



GENDER ASSESSMENT FOR TVET PROGRAMMING IN JORDAN

SUBMITTED TO:



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LIST OF ACRONYMS

AFD	Agence Française de Développement
BDC	Business Development Center
EfE	Education for Employment
PSEA	Preventing Sexual Exploitation and Abuse
VAW	Violence Against Women
TVET	Technical and Vocational Education and Training
JNCW	The Jordanian National Commission for Women
GAP	Gender Action Plan
F/M	Females and Males
KPIs	Key Performance Indicators
MoS	Measure of Success

STUDY BACKGROUND AND AIM

Over the last decade, the unemployment rate in Jordan has been on the rise, particularly among women and youth. In 2020, only 14.7% of women in Jordan were economically active. Of those, 10.9% were employed, and 3.7% were unemployed and actively seeking employment. In that same year, 41.4% of the unemployed were aged 20-24, and 17.4% were aged 25-39. Several factors have impacted the Jordanian economy over the last decade and, in turn, youth's and women's employment. This includes a rising cost of living, rising poverty rates, limited job opportunities, regional political turmoil, the influx of refugees, and most recently, the COVID-19 pandemic. Additionally, the educational system in Jordan has failed to equip youth with the skills and knowledge that they need to thrive in a highly competitive labor market.

While the technical and vocational sector in Jordan has been institutionalized since 1976, it has not alleviated women and youth unemployment. The reasons behind this vary and include supply and demand-side variables. The government has made several efforts to reform the sector to bridge the gap between education and employment. One such effort is the National Strategy for Human Resource Development (NSHRD) which aims to increase the enrolment rate for vocational education to 15% of secondary students (males and females) by 2025¹.

AFD commissioned Beyond Group to conduct a **Gender-sensitive business environment analysis in Jordan and elaborate a Gender Action Plan on Vocational Training Programme.** The assignment is divided into two key phases.

The first is a situation analysis focusing on understanding the barriers and opportunities for the participation of women and youth in the labor market, particularly in the technical and vocational sector, and exploring how this participation changed because of the COVID-19 pandemic.

The second is to develop a budgeted gender action plan for AFD partners, The Business Development Center (BDC) and Education for Employment (EfE), focusing on EfE in the short term.

This report starts with an overview of the methodology used to conduct both phases of the study. **The report's first section includes the situation analysis** that provides an overview of women and youth participation in the Jordanian labor market and the TVET sector. **The report's second section provides the gender analysis** of the two organizations using the tools described in the methodology section. **The third section provides an overview of the gaps** in the operations and programs based on the gender analysis, the situation analysis report, and the findings from the external evaluation. **The fourth and final section provides a gender action plan** and specific action plans and an estimated budget.

¹ <https://www.hrd.jo/nationalstrategy>

METHODOLOGY

To capture the needed information from the Jordanian context, the project was divided into two phases. Both phases incorporated a mixture of primary and secondary data of qualitative methods, including desk review, key informant interviews, focus group discussions, and a working session. A detailed description of the methodology in both phases is listed below:

Phase 1- Situation Analysis:

This situation analysis aims to answer the following research questions and sub-questions:

1. What is the current situation of Syrian and Jordanian women's labor force participation and employment?

- a) What is the legal framework governing, protecting, and promoting women's employment?
- b) What positions do they occupy in the labor market? How does their participation look like?
- c) How is paid and unpaid work distributed between men and women?
- d) What are the barriers to women's effective engagement in the labor market?

2. How does gender impact women's and youth's access to technical and vocational education and training?

- a) How does participation in TVET look like in Jordan? Who does it attract and why?
- b) What are the challenges and barriers to youth and women's effective engagement, access, and retention in TVET?
- c) How do social and gender norms impact youth and women's access to TVET?
- d) What are the lessons learned?

The study is based on an extensive review of literature and legislation in addition to 9 KIIs and 4 FGDs. KIIs were conducted with gender and/or TVET experts and practitioners in Jordan. FGDs were conducted with Jordanian and Syrian women (2 in each of Amman and Zarqa). Female participants in FGDs (Annex 1) were unemployed and looking for work or had home-based projects/businesses.



KII and FGD guides were semi-structured, allowing for a dynamic flow of conversation and deeper insights into participants' experiences and perceptions. The research team took all the ethical considerations needed to protect the privacy and confidentiality of FGD participants. Informed consent was obtained, and FGDs were only recorded with their permission.

Phase 2- Gender Analysis and Plan:

The gender analysis of the operation and programs of BDC and EFE was conducted using qualitative approaches. This included a review of documents provided by BDC and EFE, including the tools they use in their operations, such as the employers' scoring cards; market assessment mapping questionnaire and template; training outlines; and the soft skills training curricula. In addition to reviewing these documents, two key informant interviews were conducted with BDC and EFE respectively to gauge their processes and understand to what extent gender is mainstreamed in their operation and programs. In addition, two focus group discussions with BDC and EFE program beneficiaries were organized. The purpose of the FGDs was to understand the extent to which gender approaches were considered in designing and implementing the program's activities. Finally, a working session was conducted between the research team and the EfE team to co-design the gender action plan.

The gender analysis aims to answer the following questions:

1. Do the results respond to the identified needs of Jordanian and Syrian women?
2. To what degree does the Change Theory and the intervention's results framework include gender equality?
3. Does the intervention explicitly consider a gender equality approach with regard to the expected results?
4. Have women and men benefit equally from the project's interventions? Do the results affect women and men differently?
5. To what degree have the strategies and planned activities contributed to advancing towards the achievement of the results?
6. What have been the main results and their contribution to SDG 5- Achieve gender equality and empower all women and girls?
7. What are the main difficulties, risks, and challenges related to the implementation of gender-related outcomes?
8. Have gender indicators been identified in the project documents? Are they being met?

The gender analysis was conducted using two main tools. The tools are the OECD Gender Equality Policy Marker² and the Gender Analysis Tools³ developed by Status of Women Canada. Using these main tools, the gender analysis focused on understanding how BDC and EFE considered :

- Roles and responsibilities of women in the design and implementation of their activities
- Influencing factors such as social norms considered in the design and implementation of activities
- Issues about access, control, and agency were examined and addressed; finally, the extent to which women's safety was considered in their operation.

Following the gender analysis of BDC and EFE operations and the TVET program and using the criteria of the Handbook on the OECD-DAC Gender Equality Policy Marker, the programs of the two organizations were assessed using the criteria listed in the handbook. After the gender assessment, the research team organized a working session with the EfE team in Jordan to co-design a detailed gender action plan for their organization. The working session took place on the 14th of September 2021 in the AMRTC training center in Amman. Both the EfE team, alongside the research team, were able to co-design a gender action plan after w day of working spaces. **The result of this working session informs the design of the Gender Action Plan proposed below.**

² <https://www.oecd.org/dac/gender-development/Handbook-OECD-DAC-Gender-Equality-Policy-Marker.pdf>

³ http://dmeforpeace.org/sites/default/files/CIDA_Gender%20Analysis%20Tools.pdf

SITUATION ANALYSIS

Women's and youth's labor force participation in Jordan

1. LEGAL FRAMEWORK

Several structural, economic, and cultural barriers influence young women's participation in the labor market in Jordan. While some legislative amendments have been made over the years, several legal and structural barriers still impede women's entry and retention in the labor market. The following table summarizes key issues related to women's participation in the labor market.

EQUAL PAY

In 2017 the Labour Law introduced the concept of 'discrimination in wages' which is defined as gender-based inequality in payment of wages between employees. The law now imposes a penalty on the employer ranging between 500 to 1,000 JOD if the employer discriminates in payment of wages.

FLEXIBLE WORK

The Regulations of Flexible Work System, No.22 of 2017 was introduced to provide greater flexibility in employment conditions for workers with family responsibilities, such as women with responsibilities for childcare and pregnant women.

PROFESSIONS AND WORKING HOURS

Article 69 of the Labour Law currently prohibits women from working in sectors such as mining, excludes pregnant and nursing women from certain jobs where they might be exposed to toxins and prohibits women from working after 10pm at night, with exceptions in specific sectors.

MATERNITY AND PATERNITY LEAVE

Maternity leave: Women workers are entitled to 90 days of maternity leave in the public sector, and to 70 days of leave in the private sector.
Paternity leave: The Labour Law introduced paternity leave in 2017 – granting fathers three days of paid leave after the birth of a child.

CHILDCARE

Article 72 of the Labor Law in Jordan stipulated the establishment of a nursery in the workplace when there were at least 20 female employees bearing 10 children among them all under the age of four years old. However, the application of the article has proved to be problematic as most companies in Jordan are classified as small or medium in size, and some companies refrained from hiring women, in turn reversing the intended goal of the article. The law was amended and now requires an employer to offer childcare facilities when employees cumulatively have 15 or more children under five years of age.

SEXUAL HARASSMENT AT WORK

The Labor Law allows an employee to resign from work without notice if the employee has been a victim of a sexual assault perpetrated by the employer. It does not grant this right if the assault is committed by another worker in the workplace. Sexual harassment can be punished as the offence of unwanted sexual conduct under the Penal Code Articles 305 and 306. Articles 299–296 and Article 320 of the Penal Code criminalize indecent acts. The Ministry of Labor has established a dedicated office (women's employment directorate) to deal with complaints of sexual harassment in the workplace.

PROFESSIONS AND WORKING HOURS

Age of early retirement was adjusted to 55 for men and 52 for women.

MATERNITY PAY

Maternity insurance collected from: Monthly contributions paid by the firm at the rate of (%0.75) of the insured's wages (regardless of sex). The firm shall pay the contributions for Old-age, Disability and Death, and Unemployment insurances during the maternity leave.

Source: OECD Library, Women at Work

To understand the impediments to women’s full integration into public life, and more specifically, their economic participation, it is important to examine the root causes of gender discrimination in Jordan and their impact on women’s day-to-day activities. Research conducted by IRCKHF assesses the root causes of patriarchy and shows that gender discrimination is established in the law, societal practices, and institutions⁴. Gender inequality is established in the law mainly through the application of the Personal Status Law. The law differentiates between the rights and responsibilities of men and women. It maintains the traditional role of women in the domestic sphere as wives and caretakers and places the financial responsibility of women on men. Additionally, many articles of the law contradict the constitutional rights of women. For example:

- Article 23 of the Constitution states that ‘work is the right of every citizen; however, article 61 of the Personal Status Law states that a woman requires the permission of her husband to work outside the marital home. If she does so without his consent, she loses her right to financial maintenance⁵.
- Article 9(ii) of the Constitution states that ‘no Jordanian may be prevented from residing at any place, or be compelled to reside in any specified place, except in the circumstances prescribed by law.’
- Article 60 of the Personal Status Law states that the wife has a right to financial maintenance even if she was living in her parents’ house. However, if the husband asks her to move to the marital home and she refuses, she loses her right to financial maintenance
- Article 72 states that a wife must travel with her husband to a new home or another country, and if she ‘disobeys’ him, she loses her right to financial maintenance⁶.

Discriminatory gender roles are reinfused into society through several mechanisms. This includes educational curricula, which emphasize women’s role in the private sphere and fail to promote concepts of gender equality, and media, which produce content that promotes gender stereotypes. They are also reproduced through the teachings (fatwas) of some religious figures, based on their personal interpretation of religion⁷. As legislation and social norms place the financial responsibility on men and generally treat women as dependents, men tend to have access and control over most wealth and resources. This can be seen through women’s low participation in the labor market and their land ownership and real estate, which remains low⁸.



Figure 1 - Root causes of gender discrimination resulting in women's weak economic empowerment

⁴ Information and Research Center – King Hussein Foundation (2019), [Gender Discrimination in Jordan](#)

⁵ Ibid

⁶ Ibid

⁷ Ibid

⁸ Ibid

2. A SNAPSHOT OF WOMEN'S LABOR FORCE PARTICIPATION

Women's economic participation in Jordan remains persistently low. In 2020, only 14.7% of women in Jordan were economically active. Of those, 10.9% were employed, and 3.7% were unemployed and actively seeking employment⁹. Educated women are more likely to participate in the labor market. Almost half of women with Bachelor's and above degrees were economically active in 2019 compared with a mere 5 percent among women with secondary or less. Single women are also more likely to participate in the labor market as in 2020, of all single women, 21.7% were economically active, and of all ever-married 11.3% were economically active¹⁰.

