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# USAID/JORDAN: GENDER ANALYSIS AND ASSESSMENT

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## ACRONYMS

CBO	Community-based organization
CEDAW	United Nations Convention on the Elimination of All Forms of Discrimination Against Women
CSP	Civil Society Program
DEF	Development and Employment Fund
DOS	Department of Statistics
FGD	Focus group discussion
FP	Family planning
FPU	Family Protection Unit
GBV	Gender-based violence
GFP	Gender focal point
GH Tech	Global Health Technical Assistance Project
HR	Human resources
ILO	International Labour Organization
IUD	Intrauterine device
IYF	International Youth Foundation
JNCW	Jordanian National Commission for Women
MOE	Ministry of Education
MOH	Ministry of Health
MOL	Ministry of Labor
MOPIC	Ministry of Planning and International Cooperation
MOSD	Ministry of Social Development
MWRA	Married women of reproductive age
NGO	Non-governmental organization
PFHS	Population and Family Health Survey
PMP	Performance management plan
PSP	Private Sector Project for Women's Health
RH	Reproductive health
SABEQ	Sustainable Achievement of Business Expansion and Quality
SME	Small and Medium Enterprises
UNDP	United Nations Development Program
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's Fund

USAID	United States Agency for International Development
VAW	Violence against women
ZENID	Queen Zein Al Sharaf Institute for Development

## I. EXECUTIVE SUMMARY

This assessment presents an up-to-date analysis of gender disparities in Jordan to inform development assistance programming by the United States Agency for International Development (USAID) Mission in Jordan (USAID/Jordan), particularly the development of its 2013-2017 strategic plan.

Funded by USAID/Jordan through the Global Health Technical Assistance Project (GH Tech), the assessment included both a literature review and fieldwork (from October to November 2011), during which 21 focus group discussions were held in greater Amman, Irbid, Tafileh, and Zarqa.

As a small country with limited natural resources, Jordan's comparative advantage is its people.<sup>1</sup> Recognizing this, Jordan has begun to transition to a knowledge-based economy, and it has invested in human resources as part of that process. These investments have helped address gender equality issues, with a focus on improving the status of women in Jordan and supporting gender mainstreaming.

Even so, Jordan continues to face challenging gender issues, including female participation in the labor market, persistent gender stereotypes about the role of females and males, and conservative cultural norms that restrict the ability of females to make decisions about their lives. It is necessary to not only celebrate the incremental progress made, but to look for positive examples and explore the supportive and contributing circumstances that make such examples possible.

While progress is being made, the economic crisis and the increasing stratification of society remain major challenges. The education system has been slow to respond to labor market needs. Young males are finding it increasingly difficult to secure employment, resulting in delayed marriage with the likely necessity of two incomes after marriage. Young females still expect to find a husband who will support them and their children without having to work outside the home. Often decision-makers do not understand the conditions of most Jordanians and this incapacity is likely to result in greater frustration if the situation does not improve.

The assessment includes a sector-by-sector analysis, sectoral and cross-cutting recommendations, a gender review of the Mission's results framework, and an illustrative implementation plan focusing on operational recommendations.

The report concludes with detailed recommendations covering the breadth of the USAID/Jordan portfolio, as well as recommendations for new areas where attention could be useful in working toward gender equity. Key recommendations include the following:

### HEALTH

- Encourage constructive male engagement in reproductive health (RH) and family planning (FP) issues.
- Re-strategize birth spacing (especially for women who marry under 25 years of age).
- Continue to focus on preventative as well as curative health care, especially to address healthy lifestyle issues that lead to the chronic diseases prevalent in Jordan.
- Develop youth-friendly centers for health services that respond to basic health needs and address psychological health and substance abuse issues.
- Collaborate with other donor projects in the health sector on gender-based violence.

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<sup>1</sup> World Bank. 2005. "The Economic Advancement of Women in Jordan: A Country Gender Assessment." Accessed at <http://siteresources.worldbank.org/INTMNAREGTOPGENDER/Resources/JordanCGA2005.pdf>.

## **EDUCATION**

- Sensitize educators to gender issues at the family and school levels that impact the learning environment at school.
- Ensure that parent-involvement activities and training sessions are planned, with both fathers and mothers encouraged to attend.
- Assess the impact of Ministry of Education efforts to address male teacher shortages and replicate/expand on successful approaches.
- Encourage an expanded concept of “education-as-a-weapon” (especially among girls and their families) to include working for two or more years.
- Increase internships and job-shadowing opportunities for students, as well as career fairs and education fairs.

## **ECONOMIC GROWTH**

- Work with the government and private sector to create a more supportive working environment for females, addressing such issues as the viability of part-time work, job sharing, working remotely and home-based businesses; non-harassment and non-discrimination human resource policies and workplace standards; and implementation of daycare centers.
- Research the barriers and opportunities women face in reentering the labor market after leaving for marriage and/or child bearing.
- Develop credit risk analysis training and standards for no- and low-collateral lending targeted to women and the poor.
- Encourage “breakout” women entrepreneurs to grow their businesses into small and medium enterprises.
- Integrate gender sensitivity and cross-cultural communication skills into youth employment readiness training.
- Work with the public sector to take into account gender considerations when downsizing.

## **DEMOCRACY AND GOVERNANCE**

- Develop appropriate approaches to increasing women’s involvement in political life at all levels, including leadership.
- Support media monitoring activities that publicize gender stereotyping and the negative portrayal of female candidates and elected officials.
- Promote election laws/regulations that in the long-term would support women candidates outside the quota and men without strong family/tribal connections.
- Work with community-based organizations and non-governmental organizations interested in establishing youth wings, and promote the leadership of young female activists within cause-related movements.
- Develop the capacity of women rights’ groups for strategic planning, impact evaluation, taking positions on causes/issues, and collaboration.
- Analyze gender differences in access to justice (including in *Sharia* Courts and Christian Family Courts) and develop appropriate gender-sensitivity training for the justice sector.

## **WATER**

- Target young men and women for water conservation education, with an emphasis on shared knowledge about household budgeting, joint decision-making, and communication within the household.
- Females who represent a variety of interests should be identified, recruited, and included as members of water user associations.

## **ENERGY SECTOR**

- Target energy conservation messages for women in their role as managers of household energy consumption, as well as for other members of the household with decision-making authority (e.g., male heads of household, in-laws, etc.).

## **CROSS-CUTTING**

- *Youth:* Youth assessments should specifically look for gender differences in all areas of data collection and analysis. Gender-specific questions should be included to more deeply analyze difference between young men and young women in knowledge, attitudes, and practices in all sector activity areas.
- *Combating violence:* Promote public awareness on the need to combat violence.
- *Combating violence:* Introduce parenting education in nonviolent communication and positive discipline.

## **GENERAL**

- Build capacity and train counterparts to conduct gender analyses relevant to their sectors, develop approaches to integrating and mainstreaming gender considerations in their programming, and establish appropriate measurement tools.



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A complete list of individuals interviewed during the assessment is presented in Annex D.





### III. INTRODUCTION

As a small country with limited natural resources, Jordan's comparative advantage is its people. Recognizing this, Jordan has begun to transition to a knowledge-based economy, and it has invested in human resources (HR) as part of that process. These investments have included addressing gender equality issues, with a focus on improving the status of women in Jordan and gender mainstreaming. While real progress has been made, significant inequalities remain, especially in the sphere of women's participation in economic activities and political life. Issues related to men and boys, particularly in the education sector, are also emerging.

This assessment presents an up-to-date analysis of gender disparities in Jordan to inform current and future development assistance programming by the United States Agency for International Development Mission in Jordan (USAID/Jordan), particularly the development of the Mission's upcoming strategic plan for FY 2013-2017.

### EDUCATION AND EMPLOYMENT

Jordan has eliminated the gender gap in education enrollment. Primary gross enrollment for both girls and boys is nearly universal, while females comprise a higher proportion of students pursuing secondary and higher education (see Table I). Official figures show that of 1.6 million enrolled students, 3,000 females and 3,020 males left school in 2007 (Jordan Times, 2010). Economic and social issues continue to be leading factors behind school dropout. Males often leave school to seek employment and provide financial support to the family, while females typically leave in order to care for family members and do household work until they marry.

Violence appears to be a widespread problem in schools. In 2007, according to the United Nations Children's Fund (UNICEF), 50% of children were subjected to mild physical abuse (40% of females and 60% of males), 27% suffered moderate physical abuse (14% of females and 40% of males), and 57% suffered from severe physical abuse (46% of females and 67% of males) by teachers, principals, and other school staff.<sup>2</sup> Schoolmates and other children at school were also a source of abuse, even more so for girls than for boys: 45% of children were verbally abused (55% of females and 35% of males) and 34% were physically abused (38% of females and 29% of males).

Table I. Percentage Distribution of Students by Educational Level and Sex, 2009		
Level of education	Female	Male
Basic education	49%	51%
Secondary education	53.3%	46.7%
Higher education	50.9%	49.1%

Source: Jordan Department of Statistics, 2010

The education system in Jordan has been criticized as not adequately preparing graduates for entry into the labor market. This mismatch between the output of education and evolving labor market requirements continues to be a problem that has contributed to a generally high unemployment rate.

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<sup>2</sup> UNICEF. 2007. "Violence Against Children in Jordan."

Despite their generally higher level of educational achievement than males, only 14.9% of females aged 15 and older are economically active,<sup>3</sup> compared to 64.8% of males, according to 2007 statistics. The unemployment rate of females rises as their level of educational attainment increases beyond secondary education (see Table 2). Lower levels of education do not necessarily hinder males from employment, but they do hinder females. This could be attributed to limited options available to women due to traditions, unfriendly working environment, and other stereotypes. According to a recent World Bank analysis, the inactive status and unemployment trends for females relative to males have remained largely unchanged over the last decade (World Bank, 2011).

<b>Table 2. Labor Market Status of Jordanian Population Aged 15+ by Gender and Educational Level, 2009</b>						
<b>Educational attainment</b>	<b>Economic Activity Status</b>					
	<b>Female</b>			<b>Male</b>		
	<b>Employed</b>	<b>Inactive<sup>4</sup></b>	<b>Unemployed</b>	<b>Employed</b>	<b>Inactive</b>	<b>Unemployed</b>
<b>Illiterate</b>	1.4%	98.5%	4.3%	22.8%	74.4%	10.9%
<b>Less than Secondary</b>	3.9%	95.1%	21.0%	56.9%	35.8%	11.3%
<b>Intermediate Diploma</b>	5.8%	92.5%	22.0%	46.4%	49.6%	7.9%
<b>Bachelor's Degree and Above</b>	47.5%	35.9%	25.9%	76.6%	14.5%	10.4%
<b>All Education Levels</b>	11.3%	85.1%	24.1%	58.1%	35.2%	10.3%

Source: Adapted from the National Human Development Report of Jordan, 2011

The majority of Jordanian women who work are in the education, health, and public administration sectors (see Annex G, Department of Statistics, 2010).

The unemployment rate for young adults (15-24 years of age) is approximately twice the overall unemployment rate for all adults (15 years and older).<sup>5</sup> More specifically, 45.9% of females (15-24 years of age) are unemployed, while only 22.6% of males in the same age group are unemployed; this is approximately twice the aggregate unemployment rate of 24.1% for all females aged 15+ and 10.3% for all males.

Several factors contribute to low participation of females in the labor market:

- *Social and cultural factors such as gender stereotyping.* Females are perceived as the primary source of affection and care for children; males are perceived as the breadwinners. Even when women are employed outside the home, their income is often viewed as supplementary, rather than as part of the mainstay of the family economy.
- *Employer preferences.* Employers tend to hire males instead of females because they perceive males to be more productive, more able to work overtime, and to have greater mobility.

<sup>3</sup> Refined Activity Rate for Jordanian Population aged 15+ as reported in the Employment and Unemployment Survey, 2007.

<sup>4</sup> Inactive means "not actively seeking jobs."

<sup>5</sup> World Bank. 2009.

- *Perception of what is appropriate for females and males.* There is a widespread perception that some jobs, such as teaching and public sector jobs, are more appropriate for females than males. Approximately half of all employed women work in the public sector, compared to a third of employed men.<sup>6</sup> Therefore, some employers perceive women as less capable than males in performing non-educational/non-public sector work, particularly managerial and leadership positions. Similarly, discrimination and gender bias have been illustrated in the tourism and construction sectors, which have generally been considered unacceptable for women to work (tourism due to contact with foreigners, late hours, and exposure to alcohol, etc., and construction due to the physical requirements and the consequently men-dominated workplace).
- *Hijab.* Many women who wear *hijab* have trouble getting jobs in the private sector. This observation is based on comments of females in focus group discussions (FGDs) and possibly occurs because of concerns about perceived conservatism.
- *Only formal sector counted.* National statistics do not report on home-based and informal sectors of work, where women comprise a majority (Sweidan, n.d.).

On the other hand, young men in FGDs reported that women have an advantage in the labor market among jobs where appearance is considered a selection criterion and employers' first choice is hire attractive women.

Jordan has ratified several international conventions that assert the right to equal pay for equal value of work. In addition to these conventions, it is also worth noting that Section 23(ii) (a) of the Jordanian Constitution specifies that all workers shall receive wages appropriate to the quantity and quality of the work achieved. But, according to recent data, female employees in Jordan are paid less than males at the same professional level. Although there is a disparity in pay within both the public and private sectors in Jordan, the disparity appears to be significantly larger in the private sector. Moreover, the salary structure is inherently discriminatory: a male employee is automatically entitled to a family allowance if he is married, while a female only qualifies for this allowance if she is a widow, her husband is disabled, or she can prove that she is the family's primary breadwinner (International Labor Organization, 2010).

The majority of Jordanian females work in the education, health, and public administration sectors (see Annex G, Department of Statistics, 2010). As a result, downsizing and restructuring of the public sector in Jordan will have a greater direct impact on females than on males. This will also affect their families, given that the private sector, which is already less likely to hire women, is unlikely to employ more women to make up for government downsizing. In addition to income from these jobs, the women and their families will also lose any associated benefits they previously received from full-time employment.

## POPULATION AND HEALTH

Jordan's population has increased substantially over the past 60 years: from a population of 500,000 in 1952 to about 4.8 million in 2000. Over the past decade alone, the population grew by another 1.3 million to 6.1 million by 2010 (Department of Statistics, 2010a).

The proportion of Jordanians officially living below the poverty line increased slightly between 2006 (13%) and 2008 (13.3%). This translates into 75,000 more poor people in 2008. In general, poverty is highly correlated with employment, education level, household size, and the number of dependents. In addition, a higher dependency ratio is associated with a greater incidence of poverty (DoS, 2008). This has specific implications for women, especially in female-headed households,<sup>7</sup> who are responsible for caring for children and the elderly, with little time for income-earning activities.

<sup>6</sup> Majcher-Teleon & Slimène, 2009.

<sup>7</sup> Percent of female-headed households was 11.4 in 2009.

Health indicators for both females and males have generally improved. However, infectious and non-communicable diseases have been an emerging issue and a challenge to health outcomes in Jordan. According to 2011 National Human Development report, females have a slightly longer life expectancy rate (74.4 years) than males (71.6 years), which is typical in developed countries. Cancer is the second leading cause of death in Jordan after heart disease,<sup>8</sup> with females comprising 52.7 percent of the new cases in 2007 (Jordanian Cancer Statistics for the year 2007).

Obesity is another major health problem in Jordan. According to Government statistics, 70% of females and 63% of males were overweight or obese in 2007 (Table 3).

<b>Table 3. Obesity in Jordan, 2007</b>								
	<b>Normal Weight (18-25kg/m<sup>2</sup>)</b>		<b>Overweight (25-29kg/m<sup>2</sup>)</b>		<b>Obese (≥30 kg/m<sup>2</sup>)</b>		<b>Total</b>	
	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>
<b>Female</b>	130	29.6	120	27.5	188	42.9	438	100
<b>Male</b>	120	36.7	117	35.5	91	27.8	329	100
<b>Total</b>	250	32.6	237	30.9	279	36.5	766	100

*Note: underweight (1.4%) was excluded from the analysis.*

*Source: Ministry of Health Behavioral Risk Factor Surveillance System, 2007.*

Between 1980 and 2010, fertility rates fell from 6.8 to 3.8 births per woman in Jordan. The decline is usually attributed to increasing education and the rising age at first marriage; that said, Jordan's fertility rate is not commensurate with the current high level of female education. Jordanians still tend to have many children, especially in the interest of having sons. Over 40% of Jordanian women discontinue the use of contraceptive drugs or devices within 12 months of using a method (USAID, 2009). According to the Jordan Population and Health Survey, the main reasons for the discontinuation are method failure, switch to a more effective method, the desire to become pregnant, and other reasons (such as problems related to the use of a particular method, the husband's disapproval,<sup>9</sup> health reasons, cost, and lack of need to use family planning [FP]) (Department of Statistics, 2010b).

The population of Jordan is characterized by its youth. Children under the age of 15 comprise about 38% of the population, while the entire working age (15-64) cohort comprises only about 58% of the population. In fact, because of the country's youthful age structure and the large number of women in their reproductive years (15-49), the number of births may increase slightly even if the average number of births per woman decreases.

Jordanian youth face many unmet health needs. They lack access to accurate, gender-specific information about reproductive health (RH), sexually transmitted diseases, and family planning (World Bank, 2005). Youth in FGDs, particularly young men, noted that the stress of the high financial expectations on them contribute to psychological problems that can, in turn, lead to drug use.

## **FAMILY RELATIONS**

Although the minimum legal age for marriage in Jordan is 18, Jordanians typically marry when they are older. The median age at first marriage has steadily increased over recent decades to the current age of 26.1 years old for females and 29.6 years for males (Department of Statistics, 2010). There are few

<sup>8</sup> In 2009, 40% of all deaths were from cardiovascular disease.

<sup>9</sup> About 2% of currently married women report their husband's disapproval of family planning as their reason for discontinuation (Department of Statistics, 2010b).

exceptions. According to a 2009 Population and Family Health Survey (PFHS), less than 7% of Jordanian females (15-17 years old) are married, and less than 1% were married by the age of 15. Consanguineous, or kinship, marriage is common in Jordan, with 40% of women aged 15-49 reporting that they are related to their current or former (if divorced or widowed) husband. Kinship marriages are more common among rural women (49%) than urban women (38%), as well as among females married at younger ages (51% of those married before 15 years old, compared to 21% of those married at 25 or older) and among women in poorer households (44% of those in the lowest quintile, compared to 32% in the highest wealth quintile). The rising divorce rate in recent years (2.5 per 1,000 in 2010) has been attributed to economic hardship.

Jordanian women reported the mean ideal number of children as 4.2. Only 13% of currently/previously married females reported two children as their ideal (i.e., replacement level fertility) (this figure has not changed since 1996). During FGDs, men were more likely than women to report a larger number of children in their ideal family size.

## **GENDER-BASED VIOLENCE**

The only available national figures on gender-based violence (GBV) are from a 2007 PFH that surveyed married women of reproductive age (MWRA). About one-third of respondents (32%) experienced some form of physical violence since the age of 15; 13% experienced physical violence during the previous 12 months. The most common perpetrators of violence were current or former husband (64%), although violence was also perpetrated by brothers, fathers, and mothers (20% each). The vast majority (90%) of the studied population accepted at least one reason as a justification for wife beating.<sup>10</sup>

National statistics on violence against children, unmarried women, and elderly women and men are not available. Based on what is known (Shteivi, 2005), however, the problem of violence in Jordan is a complex one that will require a multifaceted, multisectoral response. Women and girls are vulnerable to violence within their own families by virtue of a combination of tradition and the right of the man to inflict corporal punishment under the Personal Status Law, Jordan's family law. Females are also at risk of being a victim of an honor crime at the hands of male relatives if they are suspected of having sexual relations outside marriage, whereas males do not suffer the same consequences. Every year, around 20 women are murdered in Jordan for reasons related to family honor (Husseini, 2011). Several government entities (e.g., the Family Protection Unit/FPU, the Ministry of Social Development (MOSD), the National Commission for Women, and the National Council for Family Affairs (FPU), and non-governmental organizations (NGOs) (e.g., GiGi and Mizan) are working to change this law and reduce the social acceptance of gender-based violence.

Although official information is not available, the FPU has reported anecdotally that the majority of complaints about sexual violence against children are cases where boys are the victim. However, they went on to say that this observation may reflect the stigma associated with reporting sexual violence against girls, rather than an indication of a gender difference in the prevalence of the crime.

## **POLITICAL PARTICIPATION**

Although women have the right to run for office and to vote in elections, they do not participate fully in public affairs and are under-represented in political parties and legislative bodies. Despite comprising half the electorate and half of voters,<sup>11</sup> females were elected for only 13 out of 120 seats of the lower house

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<sup>10</sup> The reasons used as justification for wife beating were: burning the food; arguing with the husband; insulting, disobeying, or going out without telling the husband; neglecting the children; and having relations with another man.

<sup>11</sup> Based on unpublished data from the Jordanian Ministry of Information data.

of Parliament (12 because of a quota established in May 2010). In the 2010 parliamentary election, 142 of the 852 candidates were female.

In early 1990s more than half of political parties opposed introducing a quota for women, but strong advocacy work by women activists led to more than 60% of public in 1999 supporting the quota system as a transitional phase. Additional work and efforts finally succeeded in introducing the quota system in the 2003 amendment of the 2001 Temporary Election Law. Women activists and NGOs are calling for an increase in the women's quota to 20% in the next election. (National Report on Progress of Jordanian Women, JNCW 2012)

Women have been appointed as ministers in each government since 1980 and at the time of the writing of this report held about 11% of ministerial portfolios (e.g., in the ministries of higher education, scientific research, and social development and Ministry of Political Development and Parliamentary Affairs). Although women have long served as lawyers, they have only served as judges since 1996. At the time of this assessment, 48 of the country's 750 judges were female. (UNIFEM, 2011)

As part of the Municipalities Law endorsed by Parliament in 2011, the government allocated no less than 25% of the seats to women. In the last municipal election, 20 women won municipal seats by competition (including the mayor of Al Hassa in Tafileh). Seven women were appointed by the government to serve in the Greater Amman Municipality, while 225 (out of a total of 355 women were selected through the quota system.

## **POLICY FRAMEWORK FOR GENDER EQUALITY**

Article 6 of the Jordanian Constitution (amended in 2011) embodies the principle of equality before the law in rights and obligations, stating that there shall be no discrimination between Jordanians with regards to their rights and duties on the grounds of race, language, or religion. Although the masculine form of "Jordanian" is used in the text and sex is not specified, the Constitution is considered by legal scholars to guarantee equal rights to both female and male Jordanians. In practice, however, there are still discrepancies between constitutional rights and patriarchal/social norms and traditions. A number of laws and regulations retain discriminatory elements that reflect values that are not in accordance with equal inclusion of women, particularly the Personal Status Law, which allows males – but not females – to pass on Jordanian nationality to their children.

Jordan signed the United Nations Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) in 1980 and ratified it in 1992, with reservations registered to two articles: Article 9, concerning nationality; and Article 16 (c), (d), and (g) concerning rights in marriage, in matters related to children, and in personal choices, including the choice of profession. Women's rights within marriage can be specified within the marriage contract, including rights related to employment, following further studies, non-acceptance of polygamy, and conditions for divorce. Where these are not specified, the husband has the authority to decide. In addition to CEDAW, Jordan has signed and ratified (or acceded to) the majority of United Nations human rights conventions that are directly or indirectly relevant to gender equality and female women's empowerment.

Efforts to incorporate a gender perspective in national planning started with the 1999-2003 National Development Plan and continued with mainstreaming gender in the National Agenda (2006-2015).

As part of the operational framework for gender mainstreaming, most ministries have a gender focal point (GFP) and several have a unit or division charged with gender mainstreaming and/or specifically addressing women's concerns. These mechanisms are a good starting point; however, there is a need to strengthen them further. The budget, capacity, and effectiveness of the GFPs and gender units vary by ministry—some understand gender better than others, some have more internal influence than others, size of their budget varies, and results vary.

## **GENDER TRENDS**

The term *gender* is still widely understood as referring only to women's issues. As a result, it is a common view that there is no gender issue even when disparities lead to significant disadvantages for males. Gender reporting is usually limited to sex-disaggregated national statistics. The application of a family-centered approach can conflict with a human rights-based approach (in which the individual male or female is the focus), especially when applied to family law and gender-based violence. For example, when a female's decision is viewed as contrary to the "interests of the family," the highest priority is to keep the family together and all efforts focus on that (e.g., reconciliation counseling rather than mediation in family court; a judge ordering a woman who has left her husband to return if her reasons for leaving are not deemed to be valid). Even the FPU (whose job it is to respond to victims of violence) reported that a woman experiencing violence will likely be encouraged to return home to reconcile the situation. There are two government shelters and at least one private shelter in Jordan. Perpetrators can be punished, but in reality it usually only happens in cases of extreme physical violence.

## **PROGRESS ON GENDER EQUALITY AND FEMALE EMPOWERMENT**

There is strong political support for gender equality and female empowerment in Jordan as a necessary part of achieving national development. This has contributed significantly to openings for women in professions that had previously been largely closed, including political participation and leadership roles.

The proportion of females within the judiciary rose from 2.8% in 2000 to 6.4% in 2008. In the same period, the proportion of females within the diplomatic corps nearly quadrupled (from 3.4% to 17.2%). Quotas have been a critical mechanism for increasing female participation in politics. The latest revision of the Election Law doubled the number of seats allocated specifically for women in Parliament (to 12 seats) and allocated 25% of the seats in municipal councils to women.

Civil Service Regulations and the Labor Code both include components designed to protect women. Discrimination in employment on the basis of gender or marital status is not allowed. Sexual harassment is now a specific offence and any abuse of women and children in the workplace is liable to severe punishment. As for equal pay, Jordan has ratified the International Labor Organization (ILO) Equal Remuneration Convention and made its provisions binding in Jordanian law. The Ministry of Labor regularly reminds employers that they are required to comply with these provisions/laws.

A recent revision to the Social Security Law (Temporary Law Number 7, 2010) allows for a maternity insurance fund that reduces the burden on employers. Day care facilities at the place of employment are required for all private sector organizations (but not public sector ones) that employ more than 20 women workers. 2009 Labor Code amendments dropped the word "married" from Article 72 so as to reduce the incidence of private sector organizations refusing to employ married women to avoid this requirement.

The Chief Islamic Justice Department carried out extensive consultations while drafting the new Personal Status Law that was adopted in 2010. This law permits corporal punishment of wives (and daughters) and does not include the concept of marital rape. The 2010 amendment, however, does define marital discord and "disobedience" more strictly, recognizes psychological as well as physical abuse, and restricts "acceptable" sanctions to levels that do not inflict criminal physical or psychological damage as per their definitions in the penal code.

Additional statistics on the gender gap in Jordan is available in Annex G.





## IV. GENDER ANALYSIS BY STRATEGIC PRIORITY

This section of the document describes gender-related issues associated with each of the USAID/Jordan strategic priorities from its current strategy (2011-2015). (Note: Because the Mission has not started the new strategy planning process, this section is based on the strategic priorities from the current strategy.) It is anticipated that many of these strategic priorities will remain in future strategies.

