



Baseline Assessment of Skills & Market Opportunities for Youth in Azraq Refugee Camp in Jordan

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Young People...Enterprise...Employment...



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Acknowledgement

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Noora El-wer, Main Researcher

Acronyms

ACTED	Agency for Technical Cooperation and Development
CARE	Cooperative for Assistance and Relief Everywhere
IBVDB	Incentive-based Volunteering Database
FCA	Finn Church Aid
GoJ	Government of Jordan
IBV	Incentive-Based Volunteering
IMC	International Medical Corps
MOPIC	Ministry of Planning and International Cooperation
MoU	Memorandum of Understanding
NFI	Non-food Item
NRC	Norwegian Refugee Council
SOP	Standard Operating Procedure
SRAD	Syrian Refugees Affairs Directorate
UNHCR	United Nations High Commissioner for Refugees
WFP	World Food Programme

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EXECUTIVE SUMMARY

Background & Purpose. The crisis in Syria has forced around four million Syrians, most of them women and children, to flee the country, with approximately 629,128 registered Syrian refugees in Jordan.¹ More than 80% of Syrian refugees in Jordan reside in its cities and towns, while the rest live in three official refugee camps in northern Jordan. Azraq Refugee Camp, opened in April 2014, is home to 20,000 of these refugees; over half of them are children below 18 and 45% of them of working age.

This document presents the results of a study commissioned by CARE International in Jordan to understand the skill supply and assess livelihood opportunities for youth in Azraq Refugee Camp. Incentive-Based Volunteering (IBV) was instituted as a livelihood development scheme that allows NGOs to hire camp residents as skilled or unskilled volunteers. In addition, two marketplaces have been built and are expected to be opened in Azraq Refugee Camp, creating the opportunity for refugee-led livelihood activities.

CARE International has commissioned this study with the objective of preparing for the market and providing recommendations for skill and livelihood development programs in the camp.

Methodology. Conducted during May-June 2015, the study uses primary and secondary, quantitative and qualitative research methods. Secondary data compiled and processed included analytical reports, statistics from UNHCR and the World Bank, field reports from Azraq, legislation, Standard Operating Procedures and other operational documents, in addition to the IBV Database managed by CARE in the camp. Primary data was collected from youth through 12 focus group discussions, 128 individual and group interviews with heads of households in the camp through a consumer needs questionnaire, and selected NGOs through structured interviews.

Main Findings. Most youth participants come from families with entrepreneurial involvement in the economy in Syria through a vocational workshop or a retail business. Most male youth possess at least one technical skill typically in a vocation such as metalworking, carpentry, painting, tailoring and décor, and family agriculture. Males below 18 have low retention of skills in comparison to young adults who have managed to accumulate 2-8 years of experience prior to arriving at the camp. Skills among youth have been acquired through non-formal apprenticeships facilitated by a network of family and acquaintances. Female youth have a skill set that contributed to their households' self-reliance, particularly pickling and other food preservations, and to a lesser degree tailoring and beautification. Lit-

1 <http://data.unhcr.org/syrianrefugees/country.php?id=107>

eracy levels were found to be modest among the male youth in the camp and were notably higher among the youngest youth, and among females, according to the survey. There is a growing awareness of the importance of literacy in improving work prospects among the population of young adults in the camp.

The IBV scheme continues to address a major economic gap in the camp, although opportunities fall short of meeting the demand for work. The scheme provides approximately 440 skilled, semi-skilled and unskilled positions for the camp's population. With the rotation policy, available positions have so far been accessed by over 3,700 of current camp dwellers. Syrian young men possess high levels of skill for construction and maintenance work needs around the camp. A negative perception of women's work was noted and changes in these perceptions were described by women in the focus groups together with increased motivation to become economically-involved. Women face several obstacles for working; the most substantial of these was their traditional role in the home.

The planned installation of electricity and the opening of a market in the camp are both highly anticipated by the residents and expected to drastically improve the quality of life. The market is expected to provide many of the commodities and services needed by the camp but not currently provided, and to improve the quality and variety of currently available commodities as businesses compete. There remains a great degree of uncertainty surrounding the organization of the market and the extent to which camp dwellers will be able to access livelihood opportunities. Among viable livelihoods anticipated by the residents were: minimarkets, mobile repair shops, ice shops, sweets shops, water filters installation, vegetable markets, poultry butchers, popular foods restaurants (hummos, falafel, shawerma, roasted chicken), tailors and secondhand clothes and shoes shops.

Skill development programs were highly anticipated by the youngest male and female youth (those below 18) who seem to have significantly fewer responsibilities than older youth, were not allowed to join the IBV scheme, and were keen on continuing their skill development and in engaging in activities they found fun and useful. Older youth had greater interest in generating income than in skills development, which was seen less worthy of their time. Discussing this topic with the camp youth showed that there was a gender division of skills that has shaped their interests and livelihood choices, including skill development. Female choices were leaning towards skills that can mostly be applied at home, such as food preservation, hairdressing, and tailoring. Males mostly chose vocational crafts such as maintenance, carpentry, metalworking, painting, and car repair.

Recommendations

TO THE GOVERNMENT OF JORDAN

Open the market in Azraq Camp, with the introduction of flexible policies allowing refugees to earn a legal living.

In specific:

- Waive or significantly reduce fees for work permits for Syrian refugees;
- Simplify and ease the application process for work permits and approve all permit requests for refugees in non-protected sectors;
- Share a clear criteria permitting refugees to take part in the market activities; and
- Coordinate with the private sector and local communities to ensure that refugees and host communities benefit from the opening of the market place in Azraq Camp, thus contributing to the improvement of community relations.

TO HUMANITARIAN & DEVELOPMENT AGENCIES

- Create and fund a skill development scheme to benefit job seekers, as well as agencies in Azraq Camp, building professional skills among job seekers and helping NGOs meet the future increase in demand for skilled Syrian volunteers.

- Introduce programs facilitating women’s engagement in economic activities in Azraq Camp, taking into consideration barriers to women including attitudes, housework duties, the need for proximity to the residence, etc.
- Commence investment schemes that could provide a sustainable model in providing needed services and commodities that incorporate a skill development/IBV element in them in areas such as maintenance, agriculture, tailoring and retail.
- Continue and develop the IBV scheme in Azraq Camp. A more developed system can readily produce simplified “labor market information” for IBV positions and a clear waiting list can be accessed by case managers, so approximate starting dates can be anticipated by applicants.
- Another area identified for growth was the creation of occupational profiles for the different IBV positions that clearly state responsibilities, required qualifications, advancement prospects, and the initial hourly pay or salary associated with the position. Such information would inform job seekers of opportunities they could access, align their expectations, and assist the UN & NGOs in better selection of suitable volunteers.
- To continue exploring innovative skill and livelihood development schemes that build on assets and opportunities, and continue targeting youth with literacy classes and campaigns.

TO THE INTERNATIONAL COMMUNITY

- Support the Government of Jordan in responding to refugees’ needs, and opening up the market in Azraq Camp.
- Provide financial assistance for the electrification of Azraq Camp as a pre-requisite to opening the marketplace.



THE ASSESSMENT

1. Background

The crisis in Syria has forced around four million Syrians, most of them women and children, to flee the country, with approximately 629,128 registered Syrian refugees in Jordan.² More than 80% of Syrian refugees in Jordan reside in its cities and towns, while the rest live in three refugee camps in northern Jordan. The kingdom has a struggling economy burdened by a large budget deficit and public debt, scarcity in natural resources and drought, and a growing youthful population for which job creation is seen crucial. Besides the major state security concerns and their impact on the lives of Jordanians, the economic impact of the refugee crisis on the Jordanian economy is an issue of debate in the country. Nonetheless, the substantial stresses it has placed on the economy and infrastructure have driven the Government of Jordan (GoJ) to revise and prioritize its response to the refugee crisis and find ways to mitigate its impact on the country.

