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# LABOR FORCE PROFILE OF MA'AN DEVELOPMENT AREA

FINAL REPORT

March , 2011

This publication was produced for review by the United States Agency for International Development. It was prepared by Dajani Consulting Company (Amman – Jordan).

# **LABOR FORCE PROFILE OF MA'AN DEVELOPMENT AREA**

**FINAL REPORT**

USAID JORDAN ECONOMIC DEVELOPMENT PROGRAM

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DELOITTE CONSULTING LLP

USAID/ OFFICE OF ECONOMIC GROWTH (EG)

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# ACRONYMS

MDA	Ma'an Development Area/Company
DZC	Development Zones Commission
SABEQ	USAID Jordan Economic Development Program
DOS	Department of Statistics
GSC	General Secondary Certificate
VTC	Vocational Training Corporation

# EXECUTIVE SUMMARY

The Ma'an Development Area (MDA) is the only development zone in the South of Jordan which is regulated by the Development Zones Commission (DZC). The MDA has achieved excellent investment results in a relatively short period of operations.

The labor aspects of Ma'an represent a major challenge to the MDA and the potential investors, which is why the Ma'an Development Company (MDC) is interested in labor force profile indicators as a planning and promotional tool.

Dajani Consulting prepared the labor force profile based on the methodology used in other development areas. The labor profile consists of:

- Data analysis of a sample of workforce in Ma'an, collected using a customized survey tool.
- Data collected from potential projects/investors during interviews with key persons, in addition to conceptual designs and plans of future projects to be introduced in MDA.

Main findings of the labor supply included:

- 41 % of the population has completed a General Secondary Certificate (GSC):
  - a) Most popular specialization within GSC individuals was literary stream, **34%**.
  - b) College diploma holders specialize in Administrative and Financial Programs, **38%**.
  - c) Analysis by gender shows that more women chose to specialize in these programs
  - d) Majority of individuals with university degrees specialize in Science Education and Teacher Preparation programs (**29%**), followed by Commerce and Business Administration (**21%**).
- 41% stated that information technology (computers) are the most popular training courses.
- **90%** of the sample population are paid employees.
- 46% of respondents seek alternate employment
- **19% of** respondents left their previous job due to low wages.
- **10%** of respondents are employed in industrial positions.
- 40% of job seekers rely on friends and relatives as a method for seeking employment
- 57% of the respondents prefer to work in the public sector,
- Gender analysis shows that it is mostly women who prefer to work in public positions while men prefer to work in the private sector.
- Of those respondents interested in working in the private sector 30% said they did so because the private sector is more financially rewarding, while 22% said it is easier to find employment.
- 85% of respondents prefer to work in Ma'an
- **23%** of individuals have worked industrial jobs.
- The most widely sought fringe benefits were social security (**32%**), health insurance (**28%**), transportation (**21%**), and accommodations (**15%**).
- **89%** of individuals do not claim to have any other sources of income besides their employment.

- The most prominent challenges faced by females are mobility and transportation (**38%**) followed by long working hours (**28%**).

The labor supply profile indicated the limited skills of the workforce, particularly females. There is a good potential for the workforce to accept jobs in MDA, after receiving proper training.

The primary labor demand-side findings are as follows:

#### **Industrial Park**

- Existing and planned projects: 24
- 9 companies completed the questionnaire
  - Management Department: Greatest demand for **General Managers**
  - Administration Department: Greatest demand for **Office Boys**
  - Marketing and Sales Department: Greatest demand for **Store Keepers**
  - Production Department: Greatest demand for **Production Engineers**
  - Maintenance and Production Department: Greatest demand for **Production Workers**
  - Support Department: Greatest demand for **Control Room**

#### **Residential community**

- Total of 212 jobs are expected to be created by 2012

#### **Skills development center**

- 34 permanent jobs by 2016
- Growth rate of 18% per annum

#### **Hajj Oasis**

- 224 permanent jobs by 2016
- Growth rate of 14% per annum

The labor demand profile indicated the need for skilled technical labor particularly in the industrial park projects, which already exist, as well as for future projects. There are also job opportunities for males and females in the residential community, but limited information is available about the required jobs at the Hajj Oasis and the skills development center.

The gap analysis revealed that the available labor supply slightly matches the labor demand in terms of education, skills and preferences of work.

A change in mental and cultural paradigms is needed in order to ensure behavioral changes in the workforce, which will eliminate conventional and cultural practices such as shame and lack of interest in employment. Demand-driven skill training programs should also be developed in order to ensure a high probability of matches between supply and demand within the MDA.

# INTRODUCTION

The MDA was created in late 2007 to attract investments and increase the number of jobs within Ma'an governorate in an effort to enhance the economic situation in the south. MDA is composed of four main parts;

- i. Industrial Park
- ii. Hajj oasis
- iii. Residential community
- iv. Skill Development Center

The Labor Force Supply Study measures one side of the labor market equation and is divided into two parts:

- i) Secondary data: available at officially recognized sources in the form of official statistics.
- ii) Primary data: collected through a structured field survey of a sample of the target segment (workforce) using a special survey tool (questionnaire).

On the other side, the Labor Force Demand Study focuses on assessing the quantity and quality of labor required by the employers and enterprises in a given geographical area. The approach used to prepare the demand profile includes a process of identifying, contacting and visiting representatives of the enterprises within the area; to collect data about their human resources needs and projections, by means of structured interview using a questionnaire form.

# OBJECTIVES

The main objective of the Labor Force Supply and Demand Study is to describe the main aspects of labor force in Ma'an in order to compare it with the labor force demand as expressed by potential investors. The overall objective of this study is to develop a comprehensive labor profile of Ma'an governorate. Another objective is to provide specific updated information about the labor force in the governorate, in order to use it when facilitating the recruitment efforts of potential investors interested in MDA.

# METHODOLOGY AND TIMEFRAME

To prepare the labor supply profile, consultants performed the following tasks:

- i) Held initiating meetings with MDA to explain the methodology and coordinate efforts; the scope of the study was further defined.
- ii) Identified target labor segments, which included a sample of Ma'an's population representing the workforce (unemployed and employed seeking jobs). Agree with MDA on the target segment and sample size distribution.



- iii) Developed the Labor Force Supply Survey Tool (questionnaire) originally used in collecting data from the workforce. The tool initially was based on the original survey tool, which was used previously for the Labor Force Profile study in other development zones. The questionnaire passed several review and testing steps until finalization. The final version of the questionnaire was in Arabic and customized for the MDA requirements, focusing on the local community criteria (social structure, preferences, traditions, habits, beliefs, sources of income) and thematic intention of the area (industry, hospitality, community, training). The questionnaire document included covering letters issued by the Governors and DZC to facilitate the survey work.
- iv) Developed the data entry frame using MS Access database.
- v) Recruited experienced professional surveyors and data entry staff stationed in Ma'an governorate.
- vi) Prepared the sample, data entry frame and fieldwork plan for the survey.
- vii) Trained a survey team and data entry staff
- viii) Launched fieldwork covering all geographic locations and interview the sample of the target segment under supervision of the team leaders.
- ix) Examined and controlled the quality of the collected data before data entry. Performed verification and validation processes on the data..
- x) Analyzed the data and prepared the labor force supply indicators.
- xi) Presented the results to DZC and MDA.

On the other hand, to develop the labor demand profile, the consultants performed the following tasks:

- i) Met with the MDA to receive the vision and plans for MDA's potential and prospects.
- ii) Collected a list of contacts of the potential investors in MDA.
- iii) Developed a questionnaire form based on the labor demand aspects and the questionnaires used in other development zones.
- iv) Contacted key persons responsible for potential projects, and arranging visits to MDA in order to meet those key persons and collect information about their labor demand.
- v) Followed up with the investors to complete the required information.
- vi) Acquired plans and conceptual designs from MDA covering the current and future developments in MDA.
- vii) Built labor demand calculations based on existing models or acceptable standards.
- viii) Developed the labor demand profile of the different parts of the MDA.

The following was the timeline used for this project. A detailed work plan is included in the Annex.

**Table: MDA Labor Supply and Demand Study Timeframe**

Labor profile Stage/Task	April 2010				May 2010				June 2010				July 2010			
	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
Preparations and meetings																
Secondary information collection																
Field tour to MDA																
Revise final survey tools																
Obtain contact lists of projects at MDA																
Carry out demand survey																
Preparation and finalization of supply sample																
Prepare data entry frame																
Recruitment and training of survey team																
Carry out the supply survey																
Quality control and data entry																
Follow up on field data																
	August 2010				September 2010				October 2010							
	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>				
Data analysis																
Prepare labor supply profile																
Labor demand calculations and analysis																
Labor demand profile development																
Prepare supply and demand final report																
Reporting and presentation																
Modifications																
Final report and presentation to DZC																
Improvement and acceptance of final report																

# POPULATION, EMPLOYMENT AND ECONOMIC ACTIVITY

## 1. TOTAL POPULATION OF MA'AN GOVERNORATE

**Table 1: Total population of Ma'an by Gender (2007-2009)**

Population	2007	2008	2009
Male	57000	58300	59600
Female	51800	52900	54100
Total	108800	111200	113700

(Source: Department of Statistics)

Ma'an's population grew by 2% between 2006 and 2008, reaching 113,700 in 2009. Presently, Ma'an constitutes only 1.9% of the total population of Jordan.

## 2. POPULATION BY AGE GROUP

**Table 2: Ma'an's population (%) distributed by age groups**

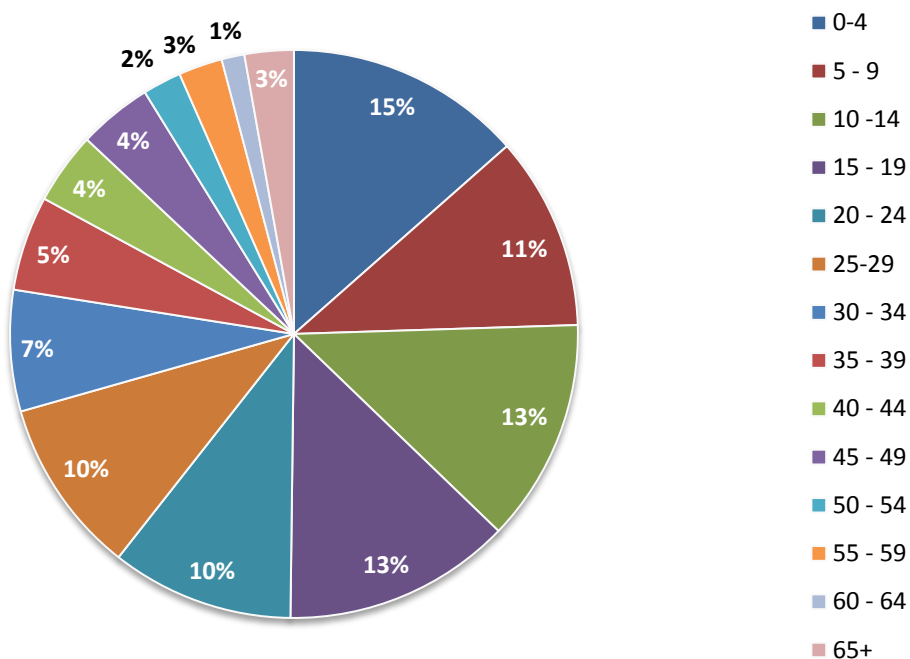
Population	2007		2008		2009	
Age Group	Total	Female	Total	Female	Total	Female
0-4	12.2%	11.9%	11.8%	11.6%	13.50%	15.60%
5 - 9	12.1%	11.9%	11.7%	11.5%	11%	10.90%
10 -14	13.1%	13.0%	12.7%	12.7%	12.70%	11.60%
15 - 19	11.8%	11.7%	12.2%	11.7%	13%	11%
20 - 24	10.2%	9.7%	10.6%	9.7%	10.40%	11.20%
25 - 29	7.9%	8.0%	8.0%	8.0%	10%	10.90%
30 - 34	7.0%	7.4%	6.6%	6.9%	6.90%	6.30%
35 - 39	6.3%	6.6%	6.2%	6.6%	5.40%	4.90%
40 - 44	4.9%	5.1%	5.1%	5.5%	4.10%	4.30%
45 - 49	3.7%	3.8%	3.9%	4.1%	4.20%	4.60%
50 - 54	2.9%	3.0%	3.0%	3.1%	2.20%	2.50%
55 - 59	2.2%	2.1%	2.1%	2.2%	2.50%	2.60%
60 - 64	2.0%	1.9%	2.2%	2.0%	1.30%	1.40%
65+	3.8%	3.9%	4.0%	4.2%	2.80%	2.20%

(Source: Department of Statistics)

At 37.2% individuals under 14 years of age constitute the largest population group in Ma'an. Individuals above 60 years of age constitute the smallest population group.

Approximately 46% of the workforce is between the ages of 15-39 years. Of this group, females constitute 44% of the total as of 2009. These are significant indicators of the potential availability of young workforce in Ma'an (Figure 1).

**Figure 1: Ma'an's population by Age Group - 2008**



### 3. LABOR FORCE CHARACTERISTICS

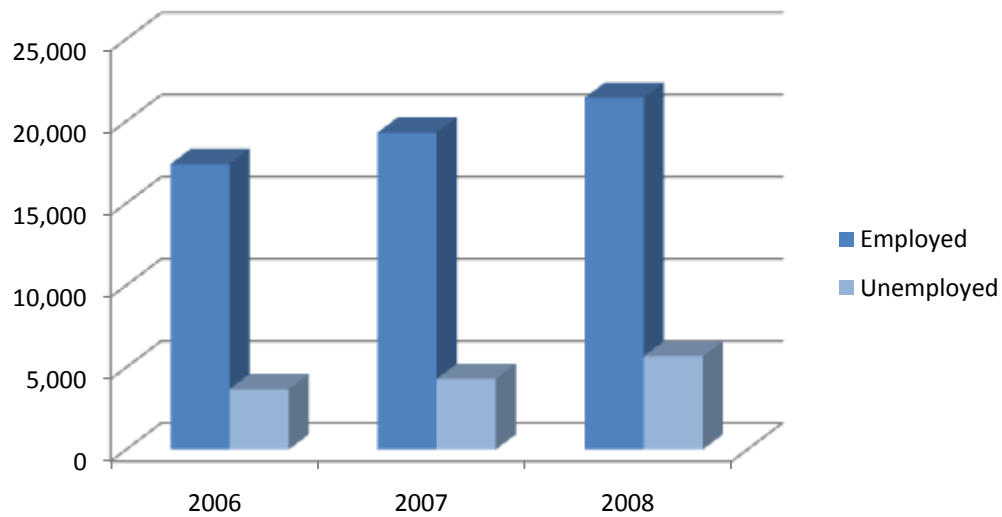
**Table 3: Ma'an labor force**

Category	2006	2007	2008
Employed	17,397	19,315	21,430
Unemployed	3,690	4,305	5,679
<b>Total</b>	<b>21,087</b>	<b>23,620</b>	<b>27,109</b>

*(Source: Department of Statistics)*

The labor force participation has increased from 2006 to 2008 as it stands at 27,109. This has resulted in a steady increase in the number of employed as well as the number of unemployed individuals.

**Graph 1: Ma'an labor force**



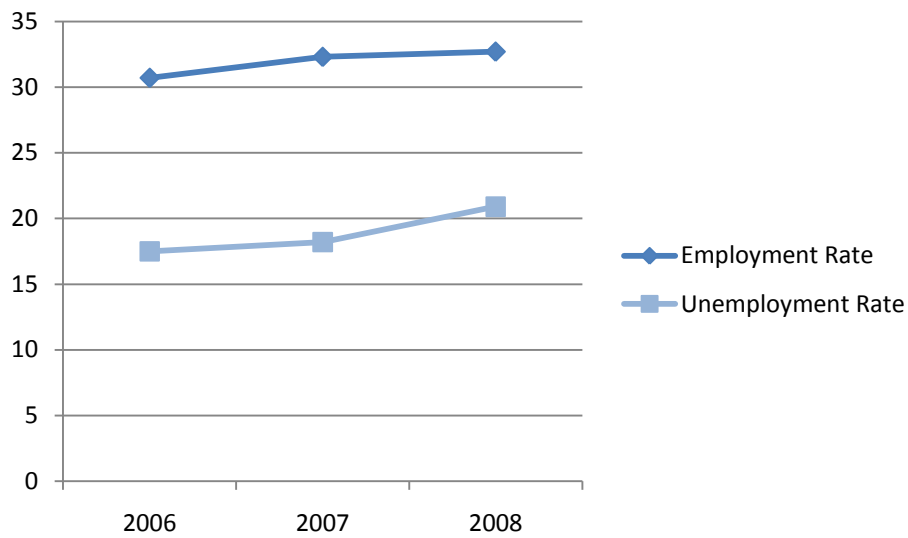
**Table 4: Ma'an labor force rates by gender**

Labor Force Rates		2006	2007	2008
Employment Rate	Male	55.6%	57.8%	57.5%
	Female	8.9%	11.0%	10.8%
	<b>Total</b>	<b>32.4%</b>	<b>34.6%</b>	<b>34.5%</b>
Unemployment Rate	Male	11.9%	10.3%	10.1%
	Female	25%	25.6%	24.4%
	<b>Total</b>	<b>14%</b>	<b>13.1%</b>	<b>12.7%</b>

*(Source: Department of Statistics)*

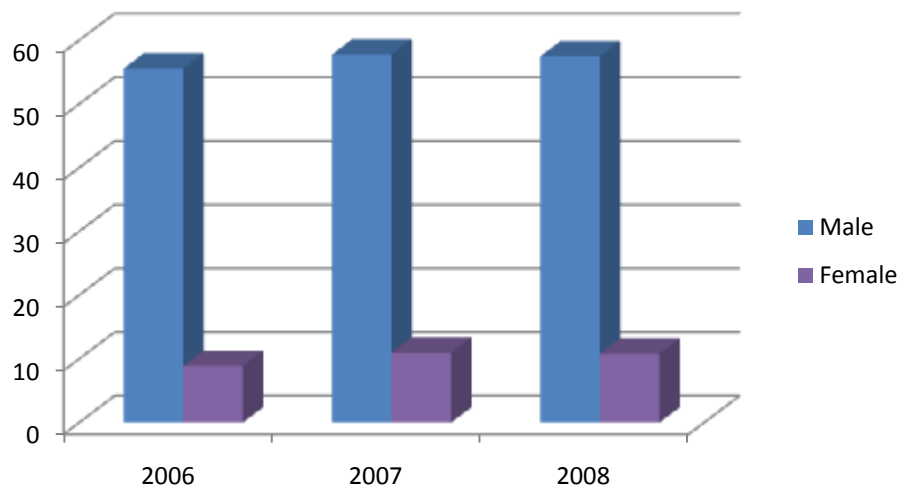
Ma'an has also seen an increase in the employment rate from 32.4% in 2006 to 34.5% in 2008. In contrast, the unemployment rate has dropped from 14% in 2006 to 12.7% in 2008.

**Graph 2: Ma'an labor force rates**

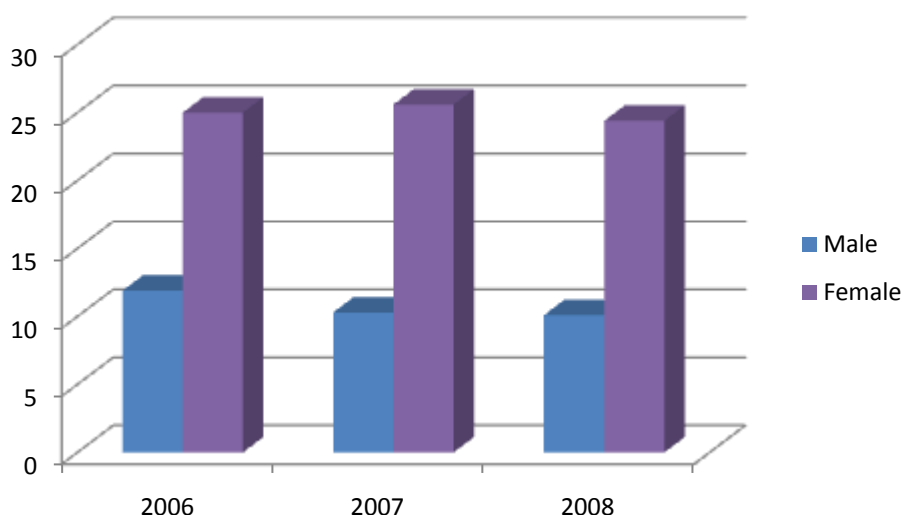


Research indicates that there is a significant gap between employment rates with regard to men and women, with women earning appreciably less. In addition, unemployment rates for women are much higher than their male counterparts.

**Graph 3: Ma'an employment rate by gender**



**Graph 4: Ma'an unemployment rate by gender**



### 3.1. CIVIL SERVICE EMPLOYMENT

**Table 5: Civil Service Employment in Ma'an Governorate**

Qualification	Applicant			Refrained			Appointed		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
University	2298	3794	6092	61	5	66	222	46	268
Community College	381	843	1224	8	1	9	29	10	39
Total	2679	4637	7316	69	6	75	251	56	307

The statistics of Civil Service Bureau (CSB) indicates that it received 7,316 new applications from Ma'an in the year 2007. Records indicate that 75 applicants were declined and 307 were hired.

## 4. EDUCATIONAL OUTPUTS

Ma'an's educational outputs are outlined in the following tables and show that on the whole the city's workforce suffers gaps in educational qualifications.

### 4.1. VOCATIONAL TRAINING CENTERS GRADUATES

There are three VTCs in Ma'an governorate:

- Ma'an males VTC
- Ma'an females VTC
- Petra VTC for hospitality occupations

These centers offer a variety of training programs in specific vocational fields. The following table highlights these centers' outputs:

**Table 6: VTC Graduates by year and occupational family**

Specialization	2006			2007			2008		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Electricity (Power)	2	0	2	5	0	5	7	0	7
Machinery & Vehicles Maintenance	9	1	10	18	0	18	6	0	6
Personal Services	0	15	15	0	46	46	1	21	22
Information Technology	0	19	19	0	44	44	0	77	77
Sales & Commercial Services	0	18	18	0	65	65	0	0	0
Food Processing	0	0	0	0	38	38	0	13	13
Carpentry & Decoration	5	0	5	5	0	5	7	0	7
Tourism & Hotel	0	0	0	0	4	4	0	0	0
Textile & Leather Industry	0	8	8	0	23	23	0	38	38
<b>Grand Total</b>	<b>16</b>	<b>61</b>	<b>77</b>	<b>28</b>	<b>220</b>	<b>248</b>	<b>21</b>	<b>149</b>	<b>170</b>

From the table above, it is apparent that the number of females graduating from VTCs exceeds that of males. The most recent figures reflect that more females are graduating from information technology and textile and leather industry specializations while males dominate the electricity and machinery and vehicle maintenance specializations.

## 4.2. COMMUNITY COLLEGE ENROLLEMENT

There are two community colleges in Ma'an....Ma'an University College and Shobak University College. The following table highlights the number of students enrolled in various specialites:

**Table 7: Community College Enrolled Students by year and specialization**

Specialization	2006			2007			2008		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Business Administration	31	34	65	37	38	75	27	44	71
Accountancy	42	65	107	53	49	102	44	32	76
Child Education	12	165	177	0	121	121	0	75	75
Management Information Systems	36	74	110	27	91	118	44	92	136
Financial banking Science	29	8	37	27	17	44	19	13	32
Information System	5	13	18	1	4	5	1	0	1
Special Education	0	0	0	0	41	41	3	101	104
Railroad Engineer	30	0	30	52	0	52	22	0	22
Vocational Education	0	0	0	0	0	0	0	0	0
Nutrition and Home Economics	0	17	17	0	4	4	0	4	4
<b>Grand Total</b>	<b>185</b>	<b>376</b>	<b>561</b>	<b>197</b>	<b>365</b>	<b>562</b>	<b>160</b>	<b>361</b>	<b>521</b>



At the college level, female graduates continue to outnumber males. Most females and, to a lesser degree, males specialize in child education, management information systems, business administration and accounting. Females dominate the special education specialization while males dominate the banking, sciences and engineering specializations.

### 4.3. UNIVERSITY GRADUATES

Ma'an has only one university, Al Hussien Bin Talal, which is relatively new. The most popular specializations among graduates with undergraduate degrees are educational sciences and teacher training, mathematics and computer science, humanities and religion, commercial and business administration, child education, and public administration. It is evident from the table below that females also continue to outnumber males and dominate the educational specializations.

Table 8: Bachelors Degree Graduates by Specialization for the Years 2006-2008

Specialization	2006			2007			2008		
	Male	Females	Total	Male	Females	Total	Male	Females	Total
Education Sc. & Teacher Training	58	318	376	64	420	484	172	415	587
Humanities, Religion	81	175	256	82	146	228	75	161	236
Social & Behavior Science	56	20	76	79	30	109	50	45	95
Commercial and Business Admin.	0	0	0	14	16	30	120	107	227
Natural science	11	26	37	6	19	25	24	56	80
Mathematics and Computer Science	107	88	195	108	127	235	153	115	268
Business Administration	0	0	0	7	5	12	34	22	56
Archaeology	0	0	0	2	1	3	10	11	21
Public administration	0	0	0	7	11	18	43	58	101
Mathematics	26	28	54	35	49	84	20	32	52
Statistics	0	0	0	0	0	0	12	16	28
Marketing	0	0	0	0	0	0	0	1	1
Economic	0	0	0	3	1	4	10	11	21
Biology	0	0	0	0	0	0	4	14	18
Physics	11	26	37	6	19	25	12	21	33
Arabic Language	56	73	129	45	42	87	28	32	60
English Language	20	94	114	29	56	85	19	70	89
Chemistry	0	0	0	0	0	0	8	21	29
Accountancy	0	0	0	0	0	0	16	3	19
Music	0	0	0	0	0	0	0	0	0
Child Education	0	0	0	2	88	90	102	91	193
Management Information Systems	0	0	0	0	0	0	12	14	26
Computer Science	42	42	84	32	44	76	35	22	57
Classroom teacher	30	260	290	41	329	288	64	314	378
Financial banking Science	0	0	0	0	0	0	4	3	7
Hotels management & Tourism	0	0	0	0	0	0	1	0	1
Education	22	40	62	0	0	0	0	0	0

Specialization	2006			2007			2008		
	Male	Females	Total	Male	Females	Total	Male	Females	Total
Education & Child Education	2	14	16	0	0	0	0	0	0
English Language\ Info. Technician.	5	8	13	6	47	53	18	48	66
International Rel. \ French Language	2	3	5	29	12	41	10	16	26
International Rel. \ Strategic Studies	54	17	71	47	17	64	30	18	48
Information System	39	18	57	35	31	66	40	22	62
Field Teacher	0	0	0	3	2	5	0	0	0
Software Eng.	0	0	0	6	3	9	46	23	69
Special Education	0	0	0	0	0	0	6	9	15
Hotel management	0	0	0	0	0	0	4	0	4
Accountant Information Systems	0	0	0	0	0	0	6	6	12
Chemical Eng.	0	0	0	0	0	0	4	0	4
Electronics eng.	0	0	0	0	0	0	58	31	89
Computer eng.	0	0	0	0	0	0	7	8	15
Mining eng.	0	0	0	0	0	0	1	0	1
<b>Grand Total</b>	<b>622</b>	<b>1250</b>	<b>1872</b>	<b>606</b>	<b>1515</b>	<b>2121</b>	<b>1258</b>	<b>1836</b>	<b>3094</b>

In the 2009/2010 academic year, the number of female graduates continued to outnumber the male especially in the educational sciences. The only faculty that experiences more male graduates than females is information technology.

**Table 9: Bachelors Degree Graduates by Faculty and Specialization for 2009/2010**

Faculty	Specialization	Male	Female	Total
<b>Educational Sciences</b>	Classroom Teacher	28	160	188
	Kindergarten	0	96	96
	Special Education	24	47	71
	Class Teacher English Language	0	27	27
	Classroom teacher computer education	1	1	2
	General Diploma in Education	13	32	45
<b>Arts</b>	Arabic Language and Literature	23	19	42
	English Language and Literature	15	61	76
	English / ICT	12	22	34
	International Relations and Strategic Studies	22	5	27
	International Relations / French	4	3	7
	French Language and Literature	2	9	11
	Library Science / Information Technology (Specialist integrated)	11	1	12
	German Language and Literature	21	31	52
<b>Sciences</b>	Mathematics and Statistics	13	24	37
	Mathematics and Statistics / Computer Science	4	3	7

Faculty	Specialization	Male	Female	Total
	Physics	10	17	27
	Chemistry	10	27	37
	Life Sciences	13	21	34
<b>Economics &amp; Business Administration</b>	Business Administration	22	14	36
	Office management and information	19	22	41
	Office management and information / English	2	6	8
	Management Information Systems	42	48	90
	Marketing	16	3	19
	Marketing / English	6	2	8
	Insurance and Risk Management	8	2	10
	Economics	3	3	6
	Accounting	30	12	42
	Accounting / Information Technology (Specialist integrated)	21	25	46
	Finance and banking	16	8	24
<b>Engineering</b>	Mining Engineering	6	0	6
	Environmental Engineering	7	7	14
	Chemical Engineering	6	6	12
	Computer Engineering	31	44	75
<b>IT</b>	Software Engineering	23	15	38
	Computer Science	30	25	55
	Computer Information Systems	38	25	63
<b>Antiquities, Tourism &amp; Hotel Management</b>	Archaeological	2	7	9
	Management of tourism services and tourist guides	16	3	19
	Management of hotels and resorts	21	0	21
<b>Total</b>		<b>591</b>	<b>883</b>	<b>1474</b>

The following table highlights graduate-level specializations. Most students specialize in education and most are female.