### HEALTH

USAID/Jordan's priority for health is improved health status through (i) improved maternal and neonatal health, (ii) increased use of family planning services, and (iii) strengthened capacity of health systems.

#### Gender Constraints and Disparities

In Jordan, women are held responsible for most reproductive health issues (e.g., pregnancy, the gender of children, fertility problems, and sexually transmitted infections). Men, on the other hand, typically make the final decision on whether to have a child or not (results of FGDs, see Annex F).

Failure rates for birth control methods continue to be high, not only because of the choice of methods (i.e., traditional) but also because users lack of detailed understanding of how to effectively use family planning methods that rely on their knowledge (e.g., condoms, cervical cap) rather than the efficacy of the product (e.g., injectables and intrauterine devices/IUDs). Doctor-patient communication is generally weak and there is a tendency among some women to avoid asking authority figures (such as health professionals) questions. Efforts to improve communication by doctors and outreach workers are therefore necessary to more fully explain FP/RH interventions and to encourage patients to ask questions when they are unclear.

Although men dominate the medical profession, women prefer a female health professional (particularly for IUD insertion). Thus, the shortage of women doctors relative to demand may lead to some women using alternative, less effective methods of family planning. USAID/Jordan has pursued solutions to this shortage in the past, such as by promoting policies that allow midwives to insert IUDs.

Because RH issues are mostly discussed at maternal and child health centers, where birth control supplies are distributed (including condoms), men have greater access to FP/RH health information as do women. Men are more likely to seek health care from primary health care facilities and general practitioners (who have not been the target of FP/RH education efforts). Rather, efforts to reach men have focused on religious leaders (to issue relevant *fatwas* Islamic legal rulings) and *imams* (to disseminate FP/RH information in their counseling sessions and Friday sermons). This approach is a good start that provides benefits, but there are also limitations: it can only reach Muslim men who attend Friday services and pay attention to the information provided in the sermons. The effectiveness of training women religious leaders (*wa'izat*) in FP/RH and counseling is also not clear. Thus, there is a need to conduct an impact assessment study to measure the reach and the effectiveness of the religious leaders program in changing attitudes or behaviors.

Schools do not provide sufficient health information for youth, with boys, for example, learning mostly about body hair and shaving and girls learning about their physical changes and menstruation, neither learns; sensitive issues, such as wet dreams, are not addressed, nor do boys and girls learn about the other sex. Some information is provided to engaged couples immediately prior to marriage, but is still not comprehensive sexual education. Jordanians traditionally provide basic sex education to their daughters (but only immediately prior to their wedding), while sons generally receive sex education

through their peers (not from adults). Because Jordanian society still maintains conservative social values and sex is not sanctioned outside of marriage, it is difficult to assess the extent to which it happens.

GBV is a largely unaddressed development and health issue that is especially problematic for women and children. As noted in the introduction, 13% of MWRA experienced physical violence in the previous 12 months.

In the past, USAID/Jordan has supported activities to raise awareness about violence against women (VAW) and referral networks for women suffering from violence.

The Jordanian Ministry of Health (MOH) has a pilot program with UNICEF and the United Nations Population Fund (UNFPA) in Amman, Irbid, and Zarqa for early detection and referral of cases of family violence to the FPU. Hospital staff trying to respond to the issue face many challenges, such as overcoming their own biases and minimizing the risk of secondary violence from family members if they meet their obligations to report suspected cases to the authorities. More is needed before the health system can respond effectively to such issues, including the development of a coordinated community response (that females trust) and laws that protect health care providers and victims from perpetrators to increase the likelihood that victims will actually report incidents of violence and access the help they need.

Kinship marriage tends to reinforce conservative social values and to limit the ability of women to make independent decisions about their own lives. If all family members are related, a woman suffering from domestic violence may face added pressure to keep the family together. Early marriage also tends to limit women's decision-making ability. Based on the 2002 and 2007 PFHS, attitudes on wife-beating have changed: the high rate of Jordanians who (in 2002) believed that burning food was a valid reason for wife-beating has dropped dramatically, but the proportion of females that women who believe that wife-beating is justified if a woman goes out without telling her husband has increased significantly (a trend toward more conservative attitudes that has serious implications for mobility of women).

Cancer (e.g., breast and cervical cancer among females and testicular cancer among males) is the second leading cause of death in Jordan. Awareness about cancer has increased as a result of King Hussein's diagnosis and death due to cancer. Most efforts have been focused on breast cancer, however, with too little invested in raising awareness about testicular and tobacco-related cancer.

FGD participants, particularly men, described increasing stress from financial pressures and linked this to psychological problems that can lead to substance abuse (e.g., drug use). Women, frustrated by limitations on their lives, have been identified as at high risk for depression.

Information indicates that obesity is a significant problem for both females and males in Jordan. Excess and inappropriate food intake and low physical activity are largely to blame for obesity in Jordan. According to data from the 2009 PFHS, more than half (56.5%) of married women in Jordan are overweight or obese, while the MOH estimates that this is the case for 70% of all women. Excessive intake of inappropriate (mainly starchy) food and low physical activity are largely to blame, compounded by the lack of appropriate places to exercise and the high number of children, and large number of low income households, (Hourani, 2011). Low levels of education about food and the absence of proper nutritional labels on packaging are problems for both men and women; solutions should target those who purchase food for families and plan their meals (the former is most likely women, but the latter could be men or women depending on the community).

Obesity is linked to high rates of cancers, diabetes, and heart disease. These conditions, as well as other healthy lifestyle habits (such as smoking) create huge financial burdens on health care systems and increase the pressure on an already expensive health system. Because it has implications for fertility and

healthy pregnancy, programs to combat obesity would also be suitable entry points for education about FP/RH.

## **Opportunities for Addressing Gender Gaps**

Although male involvement helps deepen family planning efforts and encourages joint decision-making in families, there is some ambivalence about including males in family planning efforts. During a recent Higher Population Council conference, for example, the need to engage men in family planning was first listed as a top priority but later dropped from the agenda. The basis for such thinking and decisions should be explored. In addition to traditional channels for educating males about FP/RH (e.g., religious leaders and general practitioners), there are unexplored channels (e.g., Specifically, men could be accessed through general practitioners, urologists, and other doctors men usually see at primary health care centers, as well as barbershops, gyms, and workplaces). Approaches making use of male health outreach workers who are committed to FP/RH) should also be considered.

FGDs and the 2007 PFHS revealed that Jordanian women generally view their family size as larger than the ideal. This would seem to indicate that family planning could be strengthened if such females were empowered to share their attitudes and opinions with other females, in particular their daughters and daughters-in-law. Cancer education and screenings, for both women and men, can also be a good entry point for discussions on RH/FP for those not yet effectively reached by those efforts.

Efforts to cultivate such female leaders could be advanced by scaling up the private sector providers' network (that currently operates only as a referral list) into a more formal network/community of practice. Because female providers are preferred by other women for FP services, a true provider network could become a practice leader and innovator for best practices and problem solving within the medical profession for FP/RH. Moreover, networking has been identified as an area of gender disparity where women are disadvantaged compared to men; such a network would provide a safe and effective environment for women professionals to develop and refine their networking skills.

The upcoming PFHS (planned for 2012) will be an opportunity to measure changes reported by MWRA since the domestic violence module was last conducted (in 2007). It may also be useful to conduct another survey (or add questions to other planned health surveys) in order to reach cohorts beyond MWRA to assess disparities in knowledge, attitudes, and practices among men and youth.

## **Best and Promising Practices**

Intense efforts to promote modern FP methods have contributed to reducing Jordan's fertility rate. Female community outreach workers have been an important part of the effort, although there is still reported resistance to this approach among more privileged households in western Amman. The development of the private sector providers' network, coupled with a voucher system to provide free access to the network, has been a successful strategy to increase use of modern methods.

Promoting evidence-based medicine has helped educate health professionals, outreach workers, and volunteers and overcome traditional misconceptions (particularly about reproductive health). An assessment of the impact of Jordan Now's program by the Ministry of Planning and International Cooperation (MOPIC), however, revealed that training alone does not effectively change attitudes and practices. Systematically following up with participants after training, to monitor their progress and provide guidance, is needed to effect real change. Moreover, RH training should sensitize health professionals, outreach workers, and volunteers on how best to promote a woman's right to choose FP methods and how to respond to GBV, so that they can effectively implement what they have learned.

Healthy camps (sponsored by UNICEF and UNFPA) and peer education (such as through the USAID health ambassadors program) both seem to be promising practices for involving youth and educating them about health.

The successful model of psychological health services for Iraqi refugees could be replicated for Jordanians, including gender-sensitive approaches to effectively reach both women and men.

## **EDUCATION**

USAID/Jordan's priority for education is improved education and life skills through (i) improved quality of formal education and (ii) increased employment opportunities for youth.

### **Gender Constraints and Disparities**

The most glaring gender disparity in the education sector in Jordan is the higher teacher and student performance (and better learning environment) seen in girls' schools relative to boys' schools. Gender assessment team meetings Government and non-government informants, coupled with a review of research studies (including the USAID Monitoring and Evaluation Partnership Project) and the feedback of a broad range of FGD participants revealed an almost unanimously agreement that girls' schools are superior to boys' schools in nearly every respect.

Boys' schools suffer from a shortage of teachers; low teacher motivation and engagement; violence against students by teachers, administrators, and other students; vandalism; and a lack of parental involvement. After boys enter sex-segregated schools, their fathers are expected to assume primary responsibility for their education because mothers are less welcome at the schools (due to religious and/or cultural concerns about going unaccompanied to a place where there are only males). Fathers' interests appear to be focused on addressing major disciplinary problems of their children, however, rather than academic achievement. As a result, boys are neither encouraged by parents nor teachers and there is little oversight of disciplinary issues until there is a major problem. In one study, vandalism at a boys' school in Tafileh was linked, among other things, by the incapacity of teachers/parents to effectively communicate disappointment and a feeling by students that they were not being rewarded for good behavior (Thawabieh and Al-Rofo, 2010).

While girls are generally encouraged to succeed in school so that they are more eligible for marriage (and as a "weapon" in case they are divorced or abandoned), boys often drop out of school to work or are kicked out of school because of disciplinary problems. Boys can also become disaffected from school due to verbal and physical violence meted out by teachers and administrators who mistakenly believe that such punishment is curative for boys and thus acceptable. For older boys, the negative environment at school (coupled with the pressure of future financial obligations that require a well-paying and "honorable" job) can lead to internalized stress and depression or externalized violence against school property, teachers, or other students. Bullying has been identified as an issue at both boys' and girls' schools, although a study by UNICEF indicates that it manifests itself more as physical bullying in boys' schools and as more psychological bullying in girls' schools (UNICEF, 2007).

Gender stereotyping in career tracking, counseling, and curriculums are problems at both boys' and girls' schools. According to the Ministry of Education, only primary school textbooks have been reviewed and revised for gender stereotyping (with an emphasis on pictures in textbooks). Higher elementary and secondary school books have yet to be reviewed and, although training for teachers began in 2011, the impact of curriculum changes and teacher training has not been assessed. Career counseling for girls tends to be limited to opportunities in the local community due to mobility restrictions that boys do not generally face. In communities outside of Amman, girls' perspectives on

career options can be greatly limited to the few “acceptable” employment opportunities that exist for females (both due to community norms and to an overall scarcity of employment opportunities).

Vocational tracking follows gender stereotypes such that young women and men rarely consider nontraditional careers. Young women, for example, are encouraged to study hairdressing, handicrafts, manicuring, and sewing; young males are offered training in automobile mechanics, plumbing, and woodworking. Because of sex-segregated programming, recruiting a class of females or males for a nontraditional trade would require special efforts.

School counselors appear to be in short supply and inadequately prepared to handle the many gender-specific issues faced by female and male students, such as how to deal with frustrations (based on roles, expectations, and restrictions), violence, and family issues that affect school performance. The shortage (identified by some sources but disputed by the Ministry of Education) of counselors, resource room teachers, and janitors can have different impacts on female and male students. For example, teachers at girls’ schools may serve informally as counselors, a function unlikely to be played by boys’ teachers (who are reportedly less interested in their students and spend less time at school in order to pursue a second income to supplement low teacher pay). Similarly, female teachers and students are expected to take on traditional female household roles to maintain a clean environment, while male teachers do not take on this function.

The majority of students are automatically passed from grade to grade (up until the tenth grade) because education to that grade is mandatory. This has a different impact on boys and girls. Automatic passing reduces the incentive for students to work hard and makes it more difficult for teachers to assert authority in the classroom. Because families typically place less pressure on male students for academic achievement, this encourages the use of physical punishment as a form of discipline for boys in school, as teachers cannot use the threat of holding a child back. In private schools, the pressure to pass students can be exacerbated by the expectations of parents paying high tuition rates.

## **Opportunities for Addressing Gender Gaps**

A new teachers association in Jordan is seeking to raise teacher salaries and improve school environments, and thus could be an effective mechanism for USAID program activities that target learning environment issues (including gender-related issues). According to a 2010 study of pay equity, women employed in the educational sector are paid one-third less than men (ILO, 2010), so it will be important for future activities to encourage equitable salaries. Merit pay for both female and male teachers (and administrators) may be a mechanism to encourage the best educators to enter and stay in the profession (especially qualified males interested in being teachers). The Ministry of Education has taken a broad approach to addressing the shortage of male teachers; it has applied five strategies with varying degrees of success: 1) scholarships for male education students in exchange for a three-year commitment to teaching; 2) consolidation of smaller boys’ schools; 3) raising the grade level when schools are segregated so females can teach 1-3 more grades; 4) improving the learning environment in boys’ schools; and 5) raising teacher salaries.

New school construction offers opportunities to engage parents, particularly fathers. Males are likely to be interested in job opportunities so, where feasible, priority could be given to hire local parents for construction work. This could be followed by efforts to engage fathers in the schools where their children attend, with a focus on taking pride in the maintenance of school buildings and in the academic achievement of children attending the schools. Parent training sessions should encourage both mothers and fathers to attend and male mentoring programs could be developed to help fathers interact more constructively with their children.

Establishing grievance procedures and a student mediator program could help students, especially boys, more constructively express their frustrations and disappointment with school (e.g., with abuse by

teachers, bullying, and the curriculum). Student councils could also be used to give students a voice in their education and serve as a model for future democratic engagement, although it would be important to avoid the mistakes of university student councils (that suffered from bad elections and over-interference by school administrators). Student representatives could serve on parent-teacher-student associations.

To increase employment opportunities for youth, schools should increase internships and job shadowing to provide students with practical experience in the working world, a more realistic understanding of different professions, and the potential for job references. Career fairs and education fairs involving both students and parents (with information on vocational opportunities and, where available, financing) would also contribute to success after graduation.

### **Best and Promising Practices**

USAID's work with new schools and parent-teacher associations is successfully engaging parents. As described above, however, effort is still required to overcome the tendency of fathers to not engage in school issues, particularly with older students (when fathers rather than mothers are expected to interact with boys' schools). The next step for parent-teacher associations should be to encourage student representatives, both boys and girls, to share their experiences and concerns of their classmates, as well as help schools strategize on how to achieve better parent (both father and mother) involvement in the educational achievement of their children.

The atmosphere at new schools is noticeably positive and affirming. Parents and teachers alike seem more engaged, as do students. Administrators and teachers who do not accept or adjust to the changing paradigm of the learning process remain a challenge, however, as many of them chose education as a last resort and lack motivation to change. Out of frustration or habit, many such teachers continue to use familiar techniques of maintaining control (e.g., physical and/or verbal abuse). All teachers would benefit from training on nonviolent communication and positive approaches to discipline.

USAID's Learning Environment Improvement Project is a good example of a USAID/Jordan project designed with gender at its core that recognizes the different issues faced by young females and males and looks for ways to address these gender-specific issues through the learning environment of targeted schools.

The USAID Monitoring and Evaluation Partnership Project will improve the analytical and research skills of the Ministry of Education and thus increase the quality of all Jordanian research, including gender analysis. This model could be replicated in other sectors to improve national research capacity within the government and/or develop research institutions that could support the Government as needed in response to requests for targeted research.

Progress on female educational achievement is impressive. To introduce women into the labor market before marriage (which would increase their ability to successfully reenter the labor market later), efforts should be made to modify the "education-as-a-weapon" concept (i.e., education as protection for women who do not get married or have marital problems). More specifically, families should be encouraged to consider two or more years of work experience as part of the education that their daughters need in order to be protected.

### **ECONOMIC GROWTH**

USAID/Jordan's priority for economic growth is strengthened economic competitiveness through (i) expanded and liberalized private sector, (ii) enhanced workforce development and competitiveness, and (iii) government policies to support economic growth and development. A fourth avenue for economic growth, described below, is energy efficiency.

## Gender Constraints and Disparities

Despite achieving educational parity with men, women in Jordan have among the lowest labor market participation rates in the Middle East and North Africa at less than 15%. According to 2009 statistics, 85% of women females are not paid employees (compared to 35% of males). Women make up just 18% of the total labor force, yet they are 34% of the total unemployed population (UNDP, 2011). The reasons why women are not working include strong cultural traditions that dictate that women should not work after they become parents; the types of jobs and working conditions that are acceptable for women; the demanding household responsibilities that continue regardless of whether a woman is employed; and the lack of quality daycare options. Even if a woman wants to work, male family members (such as her brother, father, or husband) may exert control over her decision to take a job. Jordanian law limits the ability of women to work at night and permits the Ministry of Labor (MOL) to restrict them to certain jobs/industries.

Women often pursue education in hopes of finding a good husband. Most seek a teaching position or a government job because such work is viewed as “suitable” for women, the working hours are more compatible with motherhood, and they do not require travel or much interaction with men. However, women might express different preferences if society viewed a wider variety of employment options as acceptable, such as if female mobility was not restricted, and if household responsibilities were divided more equitably among both male and female family members.

The predominance of women in the public sector (and their preference for those jobs due to working conditions, working hours and benefits, and the higher pay gap in the private sector) and reported preference on the part of men for employment in the private sector suggests that there will be a spike in female unemployment if the public sector is downsized. Working proactively with the private sector to make it a more hospitable environment for women (such as through improvements in pay equity, equity of benefits, and more suitable working conditions) may curb this spike. For example, a recent change in Jordanian law requires all employees to pay into a maternity leave fund rather than requiring the individual employer to pay all of the costs. Likewise, advance efforts must help ensure that (if downsizing of the public sector occurs) women are not the first to be dismissed and that assistance is provided to retrain unemployed females and help them find new work.

Only 18% of all private sector employees are female, however this figure is inflated by the significant percentage (36%) of employees in large companies that are female. Among small and medium enterprises (SMEs), only 14% of employees are female and this proportion shrinks further as the size of the business decreases. In the smallest private sector companies (those with only 1-4 employees), females comprise only 10% of employees (UNDP, 2011).

Private sector employers are more likely to discriminate against married women when hiring and promoting because they view them as being less loyal to the business (because of pre-existing commitments to home and family) than men (Peebles, 2007). Contrary to these perceptions, employers admitted that males are more likely to leave a job in pursuit of a higher salary than females.

Private employers with more than 20 married female and male employees are required by Jordanian law to provide a nursery and qualified daycare worker. This requirement is generally not enforced, however, probably to avoid hurting companies in the weak economy and because of a weak regulatory structure. Although the government sector is not subject to the requirement, the gender unit at MOPIC has been pursuing (unsuccessfully because of difficulty finding a suitable location) for a daycare center for the employees there.

Female entrepreneurship in Jordan is challenged by a lack of access to capital, inadequate technical capacity and networking skills, the absence of role models, travel restrictions, and cultural/societal demands (such as the need to be the primary care provider for children and the home). Inheritance laws

and traditions that give property and other potential collateral to male family members make it difficult for women to accessing capital finances through loans. Even small microfinance loans typically require a male guarantor (such as a brother or husband) and are usually used to assist the family and not to start a business (loans up to \$2000 that are repaid are not reviewed for whether entrepreneurship activity was involved). Women-owned, home-based businesses face particular challenges due to licensing requirements for certain types of businesses – e.g., for food preparation) and the cultural problem of women dealing with male inspectors.

FGD participants from the business community noted that corporate boards in Jordan rarely have female members, and if they do, it is usually a token gesture.

## **Opportunities for Addressing Gender Gaps**

USAID should conduct a jobs growth analysis to determine if home-based employment (i.e., working remotely or starting a business) would provide greater opportunities for women to be economically active, especially in conservative communities where female mobility is restricted. Legal constraints on home-based businesses (e.g., licensing and inspections) and possible incentives for women should be explored. Employer concerns about the abuse of privileges by those working remotely (and not being monitored) should also be investigated. As with any entrepreneurial activity, prior to starting the business, research needs to be done to determine whether a market exists for the products or services that are going to be offered, and whether the entrepreneur to be can produce at a price that will be competitive.

It is not clear how important other potential legal barriers are to female participation in the workforce. Restrictions on working at night and in certain fields (e.g., mining) exist for females, but even if such legal constraints were removed, similar family and social constraints would remain. A more pressing issue is the enforcement of existing legal provisions for daycare facilities, part-time work, and prohibitions against discrimination and sexual harassment.

Communities that allow females to travel to pursue education could perhaps be convinced to likewise allow females to work away from home if a safe working environment is assured – for example, by ensuring that the female is not required to work alone in a room with a male that is not a member of her family.

To build a bigger constituency for quality daycare and to provide better options for women to work in SMEs without daycare centers, men should be encouraged to use employer-based daycare facilities for their wives who work. New and expanded USAID schools have nurseries included in the school designs, which is a good model for the communities in which they are located. The National Council for Family Affairs is currently working on upgrading existing kindergartens and nurseries to ensure they are abiding by quality standards. Business development programs could consider working with them to expand private daycare centers and to encourage private employers without onsite facilities to consider purchasing or subsidizing slots at such centers as an employee benefit.

The combination of females staying at home and the prohibition on males from being alone with a female who is not a family member creates an opportunity for nontraditional careers for females, such as employment as plumbers, electricians, and other “solo” professions that require home visits during the day when males are not home. Female taxi or group transportation drivers for females and children are another area of opportunity.

## **Best and Promising Practices**

Maharat, SABEQ, and the Tourism Project have had success in engaging potential female employees by creating a positive female-friendly image for certain jobs, in order to familiarize females and their families



with the actual work situation, to create a supportive working environment, and to address immediate barriers such as transportation. Among SABEQ's innovation clusters, call centers have proven a good place for females to work. However, the paradigm is generally not one where women are overcoming barriers to work after marriage or children; rather the work is suitable for high turnover so the companies are not concerned when women leave their job after only a few years.

Maharat's combination of technical and soft skills training (e.g., anger management, emotional intelligence, presentation skills, and time management), coupled with job placement assistance, has had good results. Sex-disaggregated data on training results, job placement, and job retention should be continually monitored to see if gender disparities can be identified that may require adjustments to the program. Some employers insist on only considering male candidates for certain positions and/or for certain workplaces that they do not consider "women-friendly." Additional work, perhaps through HR committees of business associations or chambers of commerce, may be needed to overcome such biases and to educate employers on how to have a more successful integrated working environment (e.g., by promoting equal opportunity advertising, screening and hiring; encouraging onsite daycare, flexible hours, and separate break rooms for females and males; and exploring other opportunities for "women-friendly" workplaces through private sector development activities, and adaptation and application of international standards).

Several examples of successful entrepreneurial activities for females could be replicated. The Development and Employment Fund (DEF) successfully created female cooperatives whereby all the females in a village received a microloan to grow a product that can be collectively processed, packaged, and marketed. They also helped overcome the stigma of cleaning jobs by helping a group of women create a cleaning company, which then contracts with DEF and can expand to other government offices. SABEQ pointed to the example of Randa Ayoubi who founded Rubicon, a successful digital content production company, after a successful career in the same field. She used her experience to start a thriving company, leveraging the expectation that as a woman she would fail to make the leap from employee to entrepreneur. Had she been male, she noted, she would have had far more pressure to succeed.

## **DEMOCRACY AND GOVERNANCE**

USAID/Jordan's priority for democracy and governance is strengthened democratic reforms through (i) an increased respect for rule of law and human rights; (ii) more transparent and decentralized governance; (iii) free, fair, and transparent elections; and (iv) more political rights and greater professional capacity among civil society.

### **Gender Constraints and Disparities**

Politics is generally viewed as a man's world in Jordan, despite some progress in women's political participation resulting from a mandated quota for women in Parliament and in municipal councils. Barriers for women seeking political office include social stigma, time constraints (due to household responsibilities), social restrictions on travel or time spent outside the home, limited networking skills and opportunities, and a lack of the financial resources required to run a political campaign. Parties are male-dominated and do not appear interested in including or supporting women in their power structure or as candidates. Female candidates tend to be scrutinized for competency more than male candidates, who are either presumed to be competent or not held to that standard because they are fulfilling a "power" seat for family/tribal connections.

Female candidates have also expressed concern that they are not portrayed as equal to men by the media. Although there has been a considerable increase in the number of women in the media across the region, females are still underrepresented in the leadership of media organizations and lack power in

decision-making, including in Jordan. It should be noted, however, that media content is also dependent on institutional policies, professional values, and the demands of advertisers. Therefore, employing more women in the media industry is not sufficient. Rather, it is important that employed women are aware of the issues and are able to influence editorial policies away from stereotyping/women or minimizing the role of women in public life.

The different communication styles of men and women can create challenges during public gatherings. It was observed that males tend to have a formalized sequencing of conversation, using signposting phrases such as “I disagree with my friend that...” while women are more likely to interrupt each other when they engage in spirited discussions. When in a mixed group, these two styles can create misunderstandings/conflict when both females and males simultaneously try to talk and become frustrated with the other sex.

During advocacy efforts related to election law reforms, women activists demonstrated more concern for immediate needs rather than strategic interests by only pushing for an increase in the quota (and changes to the geographic distribution related to the quota), rather than including demands for longer-term strategic election law changes that would improve the chances of women candidates winning seats outside the quota system. This seemed to be as much about lack of knowledge rather than a lack of vision.

Both female and male candidates still tend to focus on family and tribal connections rather than on a platform that reflects the needs of the community. Thus, training is necessary to reinforce the need to consider all segments of the constituency (e.g., females, males, minorities, and youth), to identify and communicate about the issues they would tackle as an elected official, and to develop realistic approaches that would successfully address those issues. Such training is particularly critical for female candidates, who must overcome greater barriers to networking social entrepreneurship (considered a male activity) – both of which are necessary to address the needs of the community they want to serve.

There is reason to believe that many females are not taking advantage of their right to vote. By law, members of the Jordanian military (a major employer of men) are prohibited from voting in parliamentary elections. Thus, women should comprise a larger share of the electorate. Unpublished data shows that nearly equal numbers of women and men vote in these elections, however, implying exceptionally low turnout for women, who arguably should comprise a larger share of the electorate because the military men are removed from the equation<sup>12</sup>

All newly elected officials (both men and women) require training in the procedures of the bodies in which they serve and in how to respond to the needs of their constituents. Newly elected female officials also should be trained in how to effectively deal with the discrimination they are likely to face by intransigent male colleagues who may otherwise try to use a woman’s lack of experience and the social norms of male dominance to exclude her from exercising the decision-making authority of her elected position. It should also be noted that, because of the pressure women face to fit into the system as minority members, they may not automatically behave in a gender-sensitive fashion or be willing to represent and advocate for the rights and needs of girls and women.