Jordan is not a signatory to the 1951 Refugee Convention and its 1967 Protocol—despite its history of taking in refugees from neighboring conflicts (Palestinians make up a large proportion of the Jordanian population, as well as more newly-arrived Iraqis and refugees from Sudan, Somalia and elsewhere). The 1992 Declaration on the Protection of Refugees and Displaced Persons in the Arab World, and the 1994 Arab Convention on Regulating the Status of Refugees in the Arab Countries, although non-binding, provide important points of reference for the protection of refugees in the region. Jordanian law also includes important prohibitions on *refoulement* in accordance with customary international law, found in Article 21 of the 1952 Constitution (limited to political refugees). Additionally, Jordan is party to a number of international conventions that specify the principle of *non-refoulement*, notably the Convention against Torture and Other Forms of Cruel, Inhumane or Degrading Treatment or Punishment.³

² <http://data.unhcr.org/syrianrefugees/country.php?id=107>

³ UN General Assembly: Convention Against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment, 10 December 1984. <http://www.refworld.org/docid/3ae6b3a94.html>, accessed May 15, 2015

The only refugee specific directive in Jordan is a 1998 agreement (MOU) between UNHCR and Jordan, which gives UNHCR the right to conduct refugee status determination in Jordan. Originally designed to cope with Iraqis fleeing to and transiting through Jordan, the MOU was renewed in 2003 and in 2014. This MOU includes the refugee conventions' definition of "refugee" and accepts the principle of *non-refoulement*. The MOU also mentions the need to find durable solutions for refugees, whether voluntary repatriation or third country resettlement. Local integration, however, is not mentioned among the durable solutions.

As a result, response to their rights and needs is largely governed by the provisions and instructions issued by the GoJ. Economic needs inclusive, Syrian refugees are allowed to work inside Jordan given they obtain work permits through the existing legal channels, none of which make special considerations for refugees, such as the Labor Law (No. 8 for the year 1996) and its amendments and the provisions for labor permits for non-Jordanian workers (No. 76 for the year 2014), and the list of "closed" occupations issued by the minister which specifies certain sectors for which foreign worker permits are prohibited. As a recent ILO analysis of labor and refugee laws and policies (2014) concluded: "Syrians entering the country as asylum seekers or who are registered as refugees with UNHCR are not given residency, which, in turn, seriously limits their ability to seek lawful employment."

The list of closed occupations, which was updated by the Ministry of Labor (MoL) in 2014, contains 16 occupations: medical, engineering, administrative and accounting, clerical, operators and delivery, warehouses, retail, beauty and barber, decoration, education, selling fuel, electricity, mechanics, drivers, guards and messengers professions, and building attendants (MOL 2014). Moreover, "the labor law does not protect vulnerable workers (such as refugees or asylum seekers who do not hold a work permit) against abusive practices, nor does the national legislation define a clear process for how they can obtain a work permit" (ILO 2015). Besides, legislation does not permit licenses to open and operate businesses for non-Jordanians.

Some steps have been taken by the GoJ to allow Syrian refugees to work. Its rhetoric has shifted since the start of the refugee crisis from strict prohibition of Syrian employment to an acknowledgement of their need to work and acceptance for issuing work permits through the legal channels. In the JRP (MOPIC 2015) for instance, references are made to the estimated revenue lost (USD 106 million) as a result of the large unpermitted Syrian work force, indicating an increasing willingness to regulate Syrian employment in Jordan. The same ILO report mentioned above highlighted article #29 of the Residency and Foreigners Affairs Law (No. 24 for the year 1973) which allows exemptions "on account of special consideration connected with international or humanitarian courtesy or of the right to political asylum" (as quoted in ILO 2015 p. 15). In the report, the ILO proposed recommendations to support refugees' self-employment in light of their skill and entrepreneurial experience, in a way that could achieve mutual benefit to the refugee population, as well as the Jordanian economy.

Located in Jordan's northeastern region, the tough living conditions in Azraq Refugee Camp are evident at first glance: it is in a bleak desert, blown by high winds and extreme temperatures throughout the year. It is not yet connected to electricity, a much needed commodity, especially in the year's hotter months. There is great need for work in the camp; residents rely heavily on a monthly cash allowance of 20 JOD per person provided for purchasing food from Sameh Mall, the World Food Programme (WFP) food distribution point that is also the only place in the camp that sells any kind of goods.

Lessons learned over the past five years, particularly in Zaatari Refugee Camp, were transferred to Azraq. One major step was instituting a livelihood development scheme that allows NGOs to hire Syrian refugees residing in the camp as either skilled or unskilled volunteers. It is managed by CARE, which runs the community centers in each village of the camp, providing case management, referral services and a wide array of recreational and psychosocial services. SOPs govern the IBV scheme, including its centralized registration, rules on recruitment, rotation and reporting, all of which are aimed at ensuring the utmost transparency and equal economic opportunity for the largest number of refugees possible.

These volunteering opportunities fall short of absorbing the supply of willing and able Syrian camp dwellers and helping them meet their needs. Finding meaningful opportunities that draw upon the skills the refugees bring to the camp is crucial at this point in order to generate income, prevent idleness, and avoid the dulling of existing skills. The opening of a marketplace in Azraq camp is anticipated as providing the camp population with numerous

opportunities for income, as well as improving their quality of life by making available products and services needed by refugees.

For the purpose of supporting the opening of the market and the start-up of refugee-led livelihood activities, it is a vital pre-condition to understand the basic demands and the available skills of the refugees.

1.1 CARE INTERNATIONAL IN JORDAN

CARE International has been operating throughout the Middle East since 1949 with significant experience in conflict zones, including Iraq and the Occupied Palestinian Territory. CARE's strategy for the region embraces both emergency relief and development. CARE has adopted a rights-based approach in its program framework and strives to address the underlying causes of poverty. For this purpose, CARE engages with a wide range of governmental and non-governmental actors, including from the private sector.

CARE has been present in Jordan since 1949, initially to support Palestinian refugees. Since 2003, CARE has also worked with Iraqi refugees, providing essential information, case management, and psychosocial services as well as material and cash assistance. In response to the Syrian crisis and the corresponding arrival of refugees in Jordan, CARE has extended services through its centers to cater to the needs of vulnerable Syrian families in Amman, Irbid, Zarqa, Mufraq governorates, and, more recently, in Azraq town, where CARE works through two community-based CBOs. In the framework of the Urban Refugee Protection Program, CARE offers a comprehensive package of case management, information provision, referral, psychosocial support, and cash assistance at four Urban Refugee Centers. In parallel, CARE has continued to support vulnerable Jordanian host communities through its development activities, particularly aiming for the economic empowerment of women.

When Azraq camp was opened in April 2014, CARE started providing services to camp-based refugees. As of June 2015, approximately 20,000 refugees are accommodated in two villages of Azraq Camp.⁴ CARE currently operates two community centers that provide information about all services available in the camp, identify the needs of refugees and refer them to the most suitable service providers, coordinate mass information, provide avenues to raise complaints or problems, and offer a variety of recreational and psychosocial activities.

⁴ UNHCR Syria Response Portal, Jordan/Zarqa governorate/Azraq camp: <http://data.unhcr.org/syrianrefugees/settlement.php?id=251&country=107®ion=73>, May 5, 2015.

2. Methodology

The Azraq Camp Assessment was designed to assess the skills and livelihood opportunities for youth in Azraq Refugee Camp and provide recommendations for actions for skill and livelihood development programs in the camp.

A mixed methodology and participatory approach was adopted to collect data and information for this report, including qualitative and quantitative methods of analysis to data collected from primary and secondary sources as described below.

2.1 SECONDARY RESEARCH

The research team compiled and reviewed a number of relevant data and reports generated by NGOs working on the Syrian refugee response in Jordan, as well as other organizations with work relevant to the subject of this study. Besides work progress reports from the field and other operational documents, the team reviewed analytical reports, official press releases, and data collected by CARE in the camp in relation to IBV. Secondary data was used initially to inform the design of the research and subsequent findings were triangulated with primary findings to inform the analysis and discussion. Whenever these sources directly informed the writing of this report, all such instances are cited appropriately. A full bibliography listing secondary data sources can be found at the end of this report.