**Table 10: Higher Degree Graduates by year and specialization**

Specialization	2006			2007			2008		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Educational Science	0	0	0	19	25	44	16	31	47
Business Administration	0	0	0	1	2	3	0	0	0
Public administration	0	0	0	0	0	0	1	0	1
Education	0	0	0	19	25	44	16	31	47
Commercial & business Adm.	0	0	0	1	2	3	1	0	1
<b>Grand Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>40</b>	<b>54</b>	<b>94</b>	<b>34</b>	<b>62</b>	<b>96</b>

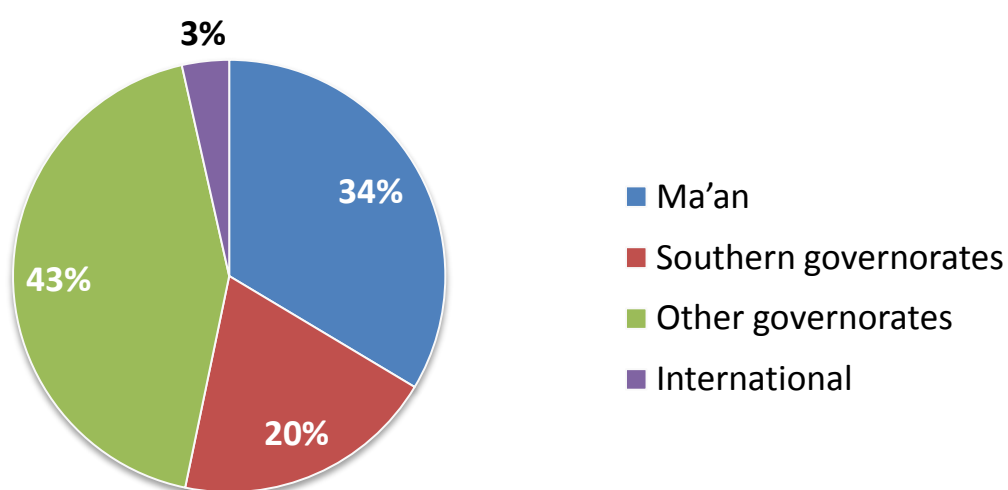
More than 43% of students enrolled in Al-Hussein Bin Talal University reside in governorates outside of Ma'an while 33.6% of students are Ma'an natives. Of those residing outside the

Ma'an Governorate, approximately 20% come from the southern governorates while 3% are international students.

**Table 11: Enrolled students by governorate 2009/2010**

Enrolled Students	Ma'an	Southern governorates	Other governorates	International	Total
Number	2508	1470	3227	263	7468
% of Total	33.6%	19.7%	43.2%	3.5%	100.0%

**Figure 2: Enrolled students by governorate 2009/2010**



# FINDINGS

## LABOR SUPPLY PROFILE

The following data provides the most recent snapshot of Ma'an's labor supply:.

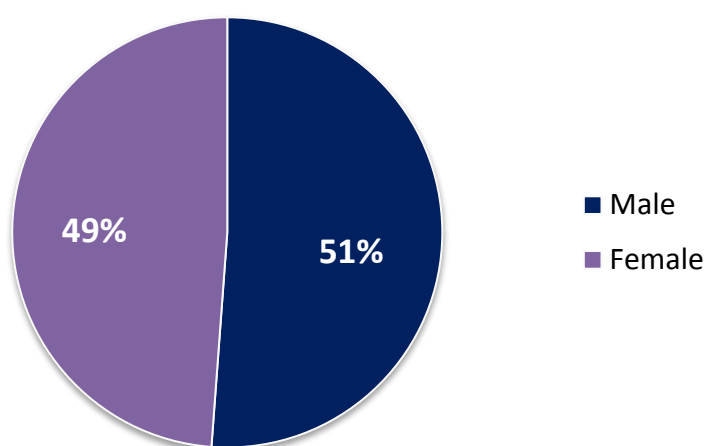
### 1. CHARACTERISTICS OF MA'AN SAMPLE

The sample population consisted of 682 individuals with 51.2% being males and 48.8% females.

**Table 12: Ma'an Sample Population by Gender**

Gender	Crosstabulation	Total
Male	Count	349
	% of Total	51.2%
Female	Count	333
	% of Total	48.8%
Total	Count	682
	% of Total	100.0%

**Figure 3: Ma'an Sample Population by Gender**

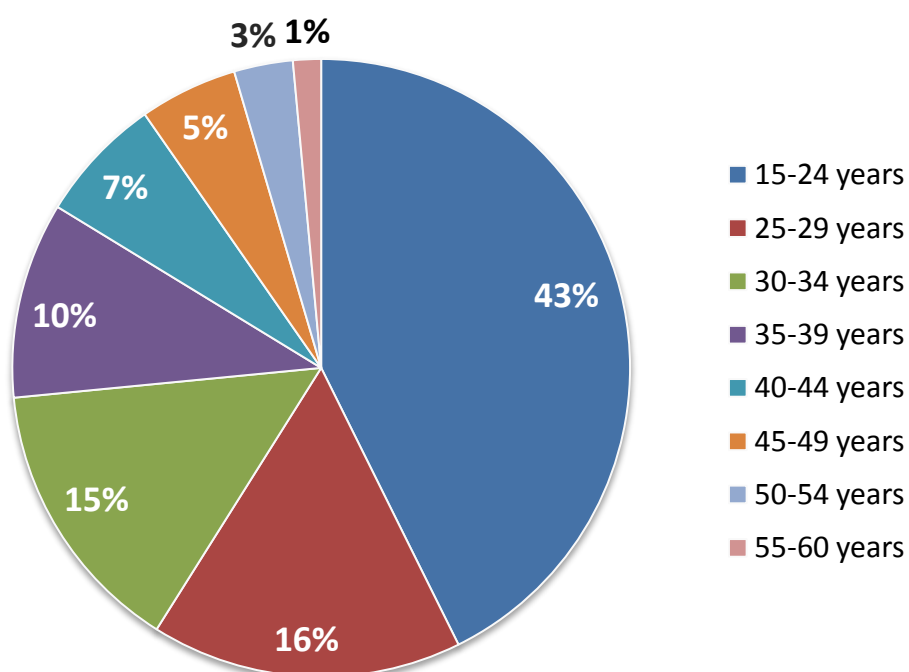


The age group of those surveyed ranged from 15 to 60 year of age. The majority of respondents were between the ages of 15 and 24 (42.7%), followed by those between the ages of 25 and 29 (16.3%) and then those between 30 and 34 years of age (14.5%).

**Table 13: Ma'an Sample Population by Age Groups**

Age Group	Crosstabulation	Total
15-24 years	Count	291
	% of Total	42.7%
25-29 years	Count	111
	% of Total	16.3%
30-34 years	Count	99
	% of Total	14.5%
35-39 years	Count	70
	% of Total	10.3%
40-44 years	Count	45
	% of Total	6.6%
45-49 years	Count	35
	% of Total	5.1%
50-54 years	Count	21
	% of Total	3.1%
55-60 years	Count	10
	% of Total	1.5%
Total	Count	682
	% of Total	100.0%

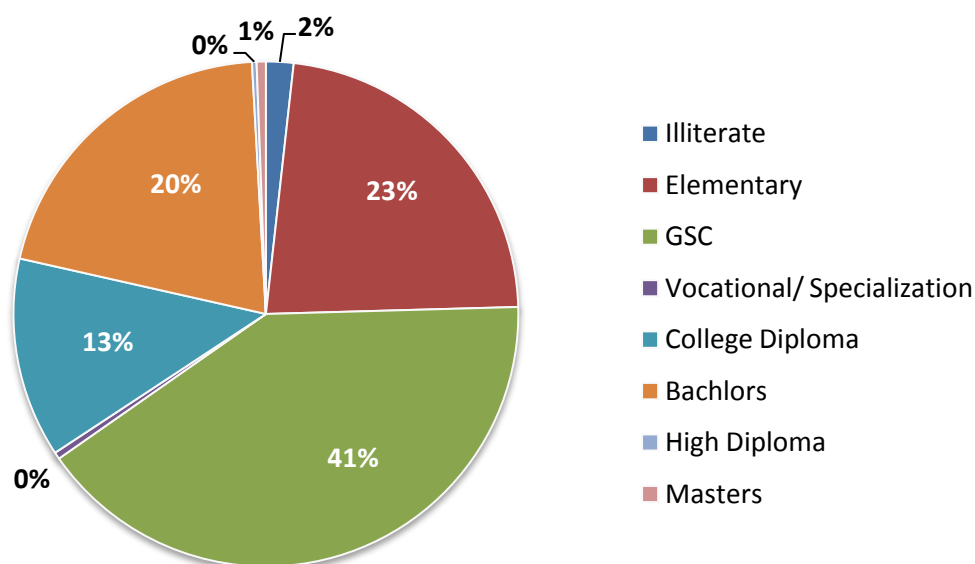
**Figure 4: Ma'an Sample Population by Age Groups**



## 2. LEVEL OF EDUCATION

The majority of the Ma'an sample group completed high school (40.7%), followed by 22.8% who have reached the elementary level and 20.6% who have completed a bachelor's degree.

Figure 5: Overall Level of Education

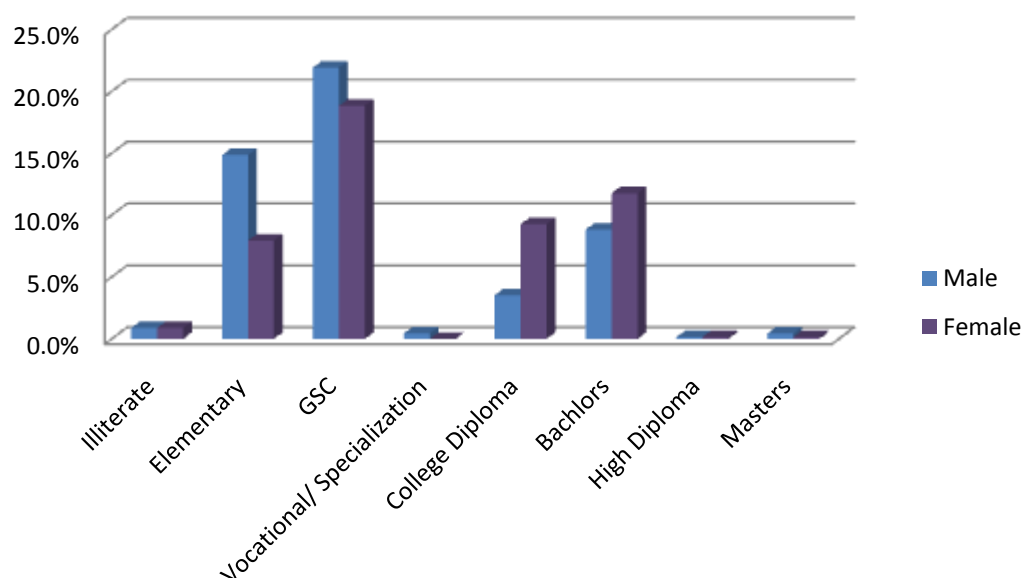


When observing education by gender, it is evident that the majority of the males and females in the sample population have completed high school (21.9% and 18.8% of the total population respectively). However, a greater proportion of females have moved on to complete a college diploma or bachelors degree in comparison to the males.

Table 14: Overall Level of Education by Gender

Level of Education	Cross tabulation	Male	Female	Total
Illiterate	Count	6	6	12
	% of Total	0.9%	0.9%	1.8%
Elementary	Count	101	54	155
	% of Total	14.9%	7.9%	22.8%
GSC	Count	149	128	277
	% of Total	21.9%	18.8%	40.7%
Vocational/ Specialization	Count	3	0	3
	% of Total	0.4%	0.0%	0.4%
College Diploma	Count	24	63	87
	% of Total	3.5%	9.3%	12.8%
Bachelors	Count	60	80	140
	% of Total	8.8%	11.8%	20.6%
High Diploma	Count	1	1	2
	% of Total	0.1%	0.1%	0.3%
Masters	Count	3	1	4
	% of Total	0.4%	0.1%	0.6%
<b>Total</b>	Count	347	333	680
	% of Total	51.0%	49.0%	100.0%

**Graph 5: Overall Level of Education by Gender**



## 2.1. LEVEL OF EDUCATION AND SPECIALIZATION BY GENDER

### 2.1.1. Less Educated

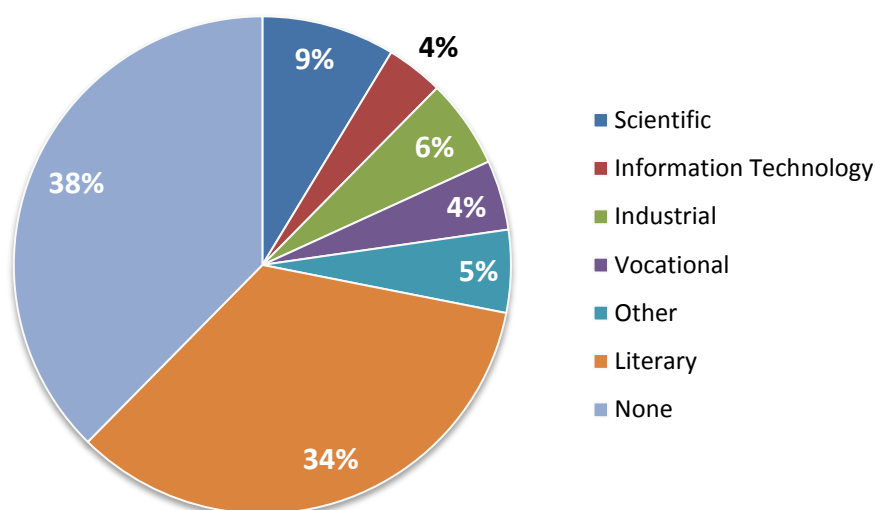
The 'less educated' are composed of 166 individuals who have failed to complete high school (including two illiterate cases; Annex1).

### 2.1.2. GSC

The most popular specialization within those individuals completing high school was literary stream (34.3%; Annex 2). Other specializations were not as popular; as only 8.7% took the scientific stream and 5.8% studied through the industrial stream among others. The remaining 37.6% did not state any specialization.

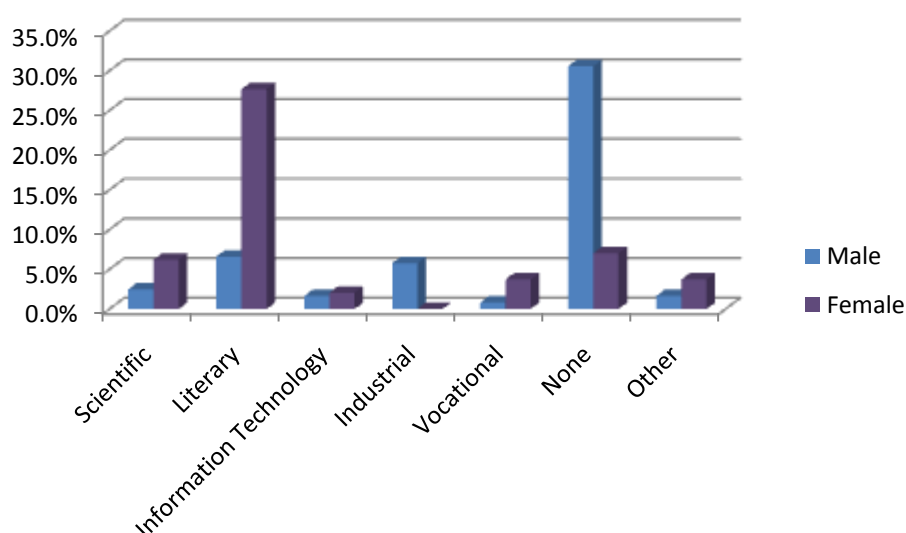


**Figure 6: GSC Specializations**



When analyzed by gender, it is evident that women are more likely to specialize in the literary stream while the men are less likely to specialize in general.

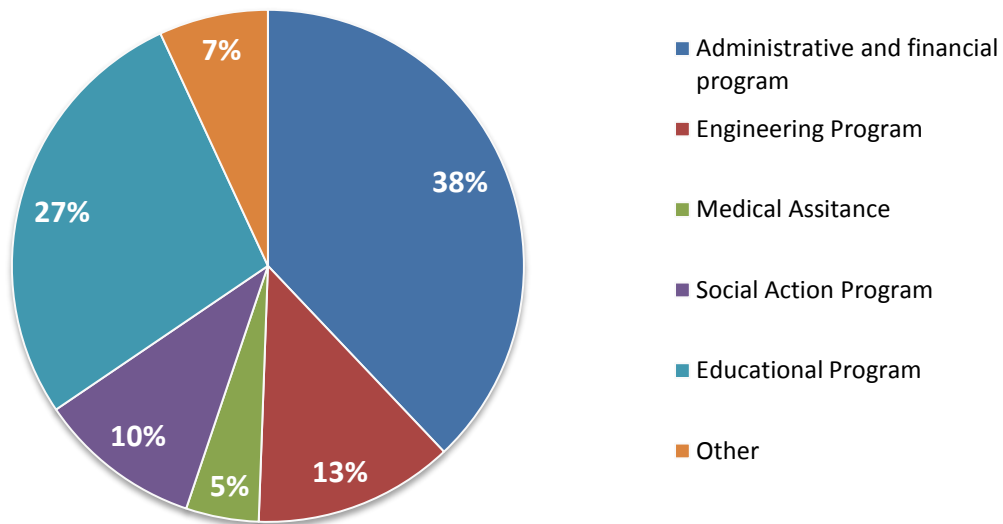
**Graph 6: GSC Specializations by Gender**



### 2.1.3. College Diploma

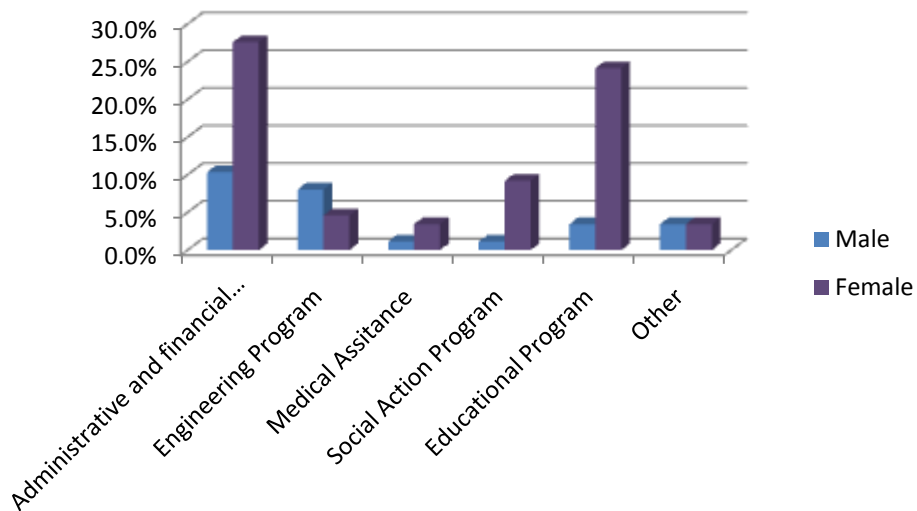
Approximately 38% of the those respondents receiving a college diploma specialized in administrative and financial programs (Annex 3). Approximately 27.6% specialized in the education program and 12.6% specialized in the engineering program.

**Figure 7: College Diploma Specializations**



Upon further analysis by gender, it is evident that more women chose to specialize in administrative and financial programs as well as educational programs in comparison to men.

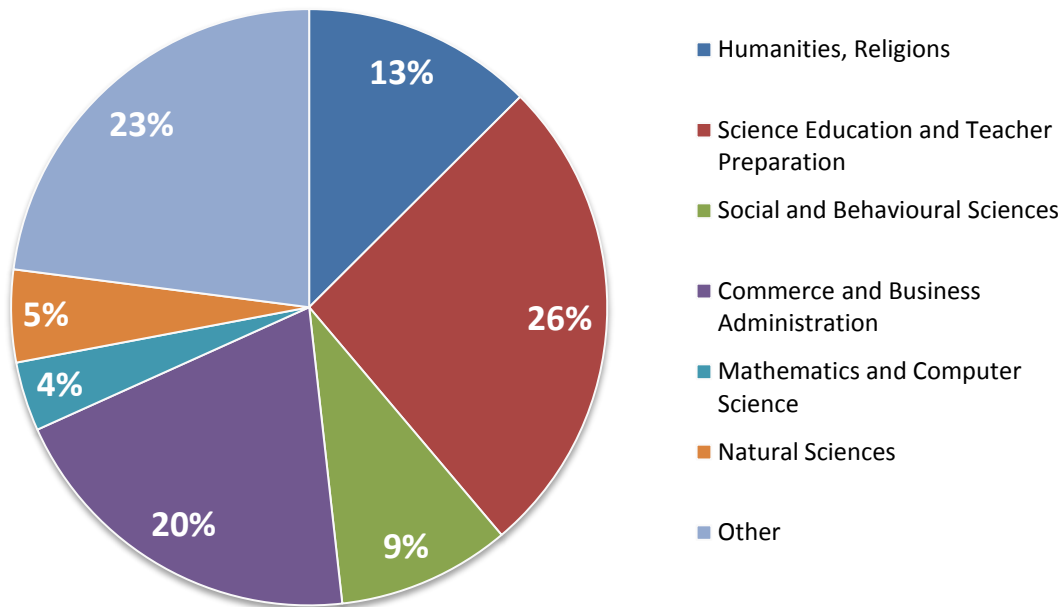
**Figure 8: College Diploma Specializations by Gender**



#### 2.1.4. University

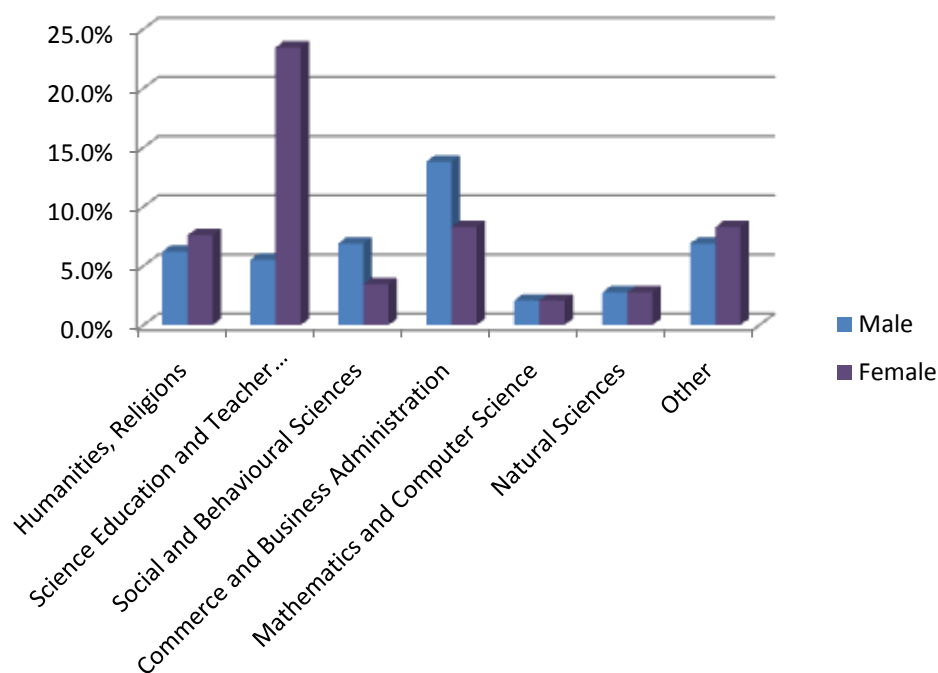
The university degree holders show greater diversity in the types of specializations when compared to the college diploma holders. However, unlike the college diploma holders, the majority of individuals with university degrees specialized in science education and teacher preparation programs (29.0%; Annex 4). The second most common specialization was commerce and business administration (21.1%) followed by humanities and religion (13.8%).

**Figure 9: University Specializations**



When university specializations were divided according to gender, responses indicated that the majority of females specialized in science education and teacher education. Most men however specialized in commerce and business administration. This is different from the college diploma, where females tended to focus more on business programs.

**Graph 7: University Specializations by Gender**

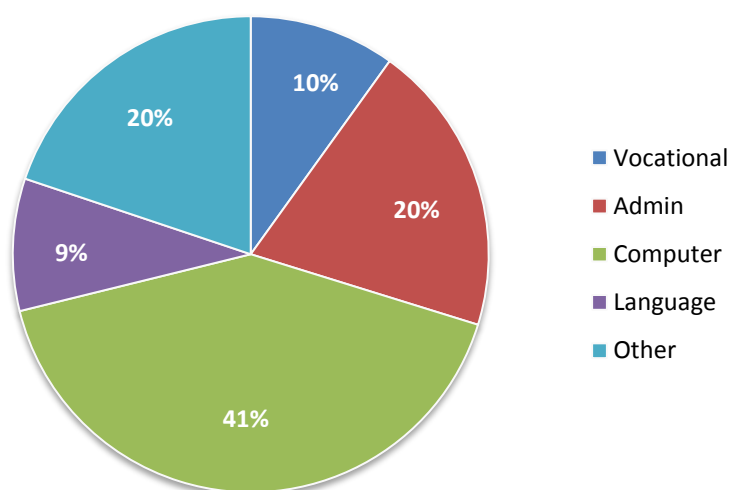


### 3. TRAINING

#### 3.1. TRAINING UNDERTAKEN

Respondents indicated that 41.4% have received some form of computer training, followed by approximately 20% who have received administrative training.

**Figure 10: Types of Training Undertaken**

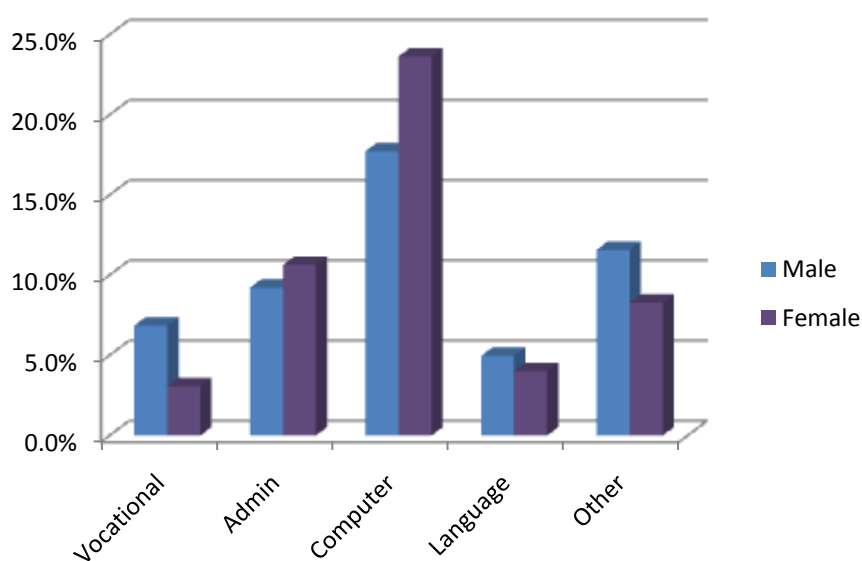


When distinguishing between genders, the responses indicated that the majority of both males and females have received computer training with females outnumbering the males (57.1% within group). However when it comes to vocational training, the number of males exceeded that of females (69.0% within group).