Women work in the public sector and feminized or traditional sectors; 39.9% in education and 15% in health and social work¹¹. Women are paid less than their male counterparts in the private sector, with an estimated wage gap of 17%. Like other countries in the Mashreq, women's low level in entrepreneurship is reflected and impacted by women's limited access to assets and capital. Given the job growth rate and market saturation in the public sector, increasing female labor force participation will require a shift in the types of jobs women seek¹².

Women are more likely to be unemployed than men. The unemployment rate of women was 25.5% in 2020, compared to 20% in 2010. Men's unemployment rate significantly increased between 2010 and 2020, from 9% to 19.3%, but remains slightly lower than women. Looking across nationalities, Jordanian women have a higher unemployment rate than non-Jordanian women, at 30.7% and 11.9%, respectively¹³. Even highly educated women are still struggling to find employment as recent data showed that 9 out of 10 unemployed women have a university degree¹⁴.

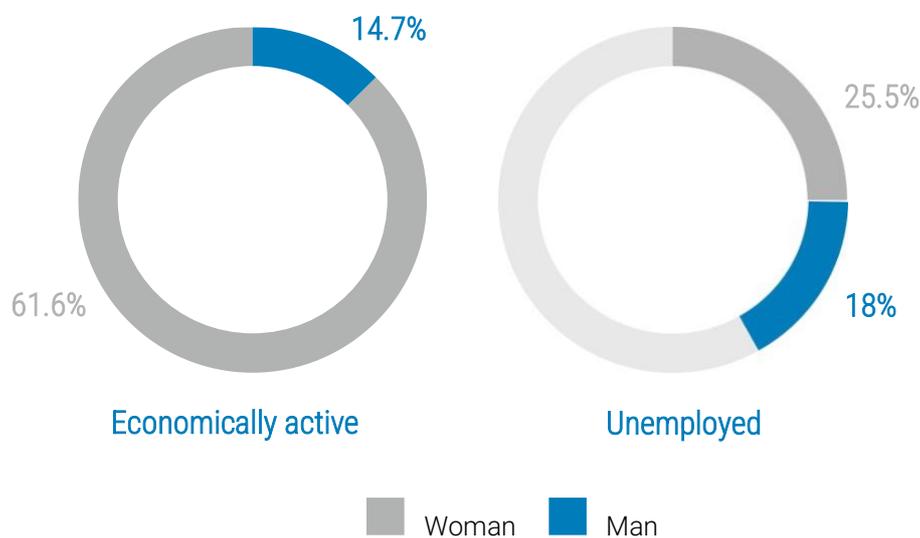


Figure 2 - Economic activity and unemployment

Married women are less likely to participate in the labor market or to be employed. In 2020, of all single women, 21.7% were economically active, and of all married or ever-married women, 11.3% were economically active. The Jordan Job Diagnostics found that married women were 12.5% less likely to participate and 9.6% less likely to be employed. Similarly, women with children younger than 5 are 6.6% and 4.6% less likely to participate in the labor market or be employed, respectively¹⁵.

Findings from FGDs show that many women are either working from home or are actively looking for work. Female participants in the FGDs expressed that working women are mostly working from home, through small projects such as production kitchens, tailoring, beautification, and so on. Other women work in community-based organizations (CBOs) on a volunteering or monthly basis, while some work in factories. This indicates that many women still work

⁹ Department of Statistics, [Employment and Unemployment Data \(2020\)](#)

¹⁰ IRCKHF (2020), [Jordan's Social Security Reforms and Women's Employment in the Private Sector](#); Department of Statistics, [Employment and Unemployment Data \(2020\)](#)

¹¹ Department of Statistics, [Employment and Unemployment Data \(2020\)](#)

¹² World Bank Group (2020), [Women's Economic Participation in Iraq, Jordan and Lebanon](#)

¹³ Department of Statistics, [Employment and Unemployment Data \(2020\)](#)

¹⁴ Winkler, Hernan Jorge; Gonzalez, Alvaro S..2019. [Jobs Diagnostic Jordan](#) (English). Issue no. 18; Jobs Series Washington, D.C.: World Bank Group.

¹⁵ Ibid

informally due to legislative or structural barriers restricting them from registering their businesses or joining the formal economy. While this was true for both Jordanians and Syrians, the restrictions facing Syrian refugee women seem to be greater.



Most Syrian women are working informally, because they cannot open or register businesses in the fields they are in, even if its tailoring, or beautification... A Jordanian woman most likely owns her house, she doesn't rent. She can make the decision to register the business, however, a Syrian woman needs to take the permission of the house owner to register a production kitchen. (Syrian refugee woman, Amman).

Several structural and social barriers impede women's entry and retention in the labor market. Structural barriers include laws and regulations, lack of safe and reliable transportation, and lack of affordable and quality child care. Evidence is also pointing toward the impact of social and gender norms on women's employment. A World Bank study highlighted that while two-thirds of non-working women would like to work, intra-household preferences and expectations – such as expectations of husbands and fathers - remain major barriers. The research showed that 'men and women agree that men are the ultimate decision-makers in the household, including deciding for women on whether to accept a job offer or not'¹⁶.

Most women need and want to work. Findings from FGDs paint a rather different picture. Female participants emphasized that most women want and need to work given the harsh economic conditions, which the COVID-19 pandemic has amplified. They indicated that social norms no longer solely dictate whether women can or cannot work, as the current reality requires that women work to support their households. Additionally, since many men lost their jobs during the pandemic, especially daily wage laborers, some women are left with no choice but to work.



Previously, there was a societal perception that it's shameful for women to work in factories and other places, but now, especially after COVID-19, they can work anywhere, even in factories, production lines. What's shameful now is not to have money. (Jordanian woman, Amman)

Conservative social norms can change once a husband sees the impact of the wife's financial contribution.

Reflecting on their own experiences, some female participants in the research expressed that their husbands initially opposed the idea of taking training or working outside the home. However, this changed once the women started to bring in the money and reduce the burden on their husbands.



I had to convince my husband to take a cooking training. The only way he was convinced was when I started giving him pocket money. I used to give him the reimbursement that I received from the training. Sometimes, he used to oppose me going out in the morning, and in those cases I would get my brother to drop me off. This was the only way he would let me leave the house. He was possessive, he doesn't want me to go out, socialize and open up. Now, he changed, whenever I am home, he asks me: 'when do you have work? why aren't you leaving?' (Jordanian woman, Amman)

Financial contribution had a major impact on women's voices and agency. Jordanian and Syrian women expressed that many women who contribute to the household income have a say in household decisions and how the money is spent. Reflecting on their own experiences, they emphasized that when women work, they personally regard themselves and how society changes perceive them. They added that most women are better able to manage the financial expenses of the household as they think more strategically.

¹⁶ IRCKHF (2020), [Jordan's Social Security Reforms and Women's Employment in the Private Sector](#); Hashemite Kingdom of Jordan – [Understanding How Gender Norms in MNA Impact Female Employment Outcomes](#) (English). Washington, D.C.: World Bank Group.



When a woman works, she is more able to make decisions that relate to her and her children. For example, she can put her child in a private school, because she has income. It gives her decision-making power. (Jordanian woman, Amman)

A woman knows better how to manage household expenses. A man might think of his car, his cigarettes, whereas a woman would think of her children first and think more strategically. (Jordanian woman, Zarqa)

A woman who earns an income becomes more independent. For example, when I was working, I was able to buy myself what I needed without having to burden my husband. If my child needs something, I can get it. (Syrian refugee woman, Amman)

Women still face several barriers in joining the labor market. Issues such as transportation, distance, and working hours still significantly impact their ability to accept a job, especially given that most unpaid work still falls on women. As a result, many women prefer starting a small business from home, as it gives them the chance to control their own hours. On the other hand, some women expressed their preference for a full-time job, as it provides a stable income and social security for Jordanians. However, married women noted that they can only accept a full-time job if it is no longer than 8 hours to still take care of their household responsibilities after work. Women also spoke about the preference of many CBOs and other employers to hire younger women, possibly based on the perception that they have more energy to work. One major barrier faced by Syrian refugee women is that many sectors are closed to them, limiting their ability to find decent employment prospects in their field of education or expertise. Syrian women also spoke about being exploited based on their refugee status.



One barrier other than nationality is age. Training and employment opportunities have age restrictions. If you are 35 and over, many opportunities are closed to you. They consider women aged 18-35 have more energy to work, even though women over that age have more experience and more energy to work. (Syrian refugee woman, Zarqa)

Older women have more responsibilities and are more mature. They have responsibilities like paying for education and household expenses. By restricting the age of work, you are not really taking the right segment and group, which is in actual need of work. (Syrian refugee woman, Zarqa)

Syrians are most likely vulnerable, so a Syrian woman in a factory is generally exploited, I don't want to say harassment, but more exploitation - longer hours and less pay. (Syrian refugee woman, Amman)

Youth unemployment in Jordan is high and on the rise. A specific zoom on the youth reveals that in 2020, 41.4% of the unemployed were aged 20-24, and 17.4% were aged 25-39. The percentage is higher for female youth; 54.8% and 25.5% for the two age categories, respectively. Several factors have impacted the Jordanian economy over the last decade and, in turn, youth's employment, including the rising cost of living, rising poverty, limited job opportunities, regional political turmoil, and the influx of refugees. On the other hand, the educational system in Jordan has failed to equip youth with the skills and knowledge that they need in a highly competitive labor market¹⁷. The younger participants in FGDs spoke about the challenges that they face in finding employment opportunities. One such challenge is that many employers require experience, something they do not have, or offer a training opportunity like an internship or volunteering, which isn't paid. They added that it is difficult for young women to cover their expenses for an internship every day. While all of the younger participants in FGDs had a diploma or university degree, none could find a job. They are currently working on small projects from home to make ends meet until they find employment.



Most employers want experience and I don't have experience. I applied everywhere, in every hospital and clinic. How am I supposed to get experience if no one hires me? (Jordanian woman, Zarqa)

I have started a production kitchen, and before that did many projects because I don't want to be doing nothing. This is only until I find something. (Jordanian woman, Zarqa)

¹⁷ USAID: <https://www.usaid.gov/jordan/youth>

3. DIVISION OF PAID AND UNPAID WORK

Unpaid work disproportionately falls on women in Jordan and affects their decision-making over their participation in the labor market. A 2019 study by Oxfam points out to several surveys which demonstrated this. This included a 2015 national study by the Higher Population Council, which showed that women usually leave their jobs because of familial responsibilities and their roles within the family. 78% of the surveyed women who withdrew from the labor market were married, and 86% worked in the private sector. Another survey conducted in 2018 by the International Labor Organization found that unpaid work was the most reported reason for women's inactivity in the labor force in Jordan, as cited by 77.4% of women compared to 3.7% of men. In that same year, a World Bank study found that men (mainly husbands and fathers) were the ultimate decision-makers in the household, including for women whether to accept a job offer or not¹⁸.

It is clear that social and cultural norms restrict the types and location of work considered appropriate for women. Even if women are working for pay, the 'care' factor tends to significantly impact engagement. Unpaid care work is often misconceived as the time spent taking care of children exclusively. While it is estimated that women spend 221 minutes per day on childcare (compared to 71 minutes spent by men), a high percentage of women outside the labor market do not have children under the age of five. Therefore, it is important to understand the different care responsibilities that fall on women. Although Jordan recognizes the different factors, including unpaid care work, to understand why women's participation in the labor market is still low, policies and programs addressing this problem concerning the care economy have been insufficient¹⁹.

The burden mostly falls on women. Female participants in FGDs agreed that the burden falls on women, although they had different opinions about how unpaid work is distributed. Some women believed that how work is distributed inside the home depends on the husband and the couple's circumstances. For example, one Syrian woman stated that her husband works a 12-hour shift and thereby is unable to help with household chores or childcare. Another woman explained that her husband helps drop off the children at their grandparents because both work during the day. Most married women from the FGDs, however, expressed that they are fully responsible for household work even when they are working outside the home.



It depends on the wife and husband and what they agree on. For me, when I was volunteering, my husband used to drop off the children to my parents' house and I picked them up after, we had an agreement. I used to cook a meal enough for two days, he understood this. Depends on the husband. (Syrian refugee woman, Amman)

4. SYRIAN REFUGEES AND THE LABOR MARKET

As of April 2021, there were 665,834 registered Syrian refugees in Jordan, of whom 50% are female. 80.7% of refugees reside in host communities, mainly in Amman, Irbid, and Mafraq. 19.3% of refugees reside in three official camps, Zaatari, Azraq, and the Emarati Jordanian Camp. The Syrian refugee population is a young one. 44.4% of female refugees are between the ages of 12 and 35. This means that a large proportion is transitioning into adolescence or early adulthood²⁰.