Table 2.1: Population characteristics of Registrants in the IBV Database

Total number of registrants		4,734
Status	Active (In Camp)	3,613 (76%)
	Inactive (Left Camp)	1,121 (24%)
Sex	Male	3,564 (72%)
	Female	1,170 (23%)
Age	Mean (SD)	31.6 (10) Years
Family Size	Mean (SD)	4.57 (2.4)
Number of Dependents	Mean (SD)	3.58 (2.4)
Education Level	Illiterate	180 (4%)
	Elementary School	1,468 (31%)
	Secondary School	1,429 (30%)
	High School	939 (20%)
	Institute	106 (2%)
	Diploma	166 (4%)
	University Degree	445 (9%)
Village	Village 3	3,098 (65%)
	Village 6	1,632 (35%)
	Missing	4 (0.1%)
Number of years of experience	Mean (SD)	8.3 (8.2)

Source: IBVDB, 2015.

Data from CARE’s IBV Database. A copy of CARE’s IBV Database, the main tool used by CARE in registering job seekers, facilitating recruitment and tracking the status of their placement in IBV opportunities, was obtained on May 14, 2015. Information extracted from the database was analyzed quantitatively and is presented throughout the report to inform skill demand and supply in the camp. Table 2.1 below describes key characteristics of the population of registrants.

2.2 PRIMARY RESEARCH

Primary research employed qualitative methods with some modes of quantification. The research community (sources of information) consisted of the three groups:

- Azraq Refugee Camp Youth
- Heads of households in Azraq Camp
- Organizations involved in management and service provision in the camp

Three data collection techniques were employed to gather the data needed to answer the questions the study was intended to answer. All data collection was guided by an interview guide designed specifically for this research. The following describes the techniques and tools used.

Focus Group Discussions

Design. All focus groups sessions followed the same design. An interview guide was developed with a number of questions and additional probing questions to ensure all matters of interest to this study were covered. A poster showcasing the code of conduct and another illustrating session design were both posted on the wall in each hall and pointed out in the introductory sub-session. Table 2.1 below presents the session design and a summary of the execution of each sub-session. A full copy of the Interview Guide can be found under Annex 1 – Focus Group Discussions Guide.

Data Collection. Twelve semi-structured focus groups in total were conducted between May 17-19, 2015 with 111 male and female youth residing in the camp. All focus groups were segregated by sex (Male, Female), age group (15-18 years, 19-22 years, and 23-30 years), and village in the camp (Village 3, Village 6). All sessions were conducted in CARE’s Community Center in each of two villages, lasting for one hour and fifteen minutes to two hours in duration. All participants were mobilized by CARE’s Community Mobilizers in the camp, which were provided with a schedule and participant characteristics for each of the focus group discussions. Table 2.3 presents some of the key descriptive information of each focus group discussion.

Table 2.2: Session Design

#	Session Title	Summary
0	Introductions, briefing, and ice-breaker	Session rules read out; voluntary nature of participation and confidentiality were emphasized; names, ages, area of residence in Syria, point of entry into the camp and duration of stay in the camp were shared in the larger group. Everyone asked about best and worst aspects of living in the camp.
1	Our lives and our family members' lives	Colored 'Job Cards' were laid on the table. Each participant is asked to compile a set of cards corresponding to the skill set held by family members and then asked to provide a narrative on when, why and how family members got to acquire those skills. After that, cards are placed in one of two boxes (Male or Female) according to the sex of the family member holding the skill.
2	Involvement in IBV in the Camp	Participants asked about their own or their family/acquaintances involvement in IBV in the camp and in other livelihoods. Discussions covered reasons for seeking/not seeking opportunities and a narrative on current opportunities.
3	Envisioning the market	An open discussion on commodities and services needed by the camp population, issues of availability, and a brainstorming session of businesses that could bridge a gap in need and be profitable in the camp.
4	Livelihood Development Programs	An assessment of the current outreach and quality of existing programs; anticipated programs, rationale, and prerequisites.

Two teams were formed, each consisting of a skilled qualitative researcher and a note-taker. All research team members were trained on applying the tool and on the ethical considerations. Given the vulnerability of the groups of participants, a number of ethical considerations were put in place and instructions given to researchers to exercise caution throughout the data collection process in order to avoid any harm or risk of subsequent vulnerability as a result of participating in the study (See 2.3 Ethical Considerations for additional details).

Data Analysis. All qualitative feedback was summarized in analysis matrices in order to ease the identification of themes as well as between-group comparisons and are presented under Annex x. Feedback on skills history of family members was analyzed and presented as quantified data. The prevalence of a certain skill (w_x) was calculated as the weight of the skill mentioned for a family members belonging in one of two sex groups (Male or Female) in relation to the total number of skills mentioned.

Table 2.3: Composition of Focus Group Discussions and Selected Characteristics of Participants

Village	Sex	Age group (intended)	Number of Participants	Actual age range	Median age	Stay (Range)	Stay (Median)
Village 3	Female	15-18	8	15-18	16.5	1 - 13 months	9.5 months
Village 3	Female	19-22	11	16-25	20.5	3 - 13 months	9 months
Village 3	Female	23 - 30	13	15-50	27	< 1 - 12 months	9 months
Village 3	Male	15-18	9	14-18	17	2 - 13 months	6 months
Village 3	Male	19-22	9	18-22	19	3 - 12 months	10 months
Village 3	Male	23 - 30	6	25-37	26.5	1 - 10 months	3.5 months
Village 6	Female	15-18	4	15-18	16	1.5 - 5 months	3 months
Village 6	Female	19-22	9	18-42	21	3 - 10 months	3 months
Village 6	Female	23 - 30	9	25-53	28	1 - 8 months	2 months
Village 6	Male	15-18	14	12-18	15	1.5 - 13 months	7.5 months
Village 6	Male	19-22	7	18-19	19	1 - 9 months	6 months
Village 6	Male	23 - 30	12	20-32	22.5	< 1 - 12 months	6.5 months

Consumer Survey

Design. Data for the Consumer Survey was collected through interviews with male and female heads of households in the two villages. All interviews were guided by a questionnaire containing open-ended questions to inform on:-

- Needed commodities and services;
- Current availability of these commodities and services and related issues;
- Factors that guide decision and choice;
- Commodities and services expected to witness increased demand in the future.

The design of the questionnaire was largely inspired by a consumer tool developed by Women’s Commission for Refugee Women and Children (WRC) as part of the Market Assessment Toolkit for VT Programs in 2008 (WRC 2008, p. 31). The mentioned tool was adapted to the context of Azraq Camp, the absence of a market, and the vast unrealized development potential.

Data Collection. All participants were mobilized in the villages in which they reside. The data collection team consisted of one male and three female data collectors. Mini-teams consisting of one or two data collectors, accompa-

nied by a CARE employee in the village, went around residential streets, approached potential participants outside their residences, briefed them on the study and asked if they were interested and had the time for an interview about market needs. In total, 128 questionnaires were completed by individuals and small groups within the household, reflecting the feedback of at least 200 residents. Thirty-seven percent of the sample was female respondents and 30% were male. The remaining third (33%) were mixed groups of males and female who lived within the same household.

Coding, Entry and Analysis. The coding process described here was only applied to the questions for which the responses listed types of commodities and services. The process started by reviewing responses from 20 questionnaires, during which responses were read out, and recurring responses and groupings of several response items that correspond to the same issue noted. After this process, the foundation for the codebook was set and response items given numbers from 1-25 and the coding process started. Throughout the coding process, any novel response items were given a new code and added to the codebook, which eventually contained 39 coded responses. All codes were written in the margins of the questionnaires and then entered using SPSS. Every questionnaire was given a unique identification number, and entered together with “Village” and “Sex of the respondent” in a unique record.