**Table 15: Types of Training Undertaken by Gender**

Training	Crosstabulation	Male	Female	Total
Vocational	Count	29	13	42
	% Within	69.0%	31.0%	100.0%
	% of Total	6.9%	3.1%	9.9%
Admin	Count	39	45	84
	% Within	46.4%	53.6%	100.0%
	% of Total	9.2%	10.6%	19.9%
Computer	Count	75	100	175
	% Within	42.9%	57.1%	100.0%
	% of Total	17.7%	23.6%	41.4%
Language	Count	21	17	38
	% Within	55.3%	44.7%	100.0%
	% of Total	5.0%	4.0%	9.0%
Other	Count	49	35	84
	% Within	58.3%	41.7%	100.0%
	% of Total	11.6%	8.3%	19.9%
Total	Count	213	210	423
	% of Total	50.4%	49.6%	100.0%

**Graph 8: Type of Training Undertaken by Gender**



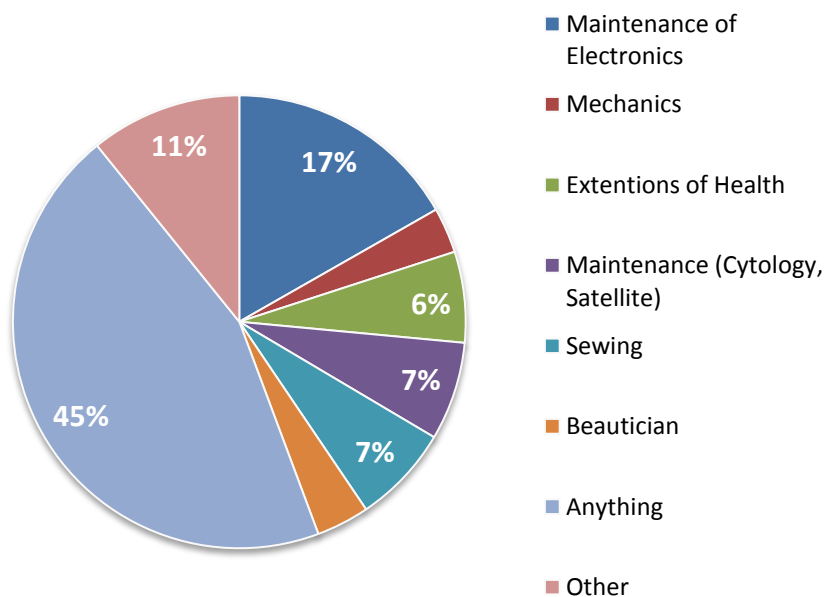
## 3.2. TRAINING DESIRED

The following section seeks to identify what are some of the training courses sought by participants.

### 3.2.1. Vocational

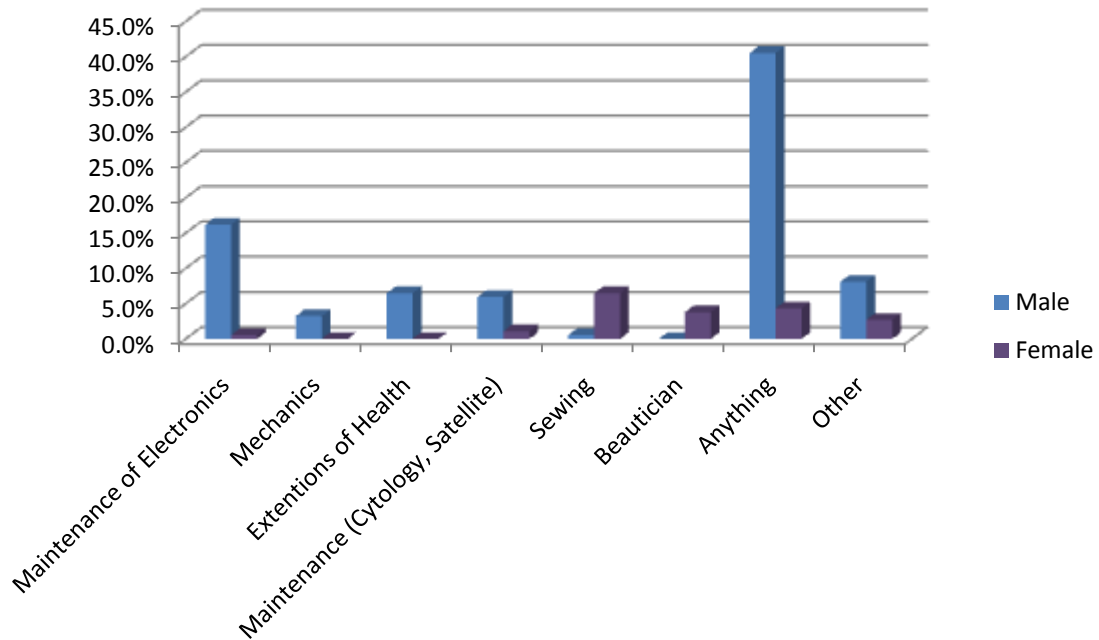
Approximately 45% of respondents felt that they were lacking in vocational training (Annex 5). Relative to vocational training,, a significant number of respondents expressed interest in programs such as the maintenance of electronics (16.8%), the maintenance of cytology and satellites (7.0%), and sewing (7.0%).

**Figure 11: Vocational Training Sought**



When differentiated by gender, it is evident that males seek training more than do females. This is highlighted by the fact that a significant sampling of males opted for ‘anything’ or any kind of vocational training (90% within group). With the exception of sewing and beautician training, males exceed females in their demand for various vocational training.

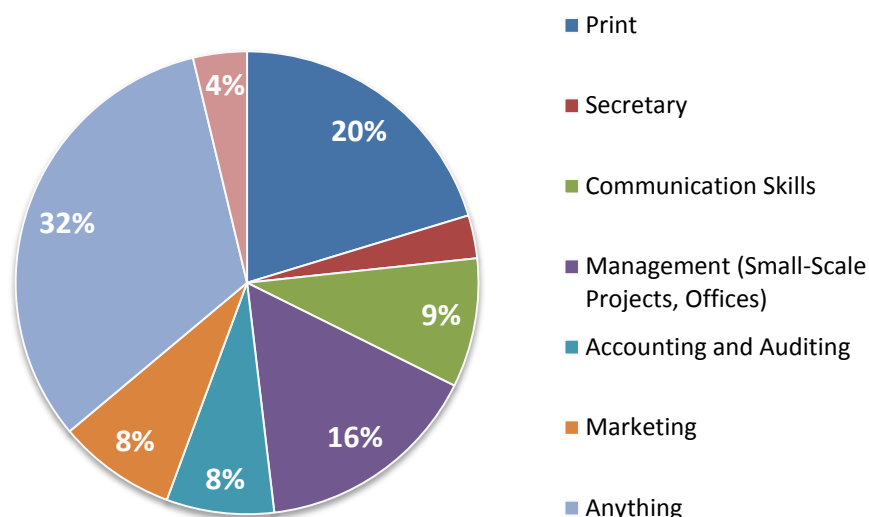
Graph 9: Vocational Training Sought by Gender



### 3.2.2. Administrative

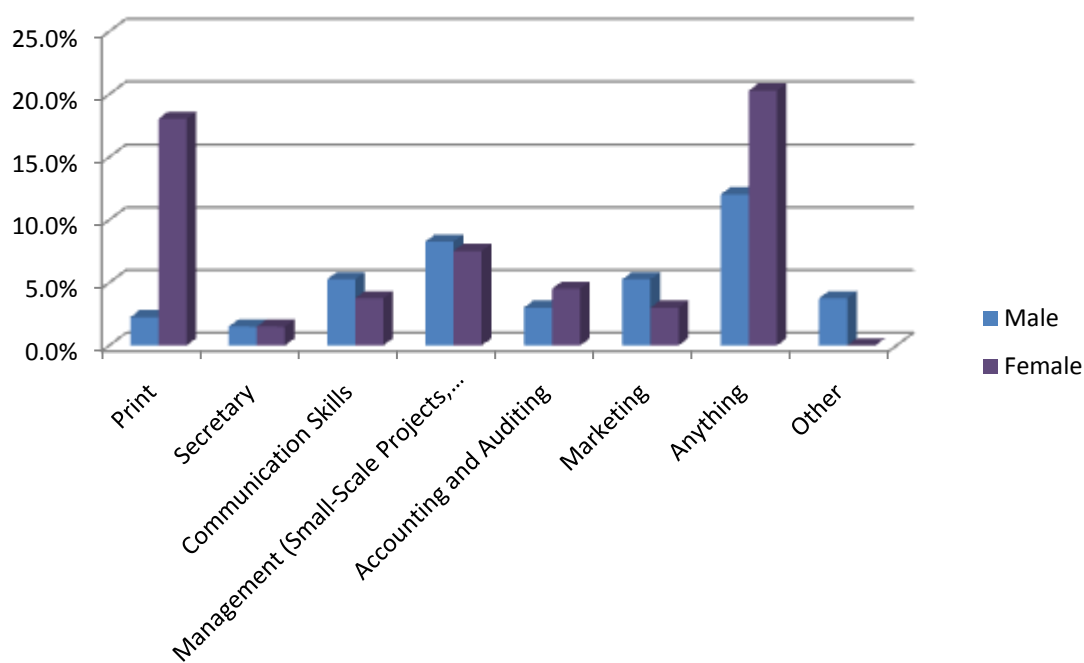
Relative to administrative training, the responses indicated that the majority of respondents are desirous of any kind of training (32.3%; Annex 6). Demand for specialized training included printing (20.3%), management (15.8%), communication skills (9.0%), accounting and auditing (7.5%) and marketing (8.3%) among others.

**Figure 12: Administrative Training Sought**



After sorting according to gender, responses indicated that females seek more training than males (58.0%) especially in the areas of printing (88.0% within group). Females are also more open to any form of administrative training compared to males (62.0%). Males, on the other hand, expressed the need for other forms of training.

**Graph 10: Administrative Training Sought by Gender**

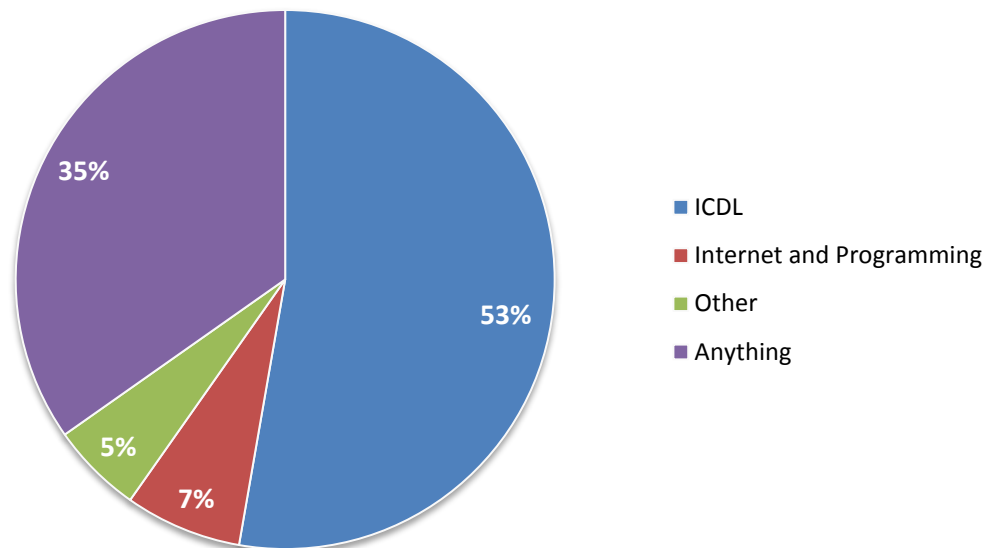




### 3.2.3. Computers

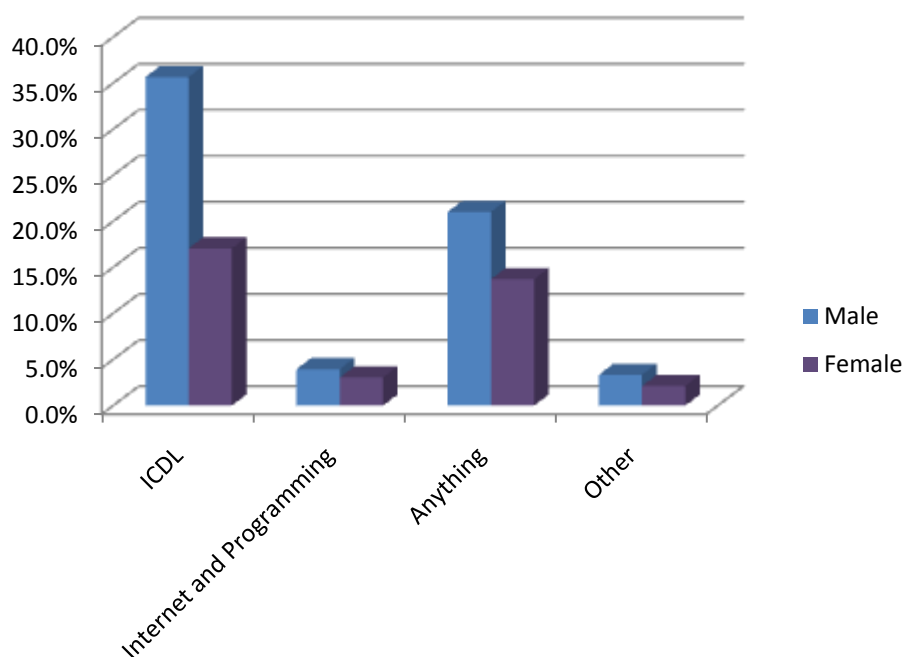
Approximately 52% of respondents felt that they needed formal training in International Computer Driving License (ICDL), followed by internet and programming (7.0%) and others (5.5%; Annex7). Otherwise, 34.8% of respondents felt the need for any form of computer training.

Figure 13: Computer Training Sought



When comparing genders, responses indicate that men feel they are in need of more computer training overall (64.0%) in all areas especially ICDL (67.6% within group).

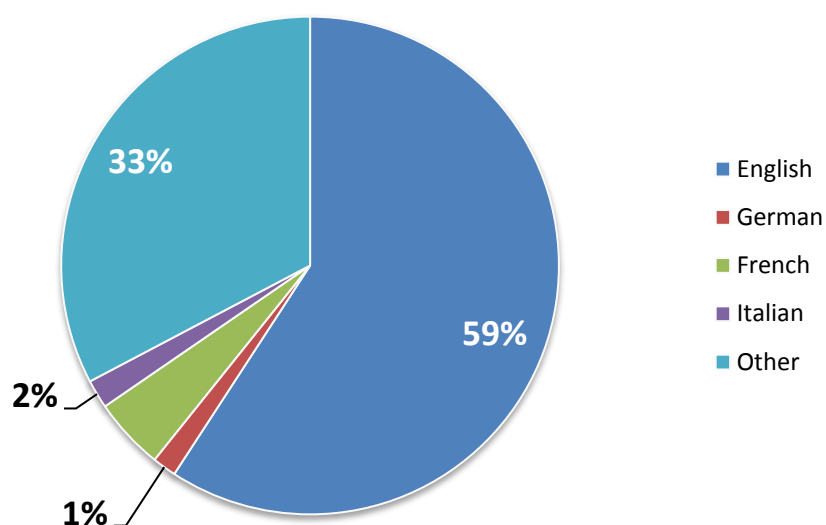
**Graph 11: Computer Training Sought by Gender**



### 3.2.4. Languages

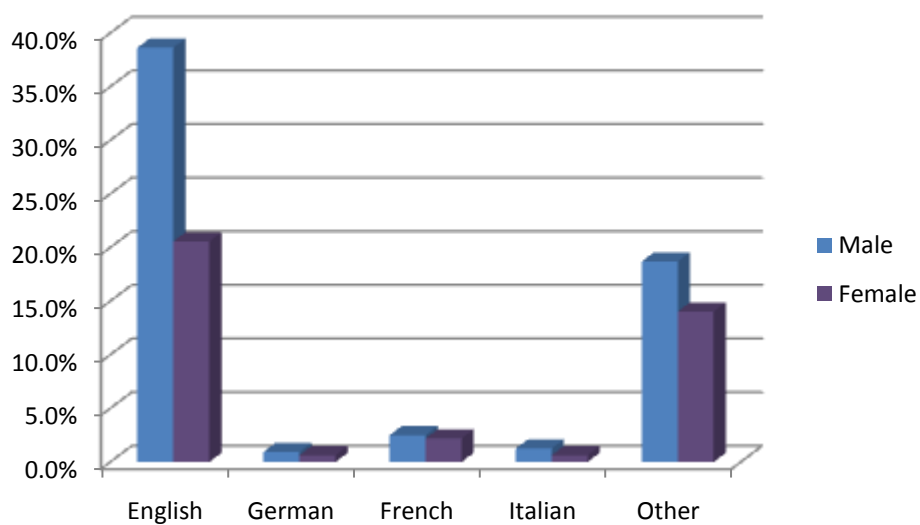
The majority of respondents seek training in the English language (59.2%; Annex 8) followed by French (4.7%). A large portion of respondents claimed other language preferences (32.7%).

**Figure 14: Language Training Sought**



**More men seek English language training than do females (65.3%)**

**Graph 12: Language Training Sought by Gender**



### 3.2.5. other

The following table highlights other forms of training, which were mentioned by the respondents but not otherwise discussed to this point.

**Table 16: Other Training Sought**

Other	Gender	Cross tabulation	Total
	Male	Count	28
		% of Total	60.9%
	Female	Count	18
		% of Total	39.1%
	Total	Count	46
		% of Total	100.0%

## 4. CHARACTERISTICS OF THE WORKING SAMPLE

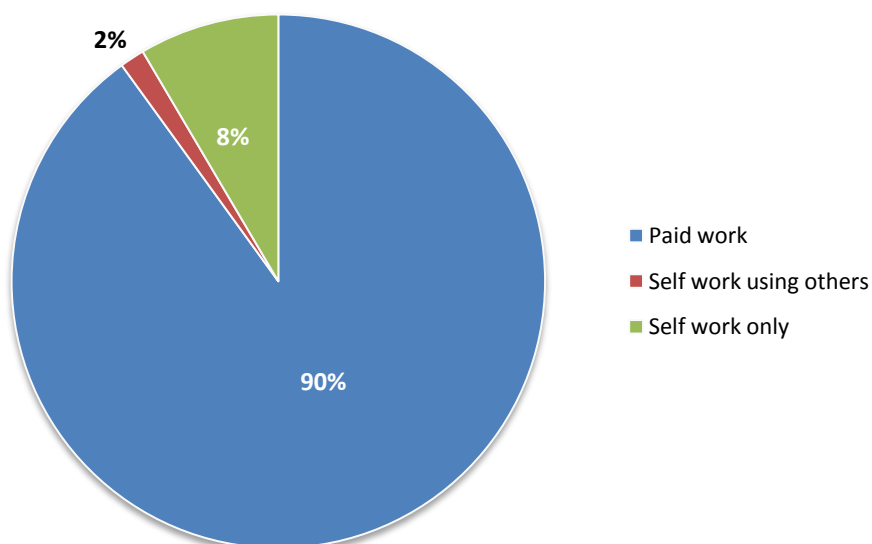
### 4.1. TYPE OF WORK

Of those working, the great majority (90.1%) are paid workers. When we compare by gender, it is evident to see that women less likely to be self-employed. In addition, of the men who are self-employed are more likely to work alone than with others.

**Table 17 Type of Work by Gender**

Employment Sector	Cross Tabulation	Male	Female	Total
Paid work	Count	157	99	256
	% of Total	55.3%	34.9%	90.1%
Self work using others	Count	3	1	4
	% of Total	1.1%	0.4%	1.5%
Self work only	Count	23	1	24
	% of Total	8.1%	0.4%	8.5%
Total	Count	183	101	284
	% of Total	64.4%	35.6%	100.0%

**Figure 15 Sector of Work**



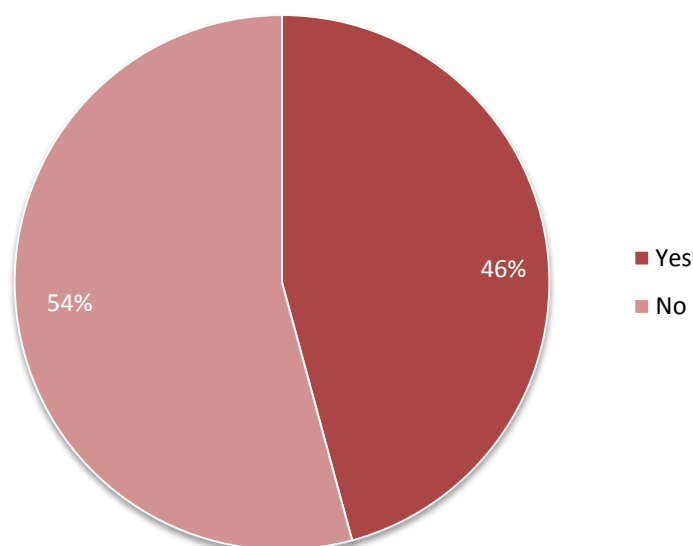
## 4.2. PROPORTION OF WORKING PERSONS SEEKING ALTERNATE EMPLOYMENT

The number of working individuals seeking alternate employment is relatively evenly divided, as 45.8% are interested in alternative employment and 54.2% are not.

**Table 18: Working Persons Seeking Alternate Employment by Gender**

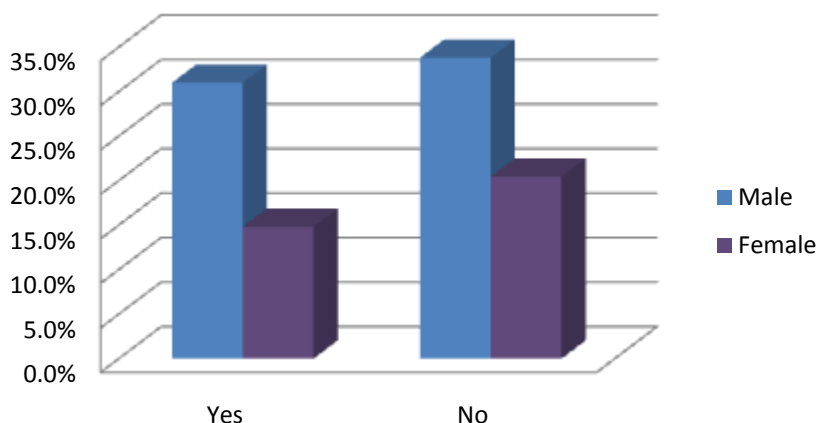
Seeking Employment	Alternate	Cross tabulation	Male	Female	Total
Yes		Count	88	42	130
		% Within	67.7%	32.3%	100.0%
		% of Total	31.0%	14.8%	45.8%
No		Count	96	58	154
		% Within	62.3%	37.7%	100.0%
		% of Total	33.8%	20.4%	54.2%
Total		Count	184	100	284
		% of Total	64.8%	35.2%	100.0%

**Figure 16 Proportion of Working Seeking Alternate Employment**



When taking gender into consideration, a similar pattern is evident though a slightly higher number of women do not seek alternate employment.

**Figure 17 Proportion of Working Seeking Alternate Employment by Gender**



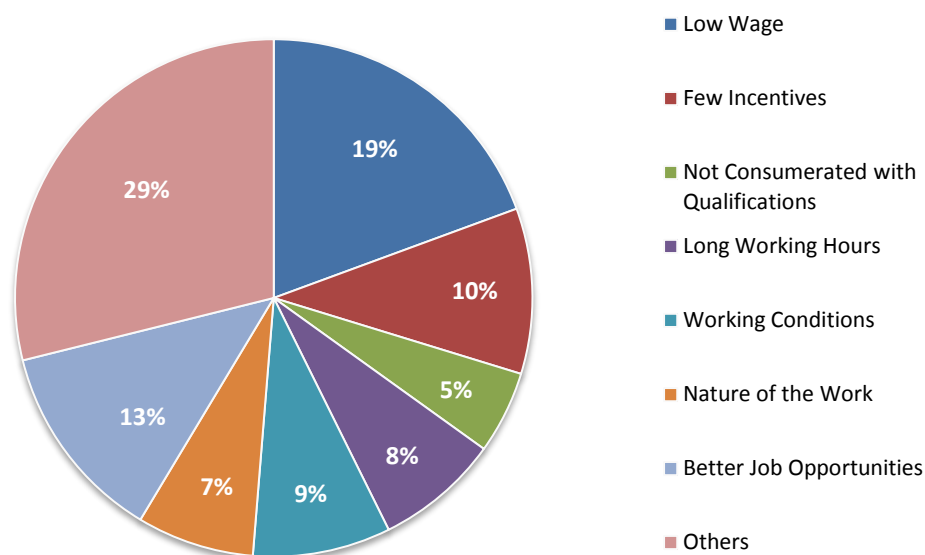
### 4.3. REASONS FOR LEAVING CURRENT OR PREVIOUS JOB

Although there are a variety of reasons for why employed individuals left their previous jobs, the most frequently cited reasons were low wages and the prospect of better job opportunities. Between genders, this distinction is even more apparent (Graph 13).

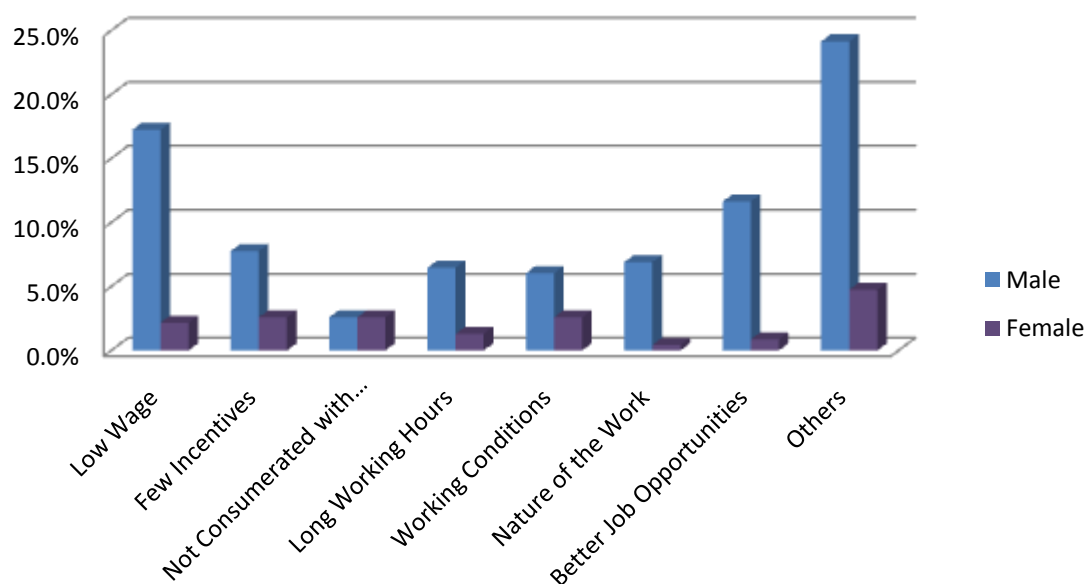
**Table 19: Reasons for Leaving Current or Previous Job by Gender**

Reason for Leaving	Cross tabulation	Male	Female	Total
Low Wage	Count	40	5	45
	% of Total	17.2%	2.2%	19.4%
Few Incentives	Count	18	6	24
	% of Total	7.8%	2.6%	10.3%
Not in the Same Field of Qualifications	Count	6	6	12
	% of Total	2.6%	2.6%	5.2%
Long Working Hours	Count	15	3	18
	% of Total	6.5%	1.3%	7.8%
Working Conditions	Count	14	6	20
	% of Total	6.0%	2.6%	8.6%
Nature of the Work	Count	16	1	17
	% of Total	6.9%	0.4%	7.3%
Better Job Opportunities	Count	27	2	29
	% of Total	11.6%	0.9%	12.5%
Others	Count	56	11	67
	% of Total	24.1%	4.7%	28.9%
Total	Count	192	40	232
	% of Total	82.8%	17.2%	100.0%

**Figure 18: Reasons for Leaving Current or Previous Job**



**Graph 13: Reasons for Leaving Current or Previous Job by Gender**



A number of other reasons not presented here were collected during the survey, however, due to their diversity; they were categorized under the 'other' category in order to avoid redundancy.

## 5. CHARACTERISTICS OF THE NON-WORKING

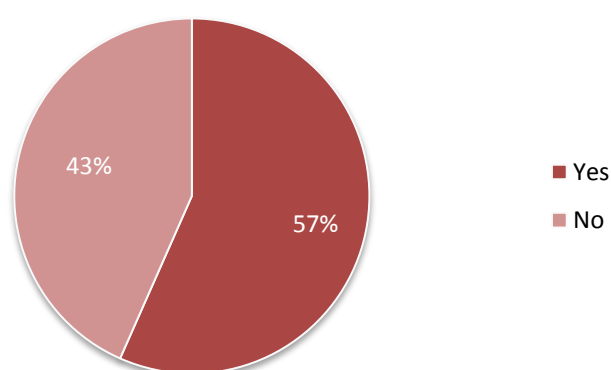
### 5.1. SEEKING EMPLOYMENT

Of those respondents who were not working, only 56.6% claimed to be seeking employment. Of those not seeking employment, the majority are women (67.7%).