The leadership ranks of many community-based organizations (CBOs) and NGOs are typically dominated by older men while many of their staff are women (Williamson, W and Hakki, H, 2010). Women’s NGOs are dominated by older women and require an injection of youth to start the process of transitioning to new leadership. Women’s NGOs have been criticized for their lack of solidarity and inability to bridge the socioeconomic and geographic divide whereby Amman-based groups cannot relate

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<sup>12</sup> For example, assuming the entire electorate is 50% men and 50% women, but 30% of the males are in the military, then the eligible voters will be approximately 60% female and 40% male. Therefore, an equal turnout for men and women would mean that one-third more women than men would have voted.

to the needs of women outside of Amman and refusing to take a stand on issues. For example, women's NGOs have been criticized for not protesting the failure of the Article 6 non-discrimination clause to include the word "sex." Critics have noted that the most prominent of these organizations are not true activists, but rather are part of the system and therefore not willing to take strong stands on key issues that would go against traditional government policy. NGOs, including women's NGOs, still lack capacity in the analysis and strategic planning required to build coalitions and effectively advocate for policy change.

As noted above, women are increasingly playing a role as judges in the legal system, but the judiciary (especially its leadership) continues to be dominated by men, especially among its leadership. Judicial processes and outcomes have not been studied to determine if there are differences between women's and men's experiences with the court system and in the results of legal processes. USAID ROL activities do not work with the family courts, neither the *Sharia* Courts (that also rule on all inheritance issues for Muslims and non-Muslims alike) nor the Christian Courts, which have a major impact on women's lives.

Access to justice is an issue for poor Jordanians because lawyers can be expensive and there is little free legal assistance available. Even more affluent women may not control financial resources in the family and thus be unable to access quality representation in court. Despite some improvements in the legal system's treatment of females (e.g., "no fault" divorce, waiting period for transfer of inherited land, and removal of extra requirements for corroborating witnesses for women), they still face many legal issues in the *Sharia* Court. This includes the allocation of "blame" in divorce cases; the likelihood that a rape victim will be encouraged to marry her rapist; the required "reconciliation" counseling in divorce cases; judicial discretion in ruling on what is considered the "best interests" and "consent" of a female as regards marriage and inheritance issues; and the inability of Jordanian females with non-Jordanian husbands to give nationality rights to their children on an equal basis as Jordanian males with non-Jordanian wives. Christian courts reportedly do not provide for divorce, leaving Christian females with few options to leave a bad marriage.

GBV against females is a major human rights issue, as is violence against boys and girls, but few civil society organizations address either issue from an advocacy or a services perspective. The FPU has some limited capacity to respond to GBV, although these services are not used often. The Ministry of Social Development (MOSD) operates two shelters and the Women's Union also has a shelter. The FPU also responds to violence against children, but they reported anecdotally that they see fewer cases of sexual abuse against girls than boys. However, they speculated that the numbers probably did not reflect the relative incidences of crimes against boys and girls, rather that violence against girls is likely underreported due to stigma and concern for the girl's and family's reputation.

Disability rights groups have identified areas of disparity between disabled females and males, including the practice of sterilizing females without consent with intellectual disabilities. FGD participants also suggested that disabled females are disadvantaged relative to males because disabled males are customarily able to marry while such women cannot, due to the difficulty of finding someone willing to marry them. GBV against homosexuals and those perceived to be homosexual has been noted, but addressing GBV is particularly difficult due to stigma and fear of further social retribution if the reason for the violence is made public. UNFPA is trying with much difficulty to study this as part of its work with men who have sex with men (MSM).

The practice of allowing and even encouraging a woman to marry her rapist continues in Jordan. According to a *sharia* judge consulted, in such cases the potential criminal case is put on hold for three years. If the male files for divorce during these three years, the case is reinstated. The judge noted, however, that men in this situation often force the woman to file for divorce, an act with no consequences for him. The issue of a rape marriage is a complex one when fear of stigma from a conservative culture or the possibility of an honor crime (i.e., the female might be injured or killed by a

family member) may push a victim and her family to decide that marriage is the best option and in the best interests of the victim. Adding to this complexity, couples have been known to engage in premarital sex and call it “rape” as a way to force resistant parents to approve of a marriage. This issue requires further study (perhaps through a confidential survey based on open records of rape cases that are discontinued due to marriage) to determine the extent to which actual rape marriage exists.

## **Opportunities for Addressing Gender Gaps**

The increase in the women’s quota for elected officials is an opportunity to get more women into office. Women activists and working women may be better positioned to be candidates because they have greater access to networking opportunities than other women and are more likely to be perceived as committed to the community. Women candidates from minority tribes have already shown their ability to gain representation for their tribe that would otherwise not have been possible. Training for parliamentarians and municipal councilors, especially for women, provides an opportunity to improve their effectiveness in office and can serve as a model for enhancing the capacity of other elected officials, women and men alike. Programs that support community development can strategically focus on those areas served by women elected officials to further enhance their responsiveness to their constituents’ needs. During a FGD, an example was given of a local councilor in Aljoun who became even more respected after she succeeded in getting funding for and building a children’s library in her community.

University student council elections have a history of irregularities (reportedly due to school administrations’ attempts to control the outcomes), which does not bode well for young voters’ views of parliamentary and municipal elections in the future. Working with students to explore the possibility of forming secondary school student councils, while improving the transparency and accountability of university student councils and ensuring that female students are able to compete for council positions, could help build a more engaged and democratically minded electorate for the future.

Election complaints can easily be sex-disaggregated and analyzed from a gender perspective because of Jordan’s sex segregated polling stations. Such analysis can provide insights into whether there are gender differences associated with election irregularities, which can then be used to effectively focus the limited resources available to address such problems.

With the formation of the National Independent Commission for Elections, there is an opportunity to further reform the election process so that female candidates (and male candidates without strong family or tribal connections) would have a greater chance of winning seats outside of the quota system. Men and women that are new to politics need, first and foremost, training and capacity building in how to be effective public speakers, candidate, and legislators. Men and women bring different pre-existing knowledge and skill sets to the table, so capacity building should focus on meeting their specific needs. Even with such training, female candidates will not succeed unless the extreme challenges they face running for public office – cultural/societal norms and preferences, restrictions on opportunities to engage in public life, limited networking opportunities, lack of finance, etc. – are also addressed. Addressing these challenges (through, for example, televised debates, balanced media representation, and a public campaign financing fund) could contribute to the long-term goal of free, fair, and transparent elections based on more objective criteria (such as a campaign platform and prior record of addressing community needs). The Elections Commission could consider ways to allow the military to vote in parliamentary elections, perhaps through an absentee voting system that would also benefit other voters that cannot reach polling stations.

Analytical skills are considered weak among Jordanians, so specialized training to increase these skills to meet international standards is needed, particularly among government officials involved in policy making. Activities that build research skills, for example, among parliamentary committees, would also be a good opportunity to introduce gender analysis skills.

Civil society groups, especially key women's NGOs, are at the forefront of efforts to improve key aspects of gender equality. Without effective leadership, strategic planning, issue analysis, and coalition building, they will not be able to help move the agenda forward. Likewise, the absence of female leadership among CBOs (especially those that work on development issues) is a gender issue. Moreover, the gender issues of young men and women often vary from those of older people, so they need to be engaged in leadership to ensure their interests and needs are represented.

Some *Sharia* Court judges (all of whom are male) have participated in training sessions and study tours to learn about how other systems deal with family law issues. This is an opportunity for targeted activities with judges that can help promote reform in other areas.

Human rights training in law schools and judicial ethics training both provide opportunities to improve the understanding of gender discrimination and the violation of women's rights. This might be achieved, for example, by integrating women's rights within the topic of human rights (and vice versa); raising the issue of barriers to justice for victims of GBV (such as rape victims under pressure to marry perpetrators); and including discrimination and sexual harassment in judicial codes of ethics (and using examples in training to stimulate discussion and analysis).

## **Best and Promising Practices**

The success of pre- and post-training of quota-elected women candidates by USAID implementing partners and other agencies, such as the United Nations Entity for Gender Equality and the Empowerment of Women) can be considered a promising practice. "A number of challenges remain for the winning women and future women candidates. For one, incumbents still have a hard time winning re-election. Only 1 of the 13 winners was an incumbent, even though all 6 of the previously elected women ran to keep their seats. Press coverage for women candidates was not as positive or prevalent as for male candidates. Also, violence against women candidates escalated — at least six women in the recent campaign were threatened or brutalized, and one candidate had her house burned down. These attacks came primarily from within the women's families" (National Democratic Institute, 2010).

All candidates require training to help them better understand the needs of their constituents (e.g., women and men, minorities, different socio-economic groups, and youth), to develop realistic campaign platforms, and to communicate more effectively in public settings across gender lines and with the full range of their constituents. The success of the one woman mayoral candidate, Rana al-Hajehyeh, and the 20 municipal councilors who were elected outside the quota should be studied further and the lessons learned shared with other women candidates.

Some females tend not to support or vote for women candidates. Work needs to be done to delve further into the reasons for this lack of support and how to overcome this internalized bias in favor of male political leadership. Based on FGDs, there are several reasons for this, such as jealousy among females or pressure from husbands to vote for men. It is important that female elected officials not only create a positive image, but that they also make women's issues a priority in their work. For example, Toujan Faisal (the first female Member of Parliament) was recognized for her work as an activist and civil rights legislator speaking out on corruption and other sensitive issues, yet women issues were not on her agenda. The challenge is that society expects that women politicians will always represent women's concerns and interests – and when they do not, it can reinforce the notion that such issues are not a priority.

Makana, a project implemented by the Queen Zein Al Sharaf Institute for Development (ZENID), is an example of collective action by women to advocate for improved services and hold local government accountable. Since few watchdog or government monitoring programs exist, Makana is a promising example of how to help groups identify common causes and engage in collective action to claim their rights and entitlements that could be replicated among other interested groups. Another best practice is

the Civil Society Program (CSP) approach to work with coalitions (e.g., on disability rights) to engage in effective issue advocacy through an iterative process of sustained capacity building and improved understanding of issues using a rights-based approach. A key element of this grassroots approach is to work with a broad base of women and avoid the repeat “professional trainees” – more privileged women who have difficulty relating to the issues and concerns of the majority of women.

The M&E Project has built the analytical capacity of the Ministry of Education’s research department. This example of a best practice could be replicated with other research and policy units that provide policy analysis for the Parliament and Senate and the Royal Court, including NGOs and other councils with a policy mandate. Such analytical skills are needed to better understand gender and other relevant issues and to establish effective policies.

The work that led to the unified and comprehensive action of the disabled community should serve as a model for how women’s activists can be more strategic about election law reform.

## **WATER**

USAID/Jordan’s priority for water is enhanced water resources management through (i) the increased adaptive capacity of the water sector and (ii) more sustainable management of water resources.

### **Gender Constraints and Disparities**

Women are represented in the Ministry of Water and Irrigation and throughout the water sector, with the exception of the Jordan Valley Authority (which is almost exclusively male). Certain jobs (such as manager of a water treatment facility) are not considered culturally acceptable for women, however, such as maintenance of a water/wastewater facility, which would have working hours considered unsuitable for women.

Within the family, women are largely responsible for family water usage, although it may be difficult for her to exercise authority over other users (e.g., gardeners, older sons, or her husband) or when there is a difference of opinion (e.g., using a water-saving device that results in a weaker flow of water).

Within the family, men traditionally pay water bills. Some FGDs reported confusion about how water is billed and, especially outside of Amman, participants noted that they did not have water to conserve and felt that businesses, the government, and people living in Amman (especially the more prosperous) were in a better position to reduce water usage.

Decisions about water rationing have a major impact on women, since they are responsible for household activities that require water, such as cooking and cleaning. In FGDs, both women and men mentioned that in neighborhoods where water is only available during certain days and times, women must be at home during those periods in order to complete their household chores. This issue was demonstrated when a women’s FGD was reduced to only a few participants on a “water day,” while the expected number of men showed up for their FGD.

Women are not only responsible for food preparation, but also for keeping the family healthy, which means taking care of sick family members. The combination of these family roles make them potentially strong advocates for clean water. Thus, it is important to educate women on the connection between safe drinking water, contamination of the water supply, and the impact on the health of the family (especially children). The environmental movement in Jordan already has strong women advocates who are showing interest in policymaking and political engagement, making them potential role models for other women.

While women have primary responsibility for water use inside the house, men have responsibility outside, including gardens and farm irrigation.

During FGDs, both women and men raised the issue of equitable distribution of water resources. There was a general feeling that the government is responsible for pollution and water theft and that these were therefore not community issues. A household survey (conducted as part of the USAID/Jordan Public Action for Water, Energy and Environment Project) noted that boys sometimes litter as an act of defiance against the government, yet a study in Zarqa showed that females are blamed for litter problems regardless of their culpability. These gender dynamics are important when developing interventions to address the littering problem.

## **Opportunities for Addressing Gender Gaps**

The planned establishment of water user associations is an opportunity to promote women's leadership by ensuring that women who represent a variety of interests (e.g., farming, home-based businesses, household use) are identified, recruited, and included as members of the associations. However, given that the Jordan Valley Authority has no female members and is responsible for establishing the water user associations, it is likely that they will fail to include women. If gender equity is a principle applied to associations from the start, there would be fewer problems with enabling women to represent themselves.

## **Best and Promising Practices**

The Water Education and Public Awareness for Action Project has generated best practices for integrating gender issues in the water sector. The project worked with women to introduce water-saving devices for home use by educating them about the advantages of these devices and training them to market the devices to other women. The project also had a successful women plumber program that is a good example of women working in a nontraditional career field. Survey data shows that women may be even more knowledgeable than men about rainfall and weather patterns, and are open to rainwater harvesting. Community development programs, such as the Community Based Initiatives for Water Demand Management Project, have successfully incorporated gender issues into their grants for a wide variety of water solutions (e.g., water harvesting cisterns, gray water systems, and water supply maintenance) and have included females in the committees that manage the loan fund. Similarly, a United Nations Development Program (UNDP) small grants project successfully funded a revolving loan system that not only helped secure additional water resources for the village, but also improved the status of women in the community.

## **ENERGY**

USAID/Jordan's energy sector priority is increased energy efficiency through (i) sectoral development of public regulatory bodies and private service providers and (ii) promoting energy efficiency and conservation.

## **Gender Constraints and Disparities**

With the exception of some analysis of household survey data (ECODIT, 2010), no significant research has been done to identify female and male roles, knowledge, and expertise in energy use. The energy sector has one of the lowest rates of female participation with regard to employment/staffing (World Bank, 2005).

Because women are responsible for most household chores, they are the main users of energy in homes, especially during the day. Household survey data confirmed that women are the primary managers of propane gas (for cooking and heating) and kerosene (for home heating). According to

another study, young men are more concerned with energy conservation and knew more about energy saving methods than do young women. Restricted mobility for women leads to limited access to information and therefore less awareness about energy conservation. On the other hand, while young males were more informed about energy saving methods, they were less willing to act and change individual behavior (KAP Survey Finding of Young People's Knowledge Attitudes & Behaviors: Gaps in Environmental Education Curricula and Teachers' Competencies, 2010).

### **Opportunities for Addressing Gender Gaps**

Improving female understanding of and rationale for conservation has the potential to lead to positive behavior change around resource use. For men, the challenge is to motivate them to use and implement their knowledge of conservation methods at home and in their daily lives.

Any capacity-building program in the energy sector should promote female leadership by actively recruiting female staff for exchanges, competitions, training, and other such activities. Participating in skill-building activities will also promote networking, a gender gap area for females.

### **Best and Promising Practices**

The energy conservation exhibits at the Children's Museum are a promising tool for public education and should not only provide education to children, but also to their parents. Another success in the energy field is the promotion of affordable solar water heaters; data shows greater awareness about such heaters among women than men. And, among young men and women who are globally connected, Jordan's participation in the worldwide Earth Hour (i.e., turning off lights) also helped raise awareness of energy conservation in a fun and engaging way.

## **CROSS-CUTTING ISSUES**

### **Combating Violence**

USAID/Jordan seeks to reduce violence by (i) creating a more protective learning environment at schools, (ii) encouraging a more supportive and safe environment at work, and (ii) promoting nonviolent conflict resolution at home.

### **Gender Constraints and Disparities**

As described above, violence (including child abuse) is a problem in homes, in schools, in public spaces, and in workplaces. The response to violence by families and the community differs depending on the sex and situation of the victim. Women and girls seeking assistance and services face the possibility of stigma due to being a victim of crime or retribution (an "honor crime"). More cases of sexual violence against males are reported than are crimes against females. As previously noted, it could be that this tendency reflects the actual number of crimes, but it is equally likely that female victims are not coming forward to report the crime.

### **Opportunities for Addressing Gender Gaps**

As discussed earlier, UNFPA/UNICEF are developing a protocol and pilot training for 11 medical centers in three governorates (administrative divisions) to care for sexually abused females. Also noted earlier is the opportunity for the Learning Environment project to work on school violence perpetrated by teachers, administrators, and students. The CSP, through its human rights grants program, is well situated to support local groups interested in raising awareness and in addressing various types of violence.



The FPU is proactively addressing violence by establishing a more coordinated response to reported cases, despite the ongoing challenge of underreporting. It plans to expand its services by opening a one-stop service center in Amman and one to two more shelters outside of Amman and is seeking technical and financial support from donors to facilitate this work.

Based on some of the recommendations in the MOSD gender assessment conducted under the CSP project Spanish Aid is planning to work with the MOSD to improve social worker services and awareness about GBV over an 18-month period. This could be a good opportunity to improve donor coordination and create synergies to expand the effectiveness of the assistance being provided.

## **Poverty Alleviation**

USAID/Jordan's priority for poverty alleviation is increased access to social services for the underprivileged by (i) enhancing competitiveness and workforce development and (ii) reducing gender and cultural barriers to accessing social services.

## **Gender Constraints and Disparities**

Sex-disaggregated or other gender data was not readily available to help assess gender issues within poverty alleviation beyond general information on gender disparities affecting men and women and known challenges for rural women. More specifically, data about poverty among female-headed households was not consistent and of questionable reliability since government benefits to women (such as through the National Aid Fund) are easily measurable, while assets, informal sector jobs, and family support are not. One limited set of data<sup>13</sup> showed that female-headed households were better off financially than male-headed households, but this is probably not the case. Deeper analysis is needed.

## **Opportunities for Addressing Gender Gaps**

If implemented, some MOSD gender assessment recommendations (such as for capacity-building activities provided by the Women's Division to be more responsive to the needs of the job market and better coordinated with the Economic Enhancement Program) should improve social services for poor and disadvantaged women. The assessment provided recommendations on how the MOSD can improve its services for all women (not only victims of violence), protect women's rights, and expand the role of women in Jordanian society within their mandate. The assessment was focused on MOSD operations, however, rather than identifying, analyzing, and tackling more general gender issues related to poverty alleviation. And, while some attention was paid to replicating how service coordination is achieved in Amman to the other areas of Jordan, this critical issue was not the primary focus of the assessment and was not thoroughly analyzed.

Other opportunities for addressing gender gap include, among others, (i) providing legal and psychological counseling to women, as they tend to be most victimized in poor families; (ii) counseling men on conflict resolution, family relations, and drug and alcohol abuse in combination with career counseling; (iii) building the capacity of social workers to deal with gender-specific issues; and (iv) developing a network of referrals and service providers that provide safe spaces for women and men.

## **Youth**

Given that gender issues for youth are relevant in virtually every area of USAID/Jordan programming, a summary is provided below of key gender issues identified by sector.

In the **health** sector, gender issues for youth include: (i) the need for health information, especially RH

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<sup>13</sup> Department of Statistics, 2010.

information, for both young men and young women about themselves (and prior to marriage, about the other sex); (ii) the need to identify and implement new approaches to spacing for those who marry under 25 years old (because using only spacing could easily result in six or more children); (iii) the need to promote healthy lifestyles, including smoking and drug cessation (especially for young males) and nutrition and exercise (with a focus on the specific needs and issues for youth); and (iv) psychological issues (a cross-sector issue with education), especially for young males affected by social pressures and violence.

In the **education** sector, gender issues for youth include (i) school violence, especially physical abuse in boys' schools, but also other forms of violence in both boys' and girls' schools; (ii) teaching quality and motivation, and potential shortages, especially in boys' schools; (iii) parental involvement, especially the involvement of fathers in boys' schools; and (iv) school-to-work transition issues, including gender stereotyping and tracking.

In the **economic growth** sector, these issues include the need to (i) encourage young women to enter the workforce; (ii) promote supportive work environments, especially for young women to work without concern about harassment or their reputation; (iii) link education and training to employment opportunities; and (iv) promote entrepreneurship among youth by addressing barriers to entry, such as financing (including collateral requirements).

In the **democracy and governance** sector, issues include the need to (i) improve student council elections as a training ground for democracy (especially encouraging young women to run for elected positions); (ii) promote youth involvement in political party development with young women in equitable and meaningful positions; (iii) encourage women's rights' groups to increase youth involvement and leadership to both represent their issues and to transition skills and leadership in the future; and (iv) educate young men and women about family law to better prepare them for married life.

In the **water** and **energy** sectors, issues include the need to (i) educate young men and women about water and energy conservation issues, with an approach that catalyzes joint household decision-making; and (ii) encourage youth to enter scientific fields in the water and energy sectors where job opportunities exist (e.g., lab work) and to encourage women to enter non-traditional fields.

The special Social Media Gaming project to engage youth in their future is an exciting expansion of the limited, future-oriented family planning software that the health sector has been using. Since the program is being developed by gamers immersed in popular culture, special care should be taken to ensure that it is reviewed for gender sensitivity and to ensure that it does not inadvertently include gender stereotyping. Additionally, special efforts may be needed to avoid the unintended consequence of creating a program that will reinforce the advantages of young men who already have greater access to, and time to use, computers than do young women.

## V. RECOMMENDATIONS

### HEALTH

- Conduct more detailed research on best entry points for reaching men on FP/RH issues (e.g., when they seek services from different types of health care providers, in workplaces, and in coffee shops).
- Encourage constructive male engagement in FP/RH issues by providing outreach and information to men at primary health care doctors and urologists, barbershops, gyms, and workplaces, where they tend to congregate.
- Conduct an impact evaluation on the effectiveness of the religious leaders program in changing attitudes or behaviors of men and women (especially the impact of Friday sermons and counseling for men) about FP/RH.
- Expand the scope of information provided to youth regarding their reproductive health, including that related to the other sex, to the extent permissible.
- Re-strategize birth spacing (especially for those women who marry under 25 years old for whom spacing alone could easily result in many children). Approaches should include youth reproductive health information through schools, before marriage, when pregnant with a first child, and with a focus on female youth employment before and after marriage.
- Include the older generation in family planning education as appropriate to build support for decisions of couples, especially newlyweds in the early years of marriage. Develop advocates among women with larger families who would have preferred fewer children to share their views that the ideal family size is smaller than what they have as a way to bolster longer spacing between children, especially among women who marry under age 25.
- Provide additional training and materials on detailed information about FP methods that require user knowledge to succeed (e.g., condoms, cervical cap, and diaphragms). Training should include role-playing to prepare outreach workers to successfully engage with a range of women on gender-related barriers to uptake of FP services, such as needing permission from a husband or other family member, potential for GBV if woman uses family planning, and pressure to get pregnant again to produce a male child.
- Expand FP counseling to cover other points of entry post-partum, especially after the first child and after a miscarriage (if, for example, the pregnancy was unplanned and longer spacing is desired).
- Continue to increase the number of female FP providers, including midwives and nurses if allowable, who can insert IUDs (to meet the current and future excess demand).
- Explore the feasibility of further developing the private sector FP provider network into a community of practice that can promote the sustainability of USAID activities in this area. Because the network is currently women providers, these efforts should also help encourage more women to enter the practice area and thus increase female leadership in the medical profession and fill the need for more female providers (generally preferred for family planning methods such as IUD insertion).
- Work with the economic growth and democracy and governance sectors to increase the availability of gyms and exercise programs for women at community centers, increase nutrition education, and promote a basic food labeling system to help combat obesity. Programs to combat obesity would also be good entry points for other health issues such as FP/RH, since obesity has implications for fertility and healthy pregnancy as well links to heart disease, diabetes, and cancer.

- Continue to support breast, cervical, and testicular cancer awareness and screenings, and use it as a way to expand FP/RH outreach beyond current beneficiaries by talking about FP/RH during awareness raising and screenings to both men and women.
- Continue efforts to focus on preventative as well as curative health care (through medical school curriculum and provider training, especially to address the healthy lifestyle issues that lead to chronic diseases prevalent in Jordan (e.g., diabetes and cardiovascular disease).
- Continue work on the Continuing Medical Education program for doctors and nurses so that they will continue to update their credentials with evidence-based medicine and newer approaches to quality medical care and develop better doctor-patient communication.
- Encourage better medical school curriculum to include patient-doctor relations/communication (including gender sensitivity).
- Support baseline research on the scope and size of drug use, especially among Jordanian youth (females and males).
- Collaborate with the MOH and the Higher Council for Youth on the development of youth-friendly centers for health services that can (among other things) respond to basic health needs and address psychological health issues/substance abuse in a supportive environment, an issue that is especially relevant to males and has implications for everything from violence in schools, to workforce development, to political stability.
- Apply lessons learned and infrastructure from psychological health programs for refugees to the Jordanian health system to promote better quality and gender-sensitive approaches to dealing with Jordanians' mental health issues.
- Collaborate with other donor projects on GBV in the health sector, including work on care for sexually abused women and children.

## EDUCATION

- Continue gender analysis of all research and planning activities for selection and engagement with schools to ensure that both boys and girls are benefiting from the program.
- Carefully design gender and development training materials appropriate for educators (teachers, administrators, counselors, resource room teachers) to better sensitize them to gender issues at the family and school level that impact the learning environment at school (e.g., discipline, violence, and emotional stress). Follow up training with mediated discussions with groups of students and families in order to (for example) raise awareness about violence in schools and develop set of proposals for addressing the issue.
- Provide training-of-trainers for teachers, counselors, and student leaders in nonviolent conflict resolution, negotiation, and communication skills; ensure that participation in training is gender-equitable/gender-sensitive and includes examples with gender dimensions (e.g., male/female communication and GBV issues) on which participants can strategize and practice different approaches to resolving. Consider expanding the role of student ambassadors as mediators.
- Work with schools to improve grievance procedures so that student, especially boys, can address their concerns other than through vandalism and other forms of antisocial behavior.
- Encourage active participation of students, both boys and girls, in parent-teacher-student committees, particularly those who could share their experiences and concerns of their classmates, as well as strategize how to increase involvement of both fathers and mothers in student achievement.