After all data was entered, some response items were merged (e.g. Barber & Hairdresser), reducing the total number of unique responses to 36. A binary variable was created for each response items (coded “1” if mentioned and “0” if not mentioned) to ease analysis and presentation of information.

All the remaining items of the Consumer Survey were analyzed following a thematic qualitative analysis approach. A reflection and debriefing session was held with the researchers following each day of data collection; there was a vast amount of qualitative input from respondents that the tool was not intended to capture. The reflection sessions helped researchers process the repeated responses as common grievances faced generally by the households in the camp.

Interviews with Service Providers

Structured interviews with NGOs operating in the camp were planned to inform on current and future skill demand, skill development schemes, and explore intentions for supporting livelihoods in the upcoming market. A questionnaire was developed to guide the collection of needed data. The researcher worked with CARE staff in the field on identifying 5-8 entities that would inform the study and meetings were requested from representatives who held the information.

The researchers were able to interview six NGOs working in the camp: CARE International in Jordan (CARE), Norwegian Refugee Council (NRC), Agency for Technical Cooperation and Development (ACTED), ACTED/WFP (ACTED supported by the World Food Program for food distribution), Finn Church Aid (FCA), and International Medical Corps (IMC).

All feedback was summarized in a matrix presented as Annex x at the end of this report.

2.3 ETHICAL CONSIDERATIONS

Taking into consideration the vulnerability of the population being studied, the research team followed the following steps throughout the data collection process, especially during the focus group discussions.

The objectives of the research and the kinds of topics were clearly explained beforehand. The researchers made sure to emphasize the fact that they were not interested in hearing anything refugees would not voluntarily wish to talk about. Researchers and note-takers were instructed, to the highest degree possible and without causing distress to any participant, to avoid talking about subjects that may cause participants to remember a traumatic event, and to exercise heightened sensitivity for any signs of distress a participant might exhibit. In any such case, the note-taker was instructed to speak discreetly with the participant and assess whether or not any form of psychological support may be needed, in which case a specialized member of the CARE staff/or other relevant agency would be notified.

The voluntary nature of participation in the research was explicitly stated to all participants and potential participants. No monetary incentives were given so as to not exploit their vulnerable financial situation and influence their decision to participate; however, light refreshments were provided as a gesture of appreciation for volunteering their time to help with the research.

All research activities were conducted in safe spaces for the security of participants and researchers. Focus groups were conducted in CARE's Community Centers in the villages during normal working hours and at least one member of the staff was present in the adjacent hall and available for help when needed. To ensure safety during data collection in the residential areas, data collectors were accompanied by a CARE staff member at all times who also assessed the safety situation for the location where the interviews took place.

2.4 LIMITATIONS

Abiding by established age ranges for focus group participants was a challenge, especially for the oldest youth segment. Instructions were given to Community Mobilizers to stick to 30 as the age limit, however some participants who attended exceeded age 40. It was difficult for the researchers to turn down individuals who volunteered to help, especially as the weather was hot and many were happy to escape the heat for a few hours and sit in the air-conditioned halls dedicated for the focus groups. While feedback was largely homogenous, the researchers made sure to give turns to the younger participants when this happened as the age difference could have implied to the younger participants that priority should be given to their elders.

The Consumer Survey was intended to be filled out by individuals. However, it was not always possible to isolate respondents or have them provide their answers separately, which eventually led a large segment of the interviews to be small group interviews. This did not seem problematic for the quality of the data being collected, as there was general agreement between respondents across the board. On the other hand, it may have downplayed the number of mentions recorded for some of the services and commodities when reflected as frequencies or percentages in the report. Therefore the results of the consumer survey, while largely representative, should still be interpreted with caution.

The time allowance for the research was a limiting factor especially in NGOs and other main stakeholders' interviews where some key actors were unavailable within the time window of the study. UNHCR, SRAD, Relief International and the International Federation for the Red Cross (IFRC) were all regretfully excluded for this reason.

To protect the privacy and avoid any subsequent victimization of any of the participants, the use of voice recorders was ruled out from the beginning. Note-takers made every effort to take elaborate minutes and document the narratives provided during the focus groups, which was determined sufficient for the objectives of this assignment. Nonetheless, documenting using pen and paper cannot capture the same amount of detail recording does, which would have allowed for a deeper analysis of the narrative provided.

3. Findings & Analysis

Demand for work in the camp is very high. At the time of conducting the study, the camp residents had no access to livelihood options in the camp other than the IBV opportunities offered by the service providers operating in the camp. After running daily errands around the camp, attending to household needs, and attending some recreational and psychosocial activities, there are many hours left in the day for the working-age population in the camp, specifically 18-59-year-olds. IBV opportunities were crucial for helping households cope with their great lack of resources as a result of displacement. Camp residents who arrived from Syria arrived with little to no savings or belongings, and those who had lived in hosting communities prior to relocating to the camp were likely to have been living under great financial stress and potentially in debt (as reported through CARE assessments).

Food assistance in the camp is provided in the form of 20 JOD in credit per person per month, and can be used to buy food from the camp's sole distribution point (operated by the supermarket chain Sameh Mall). Bread is rationed daily at four pieces of bread per individual and non-food items (NFIs) such as hygiene packages and gas cylinders are provided on a bi-monthly basis. All camp residents reported that the aid was insufficient to cover their needs especially given the perceived high prices of food and other needed commodities at Sameh Mall and worries about cuts in donor aid. In addition, the Syrian population in general places great value on productive work. The lack of

opportunities for work in the camp was said to be breeding boredom, helplessness, and perceptions of injustice and driving many families to leave the camp in search of a better life..

Research findings will be presented in three subsections: the camp’s skill supply with a focus on skills held by the youth population, current demand and information that could inform future demand (the opening of the market and the expansion of the camp), and ongoing skill development programs in the camp and present programs anticipated by youth in the focus groups.

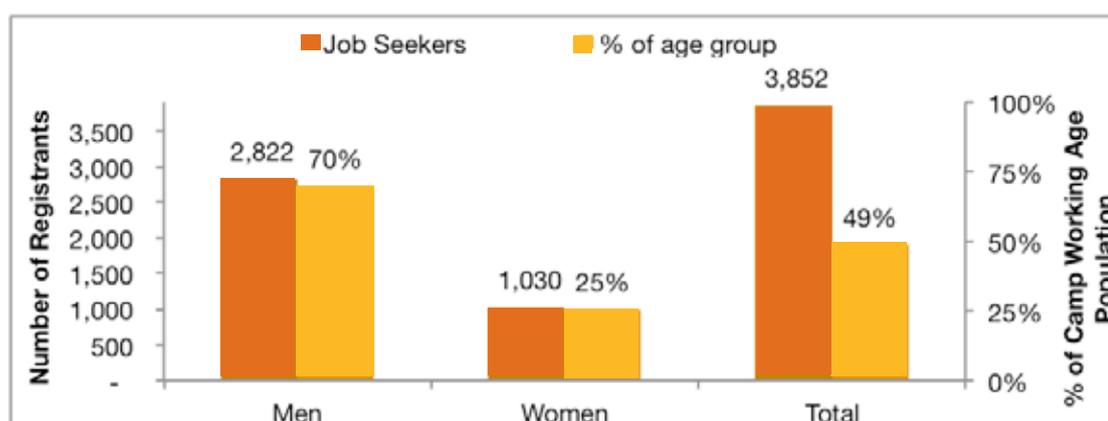
3.1 SKILL SUPPLY

The present study set out to map the supply of skills in the camp and provide a narrative on the processes by which camp youth acquired those skills.