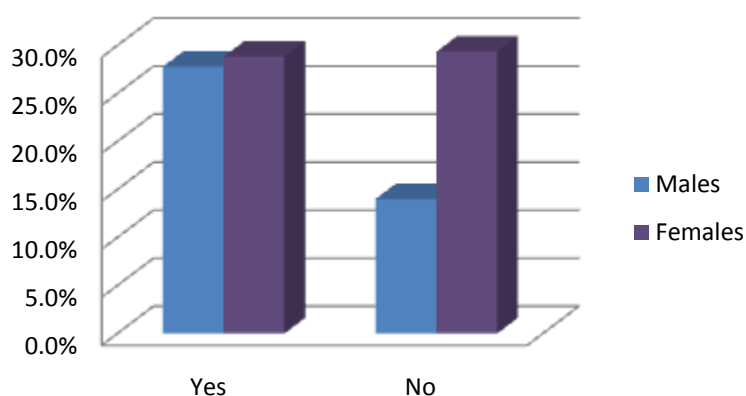
**Table 20: Proportion of Non-Working Seeking Employment by Gender**

Seeking Employment	Cross tabulation	Males	Females	Total
Yes	Count	107	111	218
	% Within	49.1%	50.9%	100.0%
	% of Total	27.8%	28.8%	56.6%
No	Count	54	113	167
	% Within	32.3%	67.7%	100.0%
	% of Total	14.0%	29.4%	43.4%
Total	Count	161	224	385
	% of Total	41.8%	58.2%	100.0%

**Figure 19: Proportion of Non-Working Seeking Employment**



**Graph 14: Proportion of Non-Working Seeking Employment by Gender**





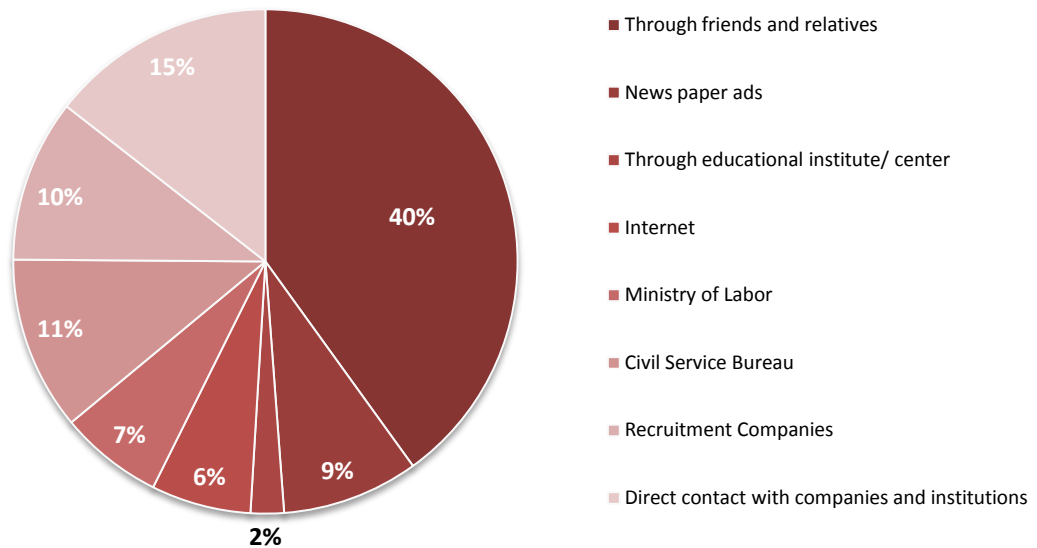
## 5.2. JOB SEEKING METHODS

The majority of job seekers rely on friends and relatives as a method for seeking employment (40.0%). There were differences, however, in the way men and women seek employment. For instance, although the total percentage of individuals who seek employment through the Civil Service Bureau is 11.1%, 68.1% are females. On the other hand, recruitment companies are utilized mostly by men (90.9%) as is also the case with contacting companies directly (95.1%).

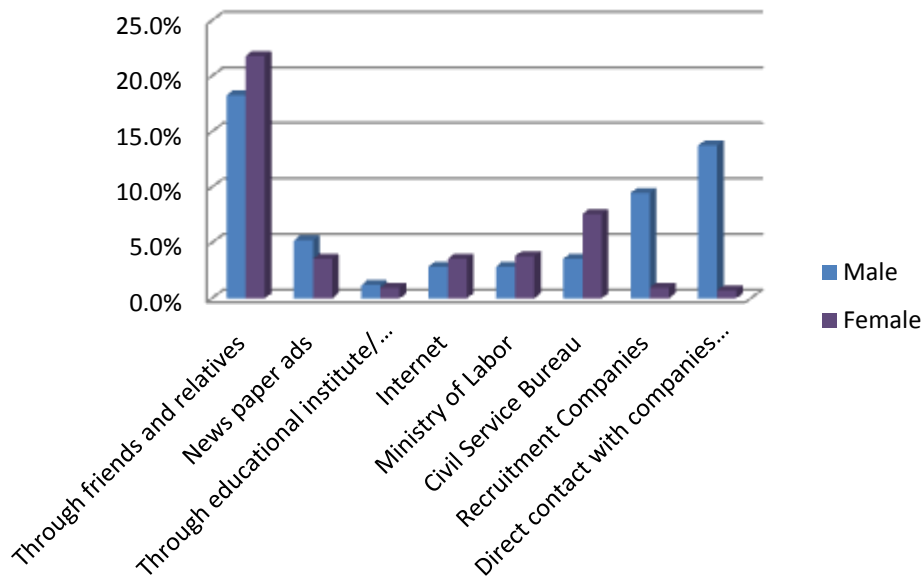
Table 21: Job Search Methods by Gender

Job Search Methodology	Cross tabulation	Male	Female	Total
Through friends and relatives	Count	77	92	169
	% Within	45.6%	54.4%	100.0%
	% of Total	18.2%	21.8%	40.0%
News paper advertisements	Count	22	15	37
	% Within	59.5%	40.5%	100.0%
	% of Total	5.2%	3.6%	8.8%
Through educational institute/center	Count	5	4	9
	% Within	55.6%	44.4%	100.0%
	% of Total	1.2%	0.9%	2.1%
Internet	Count	12	15	27
	% Within	44.4%	55.6%	100.0%
	% of Total	2.8%	3.6%	6.4%
Ministry of Labor	Count	12	16	28
	% Within	42.9%	57.1%	100.0%
	% of Total	2.8%	3.8%	6.6%
Civil Service Bureau	Count	15	32	47
	% Within	31.9%	68.1%	100.0%
	% of Total	3.6%	7.6%	11.1%
Recruitment Companies	Count	40	4	44
	% Within	90.9%	9.1%	100.0%
	% of Total	9.5%	0.9%	10.4%
Direct contact with companies and institutions	Count	58	3	61
	% Within	95.1%	4.9%	100.0%
	% of Total	13.7%	0.7%	14.5%
<b>Total</b>	Count	241	181	422
	% of Total	57.1%	42.9%	100.0%

**Figure 20: Job Search Methods**



**Graph 15: Job Search Methodology by Gender**



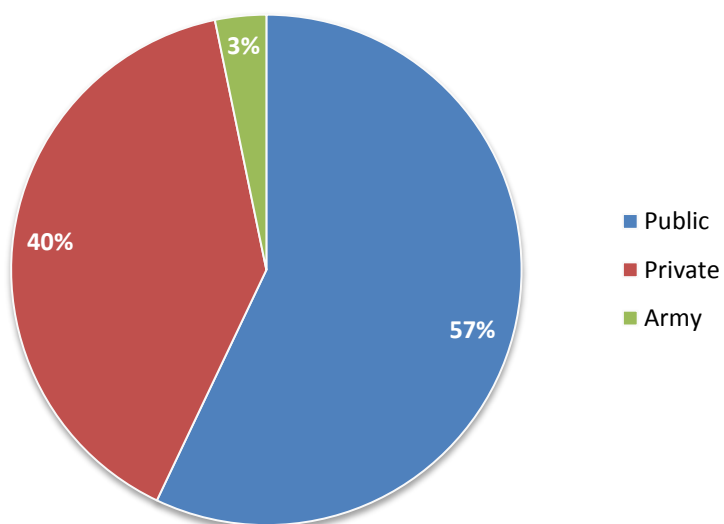
### 5.3. PREFERRED WORKING SECTOR

When analyzing the overall preference of employment among those that are without jobs, it is evident that a majority would like to find work in the public sector. This is especially true of women, as 60.8% expressed a desire for public sector employment. Among men, 81.5% said they preferred private sector employment. Only 3.2% of men expressed a desire to join the armed forces.

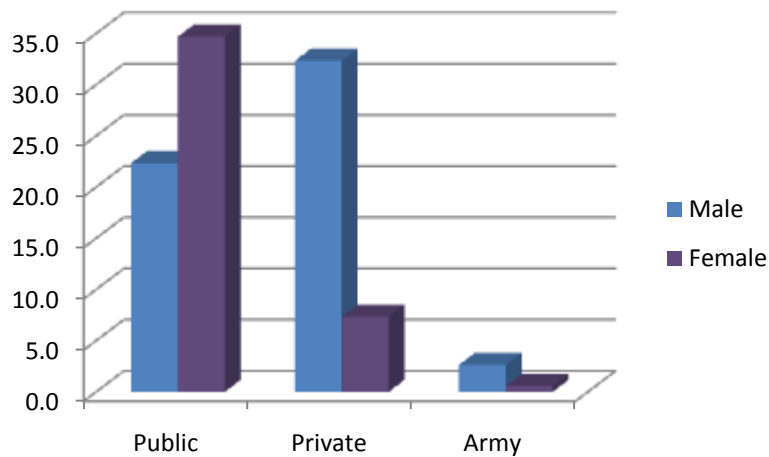
**Table 22: Preferred Working Sector amongst Unemployed by Gender**

Preferred Sector	Cross tabulation	Male	Female	Total
Public	Count	76	118	194
	% Within	39.2%	60.8%	100.0%
	% of Total	22.4%	34.7%	57.1%
Private	Count	110	25	135
	% Within	81.5%	18.5%	100.0%
	% of Total	32.4%	7.4%	39.7%
Armed Forces	Count	9	2	11
	% Within	81.8%	18.2%	100.0%
	% of Total	2.6%	0.6%	3.2%
<b>Total</b>	Count	195	145	340
	% of Total	57.4%	42.6%	100.0%

**Figure 21: Preferred Working Sector amongst Unemployed**



**Graph 16: Preferred Working Sector amongst Unemployed by Gender**

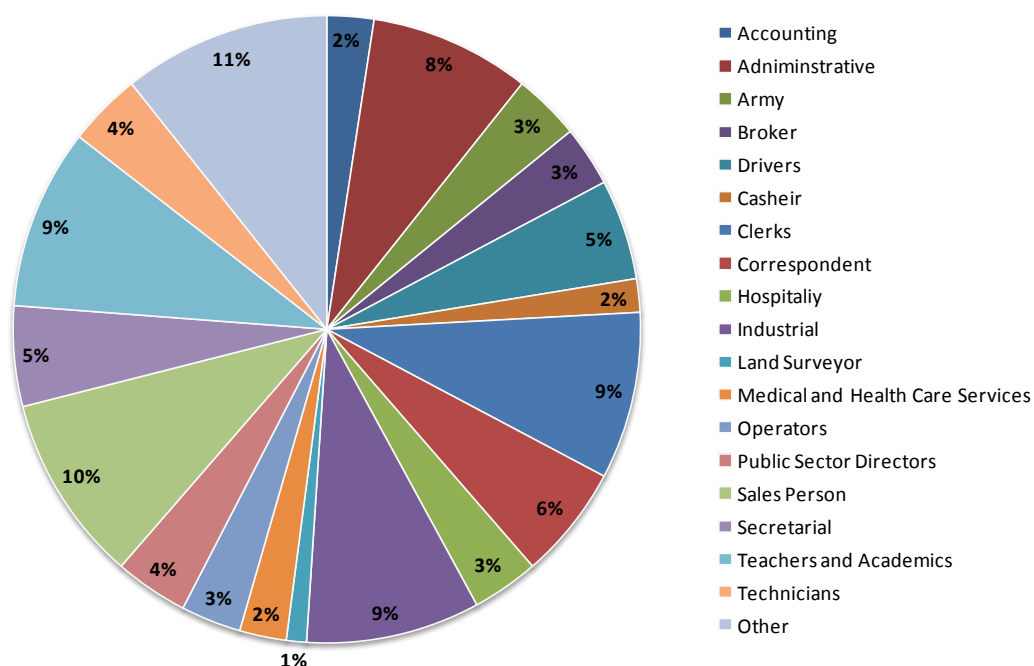


## **6. CURRENT AND PERVIOUS JOB TITLES**

### **6.1. CURRENT JOB TITLES AMONGST THE WORKING**

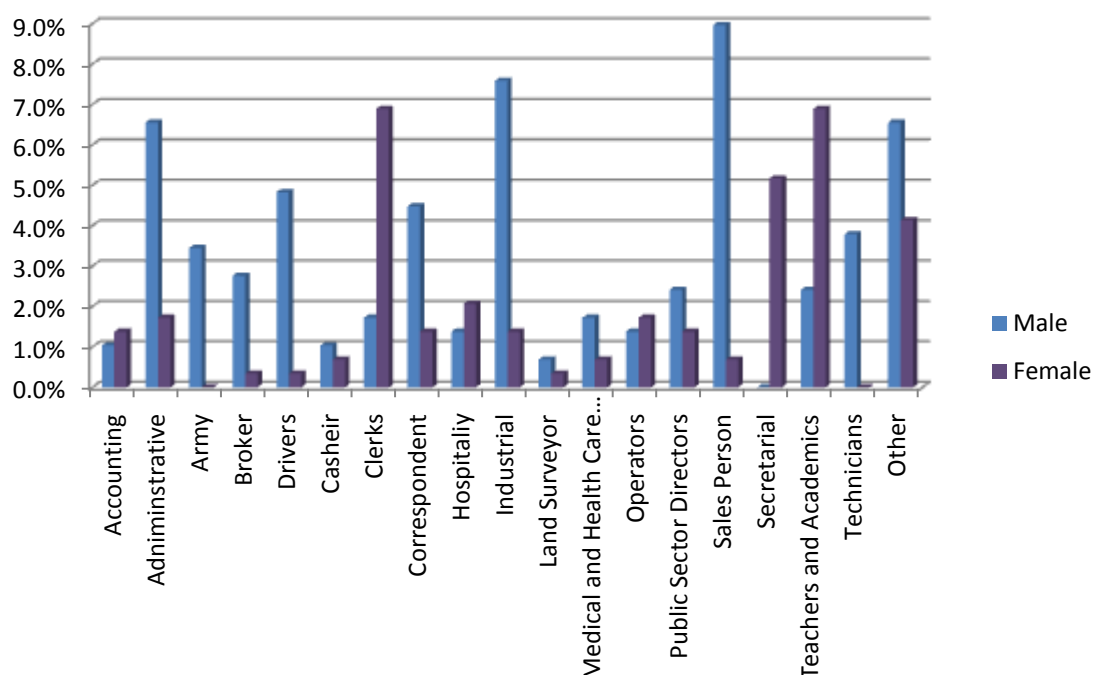
After analyzing the job titles provided by the working respondents, the consultants condensed them into one of 19 categories, which are outlined in the following table. The most frequently cited job titles were sales person (9.7%), teachers and academics (9.3%), industrial (9.0%), clerical (8.6%) and administrative (8.3%). The remaining details are included in Annex 9.

**Figure 22: Current Job Titles amongst Employed**



When distinguishing between genders, it is evident that there are a number of jobs which are male dominated while others are female dominated. Male dominated jobs include administrative, army, brokers, drivers, correspondents, industrial, sales, and technician jobs. Female dominated areas include clerical, secretarial and teacher/academic jobs.

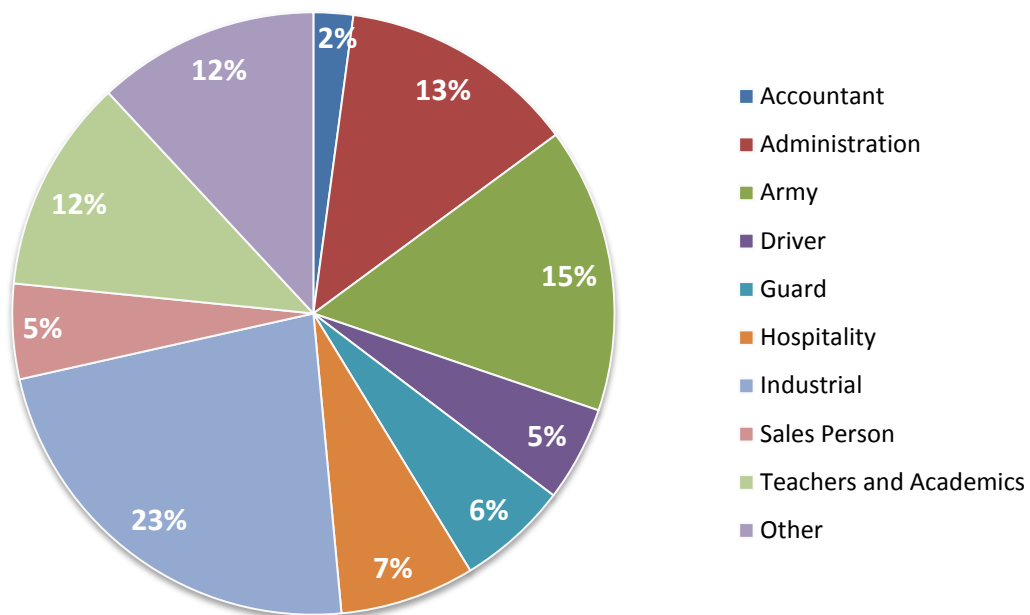
**Graph 17: Current Job Titles amongst Employed by Gender**



## 6.2. PREVIOUS JOB TITLES

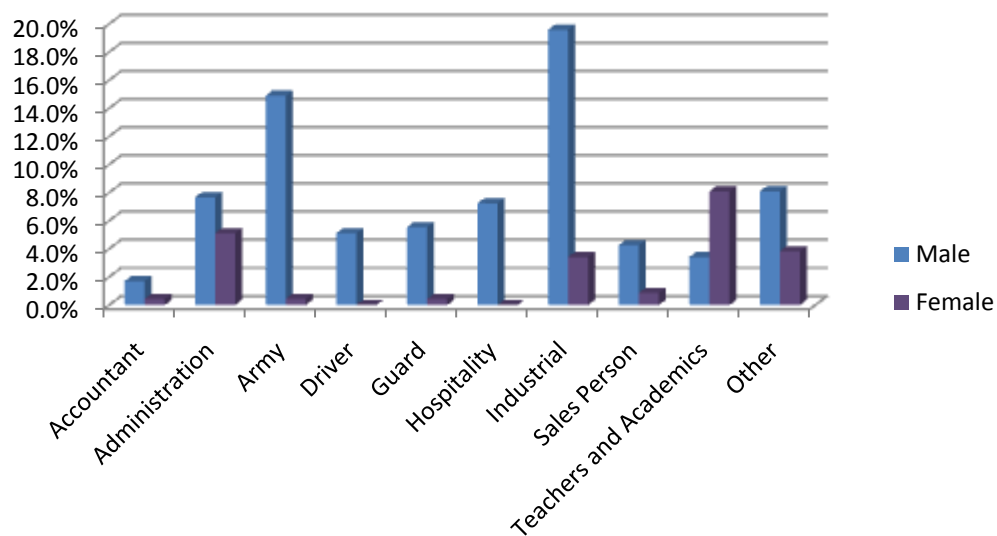
When the previous job titles of all respondents were evaluated, there was a decrease in the number of categories as the most common jobs begin to emerge. The majority of respondents have worked as industrial workers in the past (23.0%; Annex 10). Others have worked in the army (15.3%), administration (12.8%) as well as teachers and academics (11.5%).

**Figure 23: Previous Job Titles**



When distinguishing by gender, males have had more jobs in the past than females across all areas except as teachers and academics. There are also a number of areas that are male dominated (e.g. armed forces, drivers, guards, hospitality, industrial, and sales persons).

**Graph 18: Previous Job Titles by Gender**



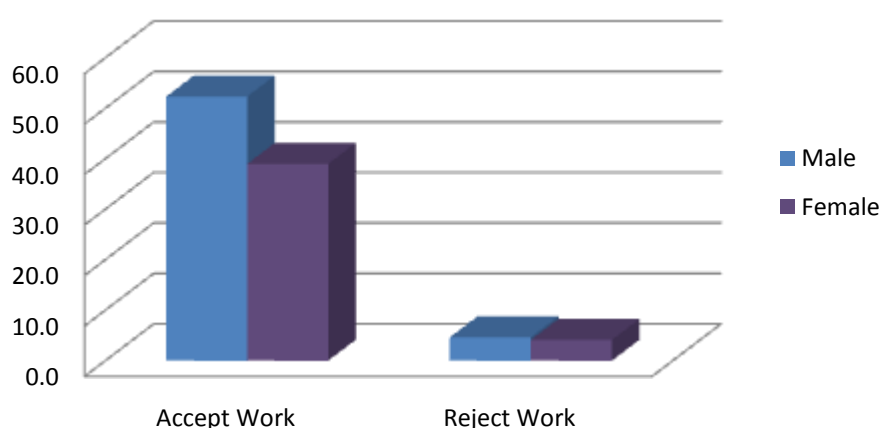
## 7. WILLINGNESS TO WORK IN MA'AN

The majority of those who are not working say that they are willing to work in Ma'an (87.9%). There are no significant differences between genders and their willing or unwillingness to work in Ma'an.

**Table 23: Accepting/Rejecting Work in Ma'an amongst Non-Working by Gender**

Accept/Reject Work in Ma'an	Cross tabulation	Male	Female	Total
Accept Work	Count	153	109	262
	% of Total	51.3	36.6	87.9
Reject Work	Count	20	16	36
	% of Total	6.7	5.4	12.1
<b>Total</b>	Count	173	125	298
	% of Total	58.1	41.9	100.0

**Graph 19: Accepting/Rejecting Work in Ma'an amongst Non-Working by Gender**



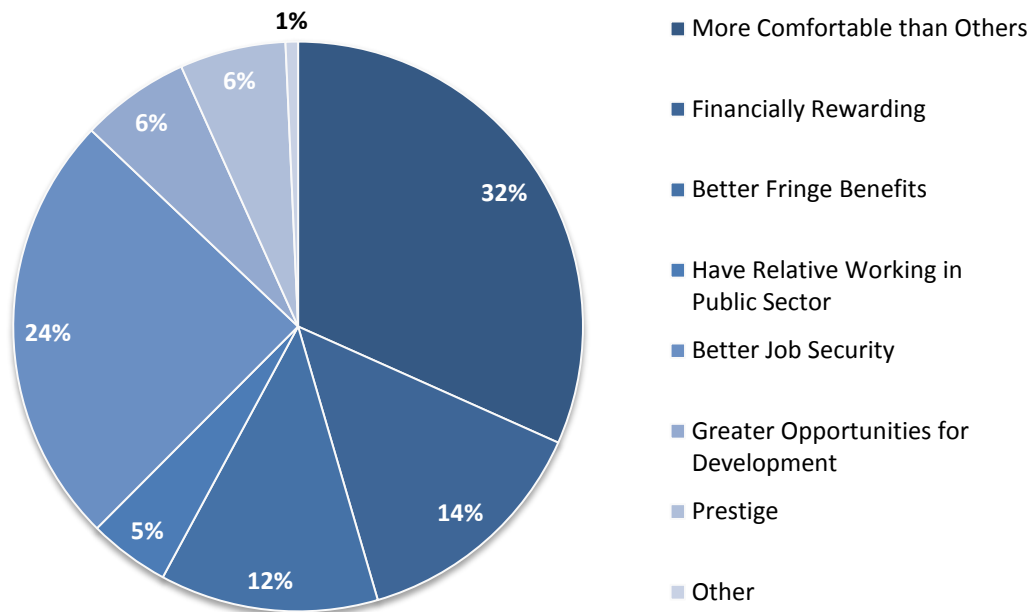
## 8. DESIRED WORKING SECTORS

### 8.1. PUBLIC SECTOR

Of those who prefer to work in the public sector, the majority feel that it is more comfortable than working in other sectors (31.7%; Annex 11).

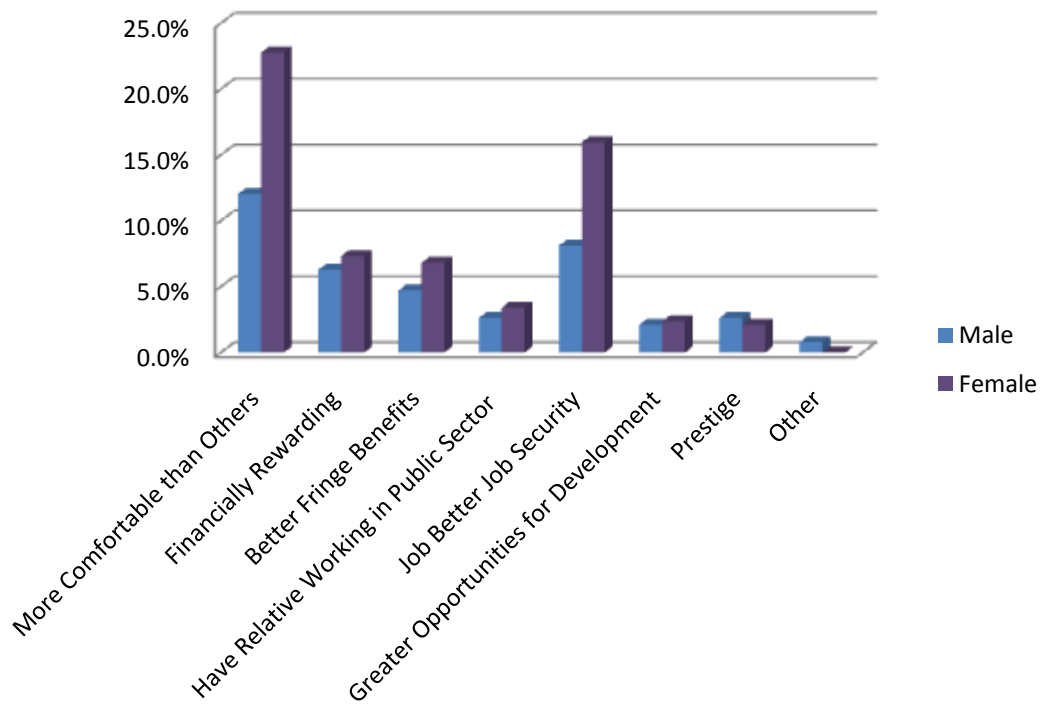


**Figure 24 : Reasons for Preferring Public Sector**



When comparing genders, women demonstrated a greater preference for working in the Public Sector and they also had higher salary expectations.