The influx of Syrian refugees significantly impacted the Jordanian labor market, and this can be seen in relation to available job opportunities, wage levels, working conditions, access to work, and so on. This is of particular concern in the northern governorates, where the share of Syrian refugees and the pressure on the labor market are greatest. Research shows that Syrians are willing to accept lower wages and harsher conditions, compared to Jordanians, which does not only drives some Jordanians out of the labor market but also increases the informalization of the Jordanian labor market, making compliance with labor standards a serious threat for all workers²¹.

Research shows that the majority of Syrian women in Jordan do not work. While a large number of unemployed and economically inactive Syrian women would want to work if they had the opportunity, this desire does not appear to translate into the effort of actively looking for work. Barriers to work are similar to those faced by Jordanian women and include childcare and household responsibilities, social norms and decision-making power within the household, lack of decent job opportunities, and lack of compatible skills²² such as communication, time and project management, and negotiation skills.

¹⁸ Oxfam (2019), [Counting on women's work without counting women's work](#)

¹⁹ Ibid

²⁰ UNHCR (2021), [Statistics for Registered Syrian Refugees](#)

²¹ Stave and Hillesund (2015) [Impact of Syrian refugees on the Jordanian labour market](#). ILO and FAFO.

²² UN Women and REACH (2016), [Jordanian and Syrian Women's Labour Force Participation and Perceptions on Employment](#).

Syrian women face many barriers despite being willing to work and in need of it. As mentioned earlier, in addition to the barriers faced by Jordanian women – such as childcare, transportation, and low wages – Syrian women in the FGDs expressed feeling restricted as they cannot work in their field of study, and many face challenges in registering home-based businesses.



It's very difficult to get a permit and we are very restricted. Syrians have vocations/skills and have customers but cannot start their own businesses. (Syrian refugee woman, Amman)

We want to achieve, we want to be successful, we want to be useful. (Syrian refugee woman, Amman)

Registering a home-based business

Home-based businesses are more frequently registered as individual establishments. The following steps are required to [register](#):

- Depending on the sector, pre-approvals must be obtained. For example, to start a nursery, one must obtain pre-approval from the Ministry of Social Development. For non-Jordanians, approval from the Ministry of Interior is required.
- Once pre-approvals are obtained, one must visit the Central Registration Department under the Ministry of Industry and Trade to register and submit the following documents:
 - National ID card or valid passport for non-Jordanians
 - Lease agreement of business certified by the Greater Amman Municipality or other municipalities
 - Property deed or lease agreement from the landlord
 - A minimum capital of 1,000 JOD (for Jordanians and non-Jordanians)
 - Application fee of 10 JD
- Company registration certificate will be issued once all fees are paid and required documents are provided.

5. COVID-19 IMPLICATIONS

Since the beginning of the COVID-19 pandemic, several assessments have been undertaken in Jordan, consistently showing how the pandemic amplified inequalities faced by many vulnerable groups. These surveys showed the specific impact on women highlighting a decrease in their mobility, reduced access to services, increased burden of paid and unpaid work, and greater impacts on their psychological and physical wellbeing²³.

Research conducted by IRCKHF in 2020 aimed to learn if and in what ways the responsibilities of unpaid work changed about respondents and their families during the first COVID-19 lockdown (March 17 – May 15, 2020). The research incorporated an online survey with 3,555 men and women in Jordan (79% women and 21% men). Even though the responsibilities of most men increased, the share of women who carried out direct and indirect care responsibilities 'most of the time' was significantly larger. Looking specifically at employed women, **64% of them felt that household work was not shared equally between them and their spouses, and 75.4% wanted their spouses to do more. Around 24% of women wouldn't or couldn't communicate this to their husbands.** Some stated that their husbands did not care or empathize or explained that this is the way in which responsibilities were divided; others didn't communicate this to their husbands to avoid creating problems at home, explaining that their husbands were easily angered or had a temper; some recognizing that their husbands already had a lot to do and thereby did not want to overburden them,

²³ Jordanian National Commission for Women, Addendum to the National Strategy for Women: Impact of the COVID-19 Crisis on the new NSW

and finally some explaining that their husbands did not know how to carry out many household responsibilities, be it child care or cleaning and as a result, did it themselves to save them time²⁴.

The pandemic impacted gender roles and increased the burden on women. Participants in the FGDs agreed that women need to work, especially as many men lost their jobs due to the pandemic. However, the additional responsibility on women doesn't come with the alleviation of other responsibilities, as women are still responsible for household chores and childcare.



The burden on women increased because in addition to household work, she needs to help with money as well. Personally, I am a chef and a trainer, but as a result of COVID, everything closed down. I had to work in a factory, I swear. I worked in a packaging for two months. I had to work; our financial situation was very bad. I'm married with 5 children. My husband is a delivery driver, so he didn't have work. (Jordanian woman, Amman)

Everything changed as a result of COVID, most men are now at home, especially for those who are daily wage workers. My husband is now sick, so I have to be everything for my family, I have to work; I became a mother, father and everything. (Jordanian woman, Zarqa)

²⁴ IRCKHF (2020), [COVID-19 and the Double Burden on Women in Jordan](#)

Technical and Vocational Education and Training in Jordan: Sector Status and Women's Access

Zooming into the TVET sector and exploring women access to it reveal lots of sector specific challenges and space for interventions. The following chapter provides a quick look into the sector's supply and demand sides, and focuses on the regulation and reform efforts of the TVET sector before listing the specific factors influencing access of women and youth to it as revealed by the data collection process.

1. TVET PROVIDERS IN JORDAN: THE SUPPLY SIDE

MoE works on the provision of TVET throughout the secondary vocational education (grades 11-12) in 210 secondary schools for boys and girls. In the 2015/2016 school year, 25,187 students were enrolled in vocational education in the following four branches: industrial, agriculture, hotel and tourism and home economics. 57% of students were male and 43% were female. The majority of males were in the industrial, hotel and agriculture fields, while the majority of females were enrolled in the home economics field. One of the reasons behind the low concentration of females in the other streams is that they are typically provided in boys' schools and as such are not inviting for girls. Similarly, the home economics became limited to girls as of 2017, making such a stream unattainable for boys who are interested in hairdressing and tailoring²⁵. In the 2019/2020 school year, 24,915 students were enrolled in vocational education. 55.7% of students were male and 44.3% were female. The highest enrollment was in the central region, followed by the north and lastly the south²⁶.

The Vocational Training Corporation (VTC) offers vocational training and apprenticeship programs for students aged 16 and above. The VTC was established in 1976 under the supervision of the Ministry of Labor (MoL). Training programs offered by the VTC are at the skilled, semi-skilled and craftsman levels through three modalities: on the job training, off the job training and 'dual training' involving on and off the job training. The VTC supervises 45 training centers across the kingdom²⁷.

Vocational training programs are also offered by the private sector. However, there are very few private training providers in Jordan, and not all of them are certified by the Centre of Accreditation and Quality Assurance (CAQA). Two of the most prominent private training providers are the Luminus Group (formerly known as Al Quds College) and the Ammon Applied University College of Hospitality and Tourism Education²⁸.

Figure 3- TVET providers in Jordan



²⁵ Ministry of Education (2018), [Education Strategy 2018-2022](#)

²⁶ Ibid

²⁷ International Labour Organization, [State of Skills](#)

²⁸ Ibid

Vocational Training for Women and Youth Sample Programs

Several Civil Society Organizations (CSOs) and INGOs in Jordan provide technical and vocational training to women and youth, as they recognize the need to enhance their participation and employment in the sector. While some training programs focus on vocational training specifically, others incorporate additional concepts such as project management, entrepreneurship, and life skills. Some examples of available training include: Qualification oriented to employment in the craft (2017-2024): is a program commissioned by GIZ which helps young and vulnerable Jordanian youth and Syrian refugees take greater advantage of employment opportunities in the skilled crafts. This is done by i) working with partner institutions to improve quality and accessibility of vocational training in skilled crafts, ii) providing young Jordanians and Syrians with career guidance and counselling services, and iii) improving cooperation between private and public stakeholders through the strong collaboration with German Confederation of Skilled Crafts.

Provision of Technical and Vocational Education and Training for Jordanian and Syrian Youth: this project is implemented by UNESCO Amman with funding from the Government of Korea and aims to support 250 male and female Jordanian and Syrian youth by providing access to meaningful internationally accredited education that yields diplomas recognized both international and inside Syria. Specifically, youth will earn a BTEC Level 2 Diploma at training facilities in Amman and Irbid, in addition to English language training, and counseling services.

UNRWA Technical and Vocational Education and Training and Youth Program: this program provides practical training to youth Palestinian refugees and equips them with the relevant skills and expertise for the labor market. UNRWA runs eight vocational and technical training centers with a capacity to train 7,500 trainees and covers a range of specializations including mechanics, construction, plumbing, mobile maintenance, graphic design among others.

Taking Enterprise Development for Women Empowerment to Scale: was a 3-year program implemented by Care Jordan with the aim of enhancing opportunity for the engagement of women in the workforce. The first phase of the program supported women in establishing and connecting with savings and loan groups. It also provided vocation training to help facilitate business idea generation and central bazaars where women could sell their goods. The second phase provided additional vocational and financial training to women to increase their access to funding for their enterprises.

2. TVET STUDENTS IN JORDAN: THE DEMAN SIDE

Only 13% of Tawjihi students choose the vocational stream in secondary school²⁹. For many, TVET is regarded as a second-class route for students and is associated with low-performing students. As a result, the preference for academic and university education and public sector careers continues, despite prolonged periods of unemployment following graduation³⁰.

VTC training is still an unpopular option for many young Jordanians. Each year around 10,000 students enroll across 45 training centers managed by the VTC. Several factors make the VTC an undesirable option for youth, including the negative stigma surrounding vocational training in general which is driven by a culture that places higher value on academic education, poor infrastructure and outdated curricula used by the VTC centers.³¹

Key informants confirmed this and stated that the TVET sector is still regarded as a last resort for those who have not succeeded academically or are unable to find jobs with their academic qualifications. They have stated many reasons for this including the lack of guidance for students with interests outside of academic fields, the lack of investment in the TVET sector especially in the infrastructure and the lack of coordination among different stakeholders resulting in the duplication of efforts.

²⁹ Ibid

³⁰ Ministry of Education (2018), [Education Strategy 2018-2022](#)

³¹ International Labour Organization, [State of Skills](#)



There is a culture and perception that TVET is inferior to academic education and so the programs are comprised mostly of those who did not succeed in school... it is culturally conceived as inferior, not intelligent etc. because awareness is very low and funding from government and ministries is very low. (Passant Sobhi, UNESCO)

There are still many problems in the TVET sector. First of all, we do not have regulating legislation for TVET. We do not have one governing body for TVET that draws and creates strategies for this sector. They created the commission, but until now we don't have a unified strategy to regulate the efforts of TVET providers. All stakeholders are working in isolation. There is no harmony in work. That's why currently, there is duplication and redundancy in the work. As for funding, there is also a problem. The cost of providing TVET education is high, they need equipment and labs, workstations, and trainers etc. (Mudafi Momani, Balqa University)

What happens with some youth now is that they get a diploma or bachelor, try to join the labor market just to find out that there are no job opportunities. They go back and take a TVET training to find a job... There needs to be proper guidance and awareness so that TVET becomes a first choice. Youth must be convinced by this, and efforts need to be made to ensure that the vocational work environment is decent. (Nadera Bakheet, Consultant)

Women expressed the importance of teaching their children a vocation, but also indicated the importance of having an academic qualification as well. This was reported to us in the FGDs and stands true for both Jordanian and Syrian women who expressed that everyone needs to have a skill or a vocation that they can fall back on in case they cannot find employment. However, academic education is still valued by Jordanian and Syrian women. According to the Syrian women, they acknowledged that while their children cannot work with academic degrees in Jordan, it was still important to have a degree in case they moved back to Syria or migrated to Europe.