CARE’s IBV database contains information on 4,734 individuals who chose to register as job seekers, and key information on their involvement in IBV. As IBV opportunities are the only means of making money in the camp, it currently presents 100% of the demand. CARE’s database is thus considered reflective of actual supply and demand under the assumption that organizations working in the camp are cooperating in enforcing the IBV system. After excluding those who were no longer living in the camp, the population of “active job seekers” boils down to 3,613 individuals, a quarter of whom were female job seekers. Figure 3.1 below illustrates the number of IBV registrants by sex and the ratio of those seeking work to the entire camp population of working age. Half of the camp’s working-age population was registered in the database. Male job seekers were 70% of all men in the age group 18-59 and females registered in the database comprised 25% of the women in the same age group. The mean age of registrants was 31.8 years; one-quarter of them were 24 years of age and below with a maximum of two years of work experience and one half of them 30 years of age and below with up to six years of work experience.

One key observation that emerged was refugees’ strong adherence to social norms, which seemed to have been an important factor in the development of a system of informal apprenticeships. For skills to be transferred to and acquired by youth in the magnitude and manner described, a high level of coordination and guidance is needed—impossible without a strong social structure centered around the extended family. More will be elaborated on this observation later.

Figure 3.1: IBV Registrants – Number and as a Ratio of Camp Residents in Working Age (18-59)⁵



Source: IBVDB 2015; UNHCR 2015.

5 Ratio calculated by dividing number of registrants by population size for the age group 18-59 documented by UNHCR.

Skill Supply among Camp Males

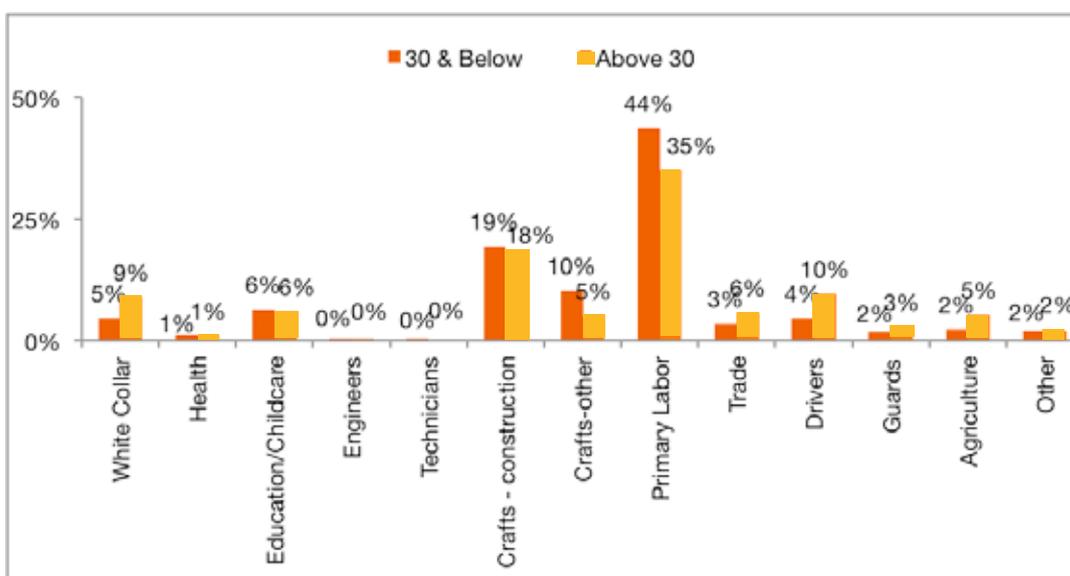
Nearly every single focus group participant over the age of 18 said he/she had applied for work by registering in the IBV database through a CARE employee. This high demand for work was driven by:

- High cost of living, with earning being the responsibility of men;
- The need for income;
- Boredom;
- And norms that make work customary, expected, and self-defining, particularly for young men.

In the IBV database, the largest segment of male job seekers (39%) listed “primary jobs” as their main area of expertise. Primary jobs constitute manual work that can be learned and performed quickly without the need for any specific skill, such as low skill jobs in construction, loading/unloading, and cleaning. Another sizeable portion (27%) listed various crafts as their area of expertise. “Crafts” here refers to vocational work that requires some skill and/or knowledge set to be performed. Figure 3.3 below reflects data from the CARE IBV database on what registrants reported as their area of expertise. The columns respond to the ratio of respondents within each of the two age groups (youth vs. adults) who listed the field as their main area of expertise. The data presents similar patterns in the areas of expertise youth and adults listed in the system. However, youth listed the category “Primary Labor and Other Crafts” significantly more than adults, whereas a greater proportion of adults reported having previous experience as “White Collar workers,” “Drivers,” “Guards,” “Trade” and “Agriculture.”

In Figure 3.3, “Crafts” are classified into two main types: crafts in the field of construction (such as metalworking, carpentry, plumbing, painting, tiling, home décor, and electrical works) were listed by 19% of male job seekers and “other crafts” (which include baking, barbering, butchering, cooking, and tailoring) were listed by 8% of male job seekers. Together, these two categories were listed as the area of expertise for 26% of male job seekers⁶.

Figure 3.2: Distribution of Male Registrants by Area of Previous Experience (Youth vs. Adults)



Source: IBVDB 2015

⁶ It is important to note here that this field in the database (“Previous work experience”) allows registrants to list only one area of expertise. Thus it is likely that many registrants listed what they believed would increase their placement odds and that the feedback from the database does not reflect the full range of skills actually possessed by the registrants. Moreover, camp residents wishing to enlist in the IBVDB must be at least 18 years of age, thus youth under 18 cannot and are not represented in the data kept by the IBVDB.

Acquisition of Skills among Camp Males

Focus group participants agreed on the high value placed in their culture on work and the development of a set of practical skills. There was a general agreement that young males in Syria were expected to start actively participating in the economy at adolescence through informal apprenticeships. In fact, feedback from the focus groups showed that the value placed on learning a craft often surpassed that placed on education for young men, where family and society often supported young men's decision to start working. The result has been a high retention of practical skills and low levels of literacy among young men in general: this pattern was increased as age increased and was most evident among the older youth segments, those above age 18. In the focus groups, the eldest participants had the lowest levels of literacy.

"I was not good at school; I had no passion for learning, so I left school to work and help the family." (Village VI, young man, age 23)

"My brother and I left school at the beginning of our teens to help my dad, working in carpentry to provide for the family." (Village III, male, age 18)

Their career choices were primarily driven by whatever livelihoods were practiced within the family. Following in the footsteps of a family member or close acquaintance allowed access to an opportunity, but also advanced the family business. In the focus groups, most participants had a family member or a relative that owned a business or farmland in which they worked and only a minority had a parent who worked as an employee; the overwhelming majority of these were in white collar/state jobs.

Therefore, the involvement of their fathers, uncles, family friends, older siblings and cousins in livelihoods was often a factor in shaping the career choice of the focus group participants, although not exclusively. The other determining factor was the identification of a "good opportunity".

Focus group participants stated that the onset of the crisis resulted in a change in the patterns of skills acquisition and work that have prevailed historically. To cope with the disruption in the economy caused by the crisis, young men found themselves needing to diversify their skill set to be able to take advantage of emerging livelihood opportunities. These were various construction occupations that refugees found to be in high demand both in Jordan and in Syria as the crisis broke. Therefore, to cope with subsequent displacement and provide for their households, additional skills were learned. Besides various crafts in construction and maintenance, many of these were in the service industry, particularly fast food and sales.