**Graph 20: Reasons for Preferring Public Sector by Gender**

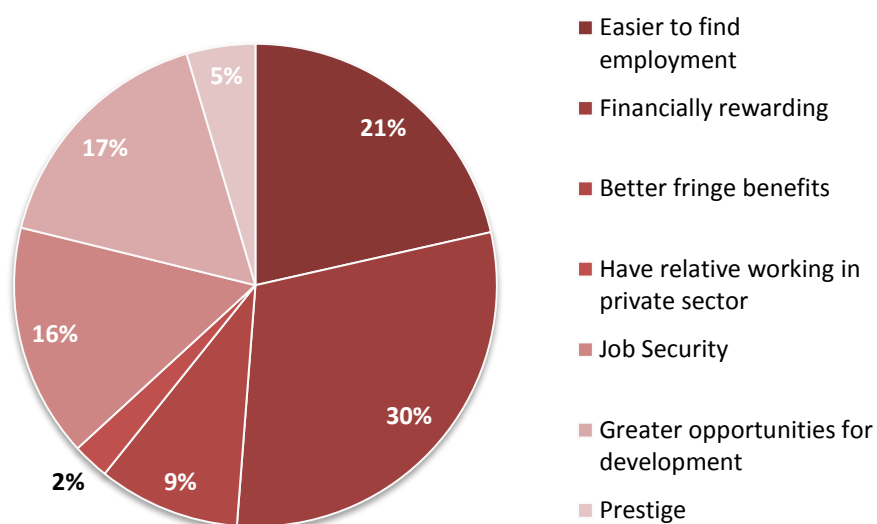


## 8.2.

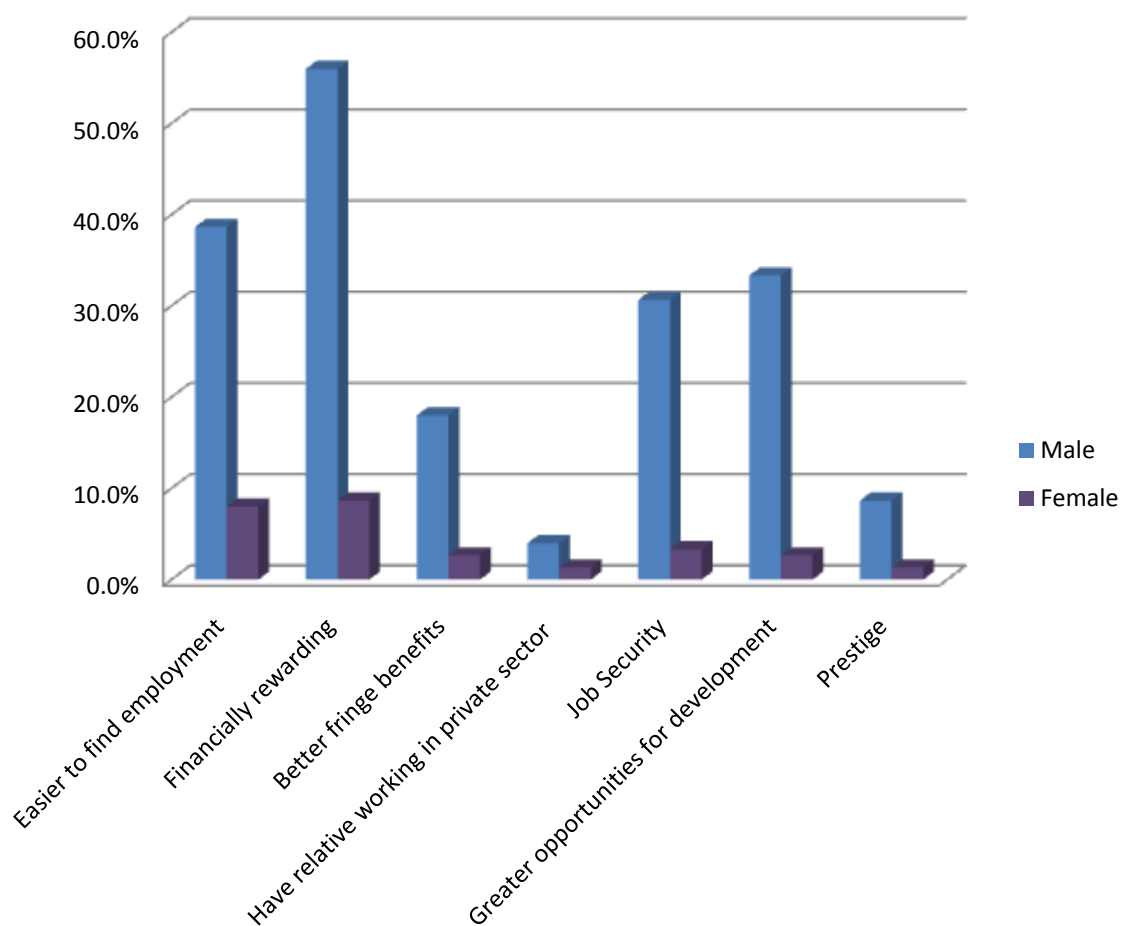
## 8.3. PRIVATE SECTOR

The most common reasons for preferring the private sector are that it is perceived to be more financially rewarding (29.8%) and easier to find employment (21.5%; Annex 12). The main respondents in this category were males.

**Figure 25: Reasons for Preferring Private Sector**



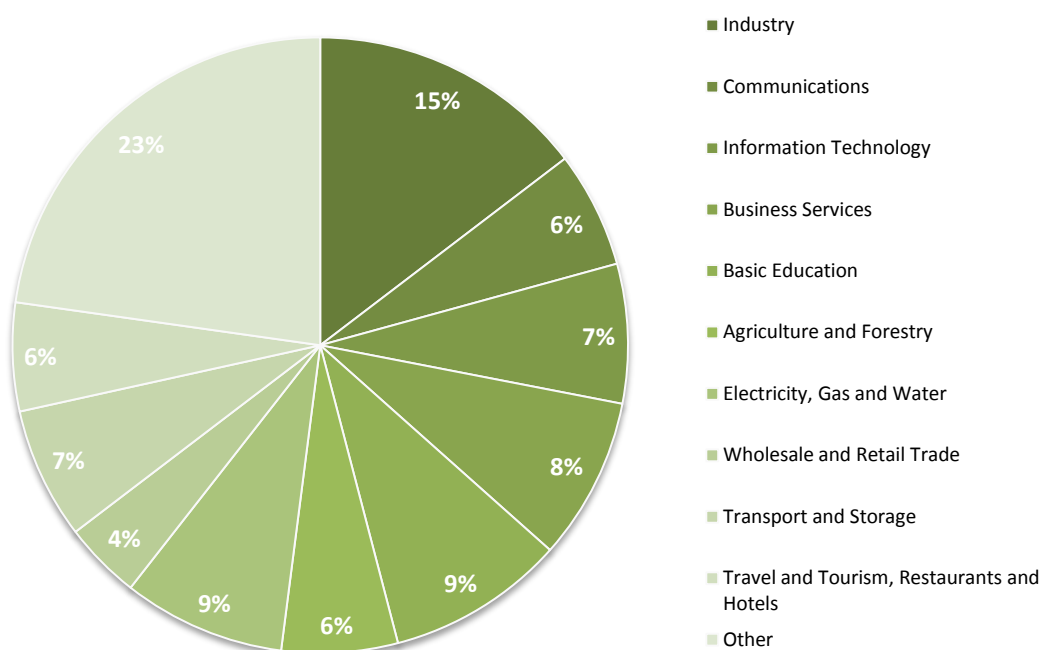
**Graph 21: Reasons for Preferring Private Sector by Gender**



### 8.3.1. Preferred Activities

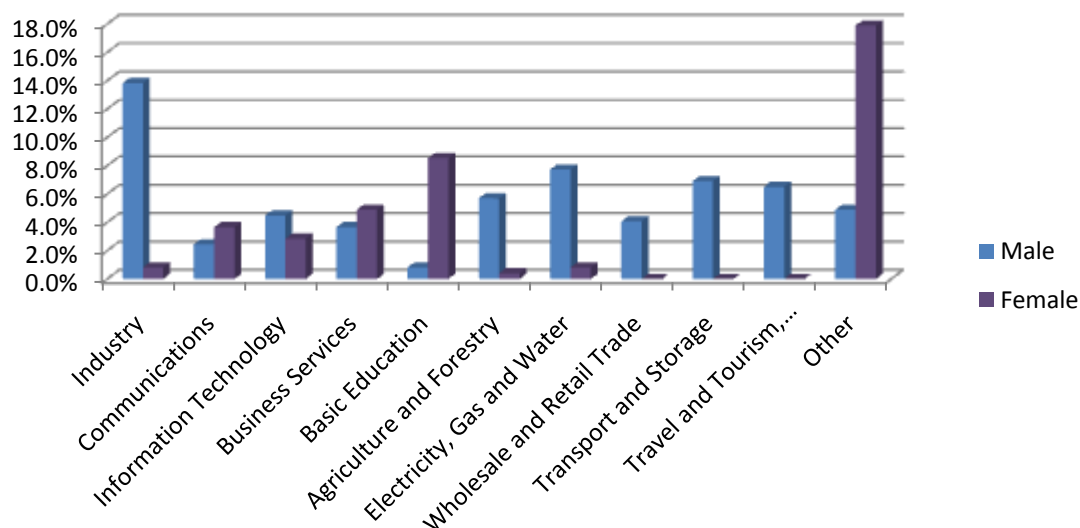
Of those who preferred to work in the private sector, respondents were required to indicate what activity they preferred to do within the sector. The majority of respondents prefer to work in industry (14.6%; Annex 13).

**Figure 26: Preferred Activities within the Private Sector**



Between genders, we find that the majority of men prefer to work in industry while the majority of women prefer to work in other areas within the private sector.

**Graph 22: Preferred Activities within the Private Sector by Gender**



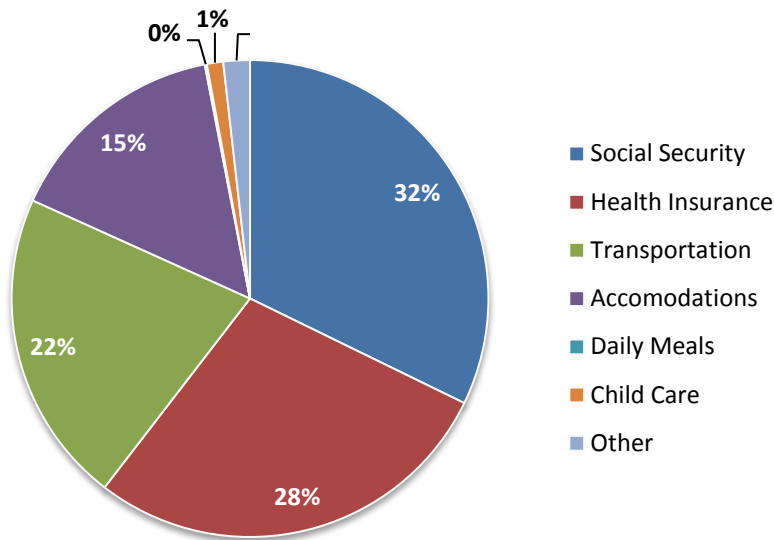
## 9. FRINGE BENEFITS

The most widely sought minimum fringe benefits among respondents were social security (32.2%), health insurance (28.2%), transportation (21.3%), and accommodations (15.2%). The remaining benefits were insignificant by comparison.

**Table 24: Fringe Benefits by Gender**

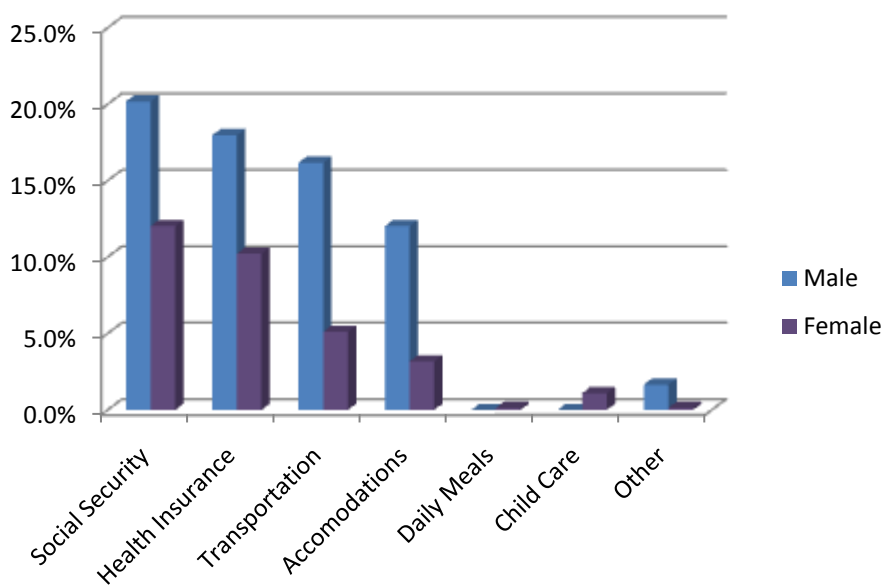
Fringe Benefits	Cross Tabulation	Male	Female	Total
Social Security	Count	146	87	233
	% Within	62.7%	37.3%	100.0%
	% of Total	20.2%	12.0%	32.2%
Health Insurance	Count	130	74	204
	% Within	63.7%	36.3%	100.0%
	% of Total	18.0%	10.2%	28.2%
Transportation	Count	117	37	154
	% Within	76.0%	24.0%	100.0%
	% of Total	16.2%	5.1%	21.3%
Accommodation	Count	87	23	110
	% Within	79.1%	20.9%	100.0%
	% of Total	12.0%	3.2%	15.2%
Daily Meals	Count	0	1	1
	% Within	0.0%	100.0%	100.0%
	% of Total	0.0%	0.1%	0.1%
Child Care	Count	0	8	8
	% Within	0.0%	100.0%	100.0%
	% of Total	0.0%	1.1%	1.1%
Other	Count	12	1	13
	% Within	92.3%	7.7%	100.0%
	% of Total	1.7%	0.1%	1.8%
<b>Total</b>	Count	492	231	723
	% of Total	68.0%	32.0%	100.0%

**Figure 27: Fringe Benefits**



When analyzing the fringe benefits by gender, there are a greater number of male respondents over all (68.0% of total). As such, their answers make up the bulk of the findings for this indicator. Nevertheless, female respondents also demonstrated the same preferences and levels of priority as males (Graph 26).

**Graph 23: Fringe Benefits by Gender**



## 10. SALARIES

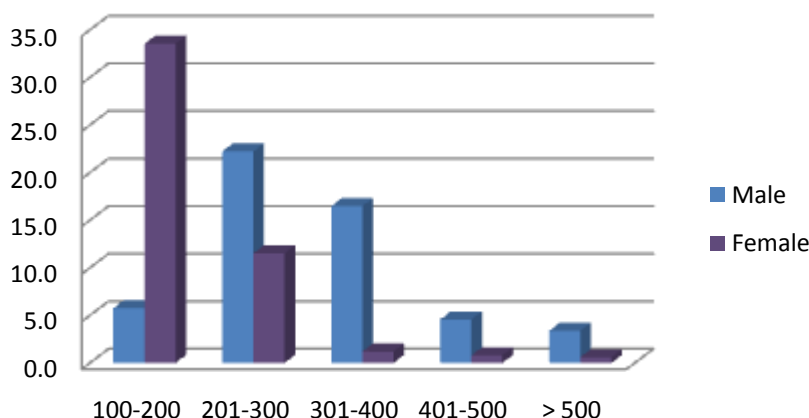
### 10.1. MINIMUM ACCEPTABLE SALARY

The minimum acceptable salary is between 100 – 200 JOD (39.2%). However, when distinguishing by gender, it is evident that women accept lower wages than men. In fact, it is mostly women who will accept below 200 JOD (85.4%). Men, on the other hand will accept anything between 201 and 300 JOD (65.9%) as well as 301 and 400 JODs (93.3%). Women rarely expect anything above 300 JODs whereas men do not usually expect anything above 400 JODs (Graph 24).

**Table 25: Minimum Acceptable Salary**

Minimum Acceptable Salary	Cross tabulation	Male	Female	Total
100-200	Count	29	169	198
	% Within	14.6%	85.4%	100.0%
	% of Total	5.8	33.5	39.3
201-300	Count	112	58	170
	% Within	65.9%	34.1%	100.0%
	% of Total	22.2	11.5	33.7
301-400	Count	83	6	89
	% Within	93.3%	6.7%	100.0%
	% of Total	16.5	1.2	17.7
401-500	Count	23	4	27
	% Within	85.2%	14.8%	100.0%
	% of Total	4.6	0.8	5.4
> 500	Count	17	3	20
	% Within	85.0%	15.0%	100.0%
	% of Total	3.4	0.6	4.0
Total	Count	264	240	504
	% of Total	52.4	47.6	100.0

**Graph 24: Minimum Acceptable Salary by Gender**



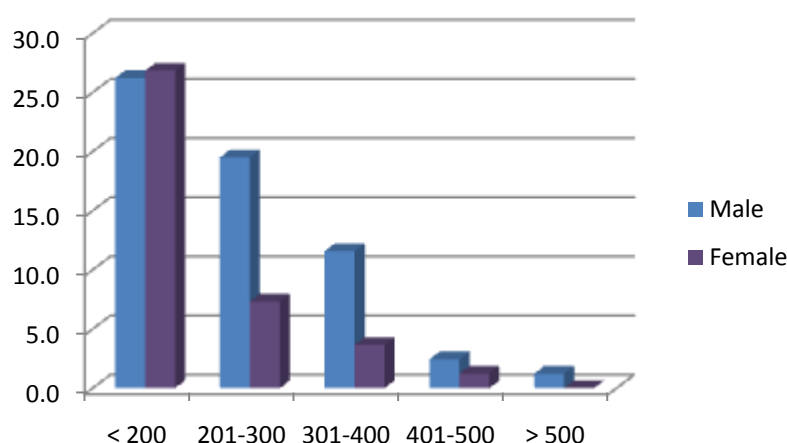
### 10.2. PREVIOUS SALARY

The currently employed were asked to provide input on their previous salaries. The findings indicated that previous salaries were similar to the minimum acceptable salaries with the exception of men, as more of them had previously accepted less than 200 JOD in the past (Graph 46).

**Table 26: Previous Salary amongst Employed by Gender**

Previous Salary	Cross tabulation	Male	Female	Total
< 200	Count	43	44	87
	% of Total	26.2	26.8	53.0
201-300	Count	32	12	44
	% of Total	19.5	7.3	26.8
301-400	Count	19	6	25
	% of Total	11.6	3.7	15.2
401-500	Count	4	2	6
	% of Total	2.4	1.2	3.7
> 500	Count	2	0	2
	% of Total	1.2	0.0	1.2
Total	Count	100	64	164
	% of Total	61.0	39.0	100.0

**Graph 25: Previous Salary amongst Employed by Gender**



### 10.3. CURRENT SALARY

Presently, men continue to earn higher wages than do women.. Both men and women earn between 201 and 300 JOD on average (42.1%) followed by 100 to 200 JOD (30.5%).

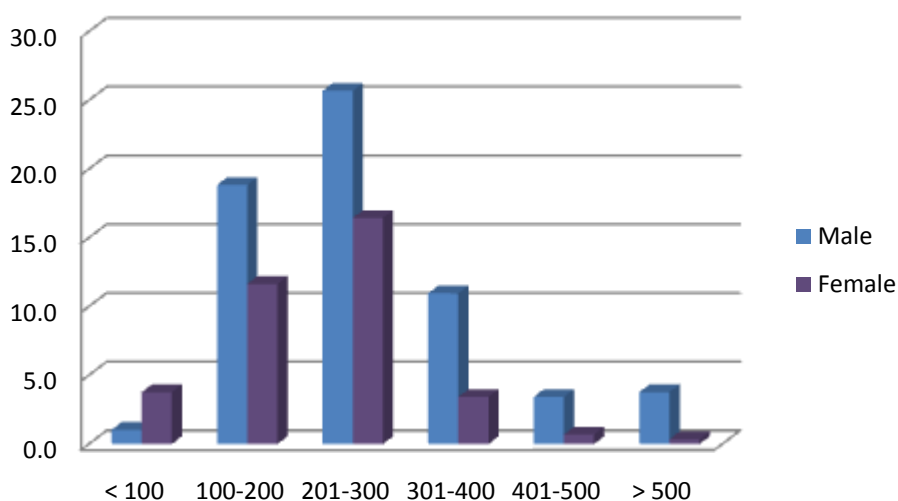
**Table 27: Current Salary amongst Employed by Gender**

Current Salary	Cross tabulation	Male	Female	Total
< 100	Count	3	11	14
	% of Total	1.0	3.8	4.8
100-200	Count	55	34	89
	% of Total	18.8	11.6	30.5



201-300	Count	75	48	123
	% of Total	25.7	16.4	42.1
301-400	Count	32	10	42
	% of Total	11.0	3.4	14.4
401-500	Count	10	2	12
	% of Total	3.4	0.7	4.1
> 500	Count	11	1	12
	% of Total	3.8	0.3	4.1
Total	Count	186	106	292
	% of Total	63.7	36.3	100.0

**Graph 26: Current Salary amongst Employed by Gender**



## 11. PRACTICAL SKILLS

A number of practical skills were analyzed in order to determine participants' perceived skills independent of training. English proficiency, computer skills, clerical and secretarial skills, manual skills and technical and vocational skills were assessed and the results are included in this section.

### 11.1. ENGLISH PROFICIENCY

The following table outlines the three main areas of proficiency in the English language: conversation, reading and writing.

**Table 28: English Proficiency of Sample Population by Gender**

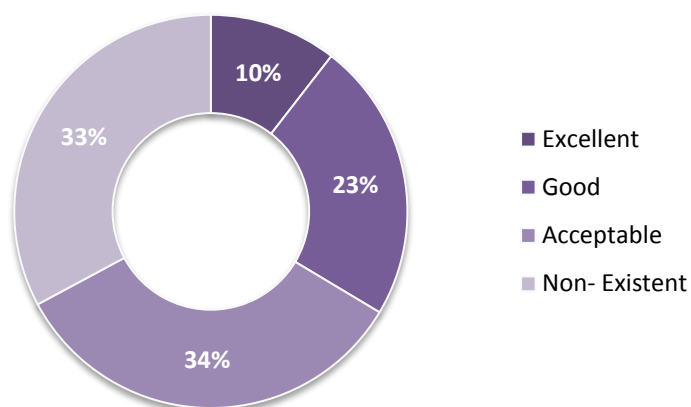
English Proficiency	Gender	Cross tabulation	Excellent	Good	Acceptable	Non-Existent	Total
Conversation	Male	Count	30	70	102	144	346
		% of Total	4.4%	10.4%	15.1%	21.3%	51.2%
	Female	Count	41	86	125	78	330
		% of Total	6.1%	12.7%	18.5%	11.5%	48.8%
	Total	Count	71	156	227	222	676
		% of Total	10.5%	23.1%	33.6%	32.8%	100.0%

		% of Total	10.5%	23.1%	33.6%	32.8%	100.0%
Reading	Male	Count	51	83	86	126	340
		% of Total	7.6%	12.4%	12.8%	18.8%	50.7%
	Female	Count	61	89	112	64	330
		% of Total	9.1%	13.3%	16.7%	9.6%	49.3%
	Total	Count	112	172	198	190	670
		% of Total	16.7%	25.7%	29.6%	28.4%	100.0%
Writing	Male	Count	43	84	88	131	346
		% of Total	6.4%	12.4%	13.0%	19.4%	51.3%
	Female	Count	59	90	113	67	329
		% of Total	8.7%	13.3%	16.7%	9.9%	48.7%
	Total	Count	102	174	201	198	675
		% of Total	15.1%	25.8%	29.8%	29.3%	100.0%

### 11.1.1. Conversational Abilities

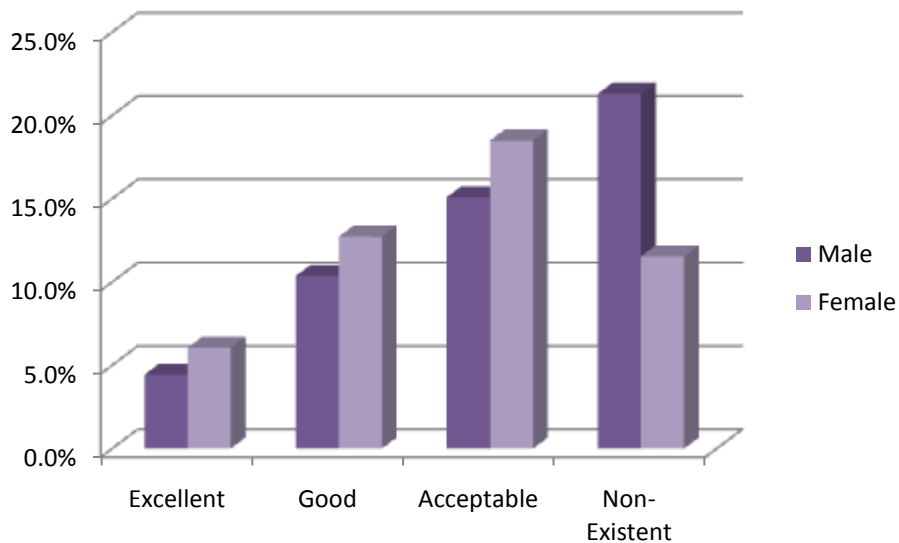
The conversational abilities in English for the sample population was acceptable (33.6%) followed closely by non-existent (32.8%). This leads to the conclusion that verbal proficiency in English is generally weak in Ma'an.

**Figure 28: Conversational Abilities of Sample Population**



The data indicates that women are more proficient in speaking English than men.

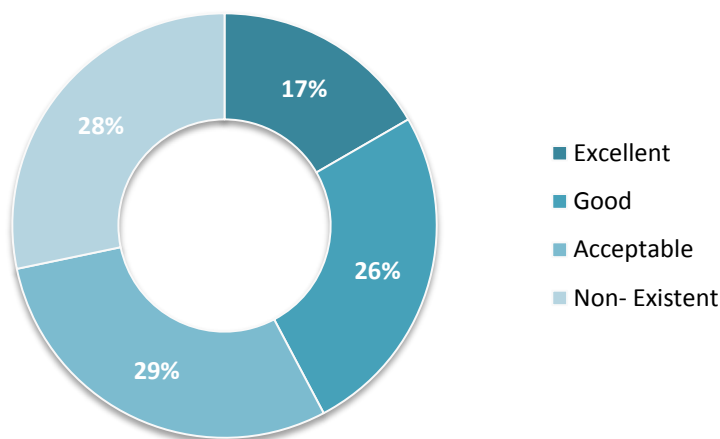
**Graph 27: Conversational Abilities by Gender**



### 11.1.2. Reading Abilities

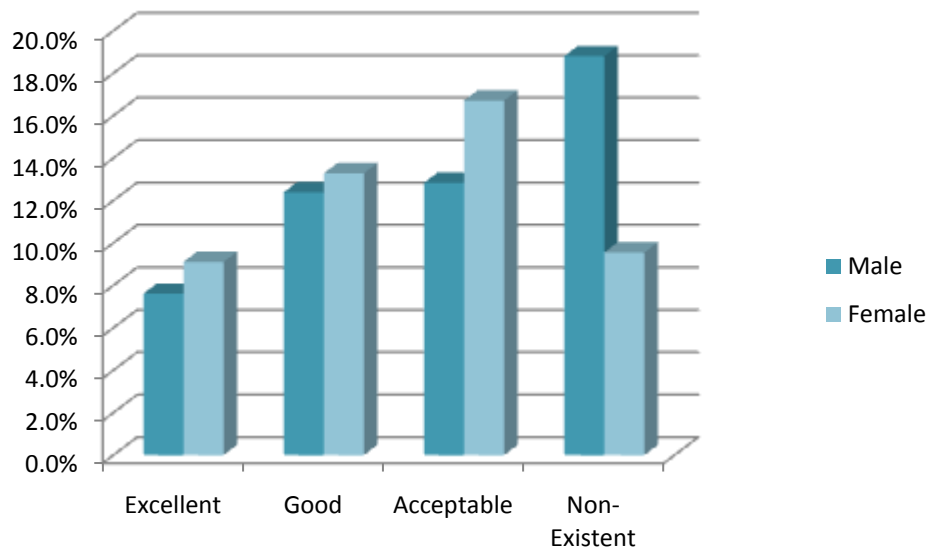
On average, the reading abilities in English of the sample population fair better than the conversational ones. The degrees of proficiency are generally more evenly distributed across the four levels. However, the majority stated 'acceptable' as their skill level (29.6%).

**Figure 29: Reading Abilities of Sample Population**



The data indicates that women are also more proficient in reading English than are males.

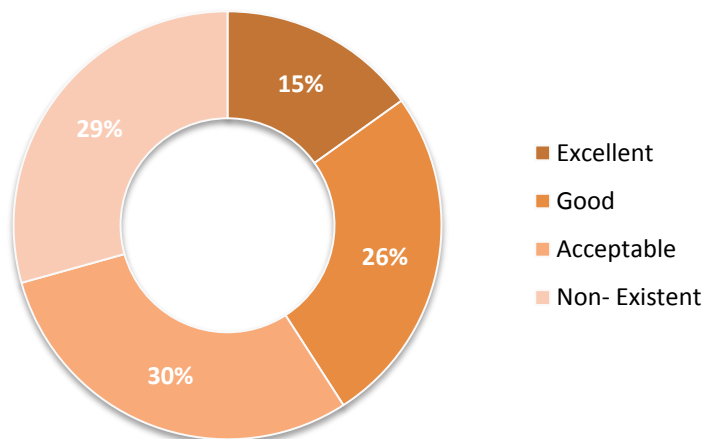
**Graph 28: Reading Abilities by Gender**



### 11.1.3. Writing Abilities

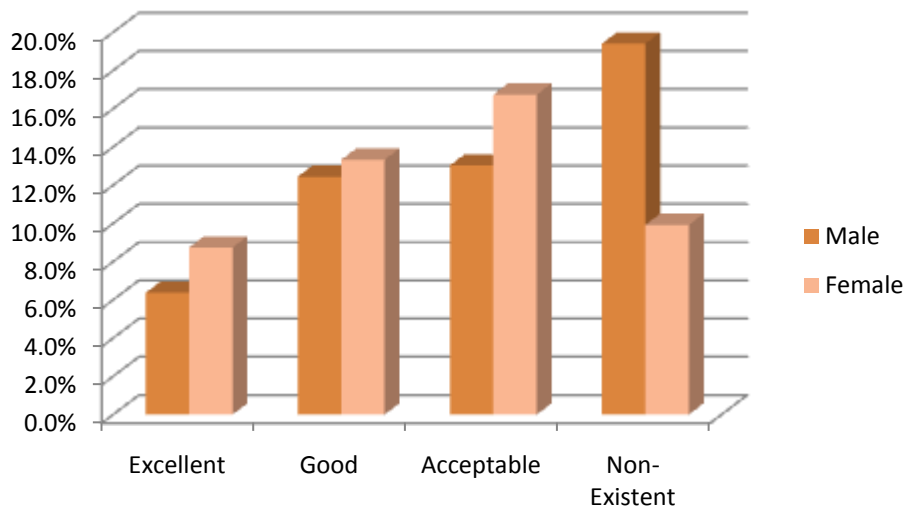
The majority of respondents felt that their writing abilities in English are acceptable (29.8%). The number citing “excellent” on this category was also higher than in reading or speaking.