- Explore opportunities to activate and develop student councils as a way to give voice to students and to prepare them better for democratic participation, ensuring gender equitable participation and leadership of both boys and girls.
- Ensure that parent involvement activities and training sessions are planned to encourage both fathers and mothers to attend (i.e., by arranging a time, place, invitation, and type of activity that would appeal to both parents).
- Encourage fathers in a school community to stay engaged in new school projects by training CBOs (which are already male-dominated) to conduct outreach and mentoring to educate fathers to become more positively involved in all aspects of their sons' and daughters' education. During the school construction phase, engaging fathers would both encourage local employment and engage fathers at the beginning. Then, if schools are vandalized, perhaps those fathers who were involved in the construction would take a more active role in leading the community to respond to the issue.
- Work with employment programs to channel qualified and interested candidates to fill various staff positions where shortages exist (especially in boys' schools), such as teachers, counselors, resource room teachers, and janitor positions. Efforts will need to be made to reduce stigma and create greater motivation for men to enter the education profession.
- Assess the impact of MOE efforts to address male teacher shortages and replicate/expand on successful approaches.
- Analyze whether and how the role of school counselor is filled (e.g., by teachers or administrators) at boys' and girls' schools where none is assigned. This information would be helpful in planning programming to improve issues such as addressing student psychological and behavioral issues; conflict resolution among students, parents and teachers; and career counseling.
- Review curriculum, career counseling, and teacher training materials for gender bias and stereotyping, revise materials, and train teachers and school administrators to address gender stereotyping as part of school accreditation program changes that will integrate learning environment standards with educational performance standards.
- Actively encourage an expanded concept of "education-as-a-weapon," especially among girls and their families, to include working for two or more years as a critical element that will prepare them for whatever life has in store for them (including the need to work, especially in today's challenging economy, in which two incomes may be required). The goal is to encourage more women to enter the workforce right out of school when they are most marketable and before they face the additional responsibilities of married life.
- Support vocational training in non-traditional careers for men and women through mentoring and internships.
- Encourage schools to increase internships and job shadowing opportunities for students, as well as career fairs and education fairs (with information on vocational and other opportunities, and financing if available) to encourage a successful transition after graduation.

## **ECONOMIC GROWTH**

- Work with the government and the private sector to create a more supportive working environment for women, including the following:
  - Study the legal and attitudinal barriers to implementing part-time work opportunities in the private and public sector. Analyze the perspectives of workers (especially women as the potential part-time workers, and men as partners and colleagues) and employers on the benefits and constraints of part-time work.

- Explore the issue of job sharing with selected medium or large companies, and with women pairs (e.g., one with a school-age children who could work morning hours and another, perhaps a graduate student, who is available in the afternoon) who might be interested in pursuing such an option.
  - Encourage business associations (in a self-regulatory role) to promote HR policies and workplace standards that not only explicitly prohibit sexual harassment and sex discrimination in hiring and promotion, but also actively create a safe and transparent working environment.
  - Work with women's organizations, corporate social responsibility councils, government gender focal points, and others to promote implementation of daycare centers required by law to be established. Consider a wide variety of daycare alternatives such as cooperatives, private sector daycare centers, and home-based care.
  - Convene a collaborative committee comprised of female business associations, the MOL, the Jordanian National Commission for Women (JNCW), chambers of commerce, and others to analyze daycare, transportation, and other policies that might enhance the family supportive environment at private sector workplaces.
  - Develop a media strategy that promotes successful role models of working women, including mothers with school-age children, and portrays examples of positive deviance among men who share household responsibilities with their wives.
  - Develop a media strategy that promotes men sharing household responsibilities and child care.
  - Encourage the Government of Jordan (if they are interested and have the political will to address this issues) to revise restrictive labor policies and regulations on women being able to work at night and being excluded from certain jobs. Note that cultural norms are likely to continue to enforce these restrictions regardless of whether legal barriers are removed.
  - Expand opportunities for self employment among women when they are not otherwise able to pursue employment outside of the home.
- Conduct research on the viability of part-time work, job sharing, working remotely, and home-based businesses as options for women to stay economically active and maintain their technical skills after marriage, perhaps so they can reenter the external labor market as full-time employees after their children are grown.
  - Conduct a desk review or research study on the productivity of part-time workers as compared to full-time workers (comparing women and men) to assess whether employers' concerns about the issue of productivity are well founded.
  - Research the barriers and opportunities women have for reentry into the labor market after leaving for marriage and having children. Consider the barriers from the perspective of the women themselves, as well as their families and prospective employers, and develop recommendations on how to overcome the barriers and gain wider acceptance of the concept by all stakeholders.
  - Encourage expansion of satellite locations of companies to facilitate access to workers who would otherwise be unavailable due to transportation costs or travel restrictions (especially for women). This might include work with the MOL to develop more concrete plans on how to replace foreign workers with Jordanians in the sectors where temporary visas are currently being granted. Attention should be paid to encourage both women and men to become qualified for those jobs, and to overcome the stigma against work that is not considered honorable or acceptable.
  - Reduce barriers and create incentives (e.g., lower capital requirements and female inspectors) to further encourage women to register their businesses.
  - Develop credit risk analysis training and standards for no- and low-collateral lending targeted to women and the poor.

- Develop a second-level activity for microfinance programs to encourage “breakout” women entrepreneurs (i.e., those most successful with the potential interest to expand) to grow their businesses into a small or medium enterprise (SME). Prior to starting such an activity, an initial assessment should be conducted of the barriers women are likely to face at home, in their local community, and within the business community, and explore success stories of those who have already made the transition.
- Support the formation of SMEs supportive of two-income families (where both the husband and wife work), such as SMEs that provide home food catering, daycare, female transportation, and elder care. This includes streamlining registration processes, creating incentives, and addressing access to credit/assets barriers.
- In collaboration with the education sector, assess the availability of jobs in the education sector, especially for men, such as teachers, resource room specialists, janitors, etc., and utilize best practices to overcome stigma and other barriers to encourage qualified applicants to apply for these jobs.
- Encourage vocational training corporations to better promote non-traditional careers for both women and men based on educational backgrounds and skill sets rather than continuing “traditional” gender stereotyped career tracks. Use best practices to create safe and supportive working environments where women and men can work together, as well as female “teams” that can work together.
- Integrate gender sensitivity and cross-cultural communication skills into youth employment readiness training in order to better prepare them for an integrated working environment where men and women work together.
- Work with the public sector to take into account gender considerations when downsizing, and work with private sector to retrain discharged women and improve the private sector working environment to be more hospitable for women.
- Conduct a labor market analysis to identify the type of jobs occupied by men and women (disaggregated by formal and informal sectors), types of jobs desired by each sex, the percent of men and women working in formal and informal sectors, the potential for job growth (especially for home-owned businesses), and gaps in the skills needed for job opportunities with potential for growth (including any gender-specific considerations).

## **DEMOCRACY AND GOVERNANCE**

- Analyze the reasons behind the low rate of female participation in political life and develop appropriate approaches to increasing women’s involvement in political arena at all levels, including leadership.
- Analyze the gender-specific training needs of men and women candidates to develop appropriate learning and mentoring programs so that they can run issue-based campaigns and be more effective legislators. Include cross-cultural communication training for female and male candidates to better equip them for effective communication in public.
- For any efforts to develop political parties, require that those participating in USAID-funded programs include women equitably and meaningfully at all levels, including leadership.
- Seek opportunities to support media monitoring activities that will monitor and publicize gender stereotyping and the negative portrayal of female candidates and elected officials.
- Seek opportunities to promote election laws and regulations that (in the long-term) would support female candidates outside of the quota and males without strong family and tribal connections.

- Work with the National Independent Commission for Elections to establish an absentee voting process that could ensure the right of military members to vote by a standardized secret ballot process in Parliamentary elections. This process would also help increase voter participation among those who are not otherwise able to vote on election day.
- Analyze election complaints of voters to identify whether and what kind of gender differences exist in elections irregularities.
- Work with both female and male candidates post-election to improve their capacity and understanding of the need to address the full range of women's issues (social, political, economic, etc.).
- Provide highly specialized analytical training (including gender analysis and social impact analysis) to Parliament and Senate committees responsible for drafting legislation, JNCW committees that conduct gender reviews of proposed legislation, the Social and Economic Council, and other relevant entities involved in policy analysis.
- Encourage and build the capacity of interested civil society organizations to act as watchdog groups to monitor the performance of elected officials, including their delivery on campaign promises. This should also help build confidence of the electorate in the system, especially among women, thereby encouraging increased voter turnout and helping encourage candidates to develop better platforms in the future.
- Work with universities to improve student council elections as a learning ground for democracy among young men and women.
- Work with CBOs and NGOs interested in establishing youth wings and look for opportunities to promote the leadership of young female activists within cause-related movements.
- Work with women's rights' groups to develop their capacity for strategic planning, impact evaluation, taking positions on causes/issues and collaborating with cause-related movements, and developing of youth wings
- Assess opportunities to engage with *Sharia* Courts and Christian Family Courts in ongoing reforms to protect women's rights in family law (including inheritance, divorce, and child custody). Encourage opportunities for women legal experts to interact with their male counterparts in understanding the gender-related implications of various aspects of the law that have been the subject of legal changes in Jordan (e.g., prenuptial agreements, inheritance, informal marriage, early marriage, freedom of movement for women, and divorce law).
- Include women's rights in human rights training in law schools with reference to relevant human rights conventions and treaties and examples of their enforcement under Jordanian law.
- Support the establishment/expansion of legal clinics and a specialized, trained cadre of lawyers who will represent women in family and other court cases and who will also serve as gender law advisors on policy issues.
- Develop impact litigation on women's rights issues where Jordanian laws and international conventions are not being implemented. Such efforts would identify the "perfect plaintiff" and include a strong media component to insure maximum public awareness of the issues despite the outcome of the litigation itself.
- Promote free or affordable quality legal aid for poor and disadvantaged litigants (especially women).
- Develop street law approaches (i.e., develop a curriculum that is practical, relevant, and experiential in providing legal content needed for everyday life) toward educating young men and women about family law and other practical legal topics in Jordan.
- Analyze gender differences in access to justice (especially in *Sharia* Courts and Christian Family Courts ) and develop appropriate gender-sensitivity training for the justice sector to improve the



behavior of judges in dealing with women in the courtroom (as witnesses, defendants, plaintiffs, lawyers, and colleagues) and equitable outcomes for female and male litigants.

- Review the judicial code of ethics and other judicial training to ensure that it is gender-sensitive and includes gender issues as topics (to promote discussion and learning) such as sexual discrimination, sexual harassment, and access to justice for victims of gender-based violence.

## **WATER**

- Take advantage of programmatic opportunities to promote female leadership within the water sector structure (e.g., through training, exchanges, and technical assistance).
- The National Water Council, like any policy body, needs to include both men and women and have a gender-sensitive approach toward policymaking.
- Target water conservation messages for women in their role as managers of household water consumption, as well as for other members of the household with decision-making or other form of authority (e.g., male heads of household, in-laws, gardeners, and maids) to address gender differences in water use at the household level. For example, any social marketing campaign materials and outreach events planned for water conservation should be designed from the start with gender-sensitive approaches to address known gender disparities and to maximize opportunities to promote female leadership.
- Water conservation education efforts should target young men and women with an emphasis on shared knowledge about the household budget and calculation of water bills, and joint decision-making and communication within the household as a way to promote these gender equity concepts more generally within the family (including extended family).
- Women who represent a variety of interests (e.g., farms, households, and home-based agricultural business) should be identified, recruited, and included as members (and as soon as practicable in the leadership) of the water user associations, especially those that currently are male dominated. Consider the impact of water rationing decisions on women, and include them in such decision-making to minimize gender disparities of the impacts.
- Consider gender dynamics when looking for advocates on clean water issues, in particular the strong women in the environment movement, and the general notion that women are likely to care more about safe drinking water and contamination of water supply since they are responsible for food preparation and for caring for sick family members.
- Anti-littering activities should focus on value training, especially for young males, that promotes community responsibility (rather than on national government responsibility) for the local environment.

## **ENERGY**

- Take advantage of programmatic opportunities to promote women's leadership within the energy sector structure (e.g., through training, exchanges, and technical assistance).
- Target energy conservation messages for women in their role as managers of household energy consumption, as well as for other members of the household with decision-making authority (e.g., male heads of household and in-laws) to address gender differences in energy use at the household level. For example, any social marketing campaign materials and outreach events planned for energy conservation should be designed to address known gender disparities (and avoid gender stereotypes) and to maximize opportunities to the promote female leadership.
- Conservation education efforts should not only target young men who already have shown a greater interest in the subject, but also young single women, who are likely to manage household energy

consumption after marriage. In doing so, materials should emphasize shared knowledge about the household budget and calculation of energy bills and joint decision-making and communication within the household as a way to promote these gender equity concepts more generally within the family (including the extended family).

## **CROSS-CUTTING ISSUES**

### **Youth**

- Any youth assessment should specifically look for gender differences in all areas of data collection and analysis. From the original scope of work, gender-specific questions should be included to more deeply analyze difference between young men and women in knowledge, attitudes, and practices in all areas of USAID/Jordan activities. This will require that the design of the assessment, including the capacity of the organization doing the assessment, as well as the assessment team, approach to interviews, and the FGDs be gender-sensitive.
- The content of the special social media gaming project to engage youth in their future (using the Facebook platform) should be reviewed for gender sensitivity. Additionally, consideration should be made on how to create incentives to overcome the issue that girls have less access to computers than boys due to competition for available computers and female time constraints (e.g., girls have to be home after school or work).

### **Combating Violence**

- Promote public awareness of the need to combat violence, for example through high profile White Ribbon Campaigns (men against violence against women) and other activities during the annual worldwide 16 days of Activism Against Gender Violence.
- Support efforts to promote communication, especially between men and women, but also to combat same sex gender harassment, in a variety of settings (e.g., homes, public spaces, schools, and workplaces) as part of broader gender education in school curricula.
- Encourage civil society organizations to take a more active role in addressing the various issues of violence within their communities.
- Continue to promote a human rights-based approach in responding to victims of violence.
- Consider working with the FPU on the model coordinated response service center in Amman.
- Introduce parenting education in nonviolent communication and positive discipline, as well as encourage involvement of both mothers and fathers in their sons' and daughters' education and encouragement of educational achievement and good citizenship (including behavior). Work on similar skills with teachers and school administrators in boys', girls', and coed schools.
- Expand parent-teacher committees to include students and consider developing a student council.
- Establish a peer mediators program in schools to give students an additional tool to help resolve disputes without violence against other students, teachers or property.
- Encourage the development of HR policies to reduce and respond to workplace violence. Coordinate with the MOL, the Ombudsman office, and the FPU, as well as private sector business associations to establish a common approach using best practices and lessons learned.
- Collaborate with other sectors to strategize points of entry to reduce violence in Jordanian society (such as gender education in school curricula, legal education, gender-sensitizing the justice sector, training of judges and lawyers, and advocacy) and develop indicators to track progress.

## General

- Build capacity and train counterparts in conducting gender analyses relevant to their sectors, developing approaches to integrating and mainstreaming gender considerations in their programming, and establishing appropriate measurement tools.

## RECOMMENDATIONS FOR ADDITIONAL ANALYSIS

- Within the scope and time allocated for this gender analysis and assessment, it was not possible to investigate in depth all of the many gender issues that exist in all sectors. Therefore, depending on the needs and priorities of USAID/Jordan, additional specific analysis would be warranted. Suggested topics mentioned within the recommendations include:
- The scope and size of drug use, especially among Jordanian youth.
- Whether and how the role of school counselor is filled by teachers in boys' and girls' schools (where there is no counselor assigned).
- The impact of MOE efforts to address male teacher shortages, and opportunities to replicate/expand on successful approaches.
- A detailed labor market analysis to identify market demand, both formal and informal, jobs with potential for growth for female and male employment, and barriers and skills gaps to fill these jobs.
- Legal and attitudinal barriers to implementing part-time work opportunities in the public and private sectors.
- Barriers and opportunities for women to re-enter the labor market after marriage and having children.
- The productivity of part-time workers as compared to full-time workers in Jordan (comparing men and women).
- The viability of part-time work, job-sharing, working remotely, and home-based businesses as options for women to stay economically active and maintain their technical skills after marriage.
- The demand for entrepreneurship among young men and women, including gender-specific barriers and opportunities to entrepreneurship.
- The best entry points for engaging men on FP/RH issues (e.g., as they seek services from different type of health care providers, at workplaces, and in coffee shops).
- Analysis of the low political participation of women and looking at lessons learned from female political candidates and experience of successful women elected officials.
- Opportunities to engage with *Sharia* Courts and Christian Family Courts in ongoing reforms to protect women's rights in family law.
- Gender differences in election complaints by voters.
- Gender differences in access to justice, including in *Sharia* Courts and Christian Family Courts, and equitable outcomes for female and male litigants.
- Gender-specific challenges and opportunities in the energy sector.
- The implications of poverty at the household level, disaggregated by female- and male-headed households.



## **VI. INTEGRATING GENDER EQUALITY RESULTS INTO A MISSION RESULTS FRAMEWORK**

Because the strategy process has not yet begun and USAID/ Jordan has indicated that the 2013-2017 strategy will be largely the same as the previous one, this section on gender equality results is based on the results framework of the current 2010-2014 strategy.

An overall technical point for the framework is that its indicators should be disaggregated by sex rather than by gender. As discussed earlier, sex refers to biological differences; when looking at indicators, the distinctions are between females and males and not based on an analysis of the roles and responsibilities of the females and males as defined by society.

The extent to which the indicators listed in current performance management plans (PMPs) are disaggregated by sex varies from sector to sector. As per USAID Automated Directive System (ADS) guidance, all people-level indicators must be sex-disaggregated. USAID/Jordan should consider developing additional gender-sensitive indicators to monitor the extent to which programs are reducing gender gaps and promoting gender equality. In addition, the Mission should review the newly required F Gender Indicators to determine which will be integrated into sector programs.

### **HEALTH**

The health sector PMP is the only one at the Mission without sex-disaggregated indicators. Although the health portfolio is almost exclusively focused on women's health issues, the Mission must disaggregate all people-level indicators:

- Number of people trained in FP/RH with United States Government (USG) funds.
- Number of people trained in maternal/newborn health.
- Number of medical and paramedical practitioners trained in evidence-based clinical guidelines.
- Percent of newborns admitted to the neonatal intensive care unit at selected MOH/Royal Medical Service hospitals that are discharged to home alive.

Additionally, recognizing that men are decision-makers in family planning, there should be specific indicators to measure male knowledge and attitudes similar to the indicators below. Gap-filling research on men and youth, to supplement the limits of MWRA surveyed in the next Demographic and Health Survey (which should be in 2012), is recommended and could serve as a source for this data:

- Percent of Jordanian women and men who report preference for a small family size.
- Percent of women/men who have not seen or heard a specific FP/RH message.

Additional suggested health indicators are:

- Number of women/men receiving FP information when accessing RH services.
- Number of youth accessing RH services (if youth-friendly services are developed), disaggregated by sex.

### **EDUCATION**

The education sector PMP only has three sex-disaggregated indicators. Additional indicators to disaggregate by gender include the following:

- Percent increase in the number of students who demonstrate mastery on Jordan's National Assessment for a Knowledge Economy.
- Percent of participants completing employability training that achieve a satisfactory rating on employability index.
- Percent of youth who demonstrate attainment of 60% of competencies required for acquiring job opportunities.
- Percent of children in Grade 2 who demonstrate grade-level literacy.
- Percent of teacher projects that pass 70% of the evaluation standards.
- Percent of teachers whose teaching meets the established quality criteria;
- Percent of USG-supported schools demonstrating an improved learning environment (disaggregated by boys', girls', and coed schools).
- Number of youth implementing youth-led projects in targeted areas.
- Percent of youth who demonstrate attainment of 60% of competencies required for acquiring job opportunities.

An additional suggested education indicator would be to measure parental involvement, if possible:

- Participation of parent in selected school activities (e.g., parent-teacher conferences), disaggregated by sex of parent and sex of student.

## **ECONOMIC GROWTH**

The economic growth sector PMP only has sex-disaggregation for some output level for workforce development indicators. The following additional people-level and business-level indicators should be sex-disaggregated:

- Percent increase in business start-ups attributable to USG assistance, disaggregated by female- and male-owned businesses.
- Percent of eligible youth in targeted communities who receive vocational skills training appropriate to existing labor market needs.
- Number of SMEs receiving business development services from USG-assisted sources, disaggregated by female- and male-owned businesses.
- Number of SMEs that successfully accessed credit or private equity as a result of USG assistance, disaggregated by female- and male-owned businesses.
- Increased sales/exports of goods and services due to improved enabling environment for SMEs (not disaggregated by sex).
- Percent increase in SMEs start-ups due to expanded trade and investment, disaggregated by female- and male-owned businesses.
- Percent reduction in the number of days required to complete business start-up procedures (not disaggregated by sex).
- Number of participants employed in the management of Jordan's cultural and natural resources.
- Number of participants trained in the management of Jordan's cultural and natural resources.
- Percent of workforce development program participants passing job skill competency exams on initial attempt after completing course.
- Percent of workforce development program participants in same job after six months of being placed.

- Percent increase in income of people who become employed after training.
- Percent of workforce development program participants attributing the training to their ability to find work.

Additional suggested gender-sensitive indicators would be:

- Amount of credit or private equity successfully accessed by SMEs as a result of USG assistance, disaggregated by female- and male-owned businesses.
- Number of jobs created for working-age youth (add retention period, rate of retention, and gender-segregated reasons from dropping out of the labor force).
- Number of policy reforms (add number of regulations/administrative procedures drafted that address gender issues).
- Number of policies that provide incentives to women starting their own businesses.

## **DEMOCRACY AND GOVERNANCE**

The main indicators in the democracy and governance sector PMP that are disaggregated are for participating in training. The only gender-specific indicator is for human rights (IR 1.1), related to the percent increase in number of cases of violence against women that have been prosecuted. Additional indicators that should be sex-disaggregated include:

- Percent increase in number of residents in targeted communities who believe their grievances and needs are being listened to and attempts made to address them by local government authorities.
- Percent increase in residents in targeted communities who see their community as a place where they can effect positive change through their elected representatives.

The following indicators should disaggregate organizations by sex of leadership and by their focus on women's issues:

- Number of civil society organizations using USG assistance to improve internal organizational capacity.
- Number of local civil society groups supported in conducting outreach, community mobilization, and advocacy.
- Number of public policies changed consistent with NGOs and community service organizations advocacy.
- Number of target NGOs and community service organizations active in advocacy coalitions.
- Percent increase in NGOs and community service organizations perceiving the willingness of government institutions to engage in dialogue with them and implement their recommendations.
- Percent of target NGOs and community service organizations that say they can obtain needed information from key public agencies.

An additional gender-sensitive indicator for elections (IR 1.3) is the impact of enforcement of existing and pending laws and regulations relating to election of female candidates by measuring the change in number of women elected outside the quota.

## **WATER**

All of the people-level indicators in the water sector PMP are disaggregated by sex. An additional gender-sensitive indicator would be:

- Percent of women/men represented in water users' associations

## **ENERGY**

The two people-level indicators on training in energy-related policy and regulatory practices, and USG-supported training in technical energy fields are already disaggregated. The additional indicator on the number of households implementing energy efficiency measures as a result of USG assistance should be disaggregated by female- and male-headed households.

## **CROSS-CUTTING**

Indicators for combating violence will depend on the activities funded. Suggestions include measuring changes in attitude, self-reporting of use of nonviolent communication, and conflict resolution techniques. Indicators for youth will likewise depend on the activities that are funded. To the extent feasible, activities serving both female and male youth (as well as older men and women) should be cross-disaggregated on the basis of age and sex to identify trends and differences specific to youth cohorts.



## VII. ILLUSTRATIVE IMPLEMENTATION PLAN

The following operational (internal USAID/Jordan) recommendations comprise a series of steps to implement the recommendations from this analysis and assessment:

- Include gender questions in other assessments for the new strategy.
- Utilize gender analysis and assessment findings and recommendations in the strategy document.
- Ensure that gender-sensitive qualitative and quantitative indicators that measure progress on identified gender issues are included within each sector's PMP.
- Approve a mission order on gender integration.
- Establish a community of practice or Mission gender team among the gender focal points in all technical offices, procurement, and program office, with operational guidelines.
- Plan and implement annual gender training and sector-specific training, including:
  - Annual gender training for all USAID/Jordan staff (including for country office staff) and implementing partners
  - Sector- or program-specific training for gender integration in current programs for technical office staff and implementing partners
  - Organize information session for technical officers on integrating gender into the procurement process
- Require improved reporting on gender by implementing partners beyond sex-disaggregated data to include explanation of disparities and whether USAID can (or should) attempt to address the disparity.
- Strengthen coordination of gender integration processes by sharing gender integration experience/results.
- Include questions on gender and gender sensitivity on staffing and beneficiary feedback for all program evaluations and assessments.
- Increase technical expertise on gender, such as by hiring an experienced gender specialist with dedicated responsibility to assist in gender integration and provide/access available resources in all technical areas; increasing support to current staff; and revising job descriptions to include responsibility for gender integration.
- Establish gender guidelines for preliminary assessments and concept papers to include gender analysis relevant to potential new activity.
- Improve coordination (such as between the IYF and Maharat and IYF) by using gender as a way to share information across all sectors to overcome institutional stove piping. Avoid the last experience with GBV, whereby both health and democracy and governance sectors had small projects that each ended up dropping strategies thinking the other sector had them covered.
- Support gender budgeting training for relevant USAID staff and government counterparts.
- Participate in/encourage donor coordination on gender, with enough sharing of information to avoid duplication of programming.
- Establish a cross-cutting goal of combating violence and collaborate across sectors in strategizing points of entry to reduce violence in Jordanian society and develop indicators to track progress.

Encourage relevant government counterparts to make use of lessons learned from USAID projects when developing strategies with the Government of Jordan, perhaps providing more debriefings, policy papers, sharing events, publications, and conferences.



## VIII. CONCLUSION

Jordan faces a number of seemingly intractable gender issues where little progress seems to have been made, including women's participation in the labor market, persistent gender stereotypes about the role of men and women in household and public life, and conservative cultural norms that continue to restrict the ability of females, young and old, to make decisions about their lives. To avoid being overwhelmed by these challenges, it is necessary to not only celebrate the incremental progress made, but to look for examples of positive deviance (i.e., individuals or small groups who are successfully deviating from the norm, such as working mothers, those who work in nontraditional fields, or men in one- or two-income families who share housework responsibilities) and explore the supportive and contributing circumstances that make these situations possible.

Progress is being made toward gender equity in some areas. A major threat to Jordan, however, is the economic crisis and the increasing stratification of society as the middle class disappears. The education system has been slow to respond to labor market needs and thus unemployment is increasing even further. This situation poses major challenges for gender norms. Young men, whose educational achievement is slipping, are finding it more and more difficult to secure employment, resulting in delayed marriage with the likely necessity of two incomes after marriage. Young women, on the other hand, are still expecting to find a husband who will support them and their children fully without working outside the home. Those in decision-making positions are often living in a different world from the majority of Jordanians and cannot relate to the level of frustration, anger, and despair that is likely to result if the situation does not improve.