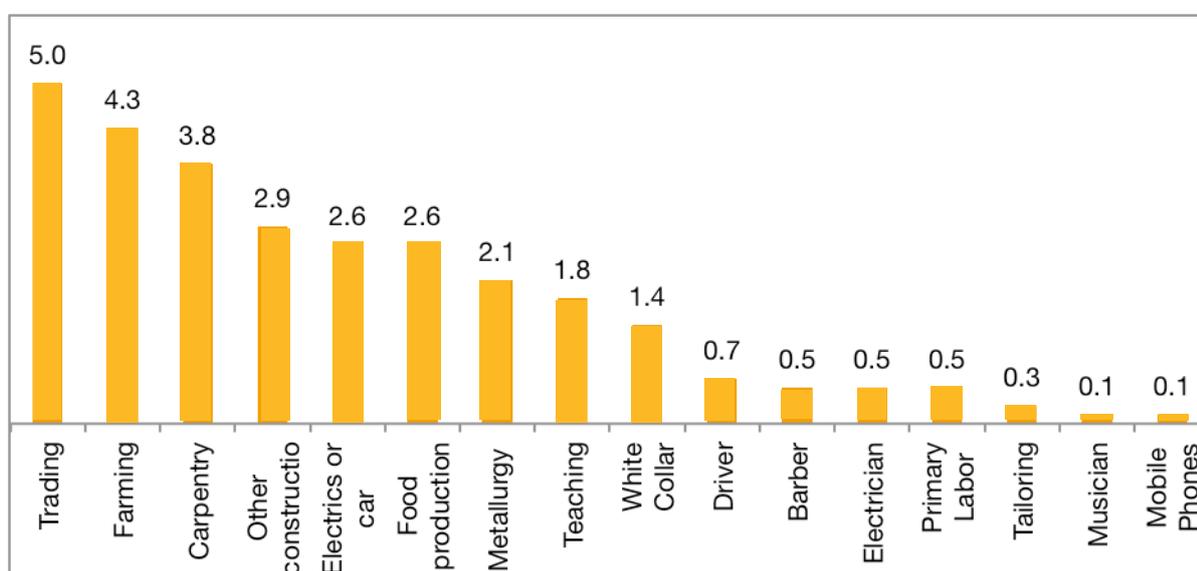
"I started off training as a welder because my cousins were welders. But with the crisis everything changed. Shops no longer had steady work. I worked as a welder for a few months and then I worked in decor, and then tiling. Us Syrians are like this. I would do any job I can find to help provide for my family." Village VI, male, age 21

Keeping in mind that more than four years have passed since the onset of the crisis in Syria, most youth had little (up to one year) to no work experience before seeking refuge in Jordan. Naturally, as age increases, so does work experience. Those in the middle age group (19-22) reported having one to two years of work experience in Syria and up to two years working in Jordan. None of them identified themselves as craftsmen—a master of their trade—but rather described themselves as skilled and semi-skilled in various occupations, reflecting that apprenticeships had an acknowledged position within the skills hierarchy.

The eldest age group, those above 22 years of age, reported being highly skilled in at least one occupation. Some had established work experience up to 10 years and identified as craftsmen in their original area of expertise, and as skilled and semi-skilled in the new areas that they entered whether in Syria or in Jordan.

The chart below presents the skills possessed by respondents' male family members that are practiced and contribute to their families' livelihood and self-reliance. Similar to Figure 3.2, it aims to present input on the skill supply found in the camp; it is different in the sense that it looks into the skills of all family members (not just those above 17, currently living in the camp and actively seeking employment) and probes multiple skills held by the same family member (not just one selected for the basis of placement in IBV).

Figure 3.3: Skills of Male Family Members of Focus Group Participants⁷



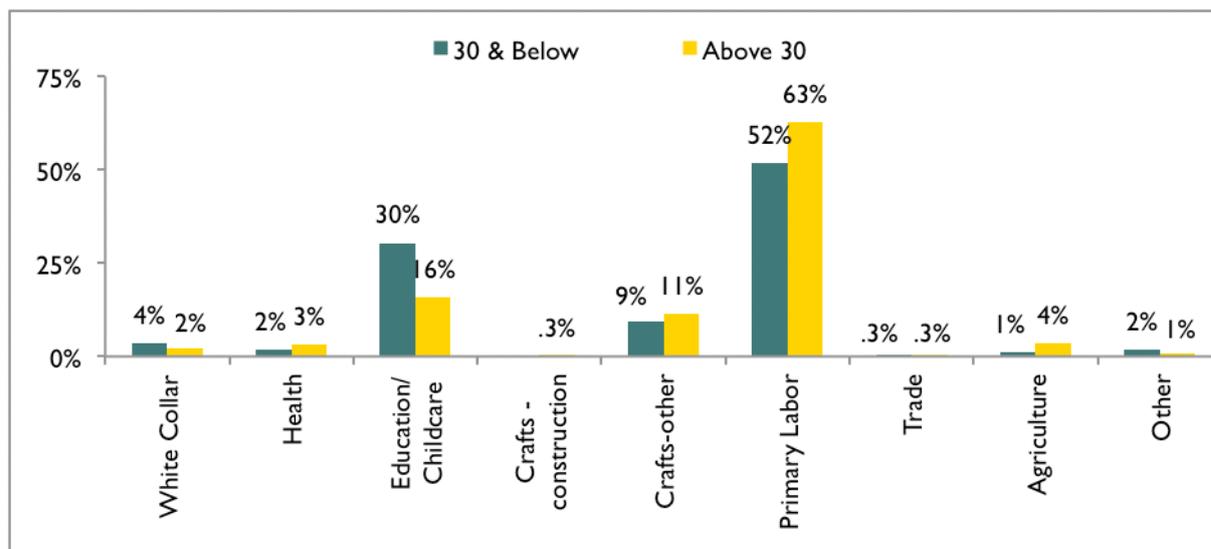
Source: Focus Group Discussions.

Skill Supply among Camp Females

Demand for work by women in the camp is moderate. From a gender perspective, however, these patterns are changing as economic pressures drive women to become more economically involved. In the CARE database, one quarter of job seekers were female, the slight majority of them (53%) youth 30 years and under. Many young women in the focus groups expressed willingness to take part in any work to help alleviate economic strains. A sizeable segment of women are able to supply skills needed for many of the steadier better-paid IBV opportunities in the camp (as will be discussed more in the subsequent subsection on the demand for skills). Among the focus group participants of working age, most women did not apply for work: eight of the 39 participants of working age had applied for IBV and one had obtained an opportunity as a teacher and was replaced a few months later.

⁷ Numbers presented on the chart are weights that range from 0 to 5 corresponding to prevalence of the skill within households as reported by focus group participants

Figure 3.4: Distribution of Female Registrants by Area of Previous Experience (Youth vs. Adults)



Source: IBVDB 2015

Figure 3.4 above illustrates previous work experience as entered in female IBV applications. A little over half of young women and around two-thirds of women above 30 reported their skills as a primary occupation (the majority in cleaning and a minority under the broad label “laborer”. A good proportion of the women, particularly the young women, listed themselves as teachers (the majority were primary teachers).⁸

Acquisition of Skills among Camp Females

Women in the focus groups described the involvement of females in the economy to be mostly within the home, and the ways in which they contribute to the economy to be shaped by their gender roles. World Bank statistics shows that the participation of Syrian women in the economy is among the lowest in the world, very close to that of Jordan, at around 14% of women of working age (World Bank 2015). Nonetheless, their work within the household is considered an important contribution that is linked with the wellbeing of all household members. Upon reaching adolescence, young women stated they were expected to start seriously building a skill set that can contribute (non-monetarily) to the needs of the household and its self-sufficiency.

“In Syria we don’t work for money; yes, we preserve food, and sew clothes and repair them, but for the house. Some do it for work, yes but not us.” (Village III Female 30)

Feedback from all focus group participants (male and female) on the skills of their female family members is presented in Figure 3.5 below. Across the board and without any exceptions, pickling and preserving and dairy production appeared as the most prevalent skill held by females and was considered their most notable contribution to household economics and self-reliance. Female focus group participants showed great pride in this aspect of their domestic lives, stating that they do not know any families back home who did not rely heavily on food preserved by their women throughout the year. Examples provided were all kinds of pickled vegetables, olives, magdoos (pickled eggplant), fruit preserves (syrup and jam), and dairy (yogurt and labaneh).

⁸ As reported in the previous subsection discussing the males’ previous experience entry in the IBVDB, it is expected that the field entered when filling the IBV form was selected on the basis of increasing their odds for placement therefore their possession of other skills remains a possibility.