**Figure 30: Writing Abilities of Sample Population**



As in the other two categories, women are more proficient in writing English than males.

**Graph 29: Writing Abilities by Gender**



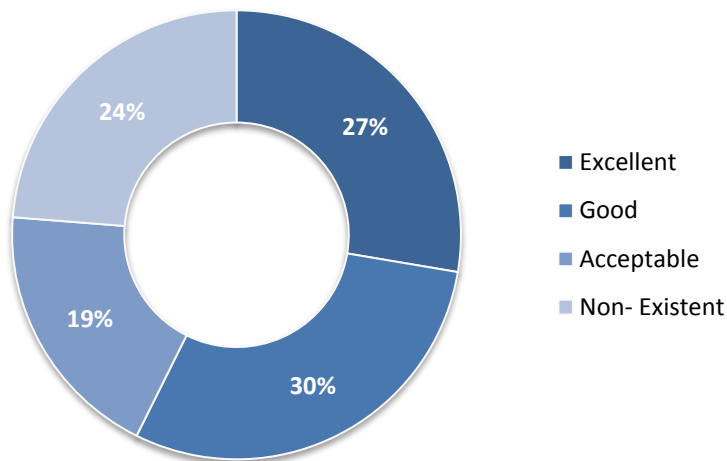
## 11.2. COMPUTER SKILLS

The average skill level among participants for computer applications was generally higher as the majority felt that their skills were 'good' (29.7%) if not 'excellent (27.7%)'.

**Table 29: Computer Skills by Gender**

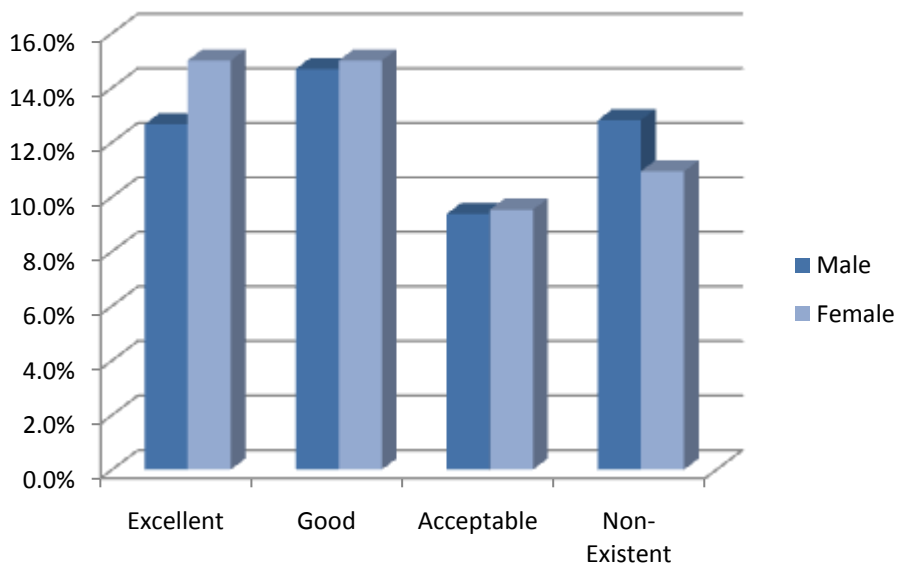
Computer Skills	Gender	Cross tabulation	Excellent	Good	Acceptable	Non-Existent	Total
Computer Applications	Male	Count	81	94	60	82	317
		% of Total	12.7%	14.7%	9.4%	12.8%	49.5%
	Female	Count	96	96	61	70	323
		% of Total	15.0%	15.0%	9.5%	10.9%	50.5%
	Total	Count	177	190	121	152	640
		% of Total	27.7%	29.7%	18.9%	23.8%	100.0%

**Figure 31: Computer Skills**



When comparing between genders, the consultants found no significant difference between males and females in relation to computer skills.

**Graph 30: Computer Skills by Gender**



### 11.3. CLERICAL AND SECRETARIAL SKILLS

The following skills were divided into four components:

1. Business correspondence
2. Accounting
3. Typing/printing
4. Office management

Although the questions were open to all who were surveyed, the total number of responses were inconsistent as some questions were left blank.

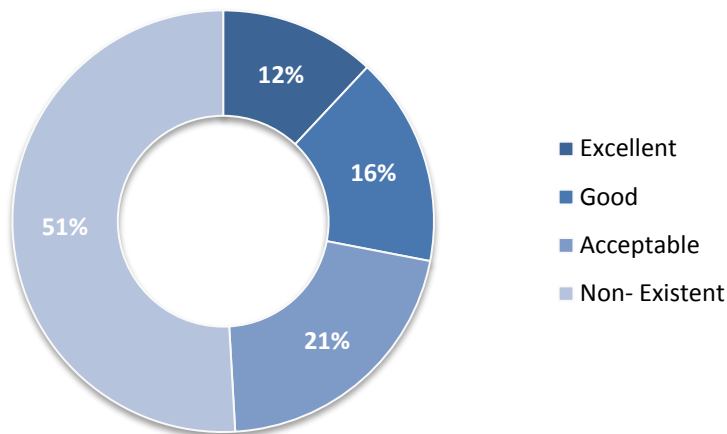
**Table 30: Clerical and Secretarial Skills by Gender**

Clerical and Secretarial Skills	Gender	Cross tabulation	Excellent	Good	Acceptable	Non-Existent	Total
Business Correspondence	Male	Count	17	47	80	197	341
		% of Total	2.6%	7.1%	12.1%	29.8%	51.7%
	Female	Count	62	59	59	139	319
		% of Total	9.4%	8.9%	8.9%	21.1%	48.3%
	Total	Count	79	106	139	336	660
		% of Total	12.0%	16.1%	21.1%	50.9%	100.0%
Accounting	Male	Count	25	60	75	175	335
		% of Total	3.8%	9.2%	11.5%	26.8%	51.2%
	Female	Count	61	62	57	139	319
		% of Total	9.3%	9.5%	8.7%	21.3%	48.8%
	Total	Count	86	122	132	314	654
		% of Total	13.1%	18.7%	20.2%	48.0%	100.0%
Typing/Printing	Male	Count	40	80	70	151	341
		% of Total	6.1%	12.1%	10.6%	22.9%	51.7%
	Female	Count	74	58	56	130	318
		% of Total	11.2%	8.8%	8.5%	19.7%	48.3%
	Total	Count	114	138	126	281	659
		% of Total	17.3%	20.9%	19.1%	42.6%	100.0%
Office Management	Male	Count	36	77	71	157	341
		% of Total	5.5%	11.7%	10.8%	23.8%	51.7%
	Female	Count	62	59	64	134	319
		% of Total	9.4%	8.9%	9.7%	20.3%	48.3%
	Total	Count	98	136	135	291	660
		% of Total	14.8%	20.6%	20.5%	44.1%	100.0%

### 11.3.1. Business Correspondence

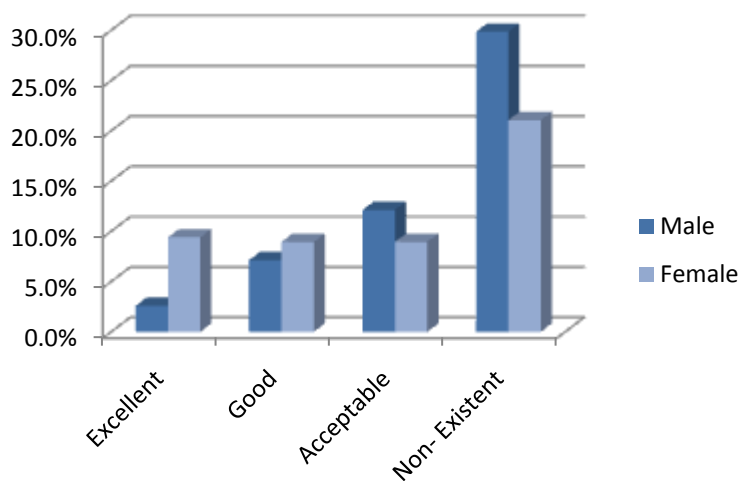
The majority of individuals felt that their business correspondence skills were 'non-existent' (50.9%) followed by 'acceptable' (21.1%).

**Figure 32: Business Correspondence Skills**



When we compare between genders, females were found to be more skilled than males in business correspondence skills.

**Graph 31: Business Correspondence Skills by Employment Status**

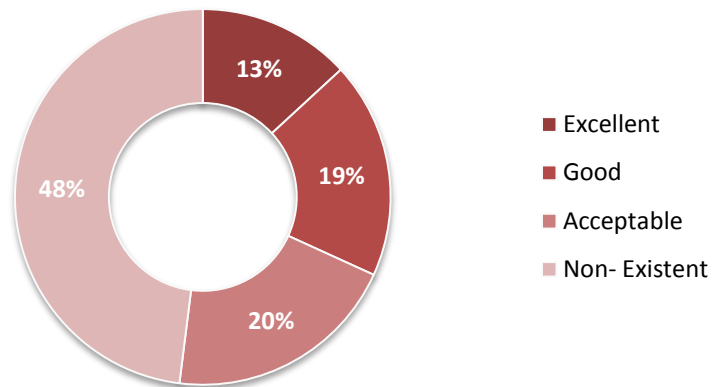


### 11.3.2. Accounting

There was little variation in the level of accounting skill than those for business correspondence, as the majority of individuals felt their skills were 'non-existent' (48.0%).

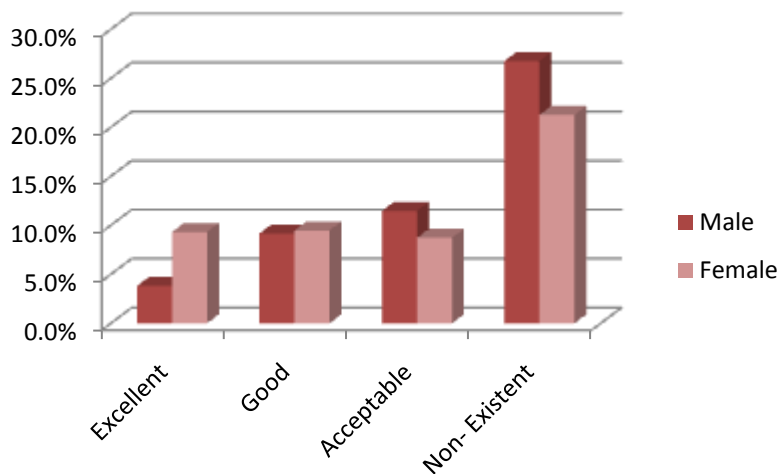


**Figure 33: Accounting Skills**



According to the consultants' findings, women were more skilled in accounting than men.

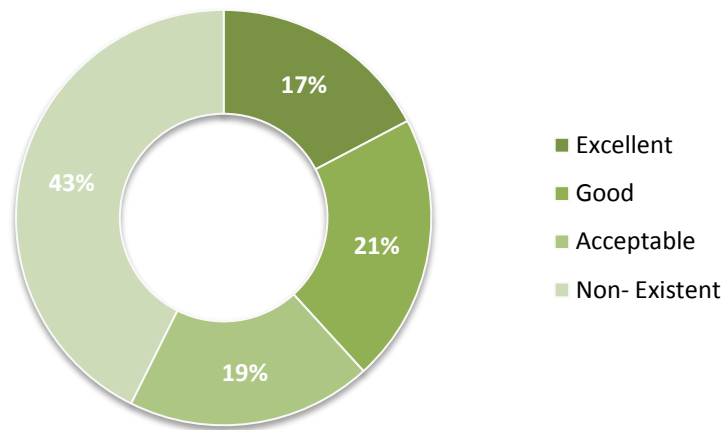
**Graph 32: Accounting Skills by Employment Status**



### 11.3.3. Printing

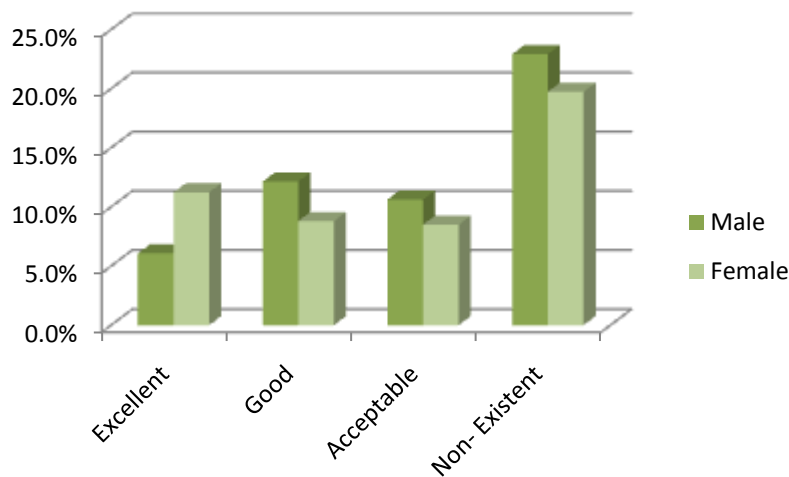
The results for printing are comparable to those of accounting as 42.6% of individuals feel that their printing skills are 'non-existent'.

**Graph 33: Typing/Printing Skills**



When we compare between genders, it was determined that females are more skilled than males in typing/printing.

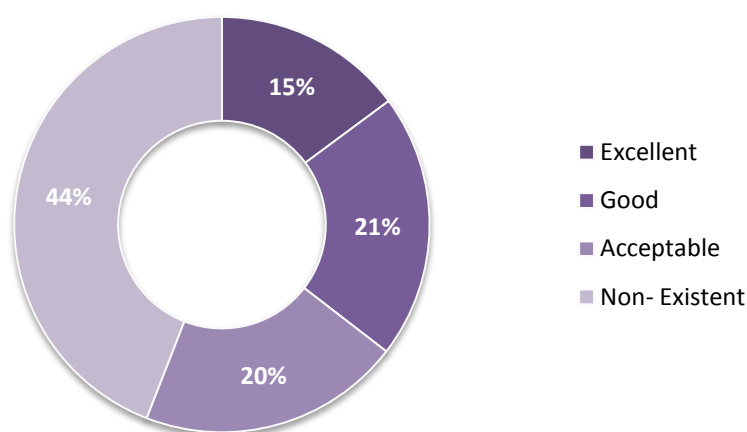
**Graph 34: Printing Skills by Gender**



#### 11.3.4. Office Management

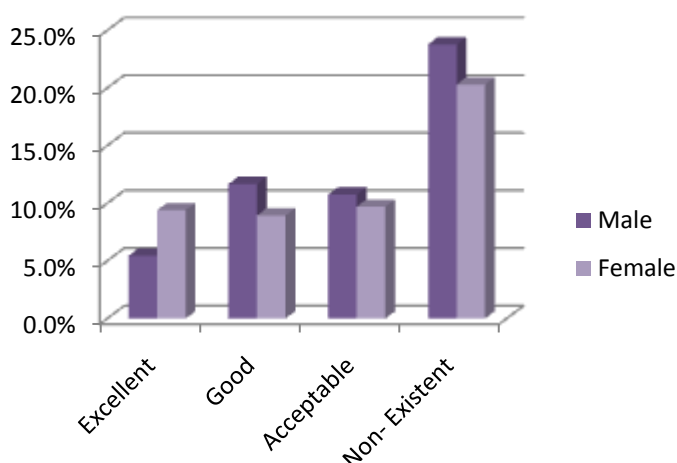
The samples office management skills were also similar to those of the accounting and printing skills. The majority of individuals stated their office management skills as 'non-existent' (44.1%) while the second most frequent response was 'acceptable' or 'good' (20.4% and 20.6% respectively).

**Figure 34: Office Management Skills**



When it comes to office management, there were no significant differences between males and females.

**Graph 35: Office Management Skills by Gender**



## 11.4. MANUAL SKILLS

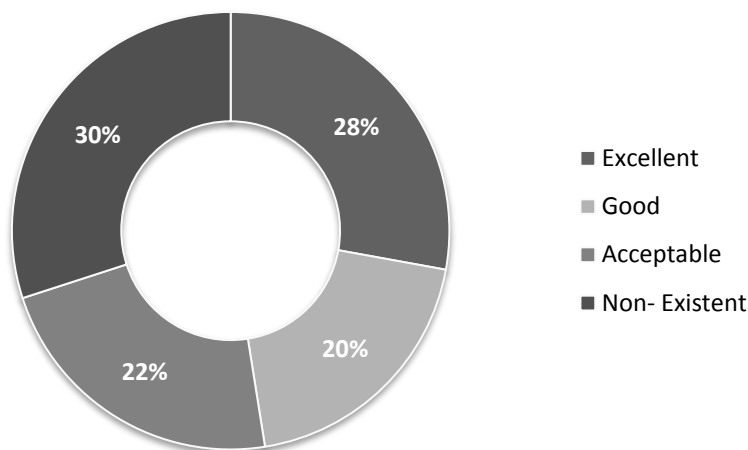
The manual skills (handling tools and equipment) of participants ranged as either 'excellent' (27.9%) or 'non-existent' (30.0%) with 'good' and 'acceptable' sitting in between (19.6% and 22.5% respectively).

**Table 31: Manual Skills by Gender**

Manual Skills	Gender	Cross tabulation	Excellent	Good	Acceptable	Non-Existent	Total
Handling Tools and Equipment	Male	Count	141	68	69	61	339
		% of Total	21.5%	10.4%	10.5%	9.3%	51.6%
	Female	Count	42	61	79	136	318
		% of Total	13.2%	19.2%	24.8%	42.8%	79.9%

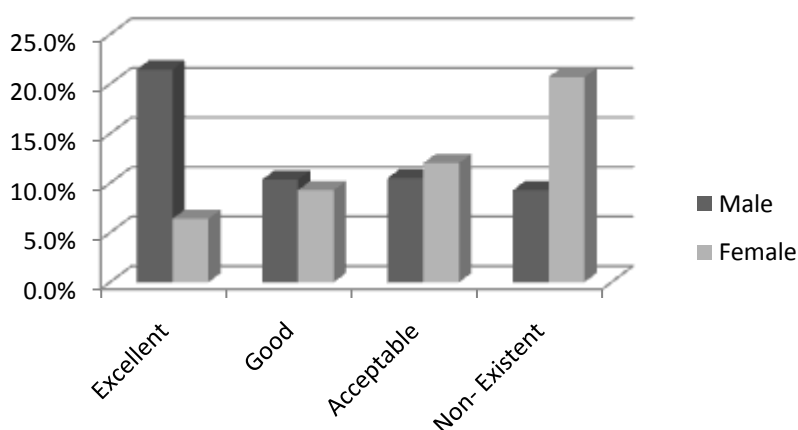
		% of Total	6.4%	9.3%	12.0%	20.7%	48.4%
	Total	Count	183	129	148	197	657
		% of Total	27.9%	19.6%	22.5%	30.0%	100.0%

**Figure 35: Manual Skills**



When we examine the skill level according to gender, we find that the majority of those who claimed to be 'excellent' are men while the majority of those who claimed to have 'non-existent' skills are, in fact, women. Therefore, males appear to be significantly more skilled than females in this area.

**Graph 36: Manual Skills by Gender**



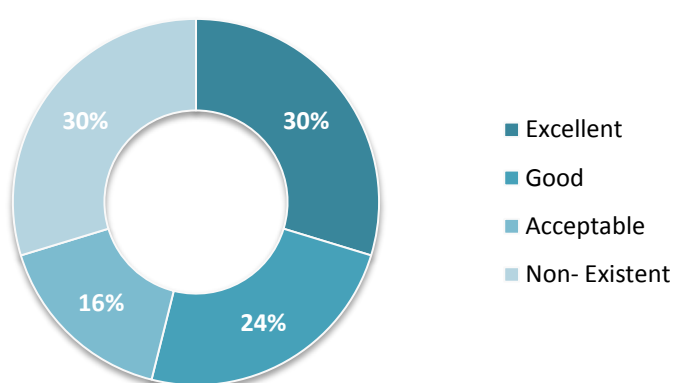
## 11.5. VOCATIONAL AND TECHNICAL SKILLS

The vocational and technical skills are also very similar to results for the manual skills as we see the two extremes, 'excellent' and 'non-existent' possessing the highest frequencies amongst participants (29.7% and 29.7% respectively).

**Table 32: Vocational and Technical Skills by Gender**

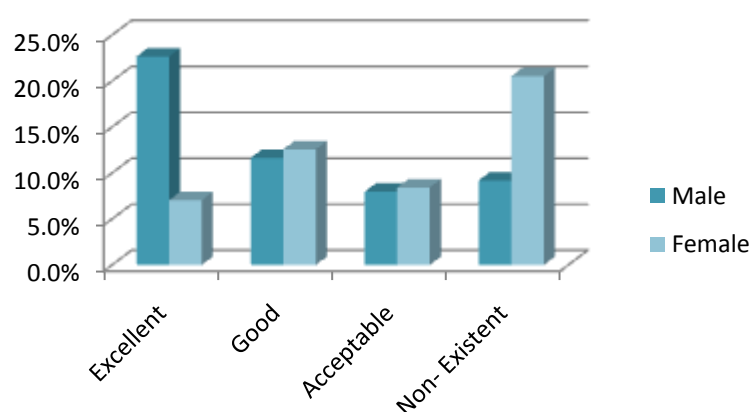
Vocational and Technical Skills	Gender	Cross tabulation	Excellent	Good	Acceptable	Non-Existent	Total
Vocational and Technical Skills	Male	Count	148	76	52	60	336
		% of Total	22.7%	11.6%	8.0%	9.2%	51.5%
	Female	Count	46	82	55	134	317
		% of Total	7.0%	12.6%	8.4%	20.5%	48.5%
	Total	Count	194	158	107	194	653
		% of Total	29.7%	24.2%	16.4%	29.7%	100.0%

**Figure 36: Vocational and Technical Skills**



The data indicated that males are more proficient in overall technical and vocational skills than females.

**Graph 37: Vocational and Technical Skills by Gender**



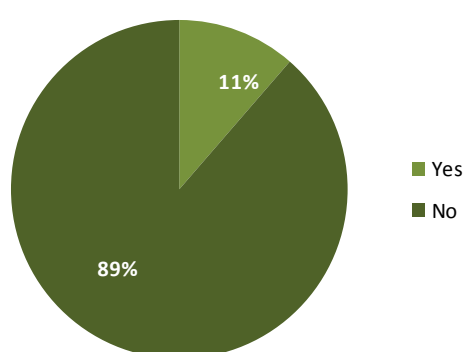
## 12. OTHER INCOME SOURCES

The great majority of individuals claimed no to have any other sources of income besides their employment(88.6%). There were practically no differences between males and females.

**Table 33: Other Income Sources by Gender**

Other Income Sources	Cross tabulation	Male	Female	Total
Yes	Count	35	40	75
	% of Total	5.3%	6.1%	11.4%
No	Count	300	283	583
	% of Total	45.6%	43.0%	88.6%
Total	Count	335	323	658
	% of Total	50.9%	49.1%	100.0%

**Table 34: Other Income Sources**



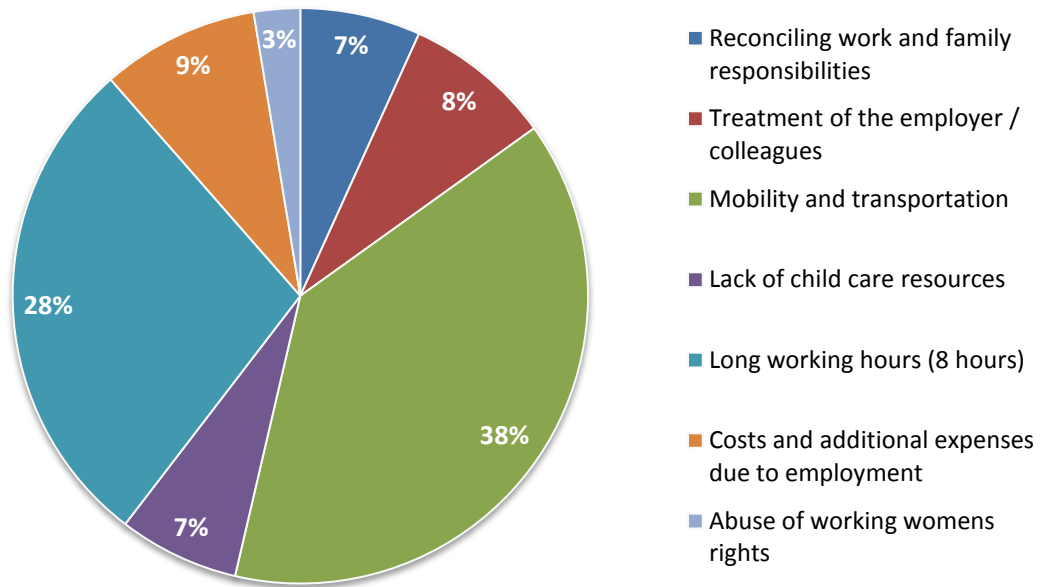
### 13. CHALLENGES FACED BY EMPLOYED FEMALES

The challenges faced by employed females, though many, center around two issues: mobility and transportation (38.5%), and long working hours (28.1%). This is more apparent when we observe the graph below.

**Table 35: Challenges Faced by Employed Females**

Difficulty	Cross tabulation	Females
Reconciling work and family responsibilities	Count	13
	% of Total	6.8%
Treatment of the employer / colleagues	Count	16
	% of Total	8.3%
Mobility and transportation	Count	74
	% of Total	38.5%
Lack of child care resources	Count	13
	% of Total	6.8%
Long working hours (8 hours)	Count	54
	% of Total	28.1%
Costs and additional expenses due to employment	Count	17
	% of Total	8.9%
Abuse of working women's rights	Count	5
	% of Total	2.6%
Total	Count	192
	% of Total	100.0%

**Graph 38: Challenges Faced by Employed Females**



# LABOR DEMAND PROFILE

The consultants analyzed the MDA's labor profile using two methods:

- i. Survey of existing projects using the questionnaire form
- ii. Estimations based on similar standard cases for the planned projects

## 1. INDUSTRIAL PARK

The data for the industrial city is the most realistic as far as labor demand, since it was measured using the survey questionnaire. The following graphs have been constructed based on the table in Annex 28.

There are 24 existing and planned projects in the industrial park. Completed questionnaires were received from the following companies:

- Abu Draweesh Construction Chemicals Factory
- Al Hareth Detergent Factory
- Al Bader Investments.
- Jordan British Electrical Industry
- Jordan Float Glass Factory.
- Glass Processing Factory GSI
- Ma'an Aluminum and Steel Works
- Sanam Glass Factory.
- Tannery Albert Jordan.

### 1.1. INDUSTRIAL CITY DEMAND BY JOB POSITIONS

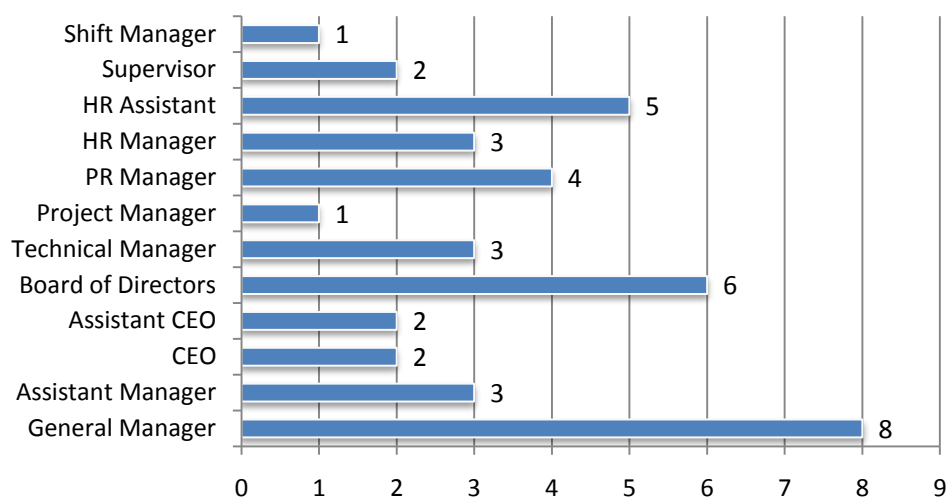
The labor demand profile for the industrial park is described as follows, according to the organizational levels of jobs:

#### 1.1.1. Management

Within the management framework, the most common job is the CEO., followed by Boards of Directors as well as human resources and public relations personnel.