I want my children to have an academic degree and to know a vocation, so that he has something to lean back on. (Jordanian woman, Amman)

Personally, I would teach them a vocation, in addition of academic education. I want my daughters to learn computer programming and applications, because this is what is needed in the labor market. In case she doesn't get a scholarship, she can have a vocation to fall back on. (Syrian refugee woman, Amman)

3. REFORM EFFORTS FOR TVET SECTOR

Many efforts to reform the TVET sector have been made by the government of Jordan to bridge the gap between education and employment and enhance youth's participation in the labor market. This is reflected through several national policies and strategies, with the most recent being the National Strategy for Human Resource Development (NSHRD) 2016-2025. The strategy is the main reference for most education and training programming efforts. It pays particular attention to reforming the TVET sector and aims to increase enrolment rate in TVET among secondary students to 15% by 2025³². Additionally, the strategy puts forth five key strategic objectives to create a highly-regarded, world class TVET system at all levels³³:

- **TVET1- Access:** Establish progressive pathways to promote and recognize all forms of learning and skills development within the system and in the labor market and create new options for high quality tertiary TVET.
- **TVET2- Quality:** Increase the quality of TVET through consistent training requirements for TVET instructors, aligning standards and quality assurance for all institutions, and closer coordination with private sector.

³² Ibid

³³ [National Strategy for Human Resource Development \(2016-2025\)](#)

- **TVET3- Accountability:** Put in place clear governance structures to ensure accountability across the sector.
- **TVET4- Innovation:** Innovate funding and provision through transforming the E-TVET Fund, public/private partnerships, and expanding innovative modes of delivery
- **TVET5- Mindset:** Promote and establish TVET as an attractive learning opportunity from an early age, and throughout the system.

Several important developments in the TVET sector were made in 2018-2019, including the endorsement of a National Qualification Framework (NQF), the establishment of the Technical and Vocational Skills Development Commission as well as seven national Sector Skills Councils. In February 2019, the NQF by-law was endorsed and published in the Official Gazette. The NQF is 'a hierarchical classification that encompasses all levels of qualifications and certifications associated with higher education, general education and vocational and technical training. It provides descriptors of each level to identify knowledge, skills and competencies that are pertinent to the qualification³⁴.

When looking specifically at women's participation in TVET, this is highlighted in the National Strategy for Women under strategic goal 3 'positive gender norms, roles and attitudes support gender equality and women empowerment.' One of the indicators measuring the outcomes under this goal is specific to TVET and looks at the percentage of females enrolled in TVET programmes (or specialties unattractive to females).

4. FACTORS INFLUENCING WOMEN AND YOUTH PARTICIPATION IN TVET

Several studies and assessments have been conducted to assess supply and demand factors associated with TVET. Among important assessments were:

Labor Market: The Case of Vocational Training in Jordan (2014): is a study conducted by UNDP and the JICA and included surveys with 1,998 young people aged 16-26 and 2,525 business entities in Irbid, Mafraq, Ajloun, Jerash, Balqa, Karak, Tafileh and Ma'an. The study aimed to measure the appeal of TVET as a potential career path as well as the potential of TVET as a means to reduce youth unemployment. Among important findings³⁵:

- 3% of youth surveyed had a formal vocational training certification and less than 10% have received some form of vocational training. Only 15% of enterprises surveyed employed TVET trained workers, and were mostly small businesses employing 1-3 workers.
- 60% of youth said that they were not interested in participating in any vocational training course. There was a lack of interest in TVET by youth and lack of awareness of TVET centers and what they offered. However, it was found that there is a growing interest in entrepreneurial initiatives.
- 69% of youth agreed that a skill qualification from a TVET center would help them find employment and 22% stated it would help them in setting up their own business. Of those, most identified it as an advantage in gaining employment in the private sector. Only 17% believed that TVET training would help them secure employment in the public sector.

Technical Vocational Education and Training Assessment (2020): is a study conducted by UNHCR and included an assessment with 275 Syrian and non-Syrian refugees (39% male, 61% female) in Amman, Irbid, and Karak. The aim of the survey was to assess refugee training needs and found³⁶:

- Syrian refugees are aware of TVET programs and are very interested in these opportunities. Female respondents took more TVET training than men (54% versus 26%).
- Barriers to taking TVET training varied for males and females. Females who didn't take training cited the following reasons among others: not aware of the trainings (27%), not able to register due to age requirement (14.3%), lack of time and due to family obligations (14%), lack of interest in the training topics (10.4%). As for men, the main reasons included: lack of awareness (38.4%), due to age limitation (16.4%), lack of time (5.5%), the location was an obstacle (4.1%) and because the training was tied to a specific job opportunity (3%).

³⁴ International Labour Organization, [State of Skills](#)

³⁵ UNDP and JICA (2014), [Labour Market: The Case of Vocational Training in Jordan](#)

³⁶ UNHCR (2020), [Technical Vocational Education and Training Assessment](#)

- Several factors facilitated the enrolment of Syrian refugees. This included availability of transport, stipends, accredited certification and convenient duration of the training. Female refugees highlighted the need and importance of providing childcare facilities in order to make these trainings accessible.

Increasing Female Participation in Employment Through Vocational Education and Training in Jordan (2016): is a paper that provides a structured analysis of factors that hinder women from participating in employment. Among important findings were³⁷:

- Factors that are hindering women’s economic participation in Jordan can be categorized into three groups: first, factors related to the supply of skills, especially in relation to educational and training choices of women and the quality of education they receive; second, factors related to employment; and third, factors related to cultural attitudes towards women’s employment.
- While some evidence shows that TVET ensures relatively good employment prospects, girls still prefer and gravitate towards academic education. Fewer girls than boys join vocational training centers or opt for vocational secondary education, and while there are cultural barriers to their participation, factors such as accessibility and creating friendly environments for women are commonly recognized as deterring factors.
- Girls’ and boys’ choices regarding field of study remains gendered. For those few female students who enroll in TVET, another source of limitation in employment prospects is their choice of field. In general, girls enroll in programs that are considered culturally appropriate. They are mostly interested in clerical and office-related courses, and trade and crafts-related vocations such as hairdressing, personal care and beauty treatment, leather clothing and tailoring. Boys also follow traditional choices including machinery and vehicle operation, metal formations and mechanics, electronics and equipment technology.
- The quality of education received is below what is needed and expected. There is still a mismatch between the knowledge and skills being taught at school, universities and vocational centers and the demands of private sector. The learning of soft skills, work ethics and values and business skills is still quite limited.
- There is no gender-sensitive career guidance in schools. Many students do not receive any form of support or guidance on labor law, career options, and future expectations. Data suggests that a large number of women in Jordan work out of necessity and not self-actualization, but more investigation is needed to help understand the drivers to women’s work and their coping mechanisms.

Findings from KIIs and FGDs pointed out to similar barriers facing women and youth in accessing TVET opportunities, some relating to availability of training, infrastructure and set up as well lack of awareness and guidance.

Perception of absence of vision in the TVET sector, as key informants mentioned that the provision of training is not tied to specific strategic indicators and is not based on market assessments to reduce the mismatch between training and market needs. Additionally, they felt that there is redundancy in the training offered and lack of coordination among stakeholders. Some key informants stated that the role of the Technical and Vocational Skills Development Commission is still unclear and generally there is no involvement of the private sector.



One key barrier is that there is no vision or policy of what the government wants out of TVET. There is no link between TVET and the labor market. To have successful employment, there needs to be a strong involvement with the private sector which is currently not involved in the curricula and in the employment. Currently, the TVET sector is fragmented between the MoL, MoE and MoHE. The government in 2019 established a Technical and Vocational Skills Development Commission to coordinate among TVET stakeholders but this new entity's role is not clear. (Passant Sobhi, UNESCO)

Infrastructure and work environment attribute responsible for women’s low participation in the TVET sector. They explained that training provided by the public sector (mainly through the VTC) is not female-friendly and the way the programs are set up and designed does not take into consideration gender. Additionally, the working environment of vocational employment is also unappealing for women and does not support their participation (lack of childcare, long working hours, low wages etc.). For example, vocations such as plumbing, car mechanics and carpentry are mostly male-dominated in spaces which are not female-friendly. Vocations in the hospitality and manufacturing sectors are known to have long working hours and in some cases evening and night shifts.

³⁷ EFE (2016), [Increasing Female Participation in Employment Through Vocational Education and Training in Jordan](#)



Women's enrollment in TVET is still quite low. This is mainly because the working conditions and environment in this sector is not very encouraging for women. The working environment is not set up for women in general. The salaries/wages are also sometimes lower for women, even though this is against what the law stipulates, long working hours, no measures to support women such as nurseries and child care. In some factories, there are no female-only bathrooms. Also, there is no health insurance, and we know vocational work tends to result in work injuries and so on. (Nadira Bakheet, consultant)

Weak guidance for women and youth to help them make the right choices in terms of training and employment.

Many key informants pointed out that from an early stage, students should be given guidance about the TVET sector, what it can offer them and how they can enhance their skills and passions. Similarly, women lack guidance and awareness and as a result end up taking multiple training without it materializing in real employment or business prospects.



We do not have vocational guidance, that's why females don't know their preferences; they sign up to whatever training they find and keep moving from one training to another. At the end of the day, they would have received 5-6 trainings and not excelled in any, that's why they feel lost and do not work in any of the vocations. (Kholoud Marashdeh, Ministry of Labor)

Female participants in FGDs spoke about different barriers that they face in accessing training opportunities. Jordanian women stated that many training opportunities target Syrian refugees and that organizations only allow for a specific percentage of beneficiaries to be Jordanian. While this is something that used to bother them in the beginning, as they felt that training provision isn't equitable, they eventually got used to it.



Organizations now support Syrians more than Jordanians. They provide the training to a percentage of Jordanians only because they have to, its a condition. We are used to this. First the Iraqis and then the Syrians. We know that we are selected only as a percentage. (Jordanian woman, Amman)

Both Jordanian and Syrian participants stated that a major barrier is the age requirement for many training opportunities. They explained that many organizations limit the eligibility to participants aged 18 to 25 or 30 and this restricts access to many women who not only want to take training but need it to secure employment. The participants assumed that the reason behind targeting younger women is possibly to encourage youth to get into TVET and because younger participants have more energy. However, they emphasized that women aged 30-55 are women who have familial responsibilities and need to work to support their households. Additionally, women in this age group are more mature and responsible and have a higher level of commitment



Most of them target women up to the age of 30, what about us? What about the rest? Women over 30 are the ones who need training and work because by then they have a family that they need to help support. Younger women have less responsibilities and are not in urgent need of support and work. (Jordanian woman, Amman)

Both Jordanian and Syrian participants also stated that they are unable to start a business after receiving training.

Women from both nationalities stated that starting or growing a business requires capital – which is something that many women do not have or cannot access. This is especially true for women from lower socio-economic backgrounds who generally do not have savings, insurance or social security and are prone to many risks which

intensify the cycle of poverty that they are in. For example, one participant said that she saved some money to buy a freezer to help her grow her production kitchen but had to spend all her savings on medical expenses when she got sick.

Additionally, both Jordanian and Syrian women stated that they face many additional barriers in finding employment after training. This can be attributed to several reasons including low wages, poor working conditions, long working hours and high transportation costs – all associated with the vocational sector. They emphasized the need for training programs to provide them with linkages and access to employment opportunities offering decent work.

There are several incentives which would encourage women to join a training. The women prioritized the incentives into the following: the provision of transportation reimbursement, the type of training and the provision of capital/employment opportunity, the hours/duration of the training, and the accreditation of the certification and what it can offer them in the future in terms of employment.



The topic and the ability to secure funding/employment, they are tied together. If I took the training and don't have capital to start the project, I will fail. If I have capital and don't have the know how, then I will fail. (Syrian refugee woman, Amman)

I'm a trainer and I have been in training for ten years. From what I saw, many are interested in the transportation reimbursement. If there was no reimbursement, they wouldn't come. (Jordanian woman, Amman)

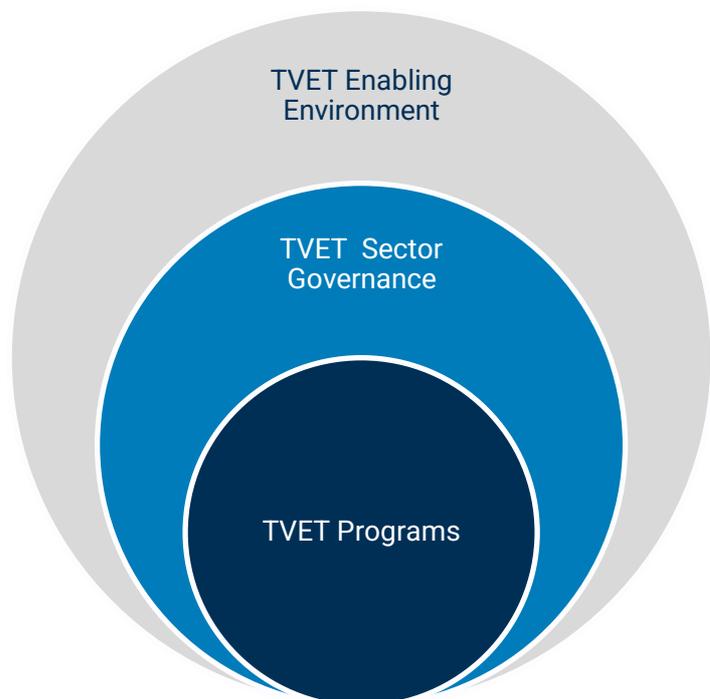
Linking training to employment prospects. Transportation reimbursement is important but if the employment opportunity is secured then I might be okay with no reimbursement. Everyone has a different priority. (Jordanian woman, Zarqa)

Recommendations for TVET SECTOR in Jordan

This situation analysis paves the way for deducing several key take aways and recommendations towards a more gender sensitive TVET sector in Jordan.