Females stated that this skill gets transferred to younger females at adolescence. Girls in the house observe their mothers and other relatives and learn the skills as they grow up.

“In Syria, no one buys any of these products. Go around all of Syria and will not find any women who doesn’t know, even the girls know how to make them.” Village III, female, 18

Female involvement in agriculture varied by the area the families come from. The overwhelming majority reported some activity at the household level or by the extended family. Rural women reported their families owning relatively large land plots, while some of the urban women stated they got their produce from the market or from family members who own farms. In some areas (Daraa) females were reported to be more hands-on in the farms and would have seasonal work (e.g. harvest season), while women from other areas (e.g. Hama) reported this was men’s work. There was some anecdotal evidence that older women hold significantly more know-how in agriculture and direct involvement in seasonal agricultural activities (e.g. harvest season). Younger women who were not directly from agricultural families showed generally lower interest in agriculture, stating it was more within the scope of responsibilities of the males in the family (brothers, cousins) than the women; in one group the women agreed that they heard the land in Azraq was not really good for farming.

Tailoring skills were viewed more seriously among older focus group participants, although some of the youngest expressed an interest and beginner-level skills in sewing, embroidery, and knitting that they had begun learning in Syria or upon arrival in the camp. In order for one to become proficient to the level of making clothes (without taking a professional course), one needs to have a vested interest in developing sewing skills. Only one of the focus group participants reported involvement in tailoring for income-generation and a few spoke of some women of their acquaintances who made money out of tailoring; the others stated their involvement was merely to attend to the needs of the family members in mending and so on.

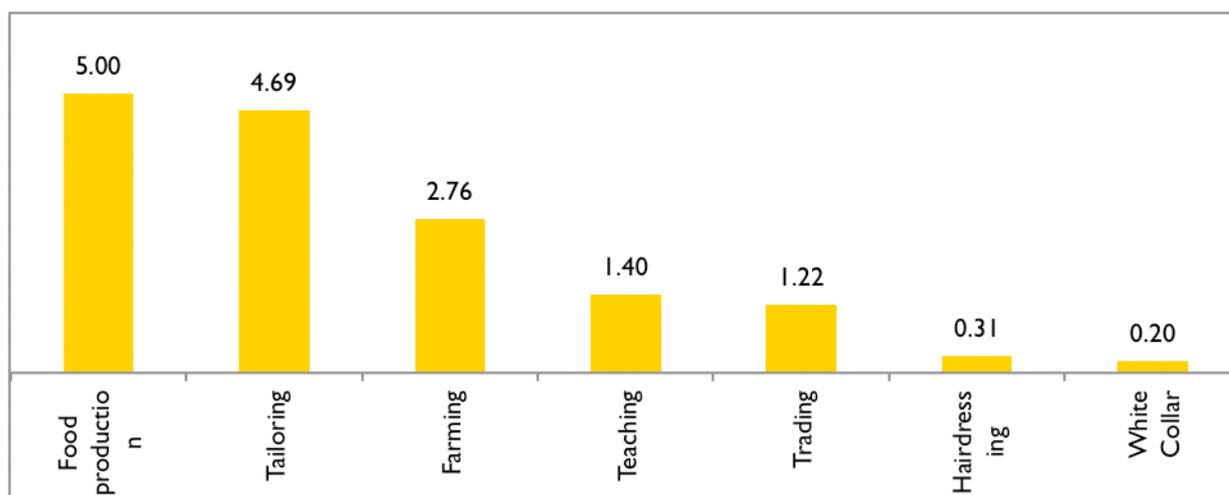
While many reported family businesses, only women in the oldest age group reported involvement in these ventures, and that was in the area of trade. Their involvement was described as secondary and upon need, but some reported their family shops selling agricultural products (e.g. olives and dairy products) in which the family women participated in preparing.

Women business owners very seldom appeared in the description of tasks but did emerge in discussions with the oldest women. Besides the tailor mentioned, two other women were reported to dress hair from their homes. Acquaintances in the camp were reported to have been involved in small (under-the table) sales of consumer products brought in from outside the camp (e.g. candy, beauty products, second-hand shoes). Most such activities were reported as “tried but stopped” due to fear of deportation. Since commercial activity is deemed illegal and prohibited in the camp, the research could not determine their real prevalence.

“There was this lady who used to make sweets and sell them in cups, she was caught and was given a warning.” Village III, male, 18

A minority of women was reported doing paid work outside the house. Work in teaching was found to be the most common form of such participation. Two focus group participants (both 30) were teachers and three “mothers” were reported to have been teachers. Fragmented incidences of involvement in white collar work appeared.

Figure 3.5: Skills of Female Family Members of Focus Group Participants⁹



Source: Focus Group Discussions.

Obstacles to work

Women in the camp take care of some very important duties inside the house. They are responsible for the children, for hygiene, and for ensuring collection of household needs for the day. The absence of electricity has significantly increased the amount of time they spend running errands (washing by hand and buying groceries on a daily basis due to the lack of refrigeration). To take hours away from the house for IBV places great strain on women, particularly those with no adult earners in the household.

Many focus group participants, especially those with children, expressed the willingness and preference to work from their caravans if allowed, where they can dedicate more time for productive work without neglecting their children and household. Some men voiced to the research team their objection to women’s work on the pretense that the homemaker role is more valuable, stating therefore that priority should be given to men.

SKILL DEMAND

Currently skill demand comes solely from the camp NGOs through the IBV scheme. High expectations are held for the upcoming market to open up livelihood opportunities for the camp population. Together with the upcoming electrification of the camp, residents and NGO staff anticipate a drastic improvement in life quality and satisfaction. The coming passages will describe the current skill demand and assess the supply-demand matching within the IBV schemes using feedback from the NGOs, who are considered the camp’s main employers. This subsection will also present an assessment of the skill demand expected to result from the opening of the market and the growth of the camp population over time.

Incentive-Based Volunteering

Interviews with the camp’s “main employers” (NGOs) informed of 438 paid positions dedicated to camp residents as IBV opportunities, one-third of which were filled by women. Given they make up one quarter of the labor supply, their odds at being placed in jobs are higher than those for men.

⁹ Numbers presented on the chart are weights that range from 0 to 5 corresponding to prevalence of the skill within households as reported by FGD participants.

Table 3.1 below presents the size of demand for volunteers in the camp per skill level. At the time data was collected, 438 jobs were reported by the camp’s major employers, two-thirds of which were unskilled positions.¹⁰ The over-representation of women in skilled IBV positions is obvious, mirroring their under-representation in unskilled positions.