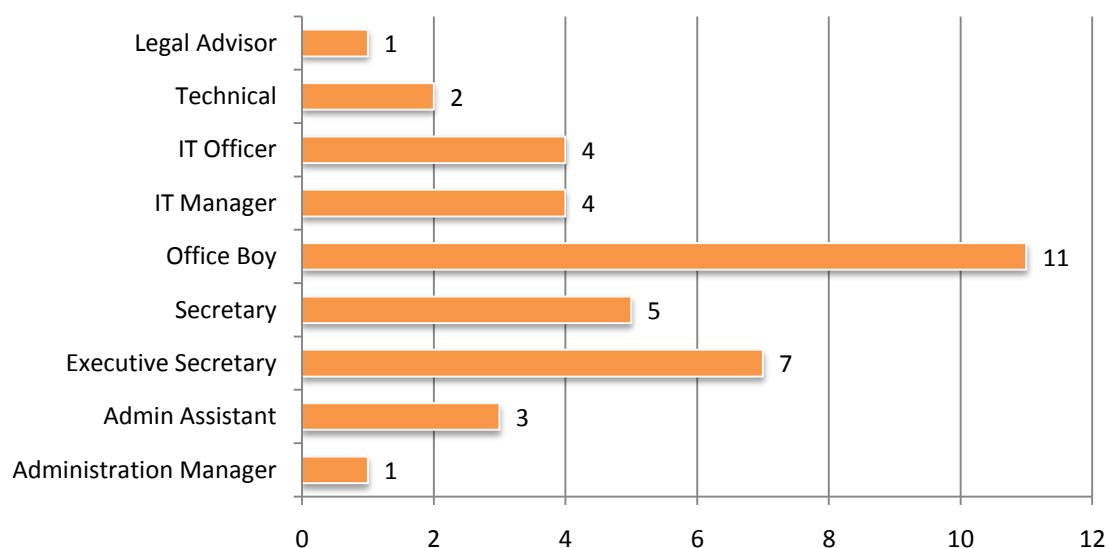
**Graph 39: Industrial City Labor Demand for Management Positions**



### 1.1.2. Administration

In the administration department, office boys are in high demand, followed by executive secretaries and other administrative workers.

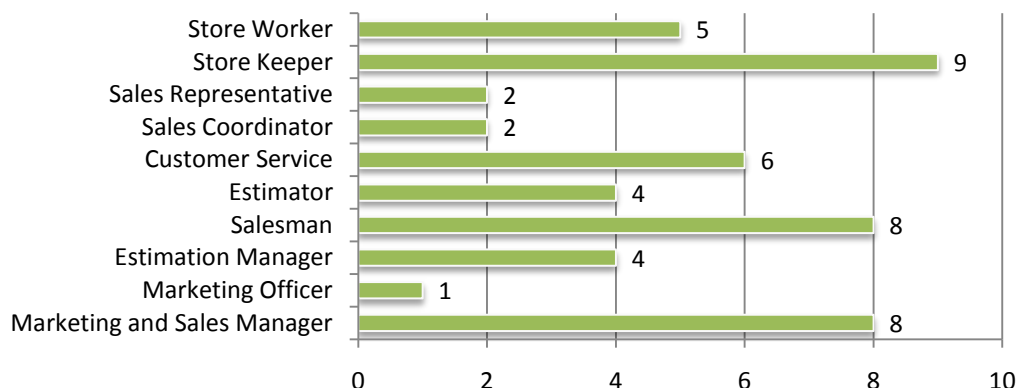
**Graph 40: Industrial City Labor Demand for Administration Positions**



### 1.1.3. Marketing and Sales

At the marketing and sales level, the positions most in demand are marketing and sales managers, salesmen and store keepers.

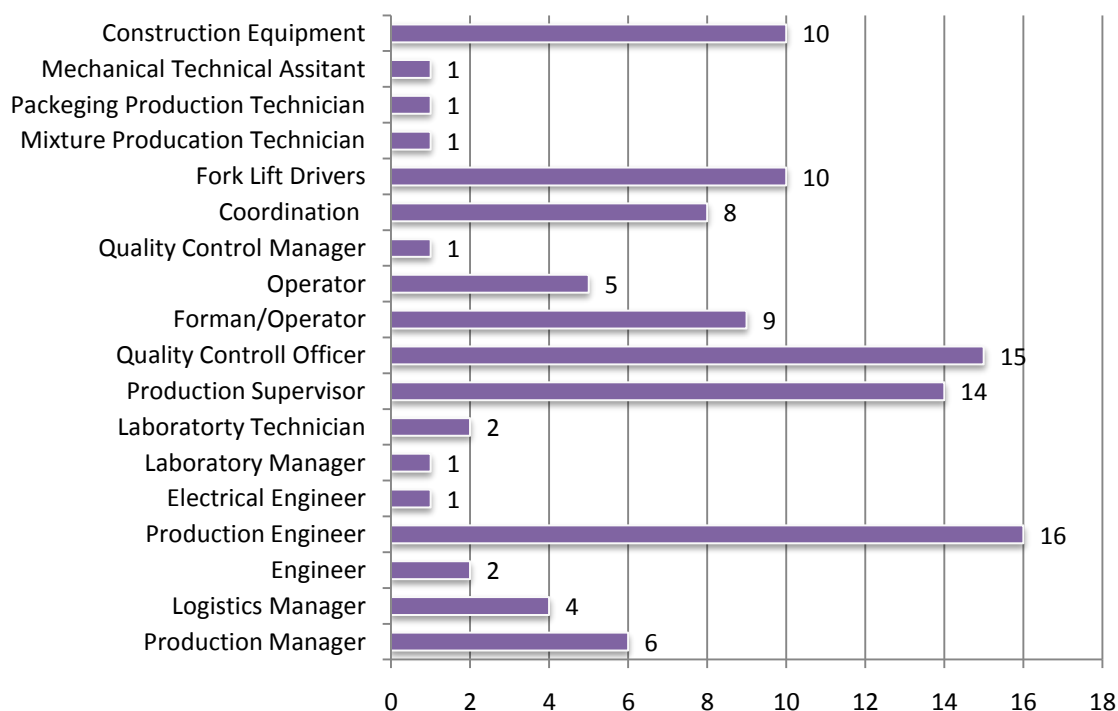
**Graph 41: Industrial City Labor Demand for Marketing and Sales Positions**



### 1.1.4. Production

Production engineers, quality control officers and production supervisors are the most frequently cited position within the production department. This was followed by construction equipment operators, fork lift drivers and forman/operators.

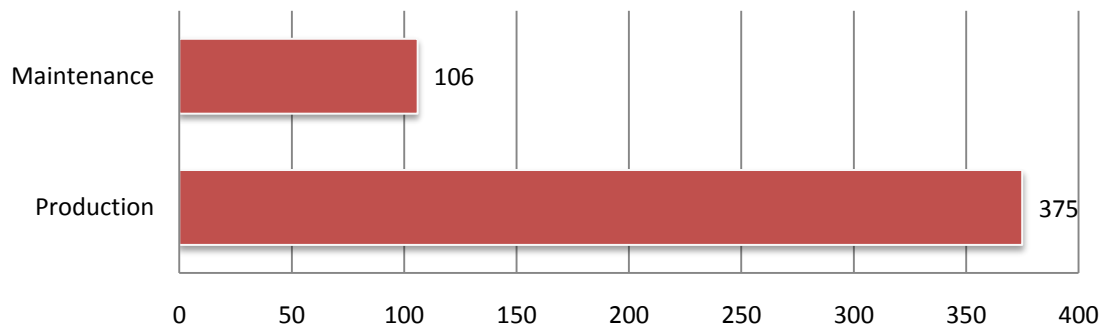
**Graph 42: Industrial City Labor Demand Production Positions**



### 1.1.5. Maintenance and Production

Maintenance and production line workers are the most sought after labor within the industrial city. Unlike most other positions, production line workers need no specific training or previous experience.

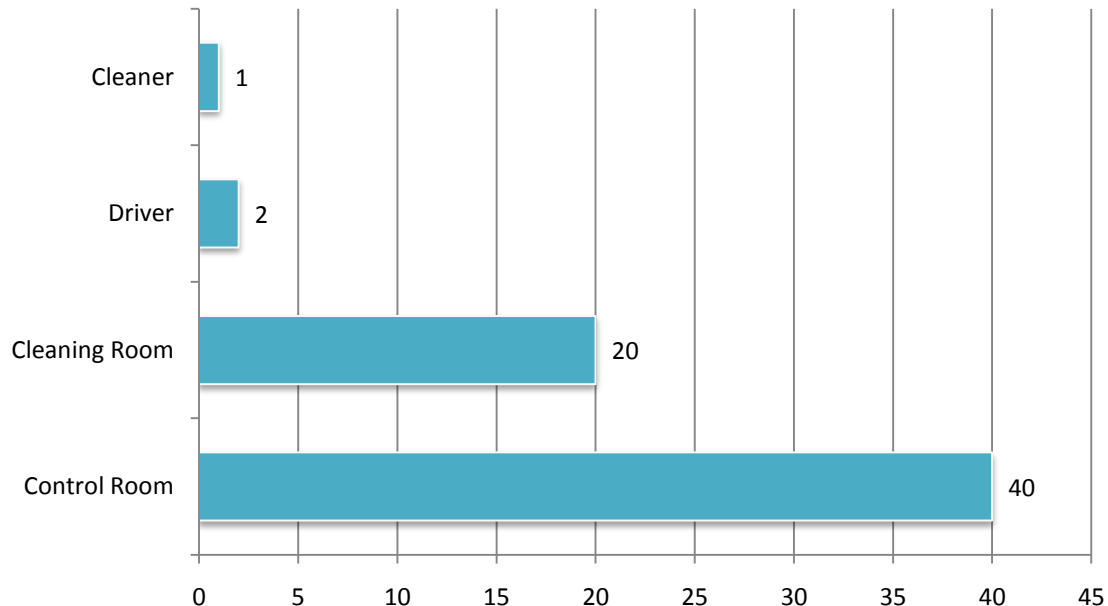
**Graph 43: Industrial City Maintenance and Production Positions**



### 1.1.6. Support

Control room and cleaning room workers are in highest demand amongst support staff.

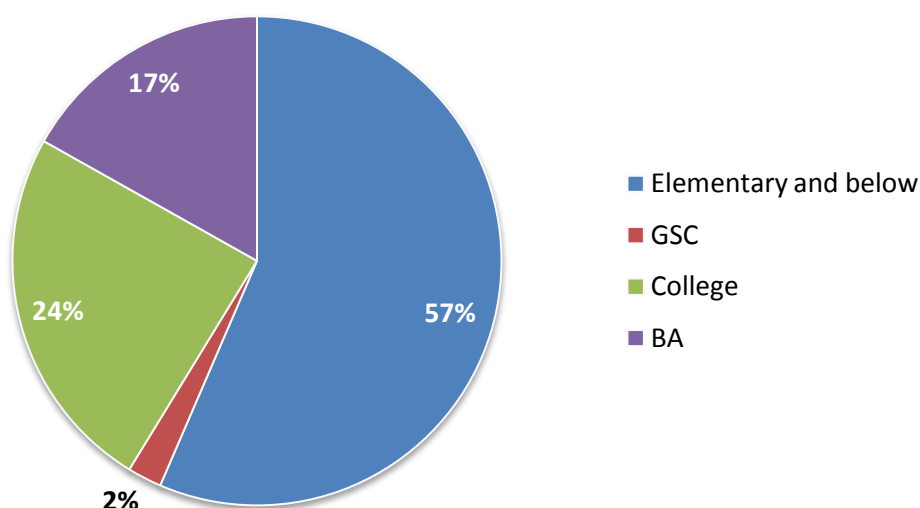
**Graph 44: Industrial City Support Positions**



## 1.2. INDUSTRIAL CITY DEMAND BY EDUCATION LEVEL

The majority of jobs offered by companies within the industrial park do not require a high level of education. In fact, 56.5% of jobs can be performed by individuals with and elementary education or even below. This education level corresponds predominantly to the production and support level workers. The following 24.4% of positions demanded require a college diploma while 17% require a B.A. These levels of education correspond to the administrative and upper level management position respectively.

**Figure 37: Industrial City Demand by Education Level**



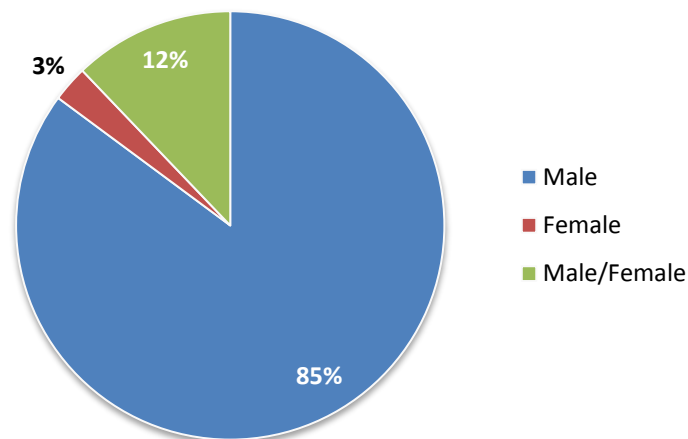
**Table 36: Industrial City Demand by Education Level**

Education Level	Count	Percentage of Total
Elementary and below	449	56.5%
GSC	18	2.3%
College	194	24.4%
BA	134	16.9%
<b>Total</b>	<b>795</b>	<b>100%</b>

### 1.3. INDUSTRIAL CITY DEMAND BY GENDER

The industrial city caters predominantly to the male population, as 85% of jobs are exclusively reserved for males. Twelve percent of jobs are open to either gender while only 3% are exclusive to women.

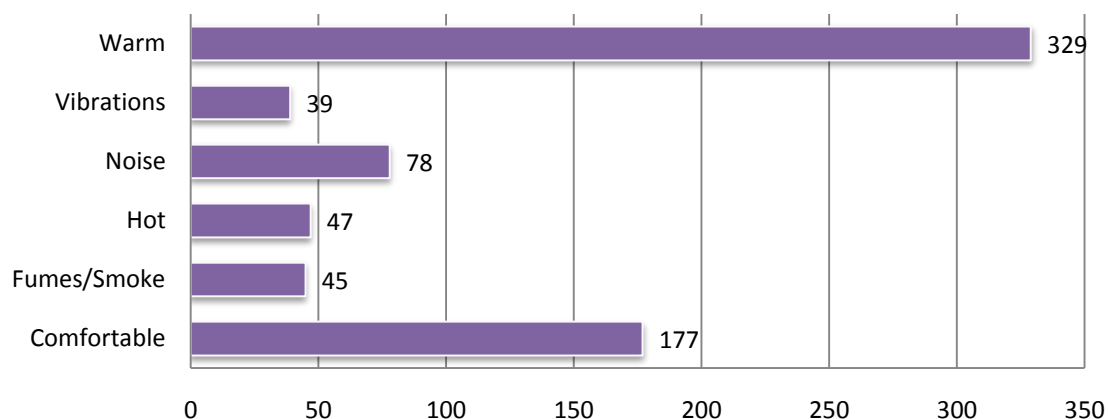
Figure 38: Industrial City Demand by Gender



### 1.4. INDUSTRIAL CITY DEMAND BY WORK ENVIRONMENT

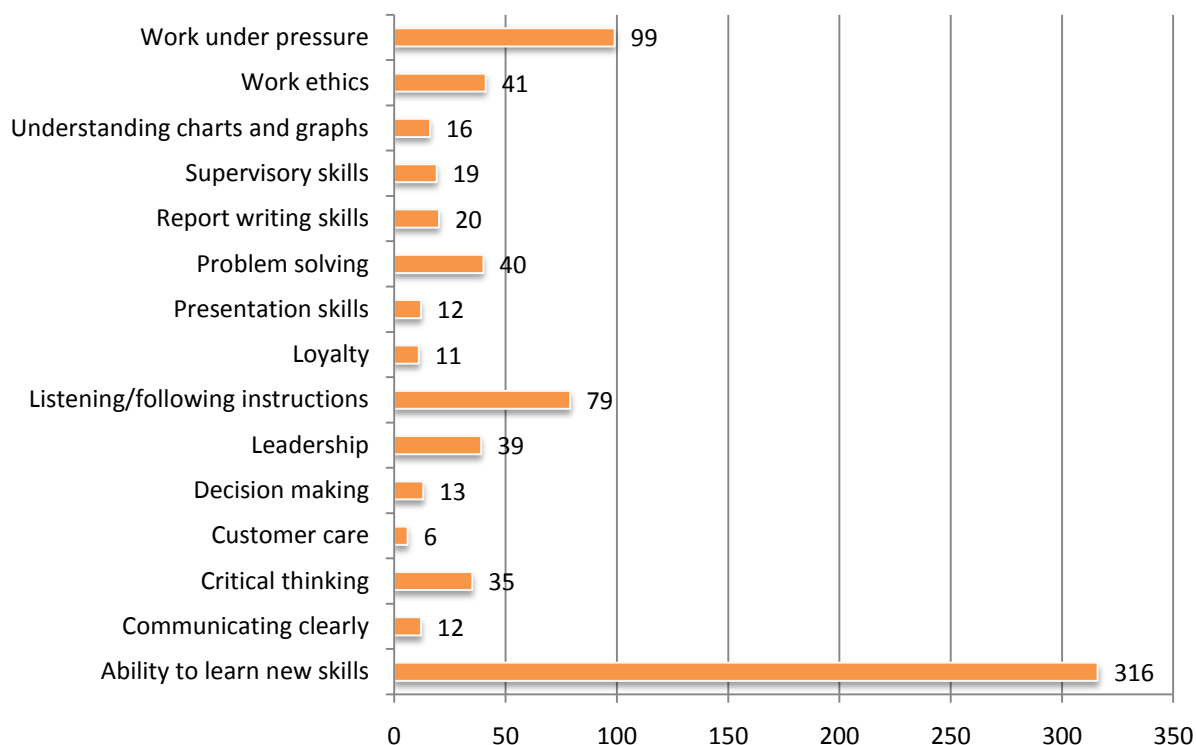
The work environment is directly related to the job position. The majority of jobs are at the production level which means that the conditions are more likely to include high temperatures, noise, and other variables. The administrative, financial and managerial positions are characterized as having comfortable work environments.

Graph 45: Industrial City Demand by Work Environment



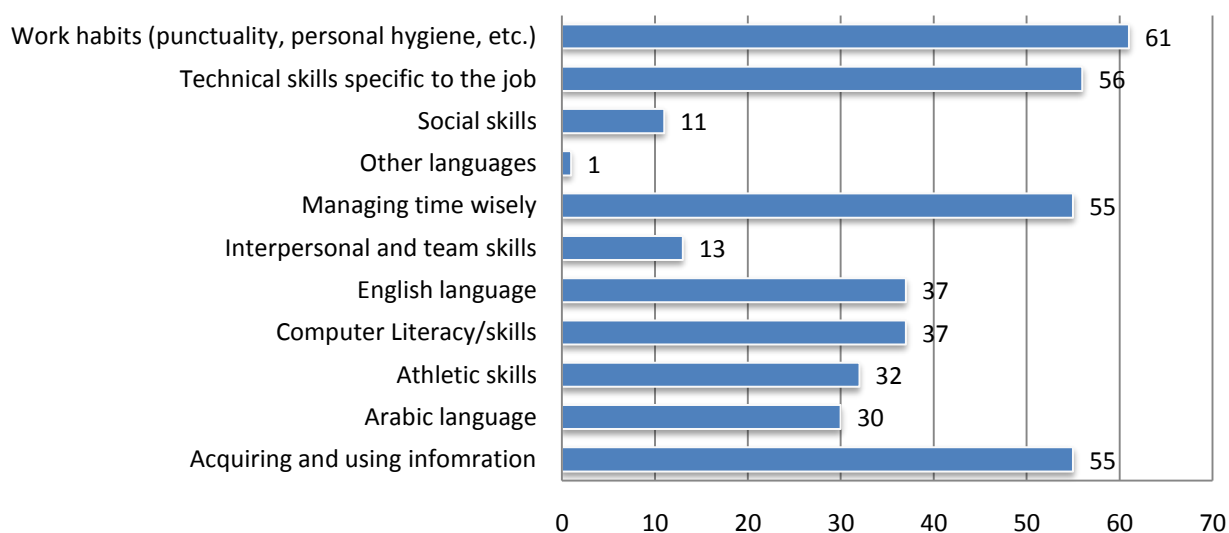
## 1.5. INDUSTRIAL CITY DEMAND BY PERSONAL TRAITS

**Graph 46: Industrial City Demand by Personal Traits**



## 1.6. INDUSTRIAL CITY DEMAND BY COMPETENCIES

**Graph 47: Industrial City Demand by Competencies**



## 2. RESIDENTIAL COMMUNITY

The data for the residential community was obtained through estimations based on previous standards used in other development areas. The formula used multiplied the total number of units by the personal/unit standard. For instance, the number of management positions in the residential area was calculated by taking the total number of housing units (740) and multiplying it by the number of managers previously calculated (5), and then divide it by the corresponding number of units (400). The number and distribution of the units within the residential community was based on the conceptual master plans of MDA.

In the market entry strategy of Ma'an Development Area developed by Booz & Allen<sup>1</sup>, it was forecasted that these positions would continue to increase at a rate of 18% per annum.

**Table 37: Residential Community Labor Demand**

Area	Position	Demand
<b>Residential Area (740 Units)</b>	Management	9
	Administration	17
	IT	4
	Financial	9
	Farmer	2
	Security	65
	Maintenance Dept.	37
	Cleaners	26
	Sales	6
<b>Retail Shops (11 Units)</b>	Salesman/cashier	11
	Shop worker	11
<b>Cafeteria (1 Unit)</b>	Cashier	1
	Cafeteria Workers	10
	Kitchen Staff (Chefs)	5
<b>Total</b>		<b>212</b>

The information available from the residential community lacked the required meta-data and therefore is subjective rather than scientific.

## 3. SKILLS DEVELOPMENT CENTER

Meta-data for assessing the demand for workers at the skills development center was unavailable. However, Booz Allen speculates that the center will generate 34 permanent jobs by 2016 and will continue to grow at a rate of 18% per annum<sup>2</sup>. However, there was no information available concerning job titles, positions, education level, etc.

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<sup>1</sup> Booz Allen (2008), Market Entry Strategy for the Ma'an Development Area

<sup>2</sup> Booz Allen (2008), Market Entry Strategy for the Ma'an Development Area

#### **4. HAJJ OASIS**

The Hajj Oasis posed a similar challenge as the skills development center as there was no available data regarding labor, but Booz Allen estimates that the hajj oasis will produce 224 jobs by 2016 and grow at a rate of 14% per annum<sup>3</sup>.

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<sup>3</sup> Ibid



# GAP ANALYSIS OF LABOR DEMAND AND SUPPLY

Table 38: Ma'an Labor Supply and Demand Gap Analysis

Area	Aspect	Supply	Demand	Gap
Education	Elementary or Below	<ul style="list-style-type: none"> <li>Significant proportion of the sample hold this degree</li> </ul>	<ul style="list-style-type: none"> <li>Largest quantity of jobs require this degree</li> </ul>	<ul style="list-style-type: none"> <li>Since more than half of the jobs being demanded require low to almost no education, it will be attractive to high proportion of the total population</li> <li>As such there is an <b>excess in supply</b></li> </ul>
	GSC	<ul style="list-style-type: none"> <li>Largest proportion of sample hold this degree</li> </ul>	<ul style="list-style-type: none"> <li>Very little demand (limited jobs for GSC graduates)</li> </ul>	<ul style="list-style-type: none"> <li><b>Surplus</b> in supply implies that many individuals will be competing for a limited number of jobs</li> </ul>
	College Diploma	<ul style="list-style-type: none"> <li>Minimal part of the sample hold this degree</li> </ul>	<ul style="list-style-type: none"> <li>Substantial demand (many jobs require this level of education)</li> </ul>	<ul style="list-style-type: none"> <li><b>Small gap</b> as there are some qualified individuals in Ma'an who can fill the positions being demanded</li> </ul>
	Bachelors	<ul style="list-style-type: none"> <li>Significant proportion of the sample are bachelor graduates</li> </ul>	<ul style="list-style-type: none"> <li>Small demand (few jobs require BA holders)</li> </ul>	<ul style="list-style-type: none"> <li><b>Surplus</b> exists although there are not many who can fill the technical jobs</li> </ul>
	Masters	<ul style="list-style-type: none"> <li>Insignificant part of the sample hold postgraduate degrees</li> </ul>	<ul style="list-style-type: none"> <li>Very few or none (jobs do not require higher degrees)</li> </ul>	<ul style="list-style-type: none"> <li><b>No Gap</b> in supply due to lack of demand</li> </ul>
Skills	English Proficiency	<ul style="list-style-type: none"> <li>English proficiently poor overall</li> <li>Conversation: Acceptable to Non-existent</li> <li>Reading: Ranges evenly between good to non-existent</li> <li>Writing: Same as reading</li> <li>Females more skilled than males</li> </ul>	<ul style="list-style-type: none"> <li>Management and Administrative jobs demand knowledge of English as an essential skill</li> </ul>	<ul style="list-style-type: none"> <li><b>Gap</b> present as there are few individuals who speak English well</li> </ul>
	Computer	<ul style="list-style-type: none"> <li>Majority feel skills are acceptable or better</li> <li>Higher amongst employed</li> </ul>	<ul style="list-style-type: none"> <li>Technical, Administrative and Managerial positions</li> </ul>	<ul style="list-style-type: none"> <li><b>No gap</b> as computer literacy is common</li> </ul>
	Clerical and	<ul style="list-style-type: none"> <li>Clerical and Secretarial skills poor</li> </ul>	<ul style="list-style-type: none"> <li>Administrative positions</li> </ul>	<ul style="list-style-type: none"> <li>Gap present as the supply does not</li> </ul>

Area	Aspect	Supply	Demand	Gap
	Secretarial	<ul style="list-style-type: none"> <li>Business correspondence: majority non-existent; females more skilled than males</li> <li>Accounting: majority non-existent ; females more skilled than males</li> <li>Typing/printing: majority non-existent females more skilled than males</li> <li>Office management: majority felt non-existent</li> </ul>	demand clerical and secretarial skills more than other business skills	meet the demand
	Manual	<ul style="list-style-type: none"> <li>Disparity between genders (in favor of males)</li> <li>Majority of males feel skills are excellent while majority of females feel skills are non-existent</li> </ul>	<ul style="list-style-type: none"> <li>Production position demand unskilled and skilled labor</li> </ul>	<ul style="list-style-type: none"> <li><b>No gap</b> as majority of available labor is unskilled and ready for training</li> </ul>
	Vocational and Technical	<ul style="list-style-type: none"> <li>Disparity between genders (in favor of males)</li> <li>Majority of males feel skills are excellent while majority of females feel skills are non-existent</li> </ul>	<ul style="list-style-type: none"> <li>Production position demand vocational skilled labor more than other non-vocational skills.</li> </ul>	<ul style="list-style-type: none"> <li><b>Gap</b> as few individuals attend vocational and technical training although they are willing</li> </ul>
<b>Sector</b>	Private	<ul style="list-style-type: none"> <li>Preferred by majority of males</li> <li>Prefer to work in industry</li> </ul>	<ul style="list-style-type: none"> <li>Majority preference for males</li> </ul>	<ul style="list-style-type: none"> <li>No gap as men are willing to work in the private sector, including manufacturing and industrial activities.</li> </ul>
<b>Job Preferences</b>	Managerial	<ul style="list-style-type: none"> <li>Supply seeking little to no managerial positions at this stage</li> </ul>	<ul style="list-style-type: none"> <li>Managerial position are available but limited in the industrial sector, and not expected to be filled from Ma'an at this stage</li> </ul>	<ul style="list-style-type: none"> <li><b>Gap</b> implies that positions must be filled from outside the governorate of Ma'an at this stage due to lack of qualified persons</li> </ul>
	Production	<ul style="list-style-type: none"> <li>Majority seeking industrial /</li> </ul>	<ul style="list-style-type: none"> <li>Great need for</li> </ul>	<ul style="list-style-type: none"> <li><b>No Gap</b> between supply and</li> </ul>

Area	Aspect	Supply	Demand	Gap
		operations positions	production workers	demand as supply seeks production jobs
	Technical	<ul style="list-style-type: none"> <li>• Very minor number of individuals seeking technical positions</li> </ul>	<ul style="list-style-type: none"> <li>• Small fraction of positions dedicated to technical jobs</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Gap</b> exists as there are not enough technically trained individuals in the supply</li> </ul>
	Support	<ul style="list-style-type: none"> <li>• Almost no individuals seeking support positions</li> </ul>	<ul style="list-style-type: none"> <li>• Small demand for support positions including office boys, guards, drivers etc.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Gap</b> exists as individuals may not wish to be employment at this level</li> </ul>

# CONCLUSIONS

1. Men continue to outnumber women in employment. Concurrently, far more women than men claim unemployment.
2. Men are better prepared for industrial jobs, as they are significantly more skilled in manual and vocational work than are women..  
Women are better prepared for administrative positions, as they are significantly more skilled in the English language and secretarial work than are men..
3. The education level is basic overall, as most of the respondents only completed high school. Between genders, women tend to pursue higher education more than men.
4. Of university graduates, a significant number hold degrees in education that could be utilized by the skills development center.
5. Managerial positions which require advanced expertise are typically filled by highly qualified experts (not necessarily available in Jordan and are recruited by companies in technical areas such as glass and solar energy industries during the establishment and launching stage. .