It is important to note that the sector has been well funded and well studied and there is a rich body of research that covers its context and barriers, however there is little evidence on successful gender mainstreaming practices and very little documented lessons about the topic. Our findings have served to update and validate the existing research but also provide deep insights on the factors influencing youth and women access and identifying programmatic gaps in existing initiatives.

The recommendations are divided across three main levels: the broad enabling environment (macro level) in which the sector operates, and the TVET sector governance level (meso level) ensuring adequacy, access and quality of the sector and the TVET programs level (micro level) which covers the roles and interventions of donors, implementing partners and local partners. Recommendations tackling COVID 19 implications are taken into account on each of the three levels.



1. TVET ENABLING ENVIRONMENT: POLICY, LEGISLATION, AND CULTURE



1.1 Fill gaps in the TVET sector policy framework through developing the needed regulatory legislation and governance structure that include clear mandates and responsibilities of various stakeholders.



1.2 Reform labour market policies to increase women access and participation:

- a) Advocate for changing labour law articles that prohibit women from working in specific sectors and for limited workin hours (Article 69 of Labour law)
- b) Advocate for more women friendly workplaces (equipped with all needed facilities) and push towards implementation of existing relavent laws and procedures.



1.3 Reform the policies that have indirect influence on Women labour market participation:

- a) Advocate the increase of the minimum wage to incentivise the selection of TVET as a career path, and penalize employers who don't commit
- b) Advocate the ammendment of discriminatory articles in the Personal Status law, specifically articles 61 and 72, that limit women's mobility and freedom of choice and thus her labour activity.



1.4 Support the national gender agenda through working on reversing oppressive social norms and cultural barriers and fatwas specifically those that hinder women participation in the labour market.



1.5 Tackle cultural barriers influencing women participation including modifying the education curricula and media coverage of women roles.



1.6 Coivid 19 Pandemic considerations on enabling environment level:

- a) Expand research on market priorities post Covid and what changes have occurred on the level of market needs and current and future demand.
- b) Support research on how the pandemic increased burden on women and influenced their readiness to engage in the sector.

2. TVET SECTOR GOVERNANCE: ADEQUACY, ACCESS, AND QUALITY



2.1 Support sector regulating body (The Technical and Vocational Skills Commission) to develop, disseminate and implement clear sector strategy, that includes focus on increasing women access. The strategy needs to include clear roles and plans to empower different actors.



2.2 Enhance government role in assuring access of women to quality and adequate TVET through initiatives like:

- a) Accelerating the implementation of the TVET commission's certification program and development of standards for each sector
- b) Developing programs for internship and job placing to address the gap caused by women's inability to afford the internship costs



2.3 Establish and capacitate a "Gender Monitoring Unit" within the commission that aims at creating alignment and mainstreaming women access across all stages of TVET programing. The unit can be tasked to implement a Gender Inclusion Strategy among TVET programs.



2.4 Update TVET curricula to become more interactive and engaging to attract young women and encourage them to join the sector. And build capacity of teachers and human resources involved in the sector specifically in modern teaching techniques and how to handle women specific needs.



2.5 Enhance coordination between various sector stakeholders including donors, regulatory bodies, private and public training institutions, and private sector. Sharing data and facilitating access to real time data insights can be a tool to enhance coordination and solve gaps related to selection of sectors of focus and replying to market needs and updating curricula.



2.6 COVID-19 Pandemic considerations on sector governance level: Develop and support the implementation of plans to adapt the sector to the changes caused by COVID 19 spread. Those include updating training delivery techniques and adapting strategies like the National Strategy for Human Resources Development (NHSRD).

3. TVET PROGRAMS: ROLES, RESPONSIBILITIES, AND GENDER MAINSTREAMING



3.1 Promote Inclusion in various stages of design and implementation of TVET programs:

- a) Conduct gender and needs assessments prior to training to understand community needs and link those needs to findings from market assessments to reduce the mismatch between training and employment. Include women in the design of the programs.
- b) Provide training to different age groups including women over 25 and 30 as they are in need of training and employment.
- c) Link training opportunities with funding/grants and project management support to ensure that women successfully start small businesses following training.
- d) As part of the TVET actors' advocacy and communication with employers, carry out a gender audit at the factories at the beginning end of the program to document the change in gender mainstreaming.
- e) Address implementation gaps like the occurrence of the training in male schools, covering transportation costs for women participants, addressing the cultural barriers that limit women engagement and the perceptions around the sector through targeted campaigns, etc.



3.2 Develop oversight and monitoring tools for gender specific indicators and build capacity of partners to achieve those targets.



3.3 Promote innovation and new approaches in service delivery, programs design and evaluation to solve current challenges related to integration of strategies and targets, coordination between stakeholders and access of women and youth.



3.4 Enhance coordination among civil society actors involved in TVET and in gender inclusion strategies. One good example are the actors involved in the implementation of the National Strategy for Women since increasing access to TVET is mentioned under strategic level three.



3.5 Covid 19 Pandemic considerations on programmatic level:

- a) Capitalize on the changes brought about by the COVID-19 pandemic as the declining economic conditions have created an opportunity for social and gender norms to change. Women need to work to support their households and social norms no longer solely dictate whether women can or cannot work. The changes reflected on the household level when women contribute to income provision can change power dynamics within the household.

GENDER ANALYSIS

The gender analysis of the operation and programs of BDC and EFE was conducted using qualitative approaches. This included a review of documents provided by BDC and EFE including the tools that they use in their operations such as the employers' scoring cards; market assessment mapping questionnaire and template; training outlines; and the soft skills training curricula. In addition to the review of these documents, two key informant interviews were conducted with BDC and EFE respectively to gauge their processes and understand to what extent gender is mainstreamed in their operation and programmes. In addition, two focus group discussions with BDC and EFE programme beneficiaries were organized. The purpose of the FGDs was to understand the extent to which gender approaches were considered in design and implementation of the program's activities. Finally, a working session was conducted between the research team and EFE team to co-design the gender action plan.

The gender analysis aims to answer the following questions:

1. Do the results respond to the identified needs of Jordanian and Syrian women?
2. To what degree does the Change Theory and the intervention's results framework include gender equality?
3. Does the intervention explicitly consider a gender equality approach with regards to the expected results?
4. Have women and men benefited equally from the project's interventions? Do the results affect women and men differently?
5. To what degree have the strategies and planned activities contributed to advancing towards the achievement of the results?
6. What have been the main results and their contribution to the achievement of SDG 5- Achieve gender equality and empower all women and girls?
7. What are the main difficulties, risks and challenges related to the implementation of the gender-related outcomes?
8. Have gender indicators been identified in the project documents? Are they being met?

The gender analysis was conducted using two main tools. The tools are the OECD Gender Equality Policy Marker³⁸, and the Gender Analysis Tools³⁹ developed by Status of Women Canada. Using these main tools, the gender analysis focused on understanding how BDC and EFE considered the roles and responsibilities of women in the design and implementation of their activities; how and in what ways were influencing factors such as social norms considered in the design and implementation of activities; whether issues pertaining to access, control, and agency were examined and addressed; and finally the extent to which safety of women was considered in their operation.

Following the gender analysis of BDC and EFE operations and TVET programme and using the criteria of the Handbook on the OECD-DAC Gender Equality Policy Marker, the programmes of the two organizations were assessed using the criteria listed in the handbook. After the gender assessment, the research team organized a working session with EFE team in Jordan to co-design a detailed gender action plan for their organization. The working session took place on the 14th of September 2021 in the AMRTC training center in Amman. Both EFE team alongside the research team were able to co-design a gender action plan after w day of working spaces. **The result of this working session informs the design of the Gender Action Plan proposed below.**

The partners that were analyzed were EfE and BDC giving a higher weight on EfE as requested by AFD.

1. Education for Employment (EfE):

FE-Jordan was established in 2006 as the first EFE Affiliate, and today is one of Jordan's leading youth employment organizations. Based in Amman, EFE-Jordan operates across Jordan, particularly in under-served areas in Irbid and Zarqa. In 2016, EFE-Jordan expanded its operations to provide job training and placement programs for Syrian refugees and Jordanian host communities⁴⁰.

2. Business Development Center (BDC):

Established in 2004, the Business Development Center (BDC) is a non-profit organization committed to fostering economic development and public reform in Jordan and the Middle East. As a national and regional resource, BDC has been on the forefront of various successful multi-million dollar projects and works with a business ecosystem of potential contributors and participants such as: business service providers, government entities, universities and international partners to continue its mission of delivering effective development programming⁴¹.

³⁸ OECD DAC Gender Equality Policy Marker Handbook (2016)

³⁹ Leong, T., Lang, C., & Biasutti, M. (2012). Gender Analysis Tools.

⁴⁰ <https://www.efe.org/our-network/jordan>

⁴¹ http://www.bdc.org.jo/Welcome_to_BDC.aspx

1. Overview of Partners' Programmes

1.1 TANMYEH- ACCESS TO VOCATIONAL TRAINING, EMPLOYMENT AND DEVELOPMENT

This project is implemented by the Business Development Center (BDC) with an overall objective to improve the livelihoods of vulnerable groups amongst Syrian refugees and host population through improved access to employment. The programme aims to respond to Jordan's need to enhance its industrial sector by strengthening technical and vocational training as well as contributing to engaging refugees and vulnerable Jordanians who are outside the labor market.

The first specific objective is to provide ad hoc trainings provided to 2,000 Jordanians and Syrian refugees (50% females) to improve their employability in the manufacturing sector in close relation with labor market needs analysis and potential employers.

The second specific objective is to provide support to the trained Jordanians and Syrian refugees (2,000 males and females) to access employment with 70% gaining new jobs, improved positions or self-employment.

The third specific objective is to develop the labor market of the manufacturing sector by increasing access to employment and strengthening labor market management from the demand side. This includes HR management, accessibility to the labor market, centralized employment strategies that are tailored to the sector-specific needs, skills and facilitated needs assessments trainings, cost-reduction of recruitment, and organization employee's retention. In terms of prospective employees (the targeted 2,000 youth), the programme will offer technical and behavioral skills development as well as access to decent work contracts.

1.2 AMAL- BRINGING HOPE THROUGH JOBS FOR YOUNG JORDANIANS AND SYRIAN REFUGEES

This project is implemented by Education for Employment (EFE) with an overall objective to improve access to employment and economic opportunities in the hospitality sector for young Syrian refugees and Jordanians in the Amman, Irbid, Mafraq, Ajloun and Jerash governorates, largely affected by the Syrian crisis. According to the project external evaluation executive summary the project was formulated following an assessment of Jordan's TVET context. The assessment led to the establishment of targets, approaches and strategies. The project employs one of JEFE's main strategies namely job training and placement.

The first specific objective is to improve the employability of youth through online and blended soft-skills training.

The second specific objective is to economically empower unemployed youth through market-driven training, job placement and entrepreneurship in the hospitality sector. In particular, the project aims to provide increased employability, access to employment, and economic opportunities in the hospitality sector for 1,350 young Syrian refugees (37%) and Jordanians (63%), with a specific focus on women. This directly improves the employability of 360 unemployed young Jordanians through online soft-skills training via an e-learning platform designed together with Accenture; supports 360 underprivileged, unemployed young Syrian refugees and Jordanians (180 Syrian refugees and 180 Jordanians) in accessing high-quality, formal employment; and supports 630 underprivileged, unemployed young female Syrian refugees and Jordanians (315 Syrian refugees and 315 Jordanians) in creating their own businesses.

2. Applying the Gender Marker to BDC and EFE Programmes

The OECD gender marker is a scale of 0 to 2 with specific indicators allowing a better understanding and planning of improved gender sensitive development cooperation. The below table provides an assessment of BDC and EFE programmes (Tanmyeh and Amal respectively) using the OECD Gender Marker guidelines for score 1⁴².

