/ Rural.	0.318 (Urban) 0.469 (Rural)	0.363 (Urban) 0.477 (Rural)	0.334 (Urban) 0.539 (Rural)	0.336 (Urban) 0.471 (Rural)	-	DO1 – IR1.1
Workforce Transition	Unemployment rate by Urban/ Rural (19-24)	LFS	5		0.267 (Urban) 0.289 (Rural)	0.292 (Urban) 0.271 (Rural)	0.282 (Urban) 0.283 (Rural)	0.286 (Urban) 0.299 (Rural)	-	DO1 – IR1.1
Workforce Transition	Unemployment rate by Urban/ Rural (15-24)	LFS	5		0.252 (Urban) 0.303 (Rural)	0.275 (Urban) 0.284 (Rural)	0.289 (Urban) 0.310 (Rural)	0.297 (Urban) 0.313 (Rural)	-	DO1 – IR1.1
Workforce Transition	Number of Created Jobs (15-19)	JCS	5	It is the difference between the number of new jobs and the number of lost jobs in the reference period	10714 (Male) 1114 (Female) 11859 (National)	10624 (Male) 407 (Female) 11031 (National)	11714 (Male) 430 (Female) 12144 (National)	9991 (Male) 245 (Female) 10236 (National)	-	DO1 – IR1.1
Workforce Transition	Number of Created Jobs (20-24)	JCS	5		20032 (Male) 12154 (Female) 32186 (National)	19543 (Male) 7532 (Female) 27075 (National)	16107 (Male) 5650 (Female) 21757 (National)	16344 (Male) 4662 (Female) 21006 (National)	-	DO1 – IR1.1
Voice and Participation	Percentage distribution of registration in 2011 Parliament election for the age group (18-24)	Independent Election Commission (IEC) database	5	Percentage distribution of people who registered and voted for the age group 18-24. Both registration and voting ratios were calculated by dividing the total number of persons registered or voted by the total number of population in the age group 18-24 for the same reference year 2011	-	52.27% (Male) 59.43% (Female) 55.72% (National)	-	-	-	DO2 – IR2.1
Voice and Participation	Percentage distribution of actual voting in 2011 Parliament election for the age group (18-24)	Independent Election Commission (IEC) database	5		-	31.43% (Male) 33.22% (Female) 32.29% (National)	-	-	-	DO2 – IR2.1
Voice and Participation	Percentage distribution of most first important challenge Jordan is facing today in 2006 and	ABS	4	It is the percentage distribution of people thoughts of the most important first challenges	In 2006 61.07% (Male) 73.2% (Female) 67.25%	In 2010 61.07% (Male) 73.2% (Female) 67.25%	-	-	-	DO2 – IR2.1

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Targeted Research Theme	Indicator	Source	Quality Scorecard[291]	Indicator Definition	Indicator Values by Years					Alignment with CDCS
					2010	2011	2012	2013	2014	
	2010 - Economic situation (poverty, unemployment, and inflation). For age group 18-24			facing Jordan in 2006 and 2010.	(National)	(National)				
Voice and Participation	Percentage distribution of most second important challenge Jordan is facing today in 2006 and 2010. Corruption and water problem. For age group 18-24	ABS	4		In 2006, corruption 42.62% (Male) 48.57% (Female) 45.64% (National)	In 2010, water problem 20.75% (Male) 26.36% (Female) 23.45% (National)	-	-	-	DO2 – IR2.1
Voice and Participation	Percentage distribution of people thoughts about the government ability to address the most important two challenges facing the country within the next five years, 2006-2010	ABS	4	It is percentage distribution of people thoughts about the government ability to address the most important two challenges facing the country identified in the previous indicators within the next five years; most important first challenge is economic situation (poverty, unemployment, and inflation) in 2006 and 2010, and the second most important challenges are financial and administrative corruption and water problem in 2006 and 2010 respectively.	In 2006 18.95% (very likely) 43.61% (somewhat likely) 19.76% (a little) 13.78% (not at all)	In 2010 9.04% (very likely) 42.48% (somewhat likely) 30.24% (a little) 15.12% (not at all)	-	-	-	DO2 – IR2.1
Voice and Participation	Percentage distribution of people who participated in the Parliamentary election, 2006-2010	ABS	4	It is percentage distribution of people who participated by voting in the Parliamentary elections in June 2003 and November 2010.	In 2006, 25.83% (Male) 32.26% (Female) 29.1% (National)	In 2010, 47.06% (Male) 43.81% (Female) 45.54% (National)	-	-	-	DO2 – IR2.1
Voice and Participation	Percentage distribution of people on how they rated the freeness and fairness of the Parliamentary election, 2006-2010	ABS	4	It is percentage distribution of people on how they rated the freeness and fairness of the Parliamentary elections in June 2003 and November 2010	In 2006 28.81% (completely free and fair) 25.04% (Free and fair, but with minor problems) 10.42% (Free and fair, with major	In 2010 23.84% (completely free and fair) 26.2% (Free and fair, but with minor problems) 16.51% (Free and fair, with major	-	-	-	DO2 – IR2.1