# RECOMMENDATIONS

1. Restructure education and training to cater for the skills and competencies required by the industrial and service sectors, with a focus on the new vocations in the field of glass, solar energy, chemicals and metal industries.
2. Encourage university programs within the science and engineering faculties in order to increase the supply of industry specific technicians.
3. Promote vocational training by offering scholarships/internships to under-privileged youth.
4. Ensure a close link between the Skills Development Center and the Industrial Park as well as the Hajj Oasis by creating collaborative programs whereby students receive on the job training in respective companies.
5. Allow high-technology and new industries to bring in their own experts (non-Jordanians) in order to establish and launch operations on the short-term (1-2 years) to capitalize on their “Know-How”, taking into consideration the development of “Labor Replacement Program” whereby the local population of Ma’an may be trained and upgraded to take over upper level managerial and technical positions on the long-term.
6. Apply the concept of targeted training and employment, by utilizing the labor demand information and projections of the investments in the pipeline, to develop and deliver training programs to potential workforce during the lead time to prepare relevant labor for the investor ahead of time.
7. Since the majority of labor demand is for males, more specifically in the production areas, females should have preference in administrative and technical positions.
8. Develop and initiate a behavioral change program with the goal of addressing cultural barriers against shame and lack of interest in employment in the labor-intensive sector.
9. To overcome cultural barriers inhibiting females from entering the workforce, promote ‘female only’ companies.

# ANNEXES

# ANNEX 1: POORLY EDUCATED BY GENDER

Poorly Educated	Gender	Cross tabulation	Total
Education Level Below GSC	Male	Count	106
		% of Total	63.9%
	Female	Count	60
		% of Total	36.1%
	Total	Count	166
		% of Total	100.0%

## ANNEX 2: GSC SPECIALIZATION BY GENDER

Stream	Gender	Cross tabulation	Total
Scientific	Male	Count	6
		% of Total	28.6%
		% of Grand Total	2.5%
	Female	Count	15
		% of Total	71.4%
		% of Grand Total	6.2%
	Total	Count	21
		% of Total	100.0%
		% of Grand Total	8.7%
Literary	Male	Count	16
		% of Total	19.3%
		% of Grand Total	6.6%
	Female	Count	67
		% of Total	80.7%
		% of Grand Total	27.7%
	Total	Count	83
		% of Total	100.0%
		% of Grand Total	34.3%
Information Technology	Male	Count	4
		% of Total	44.4%
		% of Grand Total	1.7%
	Female	Count	5
		% of Total	55.6%
		% of Grand Total	2.1%
	Total	Count	9
		% of Total	100.0%
		% of Grand Total	3.7%
Industrial	Male	Count	14
		% of Total	100.0%
		% of Grand Total	5.8%
	Female	Count	0
		% of Total	0.0%
		% of Grand Total	0.0%
	Total	Count	14
		% of Total	100.0%
		% of Grand Total	5.8%
Vocational	Male	Count	2
		% of Total	18.2%
		% of Grand Total	0.8%
	Female	Count	9
		% of Total	81.8%
		% of Grand Total	3.7%
	Total	Count	11



Stream	Gender	Cross tabulation	Total
None		% of Total	100.0%
		% of Grand Total	4.5%
	Male	Count	74
		% of Total	81.3%
		% of Grand Total	30.6%
	Female	Count	17
		% of Total	18.7%
		% of Grand Total	7.0%
Other	Total	Count	91
		% of Total	100.0%
		% of Grand Total	37.6%
	Male	Count	4
		% of Total	30.8%
		% of Grand Total	1.7%
	Female	Count	9
		% of Total	69.2%
		% of Grand Total	3.7%
Grand Total	Total	Count	13
		% of Total	100.0%
		% of Grand Total	5.4%
	Male	Count	120
		% of Total	30.8%
		% of Grand Total	49.6%
	Female	Count	122
		% of Total	69.2%
		% of Grand Total	50.4%
	Total	Count	242
		% of Total	100.0%
		% of Grand Total	100.0%

## ANNEX 3: COLLEGE DIPLOMA SPECIALIZATION BY GENDER

Specialization	Gender	Cross tabulation	Total
Administrative and financial program	Male	Count	9
		% of Total	27.3%
		% of Grand Total	10.3%
	Female	Count	24
		% of Total	72.7%
			27.6%
	Total	Count	33
		% of Total	100.0%
		% of Grand Total	37.9%
Engineering Program	Male	Count	7
		% of Total	63.6%
		% of Grand Total	8.0%
	Female	Count	4
		% of Total	36.4%
		% of Grand Total	4.6%
	Total	Count	11
		% of Total	100.0%
		% of Grand Total	12.6%
Medical Assistance	Male	Count	1
		% of Total	25.0%
		% of Grand Total	1.1%
	Female	Count	3
		% of Total	75.0%
		% of Grand Total	3.4%
	Total	Count	4
		% of Total	100.0%
		% of Grand Total	4.6%
Social Action Program	Male	Count	1
		% of Total	11.1%
		% of Grand Total	1.1%
	Female	Count	8
		% of Total	88.9%
		% of Grand Total	9.2%
	Total	Count	9
		% of Total	100.0%
		% of Grand Total	10.3%
Educational Program	Male	Count	3
		% of Total	12.5%
		% of Grand Total	3.4%
	Female	Count	21
		% of Total	87.5%
		% of Grand Total	24.1%
	Total	Count	24
		% of Total	100.0%

Specialization	Gender	Cross tabulation	Total
		% of Grand Total	27.6%
Other	Male	Count	3
		% of Total	50.0%
		% of Grand Total	3.4%
	Female	Count	3
		% of Total	50.0%
		% of Grand Total	3.4%
	Total	Count	6
		% of Total	100.0%
		% of Grand Total	6.9%
Grand Total	Male	Count	24
		% of Total	27.6%
		% of Grand Total	27.6%
	Female	Count	63
		% of Total	72.4%
		% of Grand Total	72.4%
	Total	Count	87
		% of Total	100.0%
		% of Grand Total	100.0%

## ANNEX 4: UNIVERSITY SPECIALIZATION BY GENDER

Specialization	Gender	Cross tabulation	Total
Humanities, Religions	Male	Count	9
		% of Total	45.0%
		% of Grand Total	6.2%
	Female	Count	11
		% of Total	55.0%
		% of Grand Total	7.6%
	Total	Count	20
		% of Total	100.0%
		% of Grand Total	13.8%
Science Education and Teacher Preparation	Male	Count	8
		% of Total	19.0%
		% of Grand Total	5.5%
	Female	Count	34
		% of Total	81.0%
		% of Grand Total	23.4%
	Total	Count	42
		% of Total	100.0%
		% of Grand Total	29.0%
Social and Behavioural Sciences	Male	Count	10
		% of Total	66.7%
		% of Grand Total	6.9%
	Female	Count	5
		% of Total	33.3%
		% of Grand Total	3.4%
	Total	Count	15
		% of Total	100.0%
		% of Grand Total	10.3%
Commerce and Business Administration	Male	Count	20
		% of Total	62.5%
		% of Grand Total	13.8%
	Female	Count	12
		% of Total	37.5%
		% of Grand Total	8.3%
	Total	Count	32
		% of Total	100.0%
		% of Grand Total	22.1%
Mathematics and Computer Science	Male	Count	3
		% of Total	50.0%
		% of Grand Total	2.1%
	Female	Count	3
		% of Total	50.0%
		% of Grand Total	2.1%
	Total	Count	6
		% of Total	100.0%

Specialization	Gender	Cross tabulation	Total
		% of Grand Total	4.1%
Natural Sciences	Male	Count	4
		% of Total	50.0%
		% of Grand Total	2.8%
	Female	Count	4
		% of Total	50.0%
		% of Grand Total	2.8%
	Total	Count	8
		% of Total	100.0%
		% of Grand Total	5.5%
Other	Male	Count	10
		% of Total	45.5%
		% of Grand Total	6.9%
	Female	Count	12
		% of Total	54.5%
		% of Grand Total	8.3%
	Total	Count	22
		% of Total	100.0%
		% of Grand Total	25.3%
Grand Total	Male	Count	64
		% of Total	44.1%
		% of Grand Total	44.1%
	Female	Count	81
		% of Total	55.9%
		% of Grand Total	55.9%
	Total	Count	145
		% of Total	100.0%
		% of Grand Total	100.0%

## ANNEX 5: VOCATIONAL TRAINING DESIRED BY GENDER

Vocational Courses	Gender	Cross tabulation	Total
Maintenance of Electronics	Male	Count	30
		% of Total	96.8%
		% of Grand Total	16.2%
	Female	Count	1
		% of Total	3.2%
		% of Grand Total	0.5%
	Total	Count	31
		% of Total	100.0%
		% of Grand Total	16.8%
Mechanics	Male	Count	6
		% of Total	100.0%
		% of Grand Total	3.2%
	Female	Count	0
		% of Total	0.0%
		% of Grand Total	0.0%
	Total	Count	6
		% of Total	100.0%
		% of Grand Total	3.2%
Extensions of Health	Male	Count	12
		% of Total	100.0%
		% of Grand Total	6.5%
	Female	Count	0
		% of Total	0.0%
		% of Grand Total	0.0%
	Total	Count	12
		% of Total	100.0%
		% of Grand Total	6.5%
Maintenance (Cytology, Satellite)	Male	Count	11
		% of Total	84.6%
		% of Grand Total	5.9%
	Female	Count	2
		% of Total	15.4%
		% of Grand Total	1.1%
	Total	Count	13
		% of Total	100.0%
		% of Grand Total	7.0%
Sewing	Male	Count	1
		% of Total	7.7%
		% of Grand Total	0.5%
	Female	Count	12
		% of Total	92.3%
		% of Grand Total	6.5%
	Total	Count	13
		% of Total	100.0%
		% of Grand Total	100.0%

Vocational Courses	Gender	Cross tabulation	Total
		% of Grand Total	7.0%
Beautician	Male	Count	0
		% of Total	0.0%
		% of Grand Total	0.0%
	Female	Count	7
		% of Total	100.0%
		% of Grand Total	3.8%
	Total	Count	7
		% of Total	100.0%
		% of Grand Total	3.8%
Anything	Male	Count	75
		% of Total	90.4%
		% of Grand Total	40.5%
	Female	Count	8
		% of Total	9.6%
		% of Grand Total	4.3%
	Total	Count	83
		% of Total	100.0%
		% of Grand Total	44.9%
Other	Male	Count	15
		% of Total	75.0%
		% of Grand Total	8.1%
	Female	Count	5
		% of Total	25.0%
		% of Grand Total	2.7%
	Total	Count	20
		% of Total	100.0%
		% of Grand Total	10.8%
Grand Total	Male	Count	150
		% of Total	81.1%
		% of Grand Total	81.1%
	Female	Count	35
		% of Total	18.9%
		% of Grand Total	18.9%
	Total	Count	185
		% of Total	100.0%
		% of Grand Total	100.0%

## ANNEX 6: ADMINISTRATIVE TRAINING DESIRED BY GENDER

Administration	Gender	Cross tabulation	Total
Print	Male	Count	3
		% of Total	11.1%
		% of Grand Total	2.3%
	Female	Count	24
		% of Total	88.9%
		% of Grand Total	18.0%
	Total	Count	27
		% of Total	100.0%
		% of Grand Total	20.3%
Secretary	Male	Count	2
		% of Total	50.0%
		% of Grand Total	1.5%
	Female	Count	2
		% of Total	50.0%
		% of Grand Total	1.5%
	Total	Count	4
		% of Total	100.0%
		% of Grand Total	3.0%
Communication Skills	Male	Count	7
		% of Total	58.3%
		% of Grand Total	5.3%
	Female	Count	5
		% of Total	41.7%
		% of Grand Total	3.8%
	Total	Count	12
		% of Total	100.0%
		% of Grand Total	9.0%
Management (Small-Scale Projects, Offices)	Male	Count	11
		% of Total	52.4%
		% of Grand Total	8.3%
	Female	Count	10
		% of Total	47.6%
		% of Grand Total	7.5%
	Total	Count	21
		% of Total	100.0%
		% of Grand Total	15.8%
Accounting and Auditing	Male	Count	4
		% of Total	40.0%
		% of Grand Total	3.0%
	Female	Count	6
		% of Total	60.0%
		% of Grand Total	4.5%
	Total	Count	10
		% of Total	100.0%



Administration	Gender	Cross tabulation	Total
		% of Grand Total	7.5%
Marketing	Male	Count	7
		% of Total	63.6%
		% of Grand Total	5.3%
	Female	Count	4
		% of Total	36.4%
		% of Grand Total	3.0%
	Total	Count	11
		% of Total	100.0%
		% of Grand Total	8.3%
Anything	Male	Count	16
		% of Total	37.2%
		% of Grand Total	12.0%
	Female	Count	27
		% of Total	62.8%
		% of Grand Total	20.3%
	Total	Count	43
		% of Total	100.0%
		% of Grand Total	32.3%
Other	Male	Count	5
		% of Total	100.0%
		% of Grand Total	3.8%
	Female	Count	0
		% of Total	0.0%
		% of Grand Total	0.0%
	Total	Count	5
		% of Total	100.0%
		% of Grand Total	3.8%
Grand Total	Male	Count	55
		% of Total	41.4%
		% of Grand Total	41.4%
	Female	Count	78
		% of Total	58.6%
		% of Grand Total	58.6%
	Total	Count	133
		% of Total	100.0%
		% of Grand Total	100.0%

## ANNEX 7: COMPUTER TRAINING DESIRED BY GENDER

Computers	Gender	Cross tabulation	Total
ICDL	Male	Count	117
		% of Total	67.6%
		% of Grand Total	35.7%
	Female	Count	56
		% of Total	32.4%
		% of Grand Total	17.1%
	Total	Count	173
		% of Total	100.0%
		% of Grand Total	52.7%
Internet and Programming	Male	Count	13
		% of Total	56.5%
		% of Grand Total	4.0%
	Female	Count	10
		% of Total	43.5%
		% of Grand Total	3.0%
	Total	Count	23
		% of Total	100.0%
		% of Grand Total	7.0%
Anything	Male	Count	69
		% of Total	60.5%
		% of Grand Total	21.0%
	Female	Count	45
		% of Total	39.5%
		% of Grand Total	13.7%
	Total	Count	114
		% of Total	100.0%
		% of Grand Total	34.8%
Other	Male	Count	11
		% of Total	61.1%
		% of Grand Total	3.4%
	Female	Count	7
		% of Total	38.9%
		% of Grand Total	2.1%
	Total	Count	18
		% of Total	100.0%
		% of Grand Total	5.5%
Grand Total	Male	Count	210
		% of Total	64.0%
		% of Grand Total	64.0%
	Female	Count	118
		% of Total	36.0%
		% of Grand Total	36.0%
	Total	Count	328
		% of Total	100.0%
		% of Grand Total	100.0%

## ANNEX 8: LANGUAGE TRAINING DESIRED BY GENDER

Languages	Gender	Cross tabulation	Total
English	Male	Count	124
		% of Total	65.3%
		% of Grand Total	38.6%
	Female	Count	66
		% of Total	34.7%
		% of Grand Total	20.6%
	Total	Count	190
		% of Total	100.0%
		% of Grand Total	59.2%
German	Male	Count	3
		% of Total	60.0%
		% of Grand Total	0.9%
	Female	Count	2
		% of Total	40.0%
		% of Grand Total	0.6%
	Total	Count	5
		% of Total	100.0%
		% of Grand Total	1.6%
French	Male	Count	8
		% of Total	53.3%
		% of Grand Total	2.5%
	Female	Count	7
		% of Total	46.7%
		% of Grand Total	2.2%
	Total	Count	15
		% of Total	100.0%
		% of Grand Total	4.7%
Italian	Male	Count	4
		% of Total	66.7%
		% of Grand Total	1.2%
	Female	Count	2
		% of Total	33.3%
		% of Grand Total	0.6%
	Total	Count	6
		% of Total	100.0%
		% of Grand Total	1.9%
Other	Male	Count	60
		% of Total	57.1%
		% of Grand Total	18.7%
	Female	Count	45
		% of Total	42.9%
		% of Grand Total	14.0%
	Total	Count	105
		% of Total	100.0%

Languages	Gender	Cross tabulation	Total
		% of Grand Total	32.7%
Grand Total	Male	Count	199
		% of Total	62.0%
		% of Grand Total	62.0%
	Female	Count	122
		% of Total	38.0%
		% of Grand Total	38.0%
	Total	Count	321
		% of Total	100.0%
		% of Grand Total	100.0%

## ANNEX 9: CURRENT JOB TITLES AMONGST EMPLOYED BY GENDER

Current Job Title	Cross tabulation	Male	Female	Total
Accounting	Count	3	4	7
	% Within	42.9%	57.1%	100.0%
	% of Total	1.0%	1.4%	2.4%
Administrative	Count	19	5	24
	% Within	79.2%	20.8%	100.0%
	% of Total	6.6%	1.7%	8.3%
Army	Count	10	0	10
	% Within	100.0%	0.0%	100.0%
	% of Total	3.4%	0.0%	3.4%
Broker	Count	8	1	9
	% Within	88.9%	11.1%	100.0%
	% of Total	2.8%	0.3%	3.1%
Drivers	Count	14	1	15
	% Within	93.3%	6.7%	100.0%
	% of Total	4.8%	0.3%	5.2%
Cashiers	Count	3	2	5
	% Within	60.0%	40.0%	100.0%
	% of Total	1.0%	0.7%	1.7%
Clerks	Count	5	20	25
	% Within	20.0%	80.0%	100.0%
	% of Total	1.7%	6.9%	8.6%
Correspondent	Count	13	4	17
	% Within	76.5%	23.5%	100.0%
	% of Total	4.5%	1.4%	5.9%
Hospitality	Count	4	6	10
	% Within	40.0%	60.0%	100.0%
	% of Total	1.4%	2.1%	3.4%
Industrial	Count	22	4	26
	% Within	84.6%	15.4%	100.0%
	% of Total	7.6%	1.4%	9.0%
Land Surveyor	Count	2	1	3
	% Within	66.7%	33.3%	100.0%
	% of Total	0.7%	0.3%	1.0%
Medical and Health Care Services	Count	5	2	7
	% Within	71.4%	28.6%	100.0%
	% of Total	1.7%	0.7%	2.4%
Operators	Count	4	5	9
	% Within	44.4%	55.6%	100.0%
	% of Total	1.4%	1.7%	3.1%
Public Sector Directors	Count	7	4	11
	% Within	63.6%	36.4%	100.0%
	% of Total	2.4%	1.4%	3.8%
Sales Person	Count	26	2	28
	% Within	92.9%	7.1%	100.0%

Current Job Title	Cross tabulation	Male	Female	Total
	% of Total	9.0%	0.7%	9.7%
Secretarial	Count	0	15	15
	% Within	0.0%	100.0%	100.0%
	% of Total	0.0%	5.2%	5.2%
Teachers and Academics	Count	7	20	27
	% Within	25.9%	74.1%	100.0%
	% of Total	2.4%	6.9%	9.3%
Technicians	Count	11	0	11
	% Within	100.0%	0.0%	100.0%
	% of Total	3.8%	0.0%	3.8%
Other	Count	19	12	31
	% Within	61.3%	38.7%	100.0%
	% of Total	6.6%	4.1%	10.7%
Total	Count	182	108	290
	% Within	62.8%	37.2%	100.0%
	% of Total	62.8%	37.2%	100.0%

# ANNEX 10: PREVIOUS JOB TITLES BY GENDER

Previous Jobs	Gender	Cross tabulation	Total
Accountant	Male	Count	4
		% of Total	80.0%
		% of Grand Total	1.7%
	Female	Count	1
		% of Total	20.0%
		% of Grand Total	0.4%
	Total	Count	5
		% of Total	100.0%
		% of Grand Total	2.1%
Administration	Male	Count	18
		% of Total	60.0%
		% of Grand Total	7.7%
	Female	Count	12
		% of Total	40.0%
		% of Grand Total	5.1%
	Total	Count	30
		% of Total	100.0%
		% of Grand Total	12.8%
Army	Male	Count	35
		% of Total	97.2%
		% of Grand Total	14.9%
	Female	Count	1
		% of Total	2.8%
		% of Grand Total	0.4%
	Total	Count	36
		% of Total	100.0%
		% of Grand Total	15.3%
Driver	Male	Count	12
		% of Total	100.0%
		% of Grand Total	5.1%
	Female	Count	0
		% of Total	0.0%
		% of Grand Total	0.0%
	Total	Count	12
		% of Total	100.0%
		% of Grand Total	5.1%
Guard	Male	Count	13
		% of Total	92.9%
		% of Grand Total	5.5%
	Female	Count	1
		% of Total	7.1%
		% of Grand Total	0.4%
	Total	Count	14
		% of Total	100.0%
		% of Grand Total	6.0%

Previous Jobs	Gender	Cross tabulation	Total
Hospitality	Male	Count	17
		% of Total	100.0%
		% of Grand Total	7.2%
	Female	Count	0
		% of Total	0.0%
		% of Grand Total	0.0%
	Total	Count	17
		% of Total	100.0%
		% of Grand Total	7.2%
Industrial	Male	Count	46
		% of Total	85.2%
		% of Grand Total	19.6%
	Female	Count	8
		% of Total	14.8%
		% of Grand Total	3.4%
	Total	Count	54
		% of Total	100.0%
		% of Grand Total	23.0%
Sales Person	Male	Count	10
		% of Total	83.3%
		% of Grand Total	4.3%
	Female	Count	2
		% of Total	16.7%
		% of Grand Total	0.9%
	Total	Count	12
		% of Total	100.0%
		% of Grand Total	5.1%
Teachers and Academics	Male	Count	8
		% of Total	29.6%
		% of Grand Total	3.4%
	Female	Count	19
		% of Total	70.4%
		% of Grand Total	8.1%
	Total	Count	27
		% of Total	100.0%
		% of Grand Total	11.5%
Other	Male	Count	19
		% of Total	67.9%
		% of Grand Total	8.1%
	Female	Count	9
		% of Total	32.1%
		% of Grand Total	3.8%
	Total	Count	28
		% of Total	100.0%
		% of Grand Total	11.9%
Grand Total	Male	Count	182
		% of Total	77.4%
		% of Grand Total	77.4%
	Female	Count	53



Previous Jobs	Gender	Cross tabulation	Total
		% of Total	22.6%
		% of Grand Total	22.6%
	Total	Count	235
		% of Total	100.0%
		% of Grand Total	100.0%

# ANNEX 11: REASONS FOR PREFERRING PUBLIC SECTOR BY GENDER

Reasons for Preferring Public Sector	Cross tabulation	Male	Female	Total
More Comfortable than Others	Count	70	109	179
	% Within	39.1%	60.9%	100.0%
	% of Total	12.4%	19.3%	31.7%
Financially Rewarding	Count	33	45	78
	% Within	42.3%	57.7%	100.0%
	% of Total	5.8%	8.0%	13.8%
Better Fringe Benefits	Count	29	41	70
	% Within	41.4%	58.6%	100.0%
	% of Total	5.1%	7.3%	12.4%
Have Relative Working in Public Sector	Count	11	15	26
	% Within	42.3%	57.7%	100.0%
	% of Total	1.9%	2.7%	4.6%
Better Job Security	Count	51	88	139
	% Within	36.7%	63.3%	100.0%
	% of Total	9.0%	15.6%	24.6%
Greater Opportunities for Development	Count	14	21	35
	% Within	40.0%	60.0%	100.0%
	% of Total	2.5%	3.7%	6.2%
Prestige	Count	19	15	34
	% Within	55.9%	44.1%	100.0%
	% of Total	3.4%	2.7%	6.0%
Other	Count	4	0	4
	% Within	100.0%	0.0%	100.0%
	% of Total	0.7%	0.0%	0.7%
Total	Count	231	334	565
	% of Total	40.9%	59.1%	100.0%

## ANNEX 12: REASONS FOR PREFERRING PRIVATE SECTOR BY GENDER

Reasons for Preferring Private Sector	Cross tabulation	Male	Female	Total
Easier to find employment	Count	58	12	70
	% Within	82.9%	17.1%	100.0%
	% of Total	38.7%	8.0%	46.7%
Financially rewarding	Count	84	13	97
	% Within	86.6%	13.4%	100.0%
	% of Total	56.0%	8.7%	64.7%
Better fringe benefits	Count	27	4	31
	% Within	87.1%	12.9%	100.0%
	% of Total	18.0%	2.7%	20.7%
Have relative working in private sector	Count	6	2	8
	% Within	75.0%	25.0%	100.0%
	% of Total	4.0%	1.3%	5.3%
Job Security	Count	46	5	51
	% Within	90.2%	9.8%	100.0%
	% of Total	30.7%	3.3%	34.0%
Greater opportunities for development	Count	50	4	54
	% Within	92.6%	7.4%	100.0%
	% of Total	33.3%	2.7%	36.0%
Prestige	Count	13	2	15
	% Within	86.7%	13.3%	100.0%
	% of Total	8.7%	1.3%	10.0%
Total	Count	129	21	150
	% of Total	86.0%	14.0%	100.0%

# ANNEX 13: PREFERRED ACTIVITIES WITHIN THE PRIVATE SECTOR BY GENDER

Preferred Activities within Private Sector	Cross tabulation	Male	Female	Total
Industry	Count	34	2	36
	% Within	94.4%	5.6%	100.0%
	% of Total	13.8%	0.8%	14.6%
Communications	Count	6	9	15
	% Within	40.0%	60.0%	100.0%
	% of Total	2.4%	3.7%	6.1%
Information Technology	Count	11	7	18
	% Within	61.1%	38.9%	100.0%
	% of Total	4.5%	2.8%	7.3%
Business Services	Count	9	12	21
	% Within	42.9%	57.1%	100.0%
	% of Total	3.7%	4.9%	8.5%
Basic Education	Count	2	21	23
	% Within	8.7%	91.3%	100.0%
	% of Total	0.8%	8.5%	9.3%
Agriculture and Forestry	Count	14	1	15
	% Within	93.3%	6.7%	100.0%
	% of Total	5.7%	0.4%	6.1%
Electricity, Gas and Water	Count	19	2	21
	% Within	90.5%	9.5%	100.0%
	% of Total	7.7%	0.8%	8.5%
Wholesale and Retail Trade	Count	10	0	10
	% Within	100.0%	0.0%	100.0%
	% of Total	4.1%	0.0%	4.1%
Transport and Storage	Count	17	0	17
	% Within	100.0%	0.0%	100.0%
	% of Total	6.9%	0.0%	6.9%
Travel and Tourism, Restaurants and Hotels	Count	16	0	16
	% Within	100.0%	0.0%	100.0%
	% of Total	6.5%	0.0%	6.5%
Other	Count	12	44	56
	% Within	21.4%	78.6%	100.0%
	% of Total	4.9%	17.9%	22.8%
Total	Count	115	131	246
	% of Total	46.7%	53.3%	100.0%

# ANNEX 14: MA'AN LABOR DEMAND BY DEPARTMENT AND JOB TITLE

Department	Job Title	Demand
<b>Management</b>	General Manager	8
	Assistant Manager	3
	CEO	2
	Assistant CEO	2
	Board of Directors	6
	Technical Manager	3
	Project Manager	1
	PR Manager	4
	HR Manager	3
	HR Assistant	5
	Supervisor	2
	Shift Manager	1
<b>Administration</b>	Administration Manager	1
	Admin Assistant	3
	Executive Secretary	7
	Secretary	5
	Office Boy	11
	IT Manager	4
	IT Officer	4
	Technical	2
	Legal Advisor	1
<b>Production</b>	Production Manager	6
	Logistics Manager	4
	Engineer	2
	Production Engineer	16
	Electrical Engineer	1
	Laboratory Manager	1
	Laboratory Technician	2
	Production Supervisor	14
	Quality Control Officer	15
	Forman/Operator	9
	Operator	5
	Quality Control Manager	1
	Coordination	8
	Fork Lift Drivers	10
	Mixture Production Technician	1
	Packaging Production Technician	1
	Mechanical Technical Assistant	1
	Construction Equipment	10
	Production Worker	375

Department	Job Title	Demand
<b>Maintenance</b>	Mechanical Technicians	2
	Maintenance Engineer Manager	5
	Technicians	98
	Maintenance Technician	106
<b>Finance</b>	Finance Manager	4
	Accountant	4
	Chief Accountant	4
	Purchase Officer	4
	Financial Affairs Assistant	1
<b>Support</b>	Control Room	40
	Cleaning Room	20
	Driver	2
	Cleaner	1

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