OECD Score 1 Indicator	BDC	EFE
Gender equality is an important and deliberate objective, but not the principal reason for undertaking the project/programme	No	Yes
The gender equality objective must be explicit in the project/programme documentation and cannot be implicit or assumed	No	Yes
The project/programme, in addition to other objectives, is designed to have a positive impact on advancing gender equality and/or the empowerment of women and girls, reducing gender discrimination or inequalities, or meeting gender-specific needs.	Yes	Yes
Minimum Criteria (should be met in full)		
A gender analysis of the project/programme has been conducted	No	No
Findings from this gender analysis have informed the design of the project/programme and the intervention adopts a 'do no harm' approach	No	No
Presence of at least one explicit gender equality objective backed by at least one gender-specific indicator	No	Yes
Data and indicators are disaggregated by sex where applicable	Yes	Yes
Commitment to monitor and report on the gender equality results achieved by the project in the evaluation phase	Yes	Yes

According to the OECD gender marker handbook, "for a project to receive a score of 1, all of the above criteria must be met." In the case of EFE, this could be resolved through a gender analysis of the Amal program. However, BDC in addition to a gender analysis also needs to work on developing a minimum of one gender equality objective during the design phase of the program. While both partners and programs are committed to the principle of gender equality as clearly indicated by the fact that both have the intention of reducing gender discrimination and empowering women through their programs, gender indicators and monitoring are not enough. This intended impact needs to be embedded as a clear objective of the program as well as analyzed/audited as opposed to only monitored to ensure it is being implemented.

In order to achieve the OECD gender marker guidelines, AFD should ensure that all programs have a minimum of one gender objective during the design phase. AFD should also include a gender analysis within all programs and they should be conducted no later than half-way through the program to ensure that the findings can feed into future programming and still have an impact.

2.1 Have women and men benefited equally from the project's interventions? Do the results affect women and men differently?

It is important to point out that the main objectives of the two projects was not gender equality rather they focused on promoting employment for young unemployed young men and young women. In the process of achieving this, the two projects attempted to integrate some gender related outputs and targets but neither of them had a clear focus on gender as stated in project documents and project logical frameworks.

⁴² <https://www.oecd.org/dac/gender-development/Handbook-OECD-DAC-Gender-Equality-Policy-Marker.pdf>

Evidence from the project progress reports and the external evaluation suggests that men and women have benefited from the interventions of BDC and EFE as initially planned by both projects.

In some cases, women have numerically benefited more than men. For example, in BDC project the entrepreneurship training targeted a total of 319 youth, which represents about 53% of the target set for this activity (n=600). The 319 youth are divided to: Syrian men: 1% (n=3); Syrian women: 11% (n=35); Jordanian men: 24% (n=76); and Jordanian women: 64% (n=205).

A review of the numerical targets achieved by both projects at the time of the external evaluation suggests that more men may have benefited from some activities of the projects, although the overall number of women beneficiaries surpasses that of men within the projects because the entrepreneurship skills training targeted women specifically.

EFE

- A total of 360 Jordanian youth [Jordanian men: 82% (n=295); Jordanian women: 18% (n=65)] had graduated from the project's IE track, which aimed to improve beneficiaries' employability through online training in soft skills. (Communication skills; body language; verbal and non-verbal communication; CV writing; job searching skills; writing a cover letter; leadership skills; women in leadership positions; team building skills; time management; working effectively with others).
- The number of Syrian and Jordanian youth who graduated under the Job Training and Placement (JTP) track is 224 [Hospitality training: 167 graduates (Syrian men: 19% (n=36); Syrian women: 9% (n=17); Jordanian men: 53% (n=99); and Jordanian women: 19% (n=35)]. 10 Freelancing training: 57 graduates [Syrian men: 63% (n=36); Syrian women: 37% (n=21)]
- In total, 250 Jordanian women supported with training in micro-entrepreneurship have graduated.
- After 3 months of the program, the graduates are placed in jobs with the stakeholders involved, or engage in other forms of employment such as freelancers and self-employment. This timeline is usually the common timeline between the graduates to secure employment and generate income.

BDC

- BDC provided soft training to a total of 2,061 vulnerable Jordanians (79%) and Syrians (21%) aged 18-40 years old. Of them, 36% were women.
- A total of 899 youth has been trained in technical and vocational skills (on-the-job training) [Syrian men: 14% (n=121); Syrian women: 4% (n=39); Jordanian men: 52% (n=467); and Jordanian women: 30% (n=272)].
- The entrepreneurship training targeted a total of 319 youth so far [Syrian men: 1% (n=3); Syrian women: 11% (n=35); Jordanian men: 24% (n=76); and Jordanian women: 64% (n=205)].

It is difficult to clearly indicate whether the results of the projects affected women and men differently in part due to the design of this assessment which did not include discussions with men. Nonetheless, based on the findings from the external evaluation, it appears that for BDC project, in terms of employment and income, women and men were equally affected. On the other hand, it seems that men beneficiaries from EFE were affected more than women in terms of employment and income. This could be related to the fact that BDC work focused on the manufacturing sector which appears to have been less affected by COVID-19 in comparison to the hospitality sector where EFE focused its activities.

2.2 To what degree have the strategies and planned activities contributed to advancing towards the achievement of the results?

The two organizations have existing strategies to support the achievement of results based on systems and operations which will be discussed later on in the report. Some of these strategies serve as a good basis to build upon for the advancement of gender equality and empowerment of women. For example, BDC uses an employers' scoring card to determine suitability of employers to female employees before making a match. This tool is useful but needs further adaptation to include more gender-related questions especially in relation to PSEA.

In the case of EFE, existing strategies and activities focus on attracting women and prioritizing women in various activities. According to EFE team interviewed, safety and community acceptance is prioritized this is done through one-to-one sessions with candidates and encouraging girls and their male relatives that the engagement in the programme would be beneficial. In addition, EFE chooses a training location that is well known to the community. In terms of employment, EFE conducts meetings with the candidates to ensure their acceptance of the location of employment. They also encourage parents to go to the factories to check the work conditions of the female relatives. This last point is not without its problems as will be discussed elsewhere in this report.

2.3 Have gender indicators been identified in the project documents? Are they being met?

In the case of EFE AMAL project, gender is not considered at the outcome/objective level but rather on the output/activity level with clear targets for women such as 225 men and women per year (total 450) for year 1 and year 2, and 165 for year 3 will be enrolled in the JTP; 105 women per year (total 315) will have been enrolled in Micro-Entrepreneurship.

In the case of BDC TANMYEH project, gender is given a specific numerical indicator at the objective level (50%) while at the output level the mention of gender is not it is not specific Training provided to f/m Jordanians and Syrian refugee youth on technical and behavioral skills, according to the needs of the manufacturing sector. The logical framework does not allocate specific outputs and activities for women although women made up 50% of the project beneficiaries.

What have been the main results and their contribution to the achievement of SDG 5?

The UN has defined 9 Targets and 14 Indicators for SDG 5. Targets specify the goals and indicators represent the metrics by which the world aims to track whether these Targets are achieved. Of direct relevance to this assessment are the following indicators which were examined to determine the main contribution to the achievement of gender equality and empowerment of all women and girls (SDG 5).



Indicator	BDC	EFE
5.2 End all violence against and exploitation of women and girls (5.2.2 Violence against women from persons other than an intimate partner)	No sufficient data to measure	Awareness raising to female participants in trainings about sexual harassment and abuse in the workplace
5.5 Ensure full participation in leadership and decision-making	Somewhat contributed by targeting women in education and employment	Somewhat contributed by targeting women in education and employment
5.A Equal rights to economic resources, property ownership and financial services	No sufficient data to measure	Provision of seed funds for 50 women to start their own businesses

The findings above suggest that although the needs of both Syrian and Jordanians were accounted for in the different steps of the project cycle (projects design and implementation, The Change Theory , and the intervention’s results framework which include gender equality in terms of numerical representation only i.e., setting targets for men and women/Jordanian and Syrian). However, it is not clear if the intervention explicitly considers a gender equality approach with regards to the expected results.

As previously stated, Tanmyeh and Amal were not inherently gender focused projects. As such, it is difficult to verify with a level of confidence and the level of achievements of the two projects vis-à-vis gender equality since they were not originally designed with a logic focusing on gender equality and empowerment of women. Nonetheless, findings from the External evaluation and project documents (original project proposal and progress reports) help provide some initial trends in what concerns the questions pertaining to gender.

As seen from the selected SDG5 indicators as well as the overview of the programs, while both clearly aimed to reduce gender discrimination and provide equal opportunities for Syrian and Jordanian men and women, this can be considered as steps towards gender mainstreaming. However, in order to achieve gender equality, awareness raising and access to education and employment are not enough. More needs to be done with employers at the decision-making level to ensure that women have equal rights and are a part of the decision-making process.

3. Overview of BDC and EFE Operations

To gain a better understanding of the extent to which gender is mainstreamed within the operations of both BDC and EFE, the assessment examined different processes adopted by both organizations in their operations at large. In this context, the assessment relied on the Gender Assessment Tools developed by Status of Women Canada⁴³. Guided by the tools and findings from the evaluation, and global best practices related to preventing sexual exploitation and abuse and ending violence against women, the assessment focuses on four main questions as follows:

1. In what way do the processes and operations consider the influencing factors and barriers to women's economic participation (social norms)?
2. In what way do the processes and operations consider the different roles and responsibilities of women?
3. In what way do the processes and operations consider aspects related to access and control?
4. In what way is safety and integrity of women and particularly refugees ensured and maintained? (This particular question/indicator was selected in light of findings from the external evaluation suggesting that harassment and abuse may have been an issue for a limited number of the projects female beneficiaries)

3.1 SOCIAL NORMS

Social norms as an impediment to women's labor market engagement is mostly focused on the demand side and not equally on the supply side.

BDC and EFE implement demand-driven vocational training programmes with AFD funding as well as funding from other sources. The intervention logic of both organizations is a focus on the demand side of the labor ecosystem. This enables them to bypass some social barriers as they aim to place job seekers in socially acceptable jobs according to the demand for these jobs. Nonetheless, they also attempt to address social norms as one of the key impediments to accessing job markets.

In the case of **BDC**, projects start by a market assessment to identify the sectors/employment opportunities that are appropriate for male and those appropriate and socially acceptable for females. Then, the outreach and placement take place. Furthermore, one of the main processes of BDC is to conduct an employer interview to determine the level of appropriateness of the employer for the needs and priorities of women. A review of the employer scoring card indicates that it includes a special focus on inclusion. Questions include specific focus on people with disabilities as well as specific information related to women. In addition to questions related to adherence to the Jordanian labor code, the employers' score card specifically asks about the presence of services targeting women such as a day-care facility, separate toilets and other facilities for women including a place of worship.

Likewise, **EFE** conducts a market assessment where specific questions related to gender and people with special needs are also asked to employers to determine the suitability of the employer to the social norms affecting the work of women in Jordan.

However, it is important to point out that by focusing on the demand side i.e. employers both BDC and EFE are not questioning or addressing the social norms that affect women's access to the labor market, rather the aim to understand them and mitigate their impact and not necessarily address them for their potential recruits and for women at large. Moreover, the application form for potential recruits does not address any of the barriers of access or other social norms such as parental consent; access to transportation; acceptance of specific professions or vocations that would enable BDC and EFE to tailor available opportunities to the recruits themselves as opposed to the employers.

3.2 ROLES AND RESPONSIBILITIES

Traditional roles and responsibilities continue to drive the processes for recruitment and implementation of vocational training programmes.

The employers' score cards (BDC) and the market assessment (EFE) both include specific questions that positively discriminate for women. The tools ask whether separate spaces are available for women and specifically asks about the availability of day-care services for women. While it is evident that this step emanates from the request of women for female-friendly spaces and childcare support, it is equally important to understand that this approach reinforces the

⁴³ Ibid

traditional roles and responsibilities that women are the care givers of children. It also eliminates the possibility that a man/male may also be in need of day care services for his children (widower, divorcee, ...etc.). In other words, the question could be formulated in a way that ensures equality especially concerning the childcare support.

A review of the outline of trainings offered by BDC indicate that the trainings are gender blind. For example, the outline of the entrepreneurial skills or the psychosocial awareness lack a specific mention to gender or makes space for considering gender specific impediments and how to overcome them. Discussion with BDC management indicate that the training material itself was reviewed for gender sensitivity. It was explained to the team that the material ensures that there is no discrimination or enforcement of existing roles and responsibilities. However, there is no clear focus on gender differentiation.