## **ANNEX A: SCOPE OF WORK (WITHOUT ANNEXES)**

### **Global Health Technical Assistance Project**

#### **GH Tech**

**Contract No. GHS-I-00-05-00005-00**

#### **SCOPE OF WORK**

##### **I. TITLE**

Activity: USAID/Jordan: Gender Analysis and Assessment (Revised 8-30-11)

Contract: Global Health Technical Assistance Project (GH Tech), Task Order No. 01

##### **II. PERFORMANCE PERIOD**

Mid October - November 2011

##### **III. FUNDING SOURCE**

FY 10 Field Support – Jordan

##### **IV. BACKGROUND**

USAID/Jordan is currently developing a new strategic plan for FY 2013-2017. It is anticipated that the new program will be similar in nature to the existing program, which focuses on the following Development Objectives (DO):

- Strengthened Democratic Reforms
- Enhanced Water Resources Management
- Improved Social Services
  - Improved Education and Life Skills
  - Improved Health Status
  - Increased Access to Social Services for the Underprivileged
- Strengthened Economic Competitiveness (including Energy Efficiency and Workforce Development)
- Cash Transfer

USAID/Jordan is also developing a Global Health Initiative (GHI) strategy that will focus on health outcomes in the technical areas of family planning/reproductive health (FP/RH) and maternal/child health (MCH).

Gender analysis is one of the technical analyses that the Mission is required to conduct during this strategic planning process, and in accordance with the GHI Supplemental Guidance on Women, Girls and Gender Equality Principle (January 2011).

Recognizing that the dynamics of gender relations is both socially and culturally variable, Agency technical guidance states:

“Gender issues are central to the achievement of strategic plans and Assistance Objectives (AO)...Accordingly, USAID planning in the development of strategic plans and AOs must take into account gender roles and relationships. Gender analysis can help guide long term planning and ensure desired results are achieved. However, gender is not a separate topic to be analyzed and reported on in isolation. USAID’s gender integration approach requires that gender analysis be applied to the range of technical issues that are considered in the development of strategic plans, AOs, and projects/activities” (ADS 201.3.9.3).

In addition, the GHI Supplemental Guidance on Women, Girls and Gender Equality Principle states:

“Gender equality in health means that women and men have equal conditions for realizing their full rights and potential to be healthy, contribute to health development, and benefit from the results. Achieving gender equality will require specific measures designed to eliminate gender inequities” (PAHO Gender Equality Policy).

The GHI supplemental guidance also identifies key elements to increase gender equality and improve health outcomes for women and girls. These can also serve to guide analysis of gender disparities in society and outline the various levels where gender analysis should be conducted.

## **V. OBJECTIVES AND PURPOSE OF THE ASSIGNMENT**

The purpose of the task is to analyze gender related inequalities and disparities in Jordan to inform current and future development assistance programming for USAID/Jordan. A full, complete and up-to-date analysis of gender considerations and disparities in Jordan will better inform program development and will contribute to better outcomes. In specific, the gender analysis will address the following objectives:

- Provide an overview of the different roles and status of Jordanian women and girls, and men and boys within the community, political sphere, workplace, and household (e.g. roles of responsibility/division of labor, consideration of access to and control over resources and services, patterns of decision-making). Identify barriers and opportunities to work towards gender equality and gender equity in Jordan.
- Identify the gender-based constraints to and opportunities for equitable participation and access of men and boys and women and girls to USAID/Jordan programs and services, including water resources management, population and family health, basic education, workforce development, energy efficiency and conservation, democracy and governance, and economic growth.
- Identify strategies and approaches USAID/Jordan can use to better integrate gender considerations into its current and future programming, and thereby enhance the accessibility, equitability, and applicability of its programs according to the gender roles of men and women in Jordan.
- Analyze the potential impacts of the Mission’s proposed strategic approaches on the status of men and women in Jordan, taking into consideration demographic and other variables.
- Review key Government of Jordan (GOJ) gender-related policies and programs in water resources management, population and family health, basic education, workforce development, energy efficiency and conservation, democracy and governance, and economic growth and identify opportunities for collaboration and mutual strengthening of gender integration
- Identify those gender issues that are within USAID/Jordan’s comparative advantage to address and which could have a potential impact on Jordan’s economic and social development.

## **VI. APPROACH & METHODOLOGY**

The duties and responsibilities of the consultants will be as follows:

1. Comprehensive literature review of pertinent documents including: studies and assessments conducted by USG, donors, non-governmental organizations (NGOs), GOJ, and the academic community; and USAID documents, including but not limited to, the existing USAID/Jordan Strategy, annual reports, Performance Monitoring Plans, sector assessments, and evaluations. This will be completed before the U.S. consultant's arrival in country. USAID will provide the consultants with the relevant materials and reports.
2. Discussions and interviews with key donors, NGOs active in gender-related areas, and GOJ officials. The consultants will be expected to develop a list of key contacts (based on the illustrative list provided in Annex I) and provide the list to USAID/Jordan for review and feedback.
3. Meetings with USAID staff and DO Teams. This will include:
  - a. Entry briefing with Office of Program Management (OPM), Mission Director, and Deputy Director.
  - b. Meetings with DO Teams on specific sectors and areas of interest to identify: a) the extent to which the Team's programs are currently integrating gender into activities; b) the strengths and weakness of current gender integration strategies; c) how similar gender equity activities (such as addressing GBV or equal access to employment) could be replicated across sectors (for example, economic-based activities, life skills training, community participation); and d) entry points for gender integration into ongoing and future activities.
  - c. Weekly progress meetings with OPM while in-country to update USAID on progress and findings, verify and clarify information, and address any logistical issues.
  - d. A presentation of the gender assessment and recommendations to OPM and DO Teams to obtain feedback from staff and incorporate questions and concerns into the final gender assessment report. As necessary, conduct follow up meetings with partners or stakeholders to answer any outstanding questions.
  - e. Exit briefings with OPM, Mission Director, and Deputy Director.
4. Meetings with select USAID implementing partners (contractors, grantees, NGOs). The DO Teams will assist with identifying the most important partner contacts. Site visits to project activities, when appropriate, are encouraged.
5. Focus group discussions or one-on-one interviews with beneficiaries and members from local communities to hear first-hand from beneficiaries and stakeholders about gender disparities and inequalities and ideas to address them. These meetings can be facilitated by USAID-funded projects as needed.

## **VII. DELIVERABLES**

- Draft work plan/schedule and list of proposed key contacts will be due to the Mission 3-5 working days prior to the arrival of the U.S. consultant.
- Debrief with the Mission regarding the findings of the assessment within 18 working days of the arrival of the U.S. consultant.
- Draft Gender Analysis and Assessment Report (between 30-40 pages not including annexes) on the gender disparities and inequalities in Jordanian society from the household to the community to the national level and suggested gender-sensitive indicators that could be incorporated into current program activities or into new program monitoring plans.

- The draft report and supporting documents must be submitted to USAID/Jordan two (2) working days before the U.S. consultant's departure.
- Final Gender Analysis and Assessment Report. The final report will be reviewed and approved by the Mission, and used to inform programmatic decisions. The final Gender Analysis and Assessment Report will be due to the Mission within five (5) working days of receiving USAID comments on the draft report.
- The final report must include an executive summary, table of contents, body and appendices, and must not exceed 40 pages (excluding the appendices). All evaluation questions must be answered, and recommendations must be stated in an actionable way. Limitations (on data and in general) must be clearly stated. Copies of the evaluation scope of work, sources of information, and all data collection instruments and results must be included as appendices in the final report. The report should take into account the GHI Supplemental Guidance on Women, Girls and Gender Equality Principle and incorporate the key elements identified in the guidance into the analysis and assessment of gender in Jordan as applicable to the local reality.
- NOTE: Since GH Tech is scheduled for close out on December 22nd, GH Tech will be unable to edit/format and make the final report 508 compliant with USAID branding guidelines. GH Tech will seek another USAID/GH mechanism to provide this report preparation service if required.
- The final approved report will be a public document to be submitted to the Development Experience Clearinghouse ([www.dec.org](http://www.dec.org)) following the required Office of GenDev format (see Annex C).

## VIII. LEVEL OF EFFORT

The gender analysis will require approximately 40 working days of effort, based on a six-day work week, and will require a team of two individuals. The Assessment Team will spend approximately four (4) weeks in Jordan starting on/about October 9, 2011, to complete the necessary analysis and draft reports. The two consultants will collaborate on the broader gender assessment, but can divide responsibilities as needed.

Each consultant will have three (3) days for collection of materials and preparation, before commencement of the fieldwork. The production timeframe for the gender analysis draft report is approximately 25 working days. The team leader will have an additional five (5) working days for completion of the bibliography and revision of the gender analysis draft report, based on Mission input. In addition, the U.S. consultant will be given up to four days for travel to and from Jordan.

The following schedule is envisioned:

<b>Table 4. Level of Effort (working days)</b>		
<b>Tasks</b>	<b>U.S. Consultant / Team Leader</b>	<b>Jordanian Consultant</b>
<b>Preparatory Work</b>	3	3
<b>Travel to and From Jordan</b>	4	0
<b>Interviews and Data Collection</b>	25	25
<b>Briefings and Report Writing</b>	5	5
<b>Finalizing Report</b>	5	2
<b>Total days</b>	<b>42</b>	<b>35</b>



## **IX. TEAM COMPOSITION**

USAID envisions that a two-member team is required to conduct the assessment. The Team will be composed of one (1) international consultant and one (1) local with significant knowledge on gender integration and mainstreaming in developing countries.

In addition to the external Assessment Team, the Gender and Youth Senior Specialist from USAID's Middle East Bureau may be able to join the team and assist with some of the fieldwork, data collection, and report writing. Furthermore, USAID/Jordan staff will join the Assessment Team on some of their meetings with stakeholders and partners.

The external consultants should possess the following skills and qualifications:

- Graduate degree in International Relations, Gender, Public Policy, Sociology, Anthropology, Women's Studies, or related field.
- At least 10 years of experience in the field of international development with a focus on gender, women's rights, gender analysis, and gender policies. A significant amount of this experience should have been gained from working in developing countries.
- Experience conducting gender assessments and analysis.
- Demonstrated capacity in collaborating or partnering with host country officials and local communities.
- Knowledge of international health, population, education, workforce development, economic growth, water, and democracy and governance programs and related gender issues.
- Excellent analytical skills and knowledge of general development issues; knowledge of USAID strategy and programming desirable.
- Demonstrable knowledge and understanding of the President's Global Health Initiative desirable.
- Prior USAID experience and experience working in the Middle East is strongly preferred.
- Excellent English writing and editing skills, as well as an ability to take information from a wide variety of sources and draft high level, organized analysis and an assessment report for dissemination.

## **X. MANAGEMENT**

The Assessment Team will report to the Office of Program Management (OPM) at USAID/Jordan. The Program Development Specialist within OPM is available to assist the Team to determine plans, methods of action, and timelines. USAID/Jordan staff will join the Team on some of their meetings with stakeholders and partners.

The Team will provide an in-briefing to USAID prior to commencing the work, and will provide debriefings on a regular weekly basis while in Jordan, and prior to the submittal of the draft report.

## **XI. LOGISTICS**

The GH Tech Project will carry out the assessment. The contractor will provide all logistical arrangements such as flight reservations, country cable clearance, in-country travel, airport pick-up, lodging and interpreters, as necessary. When possible, arrangements for in-country travel will be made by USAID and/or USAID contractors.

USAID/Jordan will provide overall direction to the consultant, provide key documents and background materials for reading, and help arrange the in-briefing and debriefings within the Mission.

The assessment will be implemented in Jordan. The Team is encouraged to make field trips, but these can be accomplished in day trips so the contractor should budget for a vehicle and a driver in the case that transportation cannot be organized by USAID and/or USAID contractors in Jordan.

## **XII. COST ESTIMATE**

GH Tech will provide a cost estimate in a separate document.

## ANNEX B: ASSESSMENT TEAM AND METHODOLOGY

The scope of work for the USAID/Jordan Gender Analysis and Assessment specified the following objectives:

- Provide an overview of the different roles and status of Jordanian women and girls, and men and boys within the community, political sphere, workplace, and household (e.g., roles of responsibility/division of labor, consideration of access to and control over resources and services, and patterns of decision-making). Identify barriers and opportunities to work towards gender equality and gender equity in Jordan.
- Identify the gender-based constraints to and opportunities for equitable participation and access of men and boys and women and girls to USAID/Jordan programs and services, including water resources management, population and family health, basic education, workforce development, energy efficiency and conservation, democracy and governance, and economic growth.
- Identify strategies and approaches USAID/Jordan can use to better integrate gender considerations into its current and future programming, and thereby enhance the accessibility, equitability, and applicability of its programs according to the gender roles of men and women in Jordan.
- Analyze the potential impacts of the Mission's proposed strategic approaches on the status of men and women in Jordan, taking into consideration demographic and other variables.
- Review key Government of Jordan gender-related policies and programs in water resources management, population and family health, basic education, workforce development, energy efficiency and conservation, democracy and governance, and economic growth and identify opportunities for collaboration and mutual strengthening of gender integration.
- Identify those gender issues that are within USAID/Jordan's comparative advantage to address and which could have a potential impact on Jordan's economic and social development.

The Gender Assessment Team consisted of an international gender consultant, Susan Somach and a Jordanian regional gender consultant, Huda Hakki. The methodology used for the gender assessment was a desk review, fieldwork, analysis and preparation of debriefing, and report writing. The desk review began with gender materials and information provided by the Mission, which were complemented by USAID ADS guidance on gender and resources from other sources identified by the Gender Team from their previous research and internet searches.

The Gender Team worked together in Jordan for six weeks, the majority of which was dedicated to fieldwork, comprised of meetings and FGDs. Three weeks were filled with an intense schedule of meetings with USAID staff, implementing partners, government counterparts, semi-governmental entities, NGOs, international organizations, and researchers. The format was an open-ended interview process on addressing gender differences, best practices, lessons learned, ongoing challenges, and emerging issues. After most of the meetings were completed, the Gender Team embarked on a series of FGDs with females and males, youth in Amman and its surroundings, Tafileh, Zarqa, and Irbid. A total of 21 FGDs were conducted:

- Tafileh (4 FGDs): one group each of female and male Municipal Council candidates; one group each of female and male campaign volunteers or activists.
- Zarqa (6 FGDs): one group each of female youth, male youth, older female and older male health committee members; one group each of female and male at-risk youth job seekers.
- Irbid (4 FGDs): one mixed group of female and male innovation cluster members; one group of teachers from a boys' school; one group each of young female and male (university students) job seekers.

- Amman and surroundings (7 FGDs): one mixed group of female and male innovation cluster members; one group each of young female and male (university students) job seekers; one group each of young female and male at-risk job seekers; one group of teachers from a girls' school; one group of female health committee members.

Each session was approximately one hour in length, with the discussion focused both on the sector of the development activity in which the participants were engaged (Democracy and Governance, Health, Economic Growth, Education) and at least one other sector (the same as above, and Water).

The remainder of the in-country part of the gender assessment was used for analysis of all of the information, followed by preparation of findings and recommendations for the debriefing and then report writing.

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## ANNEX D: BASIC CONCEPTS

This Gender Assessment was developed within the framework of the USAID ADS, last modified on 5 November 2009, which states that “gender issues are central to the achievement of strategic plans and Assistance Objectives (AO), and the [USAID] is striving deliberately to promote gender equality, in which both men and women have equal opportunity to benefit from and contribute to economic, social, cultural, and political development; enjoy socially valued resources and rewards; and realize their human rights.” Moreover, it states “conclusions of any gender analysis performed must be documented at the country strategic plan, AO, project, or activity approval stage.”<sup>14</sup>

The terminology below, and the discussion of operational recommendations for USAID in sections 4 and 5, is based on the gender sections of the USAID ADS.<sup>15</sup>

**Gender:** a social construct that refers to relations between and among the sexes, based on their relative roles. It encompasses the economic, political, and socio-cultural attributes, constraints, and opportunities associated with being female or male. As a social construct, gender varies across cultures, is dynamic, and is open to change over time. Because of the variation in gender across cultures and over time, gender roles should not be assumed but investigated. Note that “gender” is not interchangeable with “women” or “sex” (USAID, 2010b). Gender includes issues specific to either females or males, or issues affecting both sexes in different ways.

**Sex** is a biological construct that defines females and males according to physical characteristics and reproductive capabilities. For monitoring and reporting purposes, USAID disaggregates data by sex, not by gender. Gender and sex are not synonyms. See *Gender* (USAID, 2010b).

**Gender roles** are the roles assigned to females and males respectively according to cultural norms and traditions. Most often, gender roles are not based on biological or physical imperatives, but rather result from stereotypes and presumptions about what females and males can and should do. Gender roles become problematic when a society assigns greater value to the roles of one gender, usually males.

**Gender equality** is a broad concept and a goal for development. It is achieved when females and males have equal rights, freedoms, conditions, and opportunities for realizing their full potential and for contributing to and benefiting from economic, social, cultural, and political development. It means society values females and males equally for their similarities and differences and the diverse roles they play. It signifies the outcomes that result from gender equity strategies and processes (USAID, 2010a).

**Gender equity** is the process of being fair to females and males. To ensure fairness, measures must often be available to compensate for historical and social disadvantages that prevent women and men from otherwise operating on a level playing field. Equity leads to equality (USAID, 2010b).

**Gender integration** involves identifying and then addressing gender differences and inequalities during program and project design, implementation, monitoring, and evaluation. Since the roles and relations of power between females and males affect how an activity is implemented, it is essential that project and activity planners address these issues on an ongoing basis. USAID uses the term gender integration in planning and programming (USAID, 2010).

**Gender mainstreaming** is a comprehensive approach toward addressing gender. The UN has defined gender mainstreaming as:

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<sup>14</sup>ADS 201.3.9.3, effective 11/5/2009. See also <http://www.usaid.gov/policy/ads/>

<sup>15</sup> The most recent update of the ADS Glossary was March, 23, 2010. The gender-related clauses were not modified.

"The process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality." (Report of the Economic and Social Council for 1997, United Nations General Assembly, 1997).

**Gender analysis** is a type of socio-economic analysis that can draw on both qualitative and quantitative data. In the context of development assistance, it is a tool that helps to illuminate the links between the existing gender relations in a particular society and development problems that need to be addressed. Gender analysis identifies types of gender differences and inequalities that might otherwise be taken for granted – such as how females and males have different access to and control over resources, carry out different social roles, and face different constraints and receive different benefits. Conducting a gender analysis also entails “a study and analysis of factors supporting, reinforcing, and reconstructing inequality between men and women. The gender inequality is more related to social structures and institutions reproducing inequalities rather than to lack of skills and resources.” Once highlighted, many of these differences can be addressed and alleviated by careful design.

A **gender assessment** is used often as a synonymous term to gender analysis, but differs in some respects. A gender assessment at USAID is neither a research project nor a program evaluation and it does not typically measure program impact. It is an analytical effort that reviews national policies on gender and conditions of gender inequality, USAID processes related to gender integration, and sectoral gender issues affecting USAID projects and programs. The assessment offers recommendations relevant to current and future USAID programming in the country or region. To operationalize the recommendations, additional analysis likely will be needed to refine the goals and objectives of specific projects.

**Constructive Men's Engagement in Reproductive Health (CME-RH)** promotes gender equity with regard to reproductive health; increases male support for female reproductive health and the well being of children; and advances the reproductive health of both females and males (Population Reference Bureau, n.d.). A CME-RH approach redefines programs to include men in more constructive ways, potentially as clients of reproductive health services, as partners for female reproductive health, and as agents of positive change within the community.

**Women in development (WID)** is an approach that focuses only on females and calls for the integration of females into development as producers and workers.

**Gender and development (GAD)** is an approach that focuses on the interdependence of females and males in society and on the unequal relations of power between them. The GAD approach aims for a development process that transforms gender relations in order to enable females to participate on an equal basis with males in determining their common future. This approach is sometimes called Gender In Development (GID).

**Gender-based violence (GBV)** differs from other types of violence in that aggressors target individuals or groups of individuals because of their sex (male or female) or gender (masculine or feminine). Gender-based violence includes acts that inflict physical, sexual, and psychological harm or suffering; threat of such acts and other forms of coercion; and other deprivations of liberty. It includes violence perpetuated by the state.

**Violence against women (VAW)** refers to any act of gender-based violence that results in, or is likely to result in, physical, sexual, and psychological harm to women and girls, whether occurring in private or in public. Violence against females is a form of gender-based violence and includes sexual violence.

**Sexual violence**, including exploitation and abuse, refers to any act, attempt or threat of a sexual nature that results, or is likely to result, in physical, psychological, and emotional harm. Sexual violence is a form of gender-based violence.

**Sexual and gender-based violence** is the inclusive concept used by United Nations High Commission for Refugees that recognizes that, although the majority of victims and survivors are women and children, boys and men are also targets of sexual and gender-based violence.

**School-related gender-based violence**<sup>16</sup> results in sexual, physical, or psychological harm to boys and girls. It includes any form of violence or abuse that is based on gender stereotypes or that targets students on the basis of their sex. The underlying intent of gender-based violence is to reinforce gender roles and perpetuate gender inequalities. It includes, but is not limited to, rape, unwanted sexual touching, unwanted sexual comments, corporal punishment, bullying, and verbal harassment. Unequal power relations between adults and children and females and males both contribute to gender violence. Violence can take place in the school, on the school grounds, going to and from school, or in school dormitories and may be perpetrated by teachers, students, or community members. Both boys and girls can be victims as well as perpetrators. Such violence can affect the well-being of students, putting them at greater risk of educational failure through absenteeism, dropping out, and lack of motivation for academic achievement. It also impacts their mental and physical health, resulting in physical injury, pregnancy, sexually transmitted infections (including HIV), or emotional and psychological ill health.

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<sup>16</sup>This definition of school-related gender-based violence is based on the conceptual framework of the USAID-funded Safe Schools Program and includes a synthesis of internationally recognized UN and UN-specialized agency (e.g., World Health Organization) definitions from the fields of education, health, and child protection.



## ANNEX E: INFORMANTS AND CONTACTS

### I. KEY INFORMANTS

Organization	Contact
<b>USAID</b>	
Contracting Office	Ziad Abd-Rabu Rima Kayyal Marjan Zanganeh
Director's Office	Douglas Ball
Program Office	Kenana Amin Amy Tohill-Stull
Democracy and Governance	Hana Marar Tucker Stevens
Economic Growth	Paul Bruning Suzan Haddad Nujoud Serhan Stephanie Wilcock
Education	Nour Abu Al-Ragheb Susan Ayari
Energy	Cheryl Jennings
Health	Basma Khraisat Leslie Mackeen Laura Slobey
Water Resources and Environment	Amal Abu-Hanna Amer Al-Hamoud Aiman Bani-Hani Wayne Frank Bader Kassab Thomas Rhodes Setta Tutundjian
<b>USAID Implementing Partners</b>	
Aqaba Community and Economic Development Program (AECOM)	Gregory Maassen Samer Tarawneh
Civil Society Program (FHI360)	Francis Abouzeid Muhannad Alazzeah Fadi Al Qadi Diana Haddadin Rama Issac Eman Nimri

Organization	Contact
Community Mobilization Program (IRD)	Sabah M. Al-Jadooda Christopher Ashford Samah Gousous Abeer Kakish Shamil Kalyayev Uma Kandalayeva
Community-Based Initiative for Water Demand Management (Mercy Corps)	Rania Al- Zoubi
Integrating Disabled Persons in the Jordanian Society (Mercy Corps)	Marian El-Qasem Raeda Hishmeh
Education Reform Support Program (Creative Associates)	Fatima Al Mughrabi Mohammad Hourani Eileen St. George Jumana Theodori
Political Processes Strengthening Program (IRI)	Hadeel Khaswneh Jeffrey Lilley
Political Processes Strengthening Program (NDI)	Arianit (Niti) Shehu
Health Policy Project (Futures Group)	Basma Ishaqat
Health Systems Strengthening II (Abt Associates Inc.)	Sabry Hamza
Elections Administration Program (IFES)	Sara Al Utaibi Naser Ramadin
Institutional Support & Strengthening Program (IRG)	Alan Brown Akram Rabadi Barbara Rossmiller
Jordan Health Communications Partnership (Johns Hopkins University)	Rula Dajani Edson Whitney
Legal Education Program (ABA/CEELI)	Maha E. Shomali
Jordan Tourism Development Project II (Chemonics International)	Rawan Atallah Nisreen Hamati Joseph Ruddy Sandra Willett
Learning Environment: Technical Support Program (Creative Associates)	Munif Abu Rish Jeffrey Coupe
Maharat Employment and Training Program for Recent Graduates (Business Development Center)	Rashad M. Bibars Shireen Yacoob
Monitoring & Evaluation Partnership (World Education International)	Haiyan Hua

Organization	Contact
The Jordan Private Sector Project for Women's Health (PSP) and Strengthening Health Outcomes through the Private Sector (Abt Associates Inc.)	Reed Ramlow Maha Shadid
Public Action in Water, Energy and Environment (ECODIT)	Maha Al Durgham Mona Grieser Amer Jabarin
Rule of Law Program (DPK Consulting Inc.)	Robert Dean Qais Jabareen
Water Reuse & Environmental Conservation Project (AECOM)	Patricia Bakir Charles Darnell
Jordan Economic Development Project (Deloitte Consulting LLP)	Raja' Fayyad Mark McCord
Youth: Work Jordan (International Youth Foundation)	Rana Al Turk Jennifer Hills Nancy McDonald
<b>International Organizations/Donors</b>	
United Nations Development Programme (UNDP)	Shatha Al Saket Sawsan Gharaibeh Kinda Hattar
United Nations Population Fund (UNFP)	Mona Idris
United Nations Entity for Gender Equality and the Empowerment of Women (UN Women)	Mohammad Junini Shireen Shukri
Canadian International Development Fund (Gender and Social Fund)	Hala Ghosheh
<b>NGOs</b>	
Business and Professional Women (Amman)	Tharwat Jaber
Jordan National Forum for Women (JNFW)	May Abu Samen Samar Shahwan
Queen Zein Al-Sharaf Institute for Development	Sajeda Atari Sawsan Daja' Ihab Jalanbo Jenin Jaradat Sawsan Majali Mohammad Ramadan
<b>Research Centers/Researcher</b>	
Al Urdun Al Jadeed Research Center	Hani Horani
Independent Expert Gender Consultant	Winkie Williamson

Organization	Contact
<b>Government of Jordan</b>	
Ministry of Awqaf and Islamic Affairs	Itedal Abadi
Ministry of Education	Muntaha Abu Al-Alam
Ministry of Health	Iman Shehadeh
Ministry of Labor	Haya Ziadeen
Ministry of Planning and International Cooperation	Majd Hamad
Ministry of Social Development	Nawal Howeidi
Development and Employment Fund	Omar Al-Omari
Department of Statistics	Manal Swedan
Public Security Department/Family Protection Department	Walid Al Battah Sadeq Al Omari
Sharia Judge	N/A
<b>Semi-Governmental Organizations</b>	
Higher Population Council	Raeda Al-Qotob
National Council for Family Affairs	Reem Abu Hassan Hanan Al Daher
Jordanian National Commission for Women	Asma Khader

## II. GENDER EXPERTS/ORGANIZATIONS IN JORDAN

Name	Organization
Sara Ababneh	Center for Strategic Studies (Jordan University)
Reem Abu Hassan	National Council for Family Affairs
Ibetisam Atiyat	German Jordanian University
Dima Shawkat Elkaradcha	Jordan Center for Social Research
Hala Ghosheh	CIDA Gender Fund
Mahmoud Hishmeh	East and West Center for Human Resources Development
Muna Idris	United Nations Population Fund (UNFP)
Afaf Jabari	Independent Expert
Lina Jazrawi	University of Jordan
Asma Khader	Jordanian National Commission for Women
Randa Nafa'	Independent Expert
Eman Nimri	FHI360 (CSP)
Salma Nims	Independent Expert
Rula Qwas	University of Jordan
Lamia Raei	Independent Expert
Manal Sweidan	Gender Statistics Division (Department of Statistics)



## **ANNEX F: SUMMARY OF FOCUS GROUP DISCUSSIONS**

### **TAFILEH: TWO FGDS WITH POLITICAL CANDIDATES**

IRI organized two FGDs in Tafileh with municipal council candidates. Seven males participated in the male FGD and six females participated in the female candidate FGD.