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Targeted Research Theme	Indicator	Source	Quality Scorecard[291]	Indicator Definition	Indicator Values by Years					Alignment with CDCS
					2010	2011	2012	2013	2014	
					problems) 11.47% (Not free or fair)	problems) 21.74% (Not free or fair)				
Voice and Participation	Percentage distribution of people who attended a campaign, rally, or activities related to any Parliamentary election, 2006-2010	ABS	4	It is percentage distribution of people who attended a campaign, rally, or activities related to Parliamentary elections in June 2003 and November 2010.	In 2006, 19.17% (Male) 10.48% (Female) 14.75% (National)	In 2010, 35% (Male) 16.19% (Female) 26.22% (National)	-	-	-	DO2 – IR2.1
Voice and Participation	Percentage distribution of people who are interested in politics, 2006-2010	ABS	4	It is percentage distribution of people who showed their interest in politics as very interested, interested, slightly interested, and not interested at all.	In 2006, 7.97% (very interested) 20.05% (Interested) 30.3% (slightly interested) 39.49% (Not interested)	In 2006, 7.75% (very interested) 27.55% (Interested) 34.88% (slightly interested) 28.48% (Not interested)	-	-	-	DO2 – IR2.1
Voice and Participation	Percentage distribution of people's opinion that democracy system may have problem, yet it is better than other systems, 2006-2010	ABS	4	It is percentage distribution of people's who strongly agree, agree, disagree, or strongly disagree with the statement "democracy system may have problem, yet it is better than other systems".	In 2006, 26.36% (strongly agree) 47.99% (agree) 10.07% (disagree) 2.19% (strongly disagree)	In 2010, 20.45% (strongly agree) 52.78% (agree) 14.73% (disagree) 2.86% (strongly disagree)	-	-	-	DO2 – IR2.1
Voice and Participation	Percentage distribution of people's opinion about violation of human rights in the name of promoting security and stability, 2006-2010	ABS	4	It is percentage distribution of people's who thought that the statement "violation of human rights in the name of promoting security and stability" is completely justifiable, somewhat justified, not very justified, and not justified at all.	In 2006, 10.68% (Completely justified) 21.54% (Somewhat justified) 19.26% (Not very justified) 40.63% (Not justified at all)	In 2010, 7.42% (Completely justified) 25.63% (Somewhat justified) 20.4% (Not very justified) 40.73% (Not justified at all)	-	-	-	DO2 – IR2.1
Voice and Participation	Percentage distribution of people's rating of access to individuals or institutions to file a complaint when rights violated, 2006-2010	ABS	4	It is percentage distribution of people's who rated access to individuals or institutions to file a complaint when rights violated as very easy, easy, difficult, or very difficult.	In 2006, 16.55% (very easy) 22.5% (Easy) 19.09% (Difficult) 17.78% (Very difficult) 21.63% (Never tried)	In 2010, 11.89% (very easy) 30.02% (Easy) 25.04% (Difficult) 20.24% (Very difficult) 11.8% (Never tried)	-	-	-	DO2 – IR2.1
Voice and	Percentage	ABS	4	It is percentage	In 2006,	In 2010,	-	-	-	DO2 – IR2.1

Targeted Research Theme	Indicator	Source	Quality Scorecard[291]	Indicator Definition	Indicator Values by Years					Alignment with CDCS
					2010	2011	2012	2013	2014	
Participation	distribution of people's participation in a meeting to learn about a subject, joining together with others to draw attention to an issue or sign a petition during the past three years, 2006-2010			distribution of people's who participated during the past three years in a meeting to learn about a subject, joining together with others to draw attention to an issue or sign a petition once or more than once or never.	13.05% (Once or more than once) 85.46% (Never)	11.02% (Once or more than once) 86.21% (Never)				
Voice and Participation	Percentage distribution of people's participation in a demonstration, protest march, or sit-in during the past three years, 2006-2010	ABS	4	It is percentage distribution of people's who participated in a demonstration, protest march, or sit-in once or more than once or never.	In 2006, 10.68% (Once or more than once) 88.35% (Never)	In 2010, 7.42% (Once or more than once) 89.47% (Never)	-	-	-	DO2 – IR2.1
Voice and Participation	Percentage distribution of people's trust in the elected council of representatives (Parliament), 2006-2010	ABS	4	It is percentage distribution of to what extent people trust in the elected council of representatives, the parliament (a great deal of trust, quite a lot of trust, not very much trust, and not at all).	In 2006, 19.7% (A great deal of trust) 35.2% (Quite a lot of trust) 16.11% (Not very much trust) 22.42% (Not at all)	In 2010, 15.24% (A great deal of trust) 32.74% (Quite a lot of trust) 24.67% (Not very much trust) 22.56% (Not at all)	-	-	-	DO2 – IR2.1
Voice and Participation	Percentage distribution of people's trust in political parties, 2006-2010	ABS	4	It is percentage distribution of to what extent people trust political parties (a great deal of trust, quite a lot of trust, not very much trust, and not at all).	In 2006, 9.98% (A great deal of trust) 19.18% (Quite a lot of trust) 13.92% (Not very much trust) 35.46% (Not at all)	In 2010, 10.01% (A great deal of trust) 20.44% (Quite a lot of trust) 21.61% (Not very much trust) 34.82% (Not at all)	-	-	-	DO2 – IR2.1