In the case of EFE , the training material of the soft skills training was reviewed. It is noted that although the images provide a balance between the genders (images of both men and women is present) yet the language of the material (Arabic) is used in the masculine and not the feminine and hardly in both. In the case of discussion on leadership, the following image is used. It is also noted that the use of the term leader is used in the masculine voice (no neutral voice exists in Arabic) which reinforces the fact that a leader is a male. In addition, the visuals used reinforces the concept that a leader is a male (out of seven visuals used only one clearly shows a female); all quotes in the reviewed presentation are statements made by men..



Figure 4 From EFE training on Leadership

On the other hand, out of 186 slide there are four that specifically focus on women as leaders aiming to clarify the different roles that women can play in the public and private lives. Yet, the overall structure of the training, although apparently gender blind, seems to reinforce conventional roles and responsibilities using images and vocabulary and through the absence of specific gender sensitive training that highlights the key impediments and obstacles experienced by women in the workplace.

However, EFE staff are aware of this issue and are working in order to make sure that the trainings in Arabic offer both options of male and female without giving a pre perception on gender

3.3 ACCESS AND CONTROL

Access to the marketplace and control over employment choices reinforces existing social norms and roles and responsibilities.

Both BDC and EFE are interested in improving their gender approaches by mainstreaming their activities to respond to the existing social barriers. However, in doing so they may very well be disempowering women in terms of access and control. BDC and EFE build trust by inviting male guardians to attend the training with the females to solicit the approval of male guardians hence undermining the control of the women regarding their choices. Whereas it is understandable that a project tries to tackle barriers to promote labor market participation, yet it also needs to be pointed out that project teams could invite female members of the family and not necessarily male guardians to ensure that it is a question of ensuring safety and not strengthening the notion related to male dominance and patriarchal approaches. The agency of women (the ability to identify goals or make choices and then act upon them) needs to be better preserved and strengthened while attempting to address social barriers to female labor market participation. In terms of entrepreneurial skills training offered by BDC (the outline was reviewed) there is no discussion or activities that specifically focus on issues of access and control including impediments to access to finance by women, registration of businesses by women...etc. and other issues that are particularly related to access and control of women.

3.4 SAFETY

Both BDC and EFE do not have a written policy focusing on gender including a preventing sexual exploitation and abuse (PSEA) guidelines and policies.

Women's safety is addressed in what concerns appropriateness of training timings and training locations. In addition, visits to employers and spot checks ensures that the working environment is safe for females.

EFE team explained that some females fear being harassed during the training or in the labor market, so they are coached about what to do or say if they encounter that or any other issue. According to EFE they assure females and their families that the training and working environment is safe and governed by the EFE procedures, and sometimes parents are invited to come themselves and see their daughters' working environments. However, neither EFE nor BDC in their market assessment or through the sourcing and employers' score cards procedures examine PSEA procedures and grievances mechanisms within potential employers' systems to ensure the safety of both men and women in the workplace.

PROGRAMMATIC AND OPERATIONAL OPPORTUNITIES AND GAPS

In this section, the assessment provides answers to one of the key questions namely what are the main difficulties, risks and challenges related to the implementation of the gender-related outcomes. This is done by mapping out the key gaps and potential opportunities available within BDC and EFE systems while reflecting on the findings and recommendations of the situational analysis.

1. Programatic Gaps and Opportunities

GAPS

BDC	EFE
<ul style="list-style-type: none"> Limited Focus on Gender Equality and Empowerment of Women Demand-driven models reduces focus on gender at the design and implementation stage Training materials lack a focus on gender Soft-skills training is not gender specific Access to finance for women entrepreneurs is not promoted systematically 	<ul style="list-style-type: none"> Limited Focus on Gender Equality and Empowerment of Women Demand-driven models of the labor market reduces focus on gender at the design and implementation stage because the labor market is not attractive to women. Training materials lack a focus on gender. Currently, a market assessment is conducted. However, the market assessment is not gender focused Soft-skills training is not gender specific Access to finance for women entrepreneurs is not promoted systematically

OPPORTUNITIES

BDC	EFE
<ul style="list-style-type: none"> Understanding of Key Performance Indicators Presence of gender specific KPIs Interest in gender issues Engagement with other gender focused entities Previous experience in implementing gender projects 	<ul style="list-style-type: none"> Strong gender sensitive M&E System after several work with international agencies which helped strengthen the M&E system to disaggregate by sex and identify gender specific outputs. Organizational Culture geared towards gender equality Engagement with other gender-focused entities Previous experience in implementing gender projects

2. Operational Gaps and Opportunities

GAPS

BDC	EFE
<ul style="list-style-type: none"> Existing Tools and Procedures lack holistic gender sensitivity Gender Assessments are not a standard for project's design and implementation Involvement of stakeholders (women and men) in design is limited Understanding of gender concepts is not uniform across all functions Absence of clear guidelines and strategies focusing on gender equality and empowerment of women Absence of policies related to eliminating violence against women (VAW) and PSEA 	<ul style="list-style-type: none"> Absence of clear guidelines and strategies focusing on gender equality and empowerment of women Limited awareness of policies related to eliminating VAW and PSEA within EfE VAW and PSEA not prioritized in market mapping Understanding of gender concepts is not uniform across all functions

OPPORTUNITIES

BDC	EFE
<ul style="list-style-type: none"> Attempts at mainstreaming gender in processes and tools Ability to promote access to finance to women Existence of culturally appropriate outreach methods Strong knowledge and understanding of local contexts 	<ul style="list-style-type: none"> Strong involvement of stakeholders (men and women) in the design phase and in selection of activities Awareness of VAW and PSEA and their importance Existence of culturally appropriate outreach methods Strong knowledge and understanding of local contexts

GENDER ACTION PLAN

Rationale

The gender action plan was co-designed with Efe team to ensure that the implementation of the activities within the organization is achievable within their context. In addition to that, a validation exercise was facilitated with the higher management of Efe organization to validate what works with their internal processes and by laws.

The gender action plan includes 3 main priorities/objectives to ensure that the operations and programs are gender-focused within the organization. Alongside the objective, the research team and Efe discussed the detailed activities, KPIs, MoS, and estimated budget⁴⁴. However, a further discussion should be conducted between AFD and partners to set targets for different activities to inform a well-managed budget.

1. Internal and Operational Level

Strengthen partners' existing institutional systems and capacities to better reflect a focus on gender at the level of governance, policies, operations and internal procedures including the development of internal gender mainstreaming capacity building and coaching program as well as oversight and monitoring tools for gender specific indicators. In the case of Efe, 80% of the staff are women. However, there is no specific women quota for such employment.

2. Programmatic Level

Promote gender inclusion in various stages of design, implementation and monitoring of TVET and access to employment programs, including a reformulation of the curriculum, entrepreneurship and employment programs from a gender lens and in line with the labor market dynamics post Covid-19 pandemic implications.

3. National Level

Enhance the policy environment, engage different stakeholders and facilitate collaborations in favor of gender equality, including advocacy for a policy reform package to alleviate gender-based inequalities (including the right for work for Syrian Women), through enhanced collaboration with Jordanian women and partnership with civil society organizations and the private sector to overcome regulatory barriers.

However, it is worth mentioning that to ensure the implementation of the GAP, higher level activities and policies can be suggested and set in place. Those activities include:

1. Develop specific gender indicators that all partners should report on ;
2. Advocate for a policy reform package to alleviate gender-based inequalities (including the right for work for Syrian Women) ;
3. Enforce existing legislations, through enhanced collaboration with Jordanian women and partnership with civil society organizations and the private sector to overcome regulatory barriers ;
4. Systematically educate and highlight the importance of developing PSEA guidelines and grievances mechanisms to contribute to ending violence against women ;
5. Enhance coordination among civil society actors involved in TVET and in gender inclusion strategies through joint meetings, seminars, and joint projects.

Those activities can be implemented by AFD with the support of the partners and other organizations such as ILO, UN Women and JNCW.

⁴⁴ A detailed description of budget activity is included below in Annex 5

GENDER ACTION PLAN

1

PRIORITIES

Strengthen partners' existing institutional systems and capacities to better reflect a focus on gender at the level of governance, policies, operations and internal procedures including the development of internal gender mainstreaming capacity building and coaching program as well as oversight and monitoring tools for gender specific indicators. In the case of EfE, 80% of the staff are women. However, there is no specific women quota for such employment.

ACTIVITIES	KEY PERFORMANCE INDICATORS	MEASURE OF SUCCESS	RESPONSIBILITY	TIMELINE	BUDGET
<ul style="list-style-type: none"> Ensure that employers score cards are better developed to include specific gender related questions and safeguards including PSEA and grievances system (BDC) Strengthen and revise the questions used during market assessment mapping to target more gender specific indicators (EFE) Application from trainees should include questions that help understand issues pertaining to social norms, roles and responsibilities, access and control Develop organizational level standards that ensures inclusion in terms of age, place of residence, legal status, educational background. Ensure that trainings targeting women are gender focused to highlight challenges and opportunities specifically concerning women Ensure a focus is placed on addressing PSEA in the workplace as well as the presence of grievances mechanisms and knowledge of referral pathways for survivors of VAW Systematically consider all barriers to women access and control Harmonize and further develop in writing some guidance or standard operating procedures to ensure that gender considerations are systematically reflected in the intervention logic and approaches of both organizations. Revise all current staff handbooks to ensure a gender-neutral tonality and a gender focus mindset Develop adequate organizational level gender KPIs along with clear definition of indicators and means of verification. Conduct organizational needs assessment to determine gaps in knowledge, attitudes and approaches Design capacity building on gender equality and women empowerment in the form of gender retreat. Mainstream gender equality and women empowerment in all trainings and coaching activities including revision of training material (linguistically and visually) as well as training methodologies and approaches. (ensure the presence of female trainers for example) 	<ul style="list-style-type: none"> # of gender specific indicators developed and reported on by all organizations working with AFD # of employers developing PSEA guidelines after engagement with AFD partners # of changes (and type) introduced as a result of analysis of trainee's applications # of gender analysis studies conducted before project implementation # of women empowerment indicators present at project and organization levels # of guidelines and policies developed to promote gender by AFD partners # of training material specifically targeting women and designed in a manner that ensures gender equality 	<ul style="list-style-type: none"> Improved representation of women within partners' organization in their decision-making levels Decrease of gender-based discrimination within partners' organizations Increased integration of organizational practices in favor of gender equality 	AFD and Partners	Short term	

2

PRIORITIES

Promote gender inclusion in various stages of design, implementation and monitoring of TVET and access to employment programs

ACTIVITIES	KEY PERFORMANCE INDICATORS	MEASURE OF SUCCESS	RESPONSIBILITY	TIMELINE	BUDGET
<ul style="list-style-type: none"> • Increase Jordanian and Syrian women and girls' access to and quality of the online learning programs to cope with the implications of the Covid-19 pandemic through collaborating with telecommunication companies to provide tablets and/or internet cards. • Expand the age range of Jordanian and Syrian women and girls across all programs to include women over the age of 30 with an improved each to beneficiaries in the regions. • Enhance women's participation in workshops and trainings through providing transportation and reimbursement from the training providers. • Mainstream across all programs a module on life skills and gender equality and gender-based violence targeting men and women to increase awareness on the gender inequality and the implications of it on society and economy. • Conduct a feasibility assessment to study the possibility of constructing a gender-focused training center. • Review pre and post student application forms to include a mini gender assessment that targets social norms, access and control, and agency • Facilitate a capacity building workshop for technical training providers. 	<ul style="list-style-type: none"> • # of measures developed targeting the inclusion of women • # (and results) of women empowerment indicators developed by organizations • # of training conducted • # of women above 30 • # of online trainings • # of buses used from the training providers 	<ul style="list-style-type: none"> • Increased access of vulnerable women to TVET and access to employment programs • Increased access of vulnerable women to decent jobs • Decreased cases of gender discrimination vis a vis vulnerable woman in the workplace 	Partners with support from AFD	Short-Medium Term	135,000 Euros

3

PRIORITIES

Enhance the policy environment, engage different stakeholders and facilitate collaborations in favor of gender equality