#### **Main Findings**

##### **Motivation for running for the Municipal Council**

The male candidates said they were motivated to run by wanting to help people, to serve the local community, to improve services, and to do better than current municipal council members. Specific issues mentioned included improving municipal finances, the need for a medical center closer to Tafileh (the current one is 35 km away), promoting tourism, and demanding social responsibility from a cement factory that is polluting the area. Female candidates were motivated to run primarily because of the quota and the opportunity that it presented for women. Two candidates were convinced by others to run and expressed hesitation in running for public office.

##### **Advantages, Barriers, and Capability of Female/Male Candidates**

The male candidates felt that they are advantaged relative to female candidates because of traditions that created barriers for females, including time constraints, restrictions on female movement/travel, more limited opportunities to attend social events to meet people, and the presumed responsibility of males to tackle problems related to poverty, unemployment, and so on. Participants disagreed on whether a university education is an advantage, with the contrary opinion that even someone illiterate can have the ability to lead.

The male candidates commented that all candidates are weak and may be chosen because of tribe/family connections rather than ability. One participant noted that there are not so many alternatives because people do not have time, and that being on the municipal council is like voluntary work even though you get paid (another participant agreed with this point). Another indicated that political parties could lead to proper candidates as a substitute for tribes. Yet another indicated that young men are preferable as candidates because they have more vigor and physical strength to handle the hardships of the job, especially as compared to women (who are also limited in their ability to travel). Another participant stated that men's ability to work is greater than women's, but others disagreed.

To overcome obstacles, the male candidates suggested raising awareness through official media, use of all forms of social media, and improving bad media performance (e.g., use of cartoon characters for politicians). One participant noted that accountability is needed and that "the culture of accountability is not present, not on the part of the government or the people." Another participant complained that "people expect wonders."

The female candidates felt the quota provided an advantage to women in opening up what was a men-dominated government to women's participation. However, the females noted that males have the advantage of freedom of travel, lack of maternity/family obligations, and the tribal system. One participant noted that females who have experience in the public arena will move faster, but another noted that generally there is a lack of support for female candidates. Several commented that females do not support other women, including by voting for them.

To overcome obstacles, the female candidates also suggested raising awareness, especially of women so that they will support other women. To overcome budget issues, they suggested income generation

activities and preparing proposals for international donors as well as focusing on CSR locally (from local entities such as the manganese company, cement factory, and Dana Nature Preserve).

### **Voters Expectations**

The male candidates commented that people expect services (such as electricity and garbage collection) and that a councilor should be personally active and have connections to bring projects to the local community. One participant complained that people expect a councilor to “bend the law to serve personal interests.” The candidates expressed concern about the problems with the local budget, tax collection, and payments for services, and suggested unfairness with the distribution of money to greater Amman. Income generating projects were suggested as a way to increase the local budget.

The female candidates suggested that unemployment is a problem, especially for women who have fewer opportunities than men to access the labor market. They commented that the situation in the governorates is different from Amman in that there is no private sector and no factories, leaving thousands without job opportunities. Other issues mentioned were the need for more services, including rubbish containers; libraries for children; playgrounds and parks; transportation regulations; and a health center.

### **Female Quota**

The male candidates generally agreed that female candidates are qualified, but put the onus on a woman to decide whether she has the qualifications to run. Only one of the males said that females would not get elected without the quota. However, when asked the reason for the quota, they mentioned that it is still “a male culture” that will not accept female candidates, and that although change is taking place, it is happening slowly. Most expressed the opinion that females should work on themselves and take the initiative themselves to run for office.

Most of the female candidates said that women would not get elected without the quota, noting that the result would be different if women voted for women. The reasons they gave for females not voting for women included jealousy, male mentality, and because some males threaten to divorce their wives if they do not vote for the candidate the men choose. The females also commented that female candidates are qualified but that people still do not trust women. “Men, including some of the current municipal members, are often not qualified,” one participant commented.

### **Other Training Needed**

The male candidates noted the need to enlarge their network of contacts, to understand their rights and duties as a municipal councilor, and to understand the law. Female candidates mentioned the need for training and capacity building, especially for new graduates. They disagreed on the timing for such trainings, with one participant stating that 9 AM – 1 PM is too long and another responding that four hours is a minimum and questioning how a person who thinks the training course is too long will cope with the work if elected. One participant noted the need to study rules and regulations.

## **TAFILEH: TWO FGDS WITH “CAMPAIGN VOLUNTEERS”**

IRI organized two FGDS in Tafileh with “campaign volunteers.” The male volunteer FGD comprised five men: four volunteers and one candidate. The female volunteer FGD comprised seven women who described themselves as active community members rather than committed campaign volunteers.

### **Main Findings**

#### **Motivation/Expectations for Volunteering**

The female activists had a spirited discussion about future ambitions related to their community work, e.g., one training to run for public office in the future, one commenting “I want to work for my country

and I cannot be silent anymore – enough silence,” another noting that “voluntary work gives you access to a wider society.” The male volunteers said they were motivated by the desire to help the best candidate succeed. One noted that he expects his candidate to be a role model, to understand the problems of the community, and to serve the citizens rather than look for prestige.

### **Advantages, Barriers, and Capability of Female/Male Candidates**

The female activists expect women candidates to be better than men because they only run for office after a lot of consideration and will do extra work to prove themselves. They noted that even if females are qualified, they still have a problem with finances. The participants’ views varied somewhat, but most felt that male candidates are not qualified. One participant complained that the municipal law only requires that candidates read and write when it should require a university degree, especially because of the legal issues involved with the job of municipal councilor.

The male volunteers did not have a clear opinion on whether female or male candidates are qualified. Rather they pointed to tribal/family connections as the main reason people support candidates. One participant commented that females should be supported regardless of whether they are qualified in order to encourage others to run, while another noted that males do not like female managers, which is one of the many roles of a municipal council.

### **Voters’ Expectations**

The female activists noted that although they expect nothing or the worst from male candidates, they want them to work for community needs. They expect more from women because they have to show success in the past in order to be taken seriously. They mentioned infrastructure needs, electricity, roads, a health center, few schools, and no work. Also noted was the need for parks and cultural activities to keep the youth engaged rather than sitting on the street, especially since the youth “more quickly go to revolution.”

The male volunteers commented that the municipal councilor position has a lot of requirements and is not really a prestige post. One participant suggested that a candidate should fulfill their promises and commitments, but that they should be realistic from the beginning in what they promise constituents. Another participant suggested that due to the Arab Spring’s first step of reform, the current phase is critical and that the municipal councils should not be service entities, but rather development entities.

### **Female Quota**

The female activists said that women would not win without the quota. They noted that females generally do not support women because of a variety of reasons, including: females do not trust each other, the achievements of females are not seen, ignorance, the power of males over females by threatening divorce if a woman votes for a woman candidate against his wishes, and because males do not want females to be empowered. They suggested the need to raise awareness of females so that they would support women candidates.

The male volunteers pointed to the few females who had won election without the quota, and the fact that females are in every department and ministry. However, they agreed that women do not generally support women with reasons including jealousy, and lack of trust, and suggested that men have more communication skills to dialog with respect and know how to compromise better than women. They also admitted that males do impose their will on females, but that women are still free to vote as they wish due to the secret ballot.

### **Plans to Run for Office in the Future**

Two of the female activists are planning to run for municipal council, but noted their concern about whether they will have the finances to be successful. They noted the issue for females of losing face and being uncomfortable with the public spotlight, which they said is not a problem for males.

## **ZARQA: TWO FGDS WITH FEMALE AND MALE YOUTH**

HSS organized two focus group discussions with male and female youth, the best students age 15-18 in a secondary school in Zarqa. Fifteen young women participated in the female youth FGD and 10 young men participated in the male youth FGD.

### **Main Findings**

#### **View of Past/Future**

The young females and males overwhelmingly said that things had gotten better in the past five years, while only half of the young males saying things had gotten better. Both the young females and young males were optimistic about what the future would hold (one young woman even noting “we will make it better!”).

#### **Health Concerns**

The young females said they were concerned about cancer, osteoporosis, new diseases/viruses, future pregnancy, and the susceptibility of girls to kitchen accidents. The young males said they were concerned about reproductive health and impotency, smoking, drugs, malnutrition, and the psychological well being of males due to pressure and tension, including from unfulfilled ambitions.

#### **Health Information**

The young females said they got their health information from television, newspapers, Internet, and at school. When specifically asked about reproductive health information, most said they did not get enough information, commenting that teachers were not very open to discussing topics and girls are normally shy to get into details. They also noted that although they think they know a lot about boys, they would like to know more, and felt they must know more, about boys’ health. They also lacked enough information on how to prevent osteoporosis or cancer, and how to stay healthy.

The young males said they had enough health information on some topics, but not others. However, they noted that even if they asked for information, there is no guarantee that the information they receive is right. They said they hesitate to ask parents, and that parents “should tell us the information without [our] asking.” They said they can ask teachers, but mostly they ask one another.

#### **Ideal Family Size**

Most of the young females said the ideal family size was four children, although almost half indicated less (two or three children). They noted there could be pressure from the husband or the family to have more children. Most of the young males also said the ideal family size was four children. Regarding who makes the decision to have more children, the young males said they would discuss it with their wives and that the economic situation would be an important factor.

#### **Smoking**

Almost half of the young females liked to smoke *shisha*, noting that cigarette smoking is more “in style” for boys as a sign of manliness. Only a few of the young males smoked though they noted it was generally acceptable for them to smoke (but not for their sisters).

#### **Drugs**

The young females generally agreed that drugs are a phenomenon in Jordan and said that they had heard stories of users and pushers of drugs. They noted that parents are more fearful for their boys because girls listen to their parents more. Young males noted that they see drugs and are exposed to them, but do not use them. One participant admitted he was curious and wanted to try drugs after seeing them.

## **Violence**

The young males said that every house has some violence and that fathers mostly beat their daughters or sons. Several participants said that they were beaten, but it was for their own good. And, they noted that their parents would not object to a teacher giving them a beating if it was for their interest and not without a reason. They agreed that when their parents fight it does affect them.

## **School to Work**

The young females mostly complained that school does not prepare them for work, with the exception of several who pointed to the INJAZ program preparation. Almost all want to go to university in order to get a better income, with only two preferring vocational school.

The young males were more likely to blame the students themselves rather than the schools for being unprepared for school or unemployed. They noted that students use *wasta* (influence/connections) or bribery rather than studying to get good grades. Regarding the worse condition of boys' schools compared to girls' schools, they said that students vandalize because they are bullies or sometimes to revenge their teachers. To improve the situation, they suggested that teachers should have a less aggressive and more positive attitude, and that there should be a strong principal. They noted that they would not want to become a teacher and subject themselves to what they have experienced as students.

## **Female Employment**

All the young females indicated they wanted to work after finishing school. About half said they would stop after they get married due to household responsibilities and their view that the husband should provide for the family exclusively. One participant noted that her father would not let her or her sisters work beside males in a mixed environment. Half of the young males said they wanted their wife to work, but not in a job where she would mix with males and not after having children.

## **ZARQA: TWO FGDS WITH FEMALE AND MALE HEALTH COMMITTEE MEMBERS**

HSS organized two focus group discussions with health committee members. Eleven women participated in the female FGD and eight men participated in the male FGD.

## **Main Findings**

### **View of Past/Future**

The females overwhelmingly said that things had gotten better in the past five years, while the males said things had gotten worse. The females were much more pessimistic about what the future would hold, while the males were more optimistic (one expressed hope because of the Arab Spring).

### **Health Concerns**

The males said they were concerned about medicines being prescribed, back problems, cancer, and asthma, and illnesses resulting from lack of awareness, such as AIDS. They commented that the AIDS numbers are small due to Jordan being a conservative, Muslim society, but they are concerned about losing their national values, and that AIDS comes from foreign countries. The females said they were concerned about lack of medicine, breast cancer, rheumatism, vitamin B12 deficiency, osteoporosis, "women's diseases/infections," and STIs.

### **Doctor Visits**

The males noted different reasons for visiting the doctor in the last year, including flu, a cold, diabetes, asthma, and one saying he had "never been sick because he loves his country." The females said that

both females and males generally went to the doctor for treatment of illnesses or diseases, but that males do not go for STIs “even though science says that most are caused by men.”

### **Health Information**

The males said they did not have adequate information, for example, they do not know about cancer symptoms and cancer is just discovered suddenly. One participant complained that when visiting a doctor, they do not get a thorough checkup because the doctor has too many patients and complained that if they ask for information about other concerns they have to pay for checking them.

The females said they have received information from the clinic (brochures and awareness materials) on breast cancer self-examination, but that they need more information about female health issues. Several complained about problems with doctors not explaining what is wrong or why they are prescribing medicine, or for not following up (e.g., after miscarriages).

They were concerned that females do not get detailed enough information that they need from schools or experts, which is especially a problem due to early marriage. They mentioned that males also lack information because fathers are not aware or are too shy to talk about sexual issues with their sons. And, they complained about the lack of acceptable places for females to exercise (such as a women’s gym or fitness center), noting that people would laugh if they walked on the street.

### **Smoking**

Only a few of the males said they smoked cigarettes, and they all said that their wives did not smoke. They noted that boys like *shisha* and cigarettes, and cannot be controlled, whereas the girls did not smoke and could be controlled even when they become adults. The females said they did not smoke. One noted that it is now acceptable for girls to smoke *shisha* but their daughters did not.

### **Drugs**

The males noted that drugs are widespread, as evidenced by the big section in the public security department to combat drugs. When asked about how to protect/advise their children, they said they try to instill religious values, educate them that good health is drug free, and to advise them not to accept even a cigarette from someone else. They noted that unemployed youth are more inclined to use drugs, getting the money from stealing or working a couple days at a time. Several females said that they know people who use drugs, including a neighbor, and that drugs are mostly prevalent among school and university students.

### **Violence**

The males admitted that there is violence within the family against children and wives, including by the husband/father and brothers. The reasons mentioned losing one’s temper, alcohol, failure of a wife to fulfill her duties, and when a child does something wrong. One participant attributed a beating he got as a child from an older brother as the reason he achieved what he did in life. Several participants mentioned that they have never beaten and would not beat their wives, and that street violence is more prevalent than domestic violence. One participant commented that the rise in street violence came after the lifting of martial law in the 1980s.

The females said that wife beating is less common than verbal/psychological violence, which is more impactful (because it causes her to lose her temper with the children, to become aggressive, and to have psychological problems). Several females knew of another woman who is beaten by her husband, though one participant noted, “women force their husbands to beat them.” Several commented on the pressure females are under to take care of so many responsibilities at home, but one noted that her own husband helped a lot while she was studying in university and now when she is working.

## **Ideal Family Size**

Most of the males have five or more children. When asked if they would have the same number of children again, several said they would have more if they could guarantee an education for them all. A couple of the males who said they would have less noted the reason as the high cost of living and education. One participant commented, “Every Jordanian would have 10-15 children because of their scary neighbor, to fight their enemy.” Another commented that according to the Koran, when a child arrives, wealth arrives with him, and “My children each want to have two dozen children.” Yet another mentioned his weekly Friday gatherings with 67 relatives as “some of the happiest moments of our lives.” When asked about the ideal family size, most males said four to six children. They generally noted that although the decision should be mutual, the man mostly decides the number of children.

Most of the females had between four and seven children. Several noted that their husbands or in-laws made the choice for the number of children, and many noted that some of the children were unplanned or due to contraceptive failure (especially condoms). When asked about the ideal family size and whether they would have preferred fewer children, most females said yes in order to give the children a better quality of life.

## **Female Employment**

Among the males, only two had wives who currently work, while six said they would allow their wife to work. All would allow their daughters to work, but only as teachers. Several of the males specifically mentioned that they would allow their daughter to work in the public sector, but not the private sector due to its bad reputation for bad working hours and conditions. They noted that females stop working after marriage because of their family responsibilities and that even those who continue working will stop when they have kids unless they have domestic help.

Only a couple of the females worked outside of the house. They noted that most young women go to university only for the degree and, because of the social stigma associated with women working, do not to work after graduating. They complained that the number of public sector jobs is limited and that the private sector requires experience that the female graduates do not have. Several indicated a preference for females not to work, and one participant commented that her husband did not let her work after they were married. Only one of the women would allow her daughter to work. When asked about returning to work after their children are adequately grown up, several said they would like to return to work, but that there were few opportunities to do so.

## **ZARQA: TWO FGDS WITH FEMALE AND MALE AT-RISK YOUTH**

IYF organized two focus group discussions with at-risk female and male youth in Zarqa. Eleven young women participated in the female at-risk youth FGD and 10 young men participated in the male at-risk youth FGD.

## **Main Findings**

### **View of Past/Future and Background**

The young at-risk females unanimously agreed that things had gotten better in the past five years, and also would get better in the future. Six of the ten young at-risk males said things had gotten worse in the past five years and would also continue to get worse in the future. Most of the young females and males were either school dropouts (all of the young men and one of the young women), or did not have means to pursue their education.

The reasons the young males did not complete their education included the bad school environment, boredom with school, failing the final exam, useless curriculum, and lack of encouragement/incentive. All said they left by their own choice, and that parents were generally unhappy that they left school.

## **School to Work and Female Employment**

The young females generally agreed that school did not prepare them for the labor market, but that the main problem is traditions, and social and family restrictions (including brothers) on working. They noted that males have better opportunities for work because there are more places where males can work, including jobs that require late hours, many of the private sector companies prefer men, and that men can tolerate work pressure better. They said they preferred the public sector because it provided more security and had better working hours. They complained that there are now waiting lists for teaching jobs. Several of the young women said they had considered or had tried home-based businesses, but that capital is hard to find and that the interest rate is an obstacle. One participant suggested that the way to change the situation of women's employment would be to give awareness courses to parents to accept the notion that girls need to work. Several women expressed an interest in continuing to work after marriage, with two noting their plan to stipulate that they can work in their marriage contract.

The young men also agreed that their education did not qualify them for the labor market. They noted that men can work in any job, but that women are more in demand in professional offices and malls, and women are hired for their looks. They said that physical jobs are given to men, and low salary jobs go to women, because men will not take such jobs if they are married and need to support their family. Seven of the ten young men preferred to start their own business rather than finding a job.

Some of the young men said they would permit their wives to work, mostly for financial reasons, but only in certain jobs (such as teachers, doctors). Most would not agree to a marriage contract that stipulated that their wife could work, and those who would agree noted that the type of job should be specified and that she would have to stop working when she has children. Most said they would not allow their sisters to work unless they needed the money. When asked about the need for two incomes, the young men said they would not get married unless they could support their wife and children, and that a father would not permit his daughter to marry a man who cannot support her.

## **Smoking**

Several of the young women said they smoke *shisha* and one smoked cigarettes. Only three of the young men smoked, the others did not because of finances. One participant commented that he knows cigarettes are harmful, but smokes for the psychological benefit of calming his nerves.

## **Drugs**

All the young women knew someone who uses drugs. They noted that boys are more susceptible to getting into drugs because they have no restrictions on their activities and have more opportunities. The young men said they knew many people who use drugs and had seen drug use. They noted the reasons for drug use are peer pressure, the social environment, unemployment and financial problems.

## **Violence**

Young women said that there is a lot of domestic violence that they, their friends and neighbors have suffered. One commented that she has suffered from violence throughout her life, as a daughter, a wife and now as a divorced woman back living with her family. She noted that if she complains, then she is "a bad girl" and that, although in theory she has the right to report the violence, nothing is done to protect a victim even if they report it. Another commented that it is better to keep things hidden and be protected, than to be thrown out of the house.

Several of the young men said that there was violence at home, including one who admitted to beating his sister and another who stopped his brothers from beating his sister. They generally noted that they are more conservative than their parents because they are "on the street and know the situation."



## **Health Issues and Information**

The young women said that they lacked health information, particularly sex education. One participant commented, “A mother protects her daughter from knowing information”, while another said, “Maybe one day before marriage, someone will explain things”, but another noted “Everything is available in books.” The participant who had suffered from a lifetime of violence said that she cannot sleep and lives in constant fear.

## **Children**

Eight of the eleven young women already have two or more children.

## **IRBID: ONE MIXED FGD WITH FEMALE AND MALE INNOVATION CLUSTER MEMBERS**

SABEQ organized one focus group discussion with innovation cluster members in Irbid. Six women and five men participated in the FGD representing a wide range of business and civil society organizations focused on business development in Irbid.

## **Main Findings**

### **Participation of Females/Males in Economic Life**

The participants said that there are only a limited number of women in companies, women’s role and activities are limited, and women’s entrepreneurship is mostly limited to smaller projects at home. An obstacle for women is the lack of ownership of property for collateral, which they explained is because land usually is titled in her husband’s name and in the event of death, is given to her husband’s brothers. One participant noted that a woman’s husband could stop her from starting a business as well. Another noted that most women do not work.

### **Opportunities in the Private Sector**

When asked whether men and women have equal opportunities in the private sector, the conversation turned to the lack of opportunities generally in Irbid, noting the main employers are the universities, the industrial zone and the chamber of commerce. Many jobs for women are working in a professional office, but the participants noted that parents do not accept this type of job because of concern about harassment. Nor, they added, do the parents approve of the jobs in the industrial zone.

### **Female Employment**

Participants noted that the employers in the industrial zones “used the women workers” and “destroyed the reputation of the whole community.” Concern about industrial zone employment included sexual harassment, bad treatment and even rape. One participant shared a contrary view noting that these types of bad things happen everywhere, and that for unmarried men and women, the industrial zone offered the opportunity to find a spouse. Another participant noted that adjustments have been made to decrease work hours, increase salary and provide a cafeteria as suggested by a committee looking at problems with working in the zone. And, the participant added, one-third of the labor is now Jordanian.

When asked about whether part-time work might be a solution to women’s not taking jobs, several participants said that business owners would not be happy with part-time work and that transportation would not be cost-effective for part-time workers.

Most of the discussion on women’s employment and promotion again devolved into a general discussion about the lack of jobs in Irbid and how all employment is concentrated in Amman. They commented on weak employment opportunities in several sectors in Irbid and that the government is not able to create

enough jobs and that education specializations are not chosen well. It was noted that women prefer public sector jobs because of the security and social acceptability of those positions. There was a debate among participants about whether and why women quit work after getting married, with some suggesting that husbands prefer their wives to stay home, do not want to send the children to nursery, and do not support women at home. Another participant reiterated that the culture of cooperation between men and women is lacking. Women's entrepreneurship was offered as a solution to women's unemployment.

### **Water Issues**

Participants agreed that Jordan has a water shortage and that everyone is responsible, including the government and companies. Participants complained that household water consumption was low but that companies and the government, as well as houses in Amman, consume the most water. One participant suggested increasing the tariff on companies' water use, and another complained about the incompetence of the employees at the Water Authority: "Even if you complain about a broken pipe, it takes two days to fix it." Several participants noted the problem of culture and education that does not teach them to be careful about water usage or to care for the environment.

### **IRBID: ONE FGD WITH MALE TEACHERS AT A BOYS' SCHOOL**

IRD tried to organize two focus group discussions with parents of students who attend an improved boys' school in Irbid. However, due to scheduling problems, an inadequate number of mothers and fathers showed up at the appointed time. Therefore, as a substitute, a group of 10 men teachers from the boys' school participated in the focus group discussion.

### **Main Findings**

#### **View of Past/Future**

The men teachers overwhelmingly said that things had gotten better in the past five years, and were equally optimistic about what the future would hold.

#### **School to Work**

Most of the teachers agreed that generally neither the school nor a university education is preparing students for the labor market. Exceptions mentioned by participants were the hotel training and some other VTC programs. However, they said that the literature and the scientific tracks at university are especially problematic. One participant commented on the need for practical training after finishing school, such as required in China.

#### **Teaching Issues**

The teachers mentioned that parents can be an obstacle to student discipline by clashing with teachers if the teacher uses sharp language or tries to punish a student. One participant complained that the Ministry of Education tells them not to hit students, but that this clashes with tradition "which says it is okay to hit children if they misbehave." Other participants mentioned that students expect to pass regardless of how they perform in school, and that teachers do not have the authority to fail students. The principal complained that the cost of his children's education is very high, and that public servants have to take a second job to pay their bills (which affects how they do their job as a teacher/administrator).

#### **Comparisons Between Boys' and Girls' Schools**

The teachers expressed satisfaction with the improved school in which they work, commenting on how other schools suffer from overcrowding (e.g., up to 50 students in a classroom). They noted that girls' schools have more discipline and are calmer and quieter than boys' schools. One participant mentioned

that puberty for boys is more difficult than for girls. When asked about gender differences among teachers, participants mentioned that women teachers are more disciplined and professional than men teachers, and that the (women) teachers kept the girls' schools cleaner. The discussion then turned to how women plan their pregnancies in order to combine their three months maternity leave with their summer break to get a total of six months leave. The issue of paternity leave, and how it is available in the UAE, was mentioned.

### **Physical Violence in Schools**

The group suggested that the reasons for violence in schools by teachers are pressure from having a second job, the lack of control tools for teachers, the gap between parents and students and teachers. One participant commented that students are now photographing violence in school using mobile phones. Another mentioned that every society has some violent traditions.

### **Smoking and Drugs**

The teachers said that there was only limited smoking in school, but mostly smoking takes place outside. One participant suggested that the bad economic situation has reduced the use of drugs because there is no money to pay for them.