ACTIVITIES	KEY PERFORMANCE INDICATORS	MEASURE OF SUCCESS	RESPONSIBILITY	TIMELINE	BUDGET
<ul style="list-style-type: none"> Enhance coordination among civil society actors involved in TVET and in gender inclusion strategies Support a campaign on gender equality in the workplace and the market to reduce the cultural barriers and social norms affecting the access to TVET education and reduce the gender bias towards traditional sectors. Partner with like-minded organizations to support women's employment and education Raise awareness on social media platform on what's being done and on women empowerment 	<ul style="list-style-type: none"> # of campaigns conducted # of partnerships # of viewers 	<ul style="list-style-type: none"> Enhanced collaboration between stakeholders in favor of gender equality policies Inclusion of new stakeholders such as private sector and civil society in initiatives in favor of gender equality Adoption by government stakeholders of proposed gender equality policies 	AFD and Partners	Medium – Long term	10,000 Euros

ANNEX 1- RESEARCH PARTICIPANTS

Key Informant Interviews

Name	Position and Organization
Ghaleb Hijazi	Vice President - Business Development Center
Israa Awajan	Program Manager - Education for Employment
Amina Mari	Managing Director - Mehna
Khuloud Marashdeh	Head of Awareness and Women's Rights at the Women's Directorate - Ministry of Labour
Passant Sobhi	TVET and Higher Education Portfolio Manager
Nadira Bakheet	TVET Expert and Consultant
Dr. Mufadi Momani	Head of Technical and Vocational Education - Balqaa University
Dr. Salma Nims	Secretary General - Jordanian National Commission for Women
Esther Finkentey	Junior Advisor - GIZ

Focus Group Discussions

Name	Location	Nationality	Age range	Status
FGD 1	Amman	Jordanian	23-38	6 women Some unemployed and looking for work and others working in different vocations from home (for example make-up artist, henna artist)
FGD 2	Amman	Syrian	23-35	6 women All engaged in some work from home (for example, production kitchen, private lessons, selling clothes)
FGD 3	Zarqa	Syrian	28-42	6 women All looking for work and in the meantime are volunteering with civil society organizations.
FGD4	Zarqa	Jordanian	22-42	6 women All looking for work and, in the meantime, working from home (for example selling accessories, hair and make-up).

ANNEX 2- EMPLOYER CARD AT EFE

بطاقة صاحب العمل

معلومات عن المنشأة	
Information about the institution	
	اسم الشركة
	الرقم الوطني للمنشأة
	نوع القطاع الصناعي، تجاري، خدمي، زراعي (وطبيعة المهنة)
	اسم المدير العام
	رقم الهاتف
رقم الهاتف	اسم مسؤول الموارد البشرية
Mobile Number	
البريد الإلكتروني	
Email	
	عنوان الشركة كاملا (المحافظة، البلدية، الشارع، المنطقة)
رقم الهاتف الأرضي	رقم الفاكس والبريد الإلكتروني للشركة
الموظفين الحاليين في الشركة	
Current number of Employees	
	عدد الموظفين الكلي في الشركة (8 ساعات قانون العمل فأكثر)
	عدد موظفي الشركة من الاحتياجات الخاصة؟ وهل الشركة مجهزة لهذه الفئة؟
	عدد الموظفين بدوام جزئي (أقل من 8 ساعات أو إضافي)
	التخصصات الدقيقة لموظفي الشركة الحاليين
	ماهي جنسية الموظفين الحاليين واعدادهم؟
	كم عدد الإناث العاملين في الشركة؟
	النية التوظيف في الشركة؟
	<input type="radio"/> توظيف فوري بأجر <input type="radio"/> تدريب مدفوع للأجر <input type="radio"/> تدريب غير مدفوع للأجر
	هل شركة مهتمة بتوظيف الإناث؟
	انواع العقود في الشركة
<input type="radio"/> 3 شهور <input type="radio"/> 6 شهور <input type="radio"/> سنه <input type="radio"/> غير محدد	
	معدل الرواتب في الشركة (من - الى)
المركز الرئيسي أو الفروع للشركة	
	الفروع ان وجدت
	اسم الفرع، المحافظة ، المكان بالتفصيل ، نوع السلعة

	1.
	2.
	3.
	4.
	هل سيتم تدريب الموظف قبل التشغيل؟ وما نوع التدريب المقدم؟
	هل يتم دفع راتب للموظف خلال فترة التدريب؟
	هل يتم تدريب الشباب على الصحة والسلامة العامة وكم المدة؟
	ساعات العمل الكلية (الشفة الصباحي ، الشفة المسائي)
الخدمات التي تقدمها الشركة للموظف	
Services provided by the company to the employee	
	هل المواصلات مؤمنة؟
	إذا لا؟ هل يتم صرف بدل مواصلات؟
	هل تقدمون وجبة غداء؟
	هل يتم اشراك الموظف بالضمان الاجتماعي؟
	هل تقدم الشركة علوات وامتيازات للموظف المثالي؟ وما طبيعتها؟
	هل بيئة العمل توفر خدمات لصالح المرأة العاملة؟ نعم، لا
	ما نوع الخدمات التي توفرها بيئة العمل لصالح المرأة العاملة؟
	حضانة.. مصلى.. مراق عامه منفصلة... اخرى
	ما هي احتياجاتكم لتحسين وتطوير الخدمات لصالح المرأة العاملة؟
	هل تلتزم الشركة باجازات المومة و ساعات الرضاعة و الاجازات المرضية و
	السنوية المنصوص عليها بقانون العمل
	هل تعمل الشركة ساعات اضافيه؟ وهل تدفع اجرة اضافية على ساعات العمل
	الإضافي؟
	هل يوجد تأمين صحي؟
	هل يوجد قانون عمل واضح و صريح و معلوم لدى الموظفين عن القطاعات و
	الخصومات والإندارات في حالات التأخير/ التغيب/ التقصير
	هل تقدم الشركة أي حوافز او تطوير شخصي للموظف؟
	هل تصدر الشركة شهادات معتمدة ومصدقة من وزارة العمل؟ نعم، لا
	هل تصدر الشركة شهادات معتمدة ومصدقة من وزارة العمل؟ نعم، لا

الاسم:

المسمى الوظيفي:

التاريخ والتوقيع:

ANNEX 3- SOURCING APPLCIATION AT EFE

Translated Application

1. Name of the Project (filled by EfE)
2. Name of the Program

3. Date of the Application

General Information:

1. Full Name:
2. Nationality:
3. Age:
4. Birthdate (dd/mm/yy)
5. Sex
 - a. Male
 - b. Female
6. E-mail
7. Social Status:
 - a. Single
 - b. Married
 - c. Divorced
 - d. Widowed
8. Name of family responsible
9. What is your relation?
10. How old is he/she?
11. Do you have any special needs?
 - a. Yes
 - b. No
12. Does any of your family members have special needs?
 - a. Yes
 - b. No
13. If yes, specify their mobile number
14. How many family members are you?
15. Monthly income of the family?
16. Number of employed individuals in the family?
17. Number of employed individuals under 18 in the family?
18. Address
19. National ID Number (Jordanian)
Commission Number (Syrian)
Security Card Number (Syrian)

Education Information

1. What is your level of education?
 - a. Primary education
 - b. Secondary education
 - c. Tawjihi (Jordanian)
 - d. Tawjihi (Syrian)
 - e. Tertiary education
 - f. University degree
2. Do you receive any financial aid?
 - a. Yes
 - b. No
3. If yes, specify the donor.
4. Do you have any scholarships?
 - a. Yes
 - b. No
5. Are you currently studying?
 - a. Yes
 - b. No
6. If yes, which year and when are you expected to graduate?

Employment Information

1. Are you currently employed?
 - a. Yes
 - b. No
2. Are you registered in social security?
 - a. Yes
 - b. No
3. Do you have previous experience?
 - a. Yes
 - b. No
4. If yes, please provide the following

Company Name	Position	Salary	Reason of Leaving

5. How did you hear about this opportunity?
6. Recommend 3 individuals for this training:
 - a.
 - b.
 - c.
7. Did you get infected by COVID-19?
 - a. Yes
 - b. No
8. If yes, when?
9. Are you enrolled on the vaccination platform?
 - a. Yes
 - b. No
10. If not, why?
11. Are you vaccinated against COVID-19?
 - a. Yes
 - b. No
12. If yes, please specify the type of vaccine and the date of vaccination

I acknowledge that all information provided above is correct and if not, EfE has the right to reject this application request

Full Name:

Signature:

Recommended Additions

1. Do you have previous experience?
 - a) Yes
 - b) No
2. If the answer to the above questions is "Yes":
 - a) Tell us more about your previous work
 - b) Why did you leave your previous work?
3. If the answer to the above questions is "No":
 - a) Explain that domestic work and child-care is non-paid work
 - b) Guide them in identifying the different skills that they have (time-management, conflict resolution, etc..)

4. Are you currently working?
 - a) Yes
 - b) No

5. If the answer to the previous question is "**No**":
 - a) Why?
 - b) If the reason is lack of experience, ask for the skills that they are unable to recognize

Additional questions could include:

6. Do you need to ask/give permission from your father/brother/male guardian to attend the training?
 - a) Yes
 - b) No

7. Why are you interested in TVET?

8. Do you have access to finance if you wish to start your own business?

ANNEX 4- SOFT SKILLS OUTLINE BDC

Soft Skills Training Outline

No.	Topic	Session Outcome
Day 1	Team Building & Communication Skills	<p>Understand the concept of Team and how to work within a team Able to identify the difference between team and group Acknowledge the Interactive ways of communication Understand Roles and responsibilities of team members Acknowledge listening techniques and increase communication benefits. Enhance understanding the types of communication: verbal and nonverbal. Able to specify communication obstacles and how to solve them</p>
Day 2	Time Management & Problem Solving	<ul style="list-style-type: none"> • Enhance Time Management Skills • Understand the concept of goal setting and how to achieve it • Able to prioritize the activities in order to achieve the goals. • Enhance the skills of Accepting ownership of problems • Differentiate between Problem-solving VS. decision-making • Enhance the Skills of thinking logically and constructively • Acknowledge the steps of collecting information • Enhance the techniques of choosing the best solution. • How to set the best alternative solutions in order to solve the problem.
Day 3	Presentation Skills	<p>Identify goals before start the presentation Acknowledge the importance of body language and eye contacts Understand presentation types and steps Enhance the skills of how to attract the audience</p>
Day 4	CV Writing & Interview Skills	<ul style="list-style-type: none"> • Understand the Importance of effective CV • Differentiate between CV and job application • The structure of the CV is Accurate in terms of content, spelling and grammar • Design the layout of the CV to be simple and readable • Improve interview skills and tips • Differentiate types of Interviews
Day 5	Positive Thinking & Emotional Intelligence	<ul style="list-style-type: none"> • Identify the concept of positive thinking • Understand tips to help practice positive thinking. • Identify the meaning of emotional intelligence? • Understanding the importance of emotional intelligence • Able to differentiate between EQ and IQ • Enhanced understanding of the importance of reflecting emotions positively.

ANNEX 5- DETAILED BUDGETED ACTIVITIES

Budget Detailed Activities provided by EfE

Priority	Detailed Activities	Budget in JOD
Internal Operations Level	Conduct a Gender Needs Assessment by a Gender Expert	7,000 JOD
	Facilitate a gender retreat for all EfE staff	75,000 JOD
	Update staff handbook to become gender-neutral and focused including all policies and procedures	0
	Set gender-focused KPIs to audit gender based on them in the future	0
	Conduct a gender audit to ensure DAC-2 score	7,000 JOD
	Document best practices within EfE highlighting flexibility in working hours and location	0
	Conduct a feasibility study for child-care, breast feeding and pumping rooms within the premises of the organization	5,000 JOD
Programmatic Level	Conduct a feasibility study for constructing a gender-focused training center for EfE (including child-care, breastfeeding, etc...)	6,500 JOD
	Implementing the training center (if the feasibility study is in favor)	75,000 JOD
	Formulate a manual for trainers about gender and the importance of gender-focused activities before recruiting them (e-learning trough videos, PowerPoint, pdf, etc....) and incorporating questions about it in the recruitment phase	7,500 JOD
	Revise application/sourcing forms to include a mini gender assessment to target social norms, access and control and agency	0
	Integrate gender training in soft skill trainings	3,000 JOD
	Facilitate capacity building training for technical training providers to build the capacity of 4 to 5 training centers	27,000 JOD
	Revise existing surveys and follow-up calls to include gender	0

	neutral language and gender focused questions	
National Level	Run national campaigns on social media to show EfE's work and raise awareness of the national women strategy, women empowerment and gender equality	8,000 JOD
	Establish partnerships with like-minded organizations that work on ensuring a women-friendly work environment	
Total Budget		253,000 JOD

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