### **Political Participation**

The teachers all said they vote in elections. When asked about whether the candidates are qualified, they responded that some are and others are not, but that tribalism results in candidates' being elected even if they are not qualified. It was suggested that all women candidates are qualified because if they were not, a woman "would not even dare to run" (while a man would still run even if unqualified). However, one teacher noted that in reality he would vote for a man even if he were unqualified. Still, they insisted that women would make it without the quota, but that the quota was a matter of politics and not a citizens' decision.

### **Females in Labor Market**

When asked why women do not work despite their high level of education, the participants said that women need guidance, social psychology and family-based counseling.

### **Curriculum**

The teachers said that the Jordanian curriculum is approved by Arab countries, but it was noted that students need to choose based on labor market needs. However, one participant noted that two needed branches of study – commercial and nursing – have been closed. Another commented that health education is conducted in high schools but several universities have dropped it and gone back to a previous system of the nursing branch handling it. When one person mentioned that children now have access to internet as a positive development, another retorted that this access has weakened students because they can get information too easily.

## **IRBID: TWO FGDS WITH FEMALE AND MALE UNIVERSITY STUDENTS**

Maharat organized two focus group discussions with students in their program who attend Yarmouk University. A group of 19 young women participated in the female university student FGD and nine young men participated in the male university student FGD.

### **Main Findings**

#### **View of Past/Future**

Two-thirds of the young women agreed that things had gotten better in the past five years (the remaining third said things had gotten worse) but they were not so certain about the future. Five of the

nine young men said things had gotten better in the past five years and six said it would also continue to get better in the future.

### **School to Work**

The opinion of the young women on whether school prepared them for the labor market varied with a nursing student saying her studies were very practical, a finance student saying her studies were only theoretical, and another who studied English complaining that after four years she still could not speak the language.

The young men said that their education was too theoretical and not practical, that they did not get to see factories/technology hands on, and that *wasta* plays an important role in getting a job. One participant complained that the science being taught at their university is outdated, and another said the education was “below zero even though in the region it is considered ‘advanced’”.

### **Female Employment**

The young women agreed that women are more disadvantaged in the labor market compared to men who “may not have the education but have the skills for the labor market built in [e.g., physical strength], and can leave the house and travel.” As one participant complained “Compared to Amman, it is very different in Irbid: there is no freedom to show your skills - there is a red line that girls cannot overcome.” Another said, “Employers do not like to employ girls from Irbid” and that “In Amman, you have to lie to get a job because they think the transportation issues will be a problem.” Yet another complained, “Most businesses in Irbid are small and located in apartments so parents don’t want girls to work in those settings” and “The function of a secretary is looked down upon.” Generally, the young women agreed that there is no work in Irbid and that they have to go to Amman to get a job, or they get married, with one participant complaining about not being able to find a job after always being told that for a young woman “a university certificate is your weapon.” Another participant mentioned that she had joined the Maharat program so she did not have to stay home. Yet another mentioned that women have to take off the *hijab* (headscarf) to get a job (all the young women in the FGD wore a *hijab*).

The young women said they would quit working after getting married not because they wanted to, but because no one helps at home and they would be too tired to both do housework and work outside the home. They also mentioned that the salaries are too low for it to make economic sense to stay home and pay to have the children in a nursery. The young women admitted that men mostly make the decision that they quit working, noting a variety of reasons from wanting to make his wife comfortable to being greedy if he wants you to keep working a high paying job. They said that if a man can provide, a woman can stay at home. One participant mentioned a family where both the husband and wife were working and the wife did not cook or clean or do the housework; and the marriage ended in divorce.

The young men agreed that they have advantages in the labor market compared to young women, including that they are motivated to achieve their goals to provide for their house and families (while women are not expected to be the providers). One participant noted, “Because the commitment that men have is higher, jobs are directed at men more than women” and another noted, “men have a wider network of contacts.” Yet another commented that women do not have the physical strength that men have and cannot travel or work long hours. While another said, “For women it does not matter if they land a job or not, but for men they fight more for it.” When asked about women’s higher educational achievement than men, the men commented, “studying is an outlet for women” and that “parents encourage studying for women to find a husband.”

When the young men were asked about women in their own family working, several said they would allow their sister to work, but half said they would not allow their wife to work. The others were two participants who said it was okay for his wife to work until they had children included one whose

parents both worked, and another who said he would allow his wife to work if they needed the money. Another said, “if she wants to work, she has to convince me that she can balance work and home [responsibilities]” and another noted that men have the right to decide because “in Islam, men have control over women if they are righteous.” Regarding a woman including her right to work in the marriage contract, only one participant clearly said he would accept this condition, while the others generally said they would not agree to marry someone who wanted this condition. One said he would agree just to get married, but would not respect the condition after getting married. With two exceptions who said they would share or split housework (the ones who wanted their wives to work), the young men said that housework and taking care of children was the wife’s responsibility, that “she is the one who takes care of the upcoming generation.” When asked about spending time with their children, most of the young men said they wanted time from their job if possible, though one participant suggested it be called ‘family leave’ rather than ‘paternity leave’.

### **Entrepreneurship**

When asked about entrepreneurship, a couple of the young women mentioned they had thought about starting a business but did not have the money. One participant said that the private sector does not like to employ women because of maternity leave and concerns about shifts and hours” and that all the job application forms require that they state whether they are married or unmarried. As a result, they said, women prefer public sector employment. One participant who worked at a hospital said that she signed a contract that stipulated that the company would provide transportation, but it did not. Another complained that international safety standards are not employed in Jordan, for example, in industrial engineering.

All the young men said they would start their own business, with several already succeeding in doing so. The businesses included a programming company, a couple web-based companies, a restaurant/wedding facility, and a café.

### **Political Participation**

The young women said that they planned to vote in the upcoming municipal elections, but a couple of the young men said they would not because of the lack of qualified candidates, the election not benefiting them, and because the same people always win. Both the young women and men agreed that women would not win without the quota. The young women said that society does not like women leaders, because society is masculine, and because women do not trust each other. The young men said that although they are qualified (“if she doesn’t trust herself she wouldn’t run and put herself in the spotlight and risk failure”), a woman candidate would need a long time to establish/prove herself, and that “men like to be represented by men.” One young man participant noted that “a woman candidate from another tribe [as her husband] will not be supported by her own family because she is under the control of her husband.”

### **Water Issues**

The young women agreed that there is a water shortage in Jordan and that citizens with high consumption are responsible. But, several noted that the citizens like themselves do not even have water, while others use water for their gardens. Another commented that her own family had a well so they had water. They also complained that private companies and industries use much of the water, and that they should conserve water and help with desalination activities. One participant mentioned that the government strategy is wrong because they do not reuse water, or recycle it, like in other countries. Another said that since second grade they had been hearing about the problem but there was no planning, that the government did not do anything about dams or ground wells. Another commented that as citizens the best action they can take is call the radio station and complain about the water shortage as a serious problem.

The young men also agreed there is a water shortage in Jordan and that the high consumption people are responsible. Several participants suggested that the government should use the Dissi project water, and that projects are taking 10-15 years rather than a couple years as promised. While the young men agreed that conservation by people and the government is important, they commented that they only get water once a day (they live in villages). A discussion about conservation ensued with comments about not leaving the tap on when bathing and a contrary view that “it is my right to water the plants.” One participant responded “we have to consider what resources are available: if there are 12 people and only 10 pieces of cake, someone has to forego [eating cake].” One participant commented that “the government is responsible but they are the ones we elected so we are responsible.” Regarding consumption by industries, another participant noted the lack of regulations to control overuse and that public employees play a role in who gets water and who does not. Another participant noted that “citizens have a responsibility when they use *wasta* to take other’s rights.”

## **AMMAN: ONE MIXED FGD WITH FEMALE AND MALE INNOVATION CLUSTER MEMBERS**

SABEQ organized one focus group discussion with innovations cluster members in Amman. Seven women and four men participated in the FGD representing a wide range of business and civil society organizations focused on business development in Amman.

### **Main Findings**

#### **Participation of Females in Private Sector**

The participants noted that one sex or the other dominates many job categories. For example, most IT organizations prefer and hire men for hardware jobs because of the need to go into different workplaces and the need to stay late, while women are pushed toward software jobs. A couple participants noted that women are more stable than men, and that men are more likely to leave for a higher salary (even if it is not much money) elsewhere. One HR professional commented that women and men have completely different patterns of behavior from the positions they apply for, the type of application they submit, their level of stability, their professional growth and their ambition. Another participant said, “Men are hardworking and oriented to work” while “women stick literally to their job description”, but noted that women are more loyal. Regarding job opportunities, the participants noted that there are more service sector jobs for women, though anything that requires muscles will go to men. Another participant who works in a medical tools mentioned that the only women he works with are pharmacists and at one of the hospitals. Another participant mentioned that women are often in customer service, advertising and marketing, especially with the telecom companies.

Participants suggested the reason for the sex segregation is part educational and part culture. For example, 80 percent of the graduated pharmacists are women, which has resulted in the stigma of it being “a women’s profession.” Another commented women “have the patience for office work.”

#### **Opportunities for Female Leadership**

One participant noted that only two percent of the business owners are women due to many factors, including an “upbringing and social background which suppresses the motivation to become leaders.” Because of their need to be breadwinners, the participants noted, sons are encouraged to set up a business and families often provide them with funds to do so. Meanwhile, a woman who needs funding has to go to the bank, but, they noted, men own the land that she would need as collateral. Another participant commented that the perception of men toward women is that she is still not someone for a leadership position such as chair of a board. One woman business owner commented on her experience, “When I say I am the director, the person will ask who the owner is, and when I say I am the owner, they will ask who are the partners . . . always fishing for a man.” Another participant noted,

“we are a male dominated society” and that “the nature of women’s physiology requires that they take up different jobs”, that “women still have a lower status than men although the outlook and perception are changing.” Yet another said that because she is “heading to a glass ceiling”, she is planning an early retirement from corporate life.

## **Female Employment**

One female participant commented that opportunities for women’s employment are very few, mostly as teachers, and that women are pushed to choose a job that fits her family responsibilities even if it is not the job she wants to take. She continued, “I am not advocating equality like in the West where women got equality but there is an increase in the rates of later marriage and other negative aspects and social problems”, but that “the situation has changed in Jordan from women being forbidden from working to women put restrictions on themselves.” “At a certain point, a woman’s career growth slows down because of the balance between work and family,” she noted. Another participant said that the problem is in the system that does not have flexible hours or home-based work opportunities. She noted that the long hours are a problem for women and companies do not trust employees to work from home. Another participant mentioned the legal restriction on women working late. An HR manager noted that she has tried for four years, unsuccessfully, to convince her company to use the job share concept for most jobs in the company.

When asked about whether part-time work might be a solution to women’s not taking jobs, the participants expressed doubt about which jobs would be suitable for part-time and concern about how responsibilities might be divided. One participant noted that married women only want to work until 2 pm and would take a reduced salary. Another participant expressed concern that “society is losing lots of values because women are working and children are being raised by maids.” Yet another participant suggested conducting a survey of the productivity level of those who worked part-time until 2 pm to compare whether it was higher than those who worked longer hours.

Several problems were raised regarding the reentry of women into the workforce after taking time off for children, including the difficulty in competing with new graduates (“who cost less, are energetic and sharp”), loss of skills, losing her professional demeanor, and her ongoing family responsibilities (e.g., children’s transportation, when a child or other family member is ill, and so on).

The discussion of women’s employment then turned to the importance that education plays, such as the textbook characters that always showed the man at work and bringing home money, and the woman at home taking care of the children. One participant noted the need for Jordanian role models who are working mothers and the need for workplace daycare. Another participant suggested that men also must participate as equals in chores as colleagues, brothers, and fathers; otherwise, she continued, “the women get very tired balancing everything,” going home after work to do housework while “the men have the privilege” of being able to network and take public positions. Yet another commented, “men want their daughters to be great, but not their wives.”

## **Political Participation**

Participants generally agreed that women candidates are more qualified in general than men candidates because they tend to be “the elite, the cream.” One participant commented, “Women get involved because of interest and qualifications to run, while men are pushed from their tribe or because they want to be important.” Several participants suggested the quota system should be abolished, saying, “The quota is insulting, that women should win because they deserve it.” One participant suggested there be a parallel changing of the system while phasing out the quota as the confidence in women candidates increases. However, the general consensus was that women would not win in parliament or municipal council elections without the quota.

## **AMMAN: TWO FGDS WITH FEMALE AND MALE AT-RISK YOUTH**

IYF organized two focus group discussions with at-risk female and male youth in Amman. Due to the midday timing of the FGD, only five young women participated in the female at-risk youth FGD and seven young men participated in the male at-risk youth FGD.

### **Main Findings**

#### **Background**

One of the at-risk women had graduated from school but had no means to continue her education, another was in the process of retaking her graduation exam, and another had stopped going to school at 6th grade. Only one of the young at-risk men had passed his graduation exam, one had failed, and the others had dropped out of school for various reasons (i.e., kicked out for beating an assistant principal, disliked studying, poor health, and financial issues).

The young men said the decision to drop out of school was their own (except for the one kicked out), but most expressed an interest in continuing their education if they could get the motivation or financial support they would need. Several commented that they need the graduation exam to get a job or a better job than they currently have.

#### **Female Employment**

The young women commented that their job opportunities were limited to sales in malls and factories. One participant said she had applied twice but did not get a job. Another noted “I cannot take all job opportunities because society generally criticizes girls who work in some jobs (such as those where she stays late)”, while another said “factories are not a good option because of [family] restrictions, and that if you work there, you are afraid to tell people because the negative impression they will get of you.” Yet another participant commented that it was difficult for her to find a job because she did not continue her education, and that she would like a job that would allow her to continue her studies. The young women commented that long hours were a barrier for them to find a job but that young men do not have problems working late. However, they said, young men do not accept jobs if they consider them to be underpaid. Two young men noted that when they looked for jobs, the employers only wanted women, however another participant said that in his profession as a cameraperson there were better opportunities for men. Yet another participant commented that girls must have a better education in case they have problems in their marriage or it ends in divorce.

When asked about entrepreneurship, one of the young women said she is thinking about starting her own business and has several ideas, but is concerned about presenting her ideas to someone who will take it seriously and who will help find investors. Several of the young men said they were interested in starting a business but that finance was a problem. One participant said that even if he could get a loan, the interest rate is high. Another participant had recently applied for a loan, indicating that he wanted to learn computer maintenance.

The young women said that men decide whether a woman works after marriage, though one participant indicated she would like to continue working. Several of the young men commented that they would not let their sisters work (commenting, “not even as a teacher,” “it is taboo for girls to work,” and “in our mentality/society only men work – we are macho”). They expressed the biggest concern for their daughters, “because there are bad people around, we cannot let our daughters around them.” Only one of the young men said he would permit his wife to work “if it was a good, respectable job.” The other participants commented that “the woman must take care of the house and children – I want to go home and relax so I have to have the woman at home” and “if a man cannot support a house, he should not get married” and “women have their roles; that’s how society works.” Three of the young men said they



did not do house chores saying it was “not our duty,” but three said they sometimes help with one noting “if a boy helps his mother, it does not mean he has become a woman.”

### **Smoking**

One of the young women said she sometimes smokes *shisha*; the others said they did not smoke. Only three of the young men said definitively that they did not smoke. When asked about whether their sisters smoked, they said their sisters did not smoke, with one commenting “I would cut her fingers.”

### **Drugs**

The young women said they all knew someone who uses drugs and that drugs are widespread. They noted that depression, low morals, lack of work, and social problems pushes people to use drugs, and that mostly boys, but even some girls use drugs to ease depression. One participant mentioned that “some of the young guys we know use drugs (even needles).” The social problems mentioned included being a social outcast, coming from a broken family or “living in oblivion with lots of free time, being ambitious, but society is unable to fulfill the ambitions,” and “working as a laborer in a factory but with big ambitions and frustrated.” The young men said they knew many people who use drugs and three admitted trying drugs themselves. The reasons for using drugs included “they believe it will help them forget their problems” or “to suppress anger or negative feeling such as when a girlfriend goes out with another guy.” One commented that he knew more females than males who take drugs and another said that some of those who use drugs are well off (financially).

### **Violence**

The young women said that there is a lot of violence around them. One participant noted that “sometimes the mother herself is not psychologically stable and cannot interact with her children properly” and that “if a guy is used to violence at home, he will grow up and use violence as communication in his home.” Another participant commented that “women get beaten when her husband is frustrated and unable to fulfill his ambitions or sometimes without a reason,” or “sometimes men use it as a way to cover up his weakness and to feel macho.” Yet another participant suggested that “society gives men more weight than they deserve” and that “mothers treat boys and girls differently as they are growing up.” When asked about the role of brothers in the family, one participant commented that “brothers are more of a boss than fathers,” that “they give orders and boss us around.” Another participant mentioned that her brother used to beat her, but that because she is stronger now she can argue with him and try to teach him to use better language. She said her brother thinks her only job is to clean the house.

Several of the young men said that there was violence at home, including one who said that if a sister does something wrong he beats her. However, several said that most of the violence is against the boys and not the girls, because “normally the more violent ones are the ones to get beaten and the girls are quieter.” Another participant said “in order to keep order/security in the house, they [parents] beat everybody” and yet another said that with five boys in the family, “we have to be violent as we play and beat each other.”

### **Water Issues**

The young women said agreed that there is a water shortage in Jordan and that government officials should raise awareness about conservation. One participant mentioned that there is in the Qusour area (near the Royal palaces), there is no water problem. Another participant noted the unequal distribution of water.

The young men disagreed about whether there is a water shortage in Jordan, with the opinions seeming to depend on how much water their own neighborhood received. One participant said they had water every day except Friday, another said each area received water once a week, and another said the water was only cut off twice a week because his neighbors “had good contacts.” Regarding who is responsible

for water problems, one participant said “people are greedy” and another said that the government should purchase another reservoir. They agreed that water day is the chores day for girls. They said that usually the father paid the water bills, but that they did not understand the system. One participant said that sometimes the bill is 44 JD and other times 17 JD. Another said that his neighbors paid 60 JD and yet another participant said one time their bill was over 100 JD commenting “there is no logic to the pricing.”

## **AMMAN: TWO FGDS WITH FEMALE AND MALE YOUTH**

Maharat organized two focus group discussions with students in their program. A group of 10 young women participated in the female youth FGD and nine young men participated in the male youth FGD.

### **Main Findings**

#### **View of Past/Future**

Most of the young women agreed that things had gotten better in the past five years, but more than half were pessimistic about the future. All of the young men said things had gotten worse in the past five years, but four of the nine said things would get better in the future.

#### **School to Work**

Most of the young women complained that their education was too theoretical and not practical preparation for the labor market, although one participant said she had practical requirements in the previous semester. Another participant noted that her high school IB helped her at university.

The young men disagreed with each other as to whether their education prepared them for work. One participant commented, “universities can create a network for you” and another said “you need a university degree to get a job,” but others complained that the university was too theoretical and not practical for work. Several commented on their own initiative as being the most important factor in work. One participant pointed out, “there is a very big difference between public and private schools,” that some of the public schools are good “but lack facilities” and that they “have new ideas, but old methods, and no tools to implement them.” When asked about violence in schools, another participant commented “teachers go to school feeling desperate, not interested, and reflect this with the students.”

#### **Female Employment**

The young women generally agreed that women are less privileged in the labor market compared to men: “employers look at a woman as someone who will get married and have kids” and “women are looked upon as a lesser member of society.” Several participants mentioned that the situation has gotten better, but one participant noted “women have better opportunities to find a job but it is difficult to get promoted.” Another participant said that if given a choice between a man or woman doctor, she would pick the man because of “deeply rooted ideas.” Several participants commented on the challenges of women’s leadership in the workplace: “Women at high levels of management are thought to be mean or cruel,” “Men cannot stand the idea of a woman boss,” “Women don’t trust each other and gossip against each other,” and “Even if you have a job where you have the opportunity to excel, culture keeps you down.” Several participants agreed that women are recruited and employed for their looks, noting that is why job applications require a photo. One participant said, “Sometimes they need a girl who is very presentable.”

When asked why educated women do not take jobs, the young women said that men, not just within the higher economic classes, are looking for a wife with a university diploma women and because his family prefers it, but that does not mean they want their wife to work. One participant commented “some men do not like a woman to be more successful” and another commented “a lot of men believe ‘I am the man of the house’ and need to be the one who brings home the money.” However, another

participant noted “we blame men for quitting work, but we women get tired quickly” and another said, “the time between marriage and having kids is nothing.” Only one of the women in the FGD was married with children and not working. All the other participants indicated that they wanted to work after getting married, with one participant commenting “the man should offer cooperation and help [raising the children] – if he does that, he will not stop her from working.” However, they acknowledged the reality that the majority of men do not allow their wives to work and that the husband decides whether his wife works. The young women said they wanted to work largely for their own personal development and to serve as a role model for their children. But, they also indicated that the money is important to raise their children in a good way, and to protect them in a bad situation (such as if a husband dies).

Several of the young men complained that women are advantaged in some jobs although one participant noted “women accept low wages but men do not, because they will get married later.” One participant said, “HR told me they only employ girls at the bank – when I asked why, they said this is policy (they want pretty girls).” Another participant commented, “some jobs need women, such as marketing and call centers because of the perception that men do not control their tempers and, that women do,” adding “banks should have girls as tellers because they look good, are pretty, and reflect on the image of the bank.”

When the young men were asked about why women do not work although they are educated, they pointed to culture (“society does not encourage women” or “the concept of a man at work and a woman at home”), the need for women to raise the children (“she should pick work or kids, but there is no way for both”). Two participants mentioned a concern about women working in some jobs, with one mentioning the “concern that women are emotional and that decisive action should be based on sound thinking, so women could make big mistakes that cost companies big losses.” When asked about whether they wanted their wife to work, two of the young men said it was okay until the children were born and four said only after the children were grown up. One participant suggested that work “enhances a woman’s mentality and broadens her horizons.” Another suggested that they might have a live-in nanny or housekeeper, “but then we might be risking the future of the children.” When asked who decides whether a woman works after marriage, only a couple of the men said that it was the woman’s decision. The other participants expressed displeasure that a woman might push the issue especially when asked about a condition put in the marriage contract (“I am shocked at such a thing”). Several participants said they liked the idea of “paternity” leave to spend time with their children, though they did not like the term “paternity.”

## **Entrepreneurship**

When asked about entrepreneurship, all of the young women said they wanted to have their own business, but that there are a lot of limitations primarily because of funding. One participant noted that she had tried unsuccessfully to set up a company with her sisters, but she “had too much difficulty with funding and registration.” Two of the young men already started their own business, and the others commented that they would also like to do the same. However, as one participant noted “to get experience and save money, you need to be employed” and another complained that although he was hoping to get the background needed for his own business from his current job, “they don’t reveal the secrets of their business (because they are afraid I will become a competitor) so I need a longer time to learn.”

## **Political Participation**

The young women said that they planned to vote in the upcoming municipal elections, but one said she had never voted. When asked about women candidates being qualified, one participant said, “men are creating the mess in the world” but several participants commented that people will vote for the man or the tribe and that the problem is the system. One participant mentioned “we have to change our own

mentality” and another added “women may be jealous of others or view women as cruel.” The young women agreed that women candidates would not win without the quota. One participant suggested the quota amount should be more and another said it should be 50/50 men and women. Another commented, “Behind every great man is a woman – he was raised by an educated cultured woman” and “During the war when women were left alone they had to handle a lot.” Yet another said, “Before we convince men to vote for women, we have to convince ourselves.”

Several of the young men said that they did not plan to vote in the upcoming election, commenting that candidates are not paying attention to the country and do not keep promises. One commented, “In democratic countries, people rule, but not in our country; the legislative council just carries out their own personal interests and there is a lot of corruption.” One participant commented that there were more powerful campaigns for women candidates than for men. However, another participant said “women are more effective in social things, but not politics.” Yet another participant complained, “Parliament doesn’t do anything.” Four of the nine young men said that maybe women could win without the quota, as one participant added, “if the women’s objectives were clear.”

## **SHAHAB/AMMAN: ONE FGD OF FEMALE HEALTH COMMITTEE MEMBERS**

HSS tried to organize two focus group discussions with health committee members, but due to the impending holiday, only one women’s FGD could be arranged. Thirteen women participated in the women’s FGD.

### **Main Findings**

#### **Health Concerns**

The women said they were concerned about high blood pressure, diabetes, cancer (cervical and breast cancer) and infections (such as urinary tract infections)

#### **Health Information**

The women said they did not have adequate health information, even though they had attended lectures on health topics.

#### **Ideal Family Size**

Four of the women had more than five children (6, 7, and two with 10 children). When asked whether they would have the same number of children again, they all said they would rather have fewer. One participant with two children commented, “My plan is to have two children more, but my husband says to wait.” Several noted that the issue is not the number of children, but the economic situation in the family, with one commenting, “When there are a lot of kids going to university, it is a disaster for the family finances.” When asked if they would prefer only four children or more, another participant said she would want more, “if the situation allowed it.” The women agreed the husband usually decides whether they will have more children, although one participant complained that it was her mother-in-law, “I had one boy and four girls, but she wanted more boys, so I had five more sons.”

#### **Smoking**

Only one woman said she smoked cigarettes, commenting that there are women who smoke *shisha* but not among the FGD participants.

#### **Drugs**

The women noted that drugs are a problem, that they know many people who use drugs, and that there is a particular street that is known for drugs. When asked about the motivation to use drugs, one participant said, “They think it will help them forget their worries.”

## **Violence**

The women said that they know of instances where husbands beat their wives, “sometimes I see a woman has marks on her face”, and “sometimes there is swearing and verbal abuse.” Another said that 40 percent of women get beaten. Another noted that psychological abuse is so prevalent: “It does not affect us anymore, we are immune to it.” Another commented, “My husband used to beat me, but now he is older and has no energy.”

## **Female Employment**

Several of the women work: a seamstress at home, two teachers, one bakes pastries, another trades in women’s accessories. One woman complained that she finished school and community college and that her husband did not allow her to work and another who was trained as a nurse “did not work, but teaches health” in the community. One mentioned she had previously worked in the industrial zone – her father had approved at first – but had to stop because the family was concerned that the talk about the reputation of the girls there would affect her marriage prospects.

## **School to Work**

When asked about whether or not school prepares children for work, one participant said “no, they are already working to start with” and another commented “most kids [boys] go to army after graduation.” Another noted that vocational centers have different specializations to fit a girl for her future, such as hairdressing.

## **Aspirations for their Children**

For their daughters, the women said they hoped they would study and obtain their certificate. One participant said she wanted her daughter to work as a teacher, and another commented that if her daughter is educated but if her daughter’s husband refuses to let her work, “it is up to her to figure it out – I gave her the weapons for her future.” Another commented, “I regret my daughters did not finish school or go to university – it was because of finances and fear – they got married to protect their reputation.” Yet another participant commented, “I have four daughters in high school and want them to finish and maybe go to university – which is different from me, because I was forced to leave school.” For their sons, the women said they hoped for “a good future, a happy life, successful work”, and “a good education, a nice bride, a good job.” Several complained about the difficulties their sons are having in finding a job, with two noting the need for *wasta*.

## **SHAHAB/AMMAN: ONE FGD WITH FEMALE TEACHERS AT A GIRLS’ SCHOOL**

IRD tried to organize two focus group discussions with teachers at a boys’ school and a girls’ school. However, the boy’s school closed early for the impending holiday, so only a group of 12 women teachers from the girls’ school participated in one focus group discussion.

## **Main Findings**

### **School to Work**

Most of the women teachers said that nowadays education better prepares students because there are specializations that are needed, such as sewing and embroidery (presumably for girls). One participant said they “try to instill in kids that education is the only means for employment” and noted that the trend is toward vocational specialization because those finishing university are not finding jobs. Another mentioned that those with medical/health degrees are not employed saying the problem is “there are too many graduates, not that they lack skills.” Yet another participant, said “girls are better qualified because of their education; girls are more specific, focused, skillful so there are better opportunities for girls.” When asked about their own education, the teachers’ opinions varied on whether they are

adequately prepared for the workforce (to be teachers). One participant said, “No, I learned at work and took training methods courses at work” while another said, “Yes, I participated in internships before working so I was prepared” and yet another said, “Education college provides training for teachers before they get the job as teachers.” However, when asked if they want their daughters to be teachers, most said they did not. They complained about the difficulty of the profession, back pain, vocal chord problems, and that “we became loud because it is needed in the classroom.”

### **Comparing Boys’ and Girls’ Schools**

The teachers said that both the teachers and the students (girls) are more committed at girls’ schools, and that they have more control over the students. One participant commented “women [teachers] excel more than men [teachers], that more women pursue higher education than men.” One teacher commented that by the second or third class, the boys leave. When asked to explain the problem, they said “boys have no discipline” and “principals and teachers are late – they are also not disciplined; therefore the students are not either.” They also expressed concern about the proximity of the boys’ schools to girls’ schools (across the street), and about the boys skipping school and coming to harass the girls at their school (even throwing stones at the glass). One participant explained the difference in parental involvement: “if a girl skips school, her parents will follow up, but not for boys; many parents come to school to ask about girls, but no parents come to ask about boys.” Another commented “mostly mothers, not fathers come to school, but when there is a big problem the father comes” and “when it’s about the achievements of girls, the mother always follows up.” When asked about solutions to improve the men teachers, the women teachers mentioned improved salaries since the men have more financial responsibilities than women, but the women teachers said they need improved salaries too. They noted that “lots of [men] teachers also work as taxi drivers, sell vegetables” and one participant commented on an IT teacher who tutors in math at night and often does not show up at work on time.

### **Curriculum**

The teachers said that some of the curriculum is suitable for the labor market and some is not. One participant commented “for computers, they learn theory but no application, and we have old non-working computers.” They said the textbooks have gender stereotypes of men’s and women’s roles (men working outside of the house, woman at home cooking) but that “the national education curriculum touches on women’s involvement in political life.”

### **School Improvement**

The teachers said that communication channels with the Ministry of Education exist, but as one participant noted, “you can file a complaint that should be transferred to the MoE, but that without *wasta* the complaint does not reach the MoE.” Another commented that the “principal evaluates the teachers but not vice versa.” Another participant mentioned that the school used to be overcrowded but it was solved by opening branches of the same school.

### **Violence and Disciplinary Issues**

When asked about bullying among girls, the teachers agreed that it could happen, but said that there are counselors to help coordinate among students and with parents, and that there is a designated supervisor for each class who can respond to problems. One participant mentioned “if there is domestic violence at home, it is reflected in the behavior of the girl (bad language, skipping school, aggressive behavior) and we send her to the counselor.” Another mentioned that the behavior of the girls changes in high school, “girls are more aware of their rights and threaten to file a complaint if they misbehave and are disciplined.” So, she explained the school has warning systems before disciplinary action. She continued, “But some girls are very stubborn or difficult to handle and are not afraid of anyone.” Yet another participant complained about the automatic passing of students from one grade to the next.

## **Smoking and Drugs**

The teachers said that their students (girls) did not smoke or take drugs, but that “the area is full of drugs” and that there may be drug use at the boys’ school. Another participant commented “boys have loads of problems – trafficking of drugs, knives.” When asked about their own sons, several said they send their sons to private school, with one saying “if you want your son to lose focus, send him to a public school” and another saying her son will eventually move from private to public school and that she is “thinking to move because of the drugs in the area.” Yet another said she even knew of a mother who trafficked drugs, adding, “You should not think it is just in Shahab, but it is all over the Kingdom.” When asked about how to solve the drug problem, one participant said “there is not threat for girls because smoking and drugs are taboo, but they are not taboo for boys” and another added “girls are at home most of the time, while boys are on the street without any controls.”

## **Political Participation**

Several of the women teachers said they did not vote in the past and would not vote: “I won’t vote because they [the candidates] only represent their own interests”, “No one is worthy of my vote – I voted once but the candidate did not do anything”, and “Since I was married four years ago, we did not vote, and won’t vote because I don’t know anyone personally.” One participant said that “sometimes they [not clear who the participant was referring to] take your IDs and force you to vote.” For the few women who do vote, they said that the candidates are sometimes qualified and sometimes not, with one commenting, “in parliamentary elections, women have less chance although they might be qualified.” Another participant said “men are better at leadership than women” but that even if a woman is good at leadership, men get more support from their tribe, so “we have seen some with a very low level of qualifications, but they get elected.” The participants agreed that women would not be elected without the quota because of the “taboo culture” (for women to serve in political positions) or “lack of family/tribal support.” One participant mentioned that when her female cousin was a candidate, one of the men in the family said he would divorce his wife if she voted for her. Another participant mentioned, “If a man goes to meet with a deputy he wants to meet with a man” and “Working hours are against women working in the parliament.” The participants disagreed on whether they would vote for a woman candidate. One participant said, “I am for women reaching parliament because a woman will be a good representative for women and help echo the voice of women” and another also said she would vote for a woman “if we have a good woman candidate who can convince us of her capabilities.” However, another participant commented, “It is okay for a woman to be minister, but [Member of Parliament] is more a job for a man than a woman.” One participant complained, “Men can buy votes and spend a lot on campaigns.”





## ANNEX G: SELECTED GENDER DATA

Source: Jordan Department of Statistics

التوزيع النسبي للإناث الأردنيات اللاتي أعمارهن 15 سنة فأكثر حسب النشاط الاقتصادي للمملكة، 2010  
Percentage Distribution of Jordanian Females Aged 15 Years and above by Economic Activity  
For the Kingdom, 2010

Economic Activity	مملكة Kingdom	ريف Rural	حضر Urban	النشاط الاقتصادي
Agriculture, forestry and fishing	1.0	2.0	0.8	الزراعة والحراجة وصيد الأسماك
Mining and quarrying	0.2	0.2	0.2	التعدين واستغلال المحاجر
Manufacturing	7.4	6.9	7.5	الصناعات التحويلية
Electricity, gas, steam and air conditioning supply	0.4	0.1	0.4	إمدادات الكهرباء والغاز والبخار وتكييف الهواء
Water supply, sewerage, waste management and remediation activities	0.1	0.0	0.1	إمدادات المياه والمجاري وإدارة النفايات، ومعالجتها
Construction	1.2	0.5	1.3	التشييد
Wholesale and retail trade; repair of motor vehicles and motorcycles	6.3	3.1	6.9	تجارة الجملة والتجزئة وإصلاح المركبات ذات المحركات والدراجات
Transportation and storage	1.3	0.5	1.4	النقل والتخزين
Accommodation and food service activities	0.7	0.4	0.8	أنشطة الإقامة والخدمات الغذائية
Information and communication	1.6	0.4	1.9	المعلومات والاتصالات
Financial and insurance activities	2.5	0.7	2.9	أنشطة المالية والتأمين
Real estate activities	0.2	0.0	0.3	الأنشطة العقارية
Professional, scientific and technical activities	3.0	0.5	3.5	الأنشطة المهنية والعلمية والتقنية
Administrative and support service activities	1.7	1.7	1.7	أنشطة الخدمة الإدارية والدعم
Public administration and defense; compulsory social security	12.7	16.0	12.1	الإدارة العامة والدفاع والضمان الاجتماعي الإجباري
Education	39.1	50.0	37.0	التعليم
Human health and social work activities	14.7	15.0	14.6	أنشطة الصحة البشرية والخدمة الاجتماعية
Arts, entertainment and recreation	0.4	0.0	0.4	أنشطة الفنون والترفيه والترفيه
Other service activities	3.0	1.3	3.3	الأنشطة الخدمية الأخرى
Activities of households as employers; undifferentiated goods and services-producing activities of households for own use	1.9	0.8	2.1	أنشطة الأسر المعيشية كصاحب عمل، أنشطة الأسر المعيشية لإنتاج سلع وخدمات غير مميزة لاستعمالها الخاص
Activities of extraterritorial organizations and bodies	0.6	0.0	0.8	أنشطة المنظمات والهيئات الخارجية عن نطاق الولاية الإقليمية
Total	100.0	100.0	100.0	المجموع

التوزيع النسبي للسكان Percentage Distribution of Population				
Indicator	فجوة النوع* Gender Gap*	الجنس Sex		المؤشر
		ذكر Male	أنثى Female	
Population	3.0	51.5	48.5	السكان

Source: Population Estimates 2010  
Department of Statistics

المصدر: التقديرات السكانية، 2010  
دائرة الإحصاءات العامة

السكان حسب الفئات العمرية (%) Population by Age Group (%)				
Age Group	فجوة النوع* Gender Gap*	الجنس Sex		الفئة العمرية
		ذكر Male	أنثى Female	
0 – 14	-0.1	37.2	37.3	14 – 0
15 – 64	0.2	59.6	59.4	64 – 15
65+	0.0	3.2	3.2	+65

Source: Population Estimates 2010  
Department of Statistics

المصدر: التقديرات السكانية، 2010  
دائرة الإحصاءات العامة

\* Gender Gap = (%) Male - (%) Female

\* فجوة النوع = (%) الذكر - (%) الأنثى

التعليم (%) Education (%)				
المؤشر Indicator	فجوة النوع* Gender Gap*	الجنس Sex		
		ذكر Male	أنثى Female	
Illiteracy Rate (Population Age15+)**	-6.6	3.7	10.3	نسبة الأمية (للمسكان 15 سنة فأكثر)**
Children in Kindergarten	5.4	52.7	47.3	الأطفال في مرحلة رياض الأطفال
Students in Basic Education	2.4	51.2	48.8	الطلاب في التعليم الأساسي
Students in Secondary Education	-4.6	47.7	52.3	الطلاب في التعليم الثانوي العام
Students in Vocational (Industrial) Education	96.6	98.3	1.7	الطلاب في التعليم المهني (الصناعي)
Students in Vocational (Agricultural) Education	66.2	83.1	16.9	الطلاب في التعليم المهني (الزراعي)

Source: Ministry of Education, 2010  
 \*\*Employment and Unemployment Survey, 2010  
 Department of Statistics

المصدر: وزارة التربية والتعليم، 2010  
 \*\*مسح العمالة والبطالة، 2010  
 دائرة الإحصاءات العامة

Teaching Staff	مترء المدارس School Headmistress			مترسو المدارس School Teachers			الكادر التعليمي
	فجوة النوع* Gender Gap*	ذكر Male	أنثى Female	فجوة النوع* Gender Gap*	ذكر Male	أنثى Female	
Basic Education (%)	-48.4	25.8	74.2	-32.8	33.6	66.4	التعليم الأساسي (%)
Secondary Education (%)	-15.2	42.4	57.6	-4.0	48.0	52.0	التعليم الثانوي (%)

Source: Ministry of Education, 2010

المصدر: وزارة التربية والتعليم، 2010

\* Gender Gap = (Male %) - (Female %)

\* فجوة النوع = (الذكور %) - (الأنثى %)

التعليم العالي (%) Higher Education (%)				
Indicator	فجوة النوع* Gender Gap*	الجنس Sex		المؤشر
		ذكر Male	انثى Female	
Students in Universes Education	-2.4	48.8	51.2	الطلاب في التعليم الجامعي
Students in Science Colleges	-3.8	48.1	51.9	الطلاب في الكليات العلمية
Students in Art Colleges	-1.4	49.3	50.7	الطلاب في الكليات النظرية

Source: Ministry of Education &amp; Scientific Research, 2010

المصدر: وزارة التعليم العالي والبحث العلمي، 2010

أعضاء هيئة التدريس في الجامعات الأردنية (%) Academic Staff at the Jordanian Universities (%)				
Indicator	فجوة النوع* Gender Gap*	الجنس Sex		المؤشر
		ذكر Male	انثى Female	
Teaching and Research Assistant	-6.6	46.7	53.3	معيد
Assistant Lecturer	6.2	53.1	46.9	مدرس مساعد
Instructor	8.8	54.4	45.6	مدرس
Assistant Professor	64.4	82.2	17.8	أستاذ مساعد
Associate Professor	83.6	91.8	8.2	أستاذ مشارك
Full Professor	88.6	94.3	5.7	أستاذ
Teaching Staff at Art Colleges	58.0	79.0	21.0	أعضاء هيئة التدريس في الكليات النظرية
Teaching Staff at Science Colleges	55.4	77.7	22.3	أعضاء هيئة التدريس في الكليات العلمية

Source: Ministry of Education &amp; Scientific Research, 2010

المصدر: وزارة التعليم العالي والبحث العلمي، 2010

الالتحاق في الكليات العلمية (%) Currently Enrolled in Science Colleges (%)				
Indicator	فجوة النوع* Gender Gap*	الجنس Sex		المؤشر
		ذكر Male	انثى Female	
Students in Medicine & Medical & Rehabilitation Colleges	-7.4	46.3	53.7	الطلاب في كليات الطب والعلوم الطبية وعلوم التأهيل
Students in Pharmacy Colleges	-28.0	36.0	64.0	الطلاب في كليات الصيدلة
Students in Engineering Colleges	30.0	65.0	35.0	الطلاب في كليات الهندسة
Students in Computer Science Colleges	14.4	57.2	42.8	الطلاب في كليات علوم الحاسوب
Students in Agriculture Colleges	-21.0	39.5	60.5	الطلاب في كليات الزراعة
Students in Natural Science Colleges	-32.6	33.7	66.3	الطلاب في كليات العلوم الطبيعية

Source: Ministry of Education &amp; Scientific Research, 2010

المصدر: وزارة التعليم العالي والبحث العلمي، 2010

الالتحاق بالدراسات العليا (%) Currently Enrolled in Higher Studies (%)				
Indicator	فجوة النوع* Gender Gap*	الجنس Sex		المؤشر
		ذكر Male	انثى Female	
Students in Higher Diploma	-31.6	34.2	65.8	الطلاب في الدبلوم العالي
Students in Master Studies	14.8	57.4	42.6	الطلاب في الماجستير
Students in PhD Studies	37.6	68.8	31.2	الطلاب في الدكتوراه

Source: Ministry of Education &amp; Scientific Research, 2010

المصدر: وزارة التعليم العالي والبحث العلمي، 2010

الخريجون في تخصصات الهندسة والاتصالات وعلم الحاسوب (%) Graduates in Specialization for Engineering and Communication and Computer Science (%)				
Indicator	فجوة النوع* Gender Gap*	الجنس Sex		المؤشر
		ذكر Male	انثى Female	
Engineering	39.4	69.7	30.3	الهندسة
Communication	62.2	81.1	18.9	الاتصالات
Computer Science	12.4	56.2	43.8	علوم الحاسوب

Source: Ministry of Education &amp; Scientific Research, 2010

المصدر: وزارة التعليم العالي والبحث العلمي، 2010

\* Gender Gap = (%) Male - (%) Female

\* فجوة النوع = (%) الذكر - (%) الانثى

الصحة Health			
Indicator	فجوة النوع* Gender Gap*	الجنس Sex	
		ذكر Male	أنثى Female
Life Expectancy at Birth	-2.8	71.6	74.4
العمر المتوقع وقت الميلاد			

Source: Statistical Yearbook ,2010  
Department of Statistics

المصدر: الكتاب الإحصائي السنوي، 2010  
دائرة الإحصاءات العامة

الصحة Health		
Indicator	القيمة Value	المؤشر
Infant Mortality Rate (Per 1,000 Live Births)	23.0	معدل وفيات الرضع (لكل 1,000 مولود حي)
Under 5 Mortality Rate (Per 1,000 Live Births)	28.0	معدل وفيات الأطفال دون الخامسة (لكل 1,000 مولود حي)
Maternal Mortality Rate (Per 100,000 Live Births)	19.0	وفيات الأمهات (لكل 100,000 مولود حي)
Percentage of Women Currently Using Family Planning Methods (Age15-49)	53.9	نسبة النساء المستخدمات حالياً لوسائل تنظيم الأسرة (15-49 سنة)
Percentage of Births Attended by Skilled Health Staff	99.0	نسبة الولادات التي خضعت للإشراف الطبي
Total Fertility Rate	3.8	معدل الخصوبة الكلي
Adolescents Total Fertility Rate (15-19 )Age	0.032	معدل خصوبة المراهقات (15-19) سنة
Hospital Beds (Per 100,000 Person)	1.7	عدد الأسرة في المستشفيات ( لكل 100,000 فرد)
Doctors (Per 1,000 Person)	3.6	عدد الأطباء (لكل 1,000 فرد)
Medical Facilities (Per 100,000 Person)	24.4	عدد وحدات الصحية (لكل 100,000 فرد)
Mother and Child Health Care Centers (Per 100,000 Person)	7.1	عدد مراكز الأمومة والطفولة (لكل 100,000 فرد)
Percentage of Children Immunized Against Measles (Age 12-23 Months)	94.3	نسبة الأطفال المحصنين ضد الحصبة (أعمارهم 12 - 23 شهر)

Source: Population & Family Health Survey (DHIS), 2009  
& Statistical Yearbook ,2010  
Department of Statistics

المصدر: مسح السكان والصحة الأسرية، 2009  
والكتاب الإحصائي السنوي، 2010  
دائرة الإحصاءات العامة

العاملون في قطاع الصحة (%) Employees in Health Sector (%)				
Indicator	فجوة النوع* Gender Gap*	الجنس Sex		المؤشر
		ذكر Male	أنثى Female	
Doctors	69.2	84.6	15.4	الأطباء
Dentists	30.5	65.2	34.8	أطباء الأسنان
Nurses	13.7	56.8	43.2	الممرضين
Pharmacists	-13.4	43.3	56.7	الصيادلة

Source: Professional Association, 2010

المصدر: نقابات المهنة، 2010

\* Gender Gap = (%) Male - (%) Female

\* فجوة النوع = (%) الذكور - (%) الإناث

المؤشرات الاجتماعية Social Indicators			
Indicator	فجوة النوع* Gender Gap*	الجنس Sex	
		ذكر Male	أنثى Female
Households by sex of household head (%)	72.6	86.3	13.7
Singulate Mean Age at First Marriage (years)	3.6	29.5	25.9

Source: Employment & Unemployment Survey, 2010  
Department of Statistics

المصدر: مسح العمالة والبطالة، 2010  
دائرة الإحصاءات العامة

الحالة الزوجية للسكان 15 سنة فأكثر (%) Marital Status Population Age 15+ (%)				
Status Marital	فجوة النوع* Gender Gap*	ذكر Male	أنثى Female	الحالة الزوجية
Single	10.1	44.9	34.8	أعزب
Married	-2.9	54.0	56.9	متزوج
Divorced	-0.9	0.4	1.3	مطلق
Widowed	-6.3	0.7	6.9	أرملة

Source: Employment & Unemployment Survey, 2010  
Department of Statistics

المصدر: مسح العمالة والبطالة، 2010  
دائرة الإحصاءات العامة

Indicator	فجوة النوع* Gender Gap*	الجنس Sex		المؤشر
		ذكر Male	أنثى Female	
Single Population (never married) age 35 years and above (%)	-4.9	3.1	8.0	العزاب (الذين لم يسبق لهم الزواج) 35 سنة فأكثر (%)

Source: Employment & Unemployment Survey, 2010  
Department of Statistics

المصدر: مسح العمالة والبطالة، 2010  
دائرة الإحصاءات العامة

\* Gender Gap = (%) Male - (%) Female

\* فجوة النوع = (%) الذكر - (%) الأنثى



التمكين الاقتصادي (%) Economic Empowerment (%)			
Indicator	فجوة النوع* Gender Gap*	الجنس Sex	
		ذكر Male	أنثى Female
Land Owners	64.0	82.0	18.0
Flats Owners	53.6	76.8	23.2
Persons Receiving Loans (Micro fund)	-28.4	35.8	64.2
Total Value of Loans (Micro fund)	16.2	58.1	41.9
Owners of Securities (Shares)	13.6	56.8	43.2
Total value of Securities (Shares)	55.0	77.5	22.5
Jordanian Employees Covered by Social Security Insurance	47.4	73.7	26.3

Source: Administrative records from the concerned authorities, 2010

المصدر: سجلات إدارية من الجهات المعنية، 2010

فرص العمل المستحدثة للأفراد (15 سنة فأكثر) Jobs Created for Persons (Aged 15+)			
Indicator	فجوة النوع* Gender Gap*	الجنس Sex	
		ذكر Male	أنثى Female
Jobs Created	15858.2	39,335.4	23,477.2

Source: Job Creation Survey, 2010  
Department of statisticsالمصدر: مسح فرص العمل المستحدثة، 2010  
دائرة الإحصاءات العامة

فرص العمل المستحدثة للأفراد (15 سنة فأكثر) حسب قطاع العمل Jobs Created for Persons (Aged 15+) by Sector of Work			
Sector	فجوة النوع* Gender Gap*	الجنس Sex	
		ذكر Male	أنثى Female
Public Sector	6,462.8	12,432.4	5,969.6
Private Sector	9,228.4	26,405.9	17,177.5
Other	166.9	497.0	330.1

Source: Job Creation Survey, 2010  
Department of statisticsالمصدر: مسح فرص العمل المستحدثة، 2010  
دائرة الإحصاءات العامة

\* Gender Gap = (Male - Female) (%)

\* فجوة النوع = (الذكر - الأنثى) (%)

توزيع الأفراد (15 سنة فأكثر) حسب استخدام الإنترنت (%)				
Distribution of Persons Aged (15+) by Using of Internet (%)				
Indicator	فجوة النوع* Gender Gap*	الجنس Sex		المؤشر
		ذكر Male	انثى Female	
Use	15.0	57.5	42.5	يستخدم
Don't Use	-3.0	48.5	51.5	لا يستخدم
Don't know	45.2	72.6	27.4	لا اعرف

توزيع الأفراد (15 سنة فأكثر) مستخدمي الإنترنت حسب حالة النشاط الاقتصادي (%)							
Distribution of Persons Aged (15+) Who Use Internet by Economic Activity Status (%)							
Economic Activity Status	لا يستخدم Doesn't Use			يستخدم Uses			حالة النشاط الاقتصادي
	فجوة النوع* Gender Gap*	ذكر Male	انثى Female	فجوة النوع* Gender Gap*	ذكر Male	انثى Female	
Employed	72.6	86.3	13.7	49.6	74.8	25.2	مشتغل
Unemployed	48.4	74.2	25.8	3.8	51.9	48.1	متعطل
Student	1.8	50.9	49.1	8.2	54.1	45.9	طالب
House makers	-99.4	0.3	99.7	-98.8	0.6	99.4	مديرو المنازل
With means	95.2	97.6	2.4	87.6	93.8	6.2	له / لها دخل أو ايراد
Disabled	62.2	81.1	18.9	72.4	86.2	13.8	المرضى/العجز/كبير السن
Others	100.0	100.0	0.0	100.0	100.0	0.0	أخرون

توزيع الأفراد (5 سنوات فأكثر) حسب أماكن استخدام الإنترنت (%)				
Distribution of Persons Aged (5+) by Place where Person Used Internet (%)				
Place of Using Internet	فجوة النوع* Gender Gap*	الجنس Sex		مكان استخدام الإنترنت
		ذكر Male	انثى Female	
Home	10.2	55.1	44.9	في المنزل
Work	41.6	70.8	29.2	العمل
Internet Cafe	70.6	85.3	14.7	مقهى الإنترنت
Schools	-10.0	45.0	55.0	المدارس
Universities	12.2	56.1	43.9	الجامعات
Others *	21.6	60.8	39.2	أخرى *

\*Others: Public places, Civil Associations & Organizations and Other places.

\*أخرى: محطات المعرفة الأردنية، الجمعيات والمنظمات المدنية وأي مكان آخر.

القانون (%) Law (%)				
Indicator	فجوة النوع* Gender Gap*	الجنس Sex		المؤشر
		ذكر Male	أنثى Female	
Judges	82.4	91.2	8.8	القضاة
Lawyers	57.4	78.7	21.3	المحامون

Source: Administrative records from the concerned authorities, 2010  
Department of statistics

المصدر: سجلات إدارية من الجهات المعنية، 2010  
دائرة الإحصاءات العامة

\* Gender Gap = (%) Male - (%) Female

\* فجوة النوع = (%) الذكر - (%) الأنثى

توزيع الأفراد (5 سنوات فأكثر) مستخدمي الإنترنت حسب طريقة الاستخدام (%) Distribution of Persons Aged (5+) Who Use Internet by Means of Using (%)				
Means of Using Internet	فجوة النوع* Gender Gap*	الجنس Sex		طريقة استخدام الإنترنت
		ذكر Male	أنثى Female	
Computer	12.4	56.2	43.8	حاسوب
Mobile	20.0	60.0	40.0	خلوي
Computer & Mobile	48.4	74.2	25.8	كلاهما

\* Gender Gap = (%) Male - (%) Female

\* فجوة النوع = (%) الذكر - (%) الأنثى

السياسة (%) Politics (%)				
Indicator	فجوة النوع* Gender Gap	الجنس Sex		المؤشر
		ذكر Male	انثى Female	
The Cabinet	80.6	90.3	9.7	السلطة الوزارية
The Diplomatic Corps at all levels	64.6	82.3	17.7	السلطة الدبلوماسية في كافة المستويات
Ambassadors	85.4	92.7	7.3	المسؤولون
The Upper House of Parliament (Senates)	70.0	85.0	15.0	المشاركة في المجلس التشريعي الأول (الأعيان)
The Lower House of Parliament(Deputies)	78.4	89.2	10.8	المشاركة في المجلس التشريعي الثاني (النواب)
Local Councils	50.4	75.2	24.8	المجالس البلدية
Labor Unions	56.0	78.0	22.0	التنقيات العمالية
Professional Union Boards	90.2	95.1	4.9	مجالس النقابات
Political Parties	41.8	70.9	29.1	الأحزاب السياسية
Professional Unions	33.4	66.7	33.3	التنقيات المهنية
Chambers of Industry	83.0	91.5	8.5	غرف الصناعة
Chambers of Commerce	97.4	98.7	1.3	غرف التجارة

Source: Administrative records from the concerned authorities, 2010

المصدر: سجلات إدارية من الجهات المعنية، 2010

\* Gender Gap = (%) Male - (%) Female

\* فجوة النوع = (%) الذكر - (%) الأنثى



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