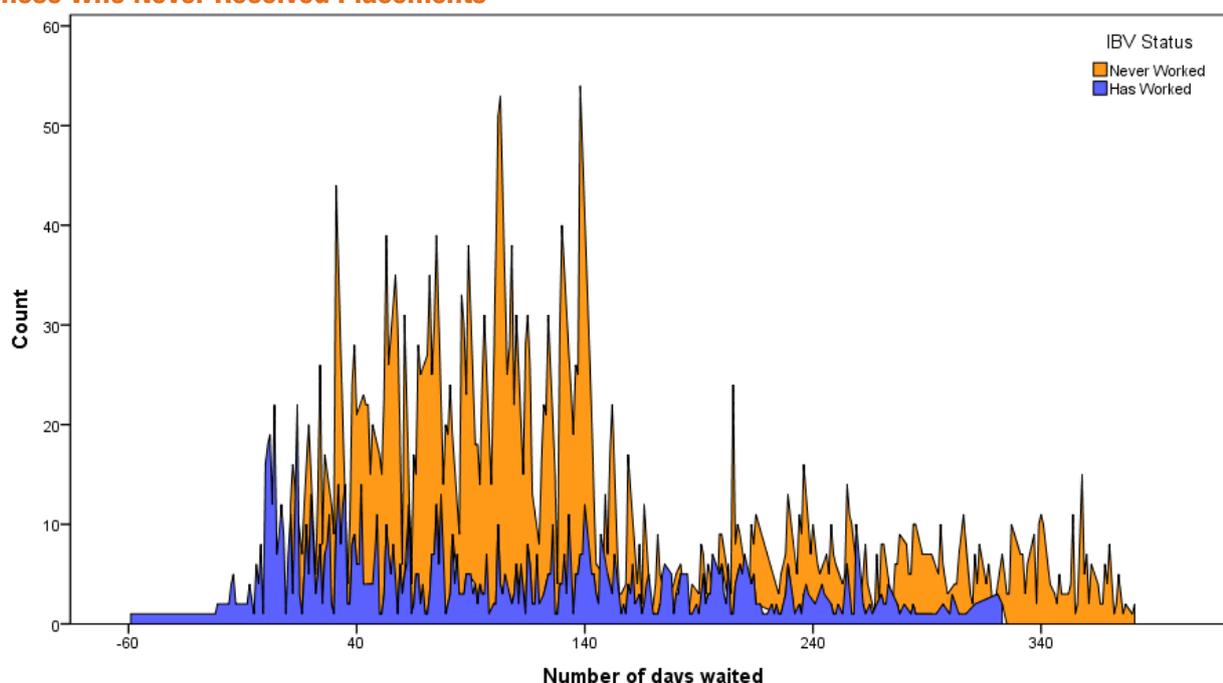
Table 3.1: Current Skill Demand in the Camp

IBV Type	% Men (#)	% of Women (#)	Total % (#)
Skilled	48% (80)	52% (87)	100% (167)
Unskilled	81% (220)	19% (51)	100% (271)
Total	68% (300)	32% (138)	100% (438)

Source: NGO Interviews.

The supply of willing and skilled workers is high in relation to the demand, even with the rotation system in place. In total, the IBVDB shows that 1,172 volunteers had received IBV opportunities by the time data was received (May 14, 2015), which is one in three of the 3,613 job seekers during the first year. One in four of those were actively volunteering and one in five of all current and past volunteers were female. Most youth and adults that the research team spoke to complained about inadequate livelihood opportunities and long waits for IBV placements. In every focus group, a number of participants said they believed some degree of favoritism was interfering with fair allocations and proper rotations. Data from the IBV database shows a substantial backlog in the allocation of IBV opportunities. More than half of job seekers have been waiting for over three months without hearing about a placement; half of these have been waiting for over seven months. Figure 3.6 shows the number of days waited before current and past volunteers received a placement against the wait duration of those who applied and have not yet received an opportunity. Table 3.2 below presents data from the IBV database on the “economic activity” status for the camp population.

Figure 3.6: Waiting Time in Days for Those Who Received Placements vs. Those Who Never Received Placements



Source: IBVDB May 2015

¹⁰ Unskilled positions are paid 1 JOD per hour for a maximum of six hours per day. Rotated monthly, but some positions are said to stay a year (guards) and very few are preferred to stay indefinitely (e.g. school cleaner). Skilled positions are paid 1.5 JOD per hour for a maximum of six hours per day. Registration with SRAD is required for works at “sensitive locations”. Rotated quarterly but many positions said to stay for a year or longer. .

Demand for unskilled workers

Demand is higher for unskilled volunteers in positions such as laborers in infrastructural works, loading/unloading, ushers, cleaners, security guards, and outreach volunteers. There are 1.6 unskilled positions to every skilled position. None of the surveyed positions required any experience or prior knowledge. With a few exceptions, none required any level of literacy, and volunteers are able to start working with minimal training (usually an orientation). Because they require almost no skill, no intended skill-building takes place, and most employers are able to abide by the four-week rotation¹¹. This makes unskilled positions the most accessible livelihood in the camp.

Of the 3,613 applicants, 741 had received an unskilled opportunity.¹² Of them, 190 were registered as currently working.

Unskilled volunteers waited around 76.5¹³ days between registration and placement, worked on average 67 days and earned an average sum of 402 JOD. Half of them were under the age of 31. Females typically waited less for unskilled placements (49 days) than males (82 days) and also worked fewer days (53 vs. 67 days), making less in earned income (318 vs. 402 JOD median total sum).

Unskilled volunteers were reported to possess more than enough skills to perform the tasks required for their positions (NGO interviews). Most construction laborers, for instance, were over-qualified and produced high satisfaction with their performance. Many of the highly skilled volunteers were reported to have been paid the skilled volunteers' wage in appreciation for their high performance and difficult work conditions; some were said to receive recurring opportunities after forming good relationships with employers (especially contractors). Also, some women who worked as cleaners in schools were kept in their positions for longer periods of time as they developed skills in dealing with children and a familiarity with the children and parents. Women in cleaning jobs were reported to demonstrate a generally professional attitude and good communication skills, though young men were thought to be less professional and serious about the work.

Although hardly any unskilled jobs required literacy or numeracy, it was desired and those who could read and do math had more opportunities for advancement especially in the construction field.

Demand for skilled workers

Skilled volunteer positions include teachers, trainers, skilled craftsmen, and community workers (e.g. awareness raising). Skilled positions all require very good or full literacy and good numeracy; some require a professional qualification (tertiary education degree). All skilled volunteers benefit from technical capacity building, and as a result, a number of skilled volunteers are placed permanently (e.g. teachers and crafts trainers). All in all, they are paid better wages than unskilled workers, stay on the job longer, and receive more opportunities for professional development.

Of the 3,613 applicants, 412 of the current camp residents had received a skilled IBV opportunity, 120 of them were "currently in their positions."

The median wait for skilled volunteers was 76.5¹⁴ days; half of them worked less than 55 days and earned 486¹⁵ JOD in total. Females had higher turnover rates: they typically waited less for skilled placements (47 days) than males (82 days) and also worked fewer days (54 vs. 61 days), making less in earned income (486 vs. 571.5 JOD total sum).

11 With exceptions to some positions that benefit from longevity on the job such as guards (up to a year) and some outreach volunteers (up to three months). Laborers are also believed to often get hired outside the system as they form relationships with contractors and engineers. (This is not permissible under the SOPs that govern the scheme)

12 Worked for 1 day at least.

13 All values reported in this passage correspond to Median values.

14 All values reported in this passage correspond to Median values.

15 Maximum amount: based on the assumption that all volunteer worked the maximum allowed six hours per day which is not a likely scenario.

Table 3.3: Economic Activity Status by Sex and Age Group

Status	Sex	Youth <31	Adults >30	Total
Economically active (All registrants)	Male	1,388	1,314	2,702
	Female	483	428	911
Working	Male	91 [7%]	117 [9%]	208 [7%]
	Female	58 [12%]	50 [12%]	108 [12%]
Previously worked	Male	396 [29%]	350 [27%]	746 [29%]
	Female	50 [10%]	60 [14%]	110 [10%]
Never worked	Male	901 [65%]	847 [64%]	1,748 [65%]
	Female	375 [78%]	318 [74%]	693 [78%]

Source: IBVDB 2015

Shortages in skills were identified and described as related to quality, particularly in teachers. There is a demand for teachers who are proficient in applying modern teaching methods in the classroom, largely absent and difficult to find in the camp. The same applied to crafts trainers who should ideally possess teaching skills or have teaching experience. These vacancies take a long time to fill, so NGOs hold on to their teachers and trainers.

Skill Development through IBV: Perspective of the Camp's Youth

Those involved in IBV were asked about their experience (those who were not, were asked what they had heard from their family members or acquaintances who had received an IBV opportunity). Given that the majority of emerging vacancies for both men and women are for unskilled or semi-skilled positions, most feedback concerned positions in cleaning, community outreach, and infrastructural works.

Male focus group participants above age 18 insisted that current jobs in infrastructural works do not build skills; they found the work basic, and requiring no specialized knowledge, advanced skill or creativity. Some youth participants said they thought the engineers supervising infrastructural works were notably less knowledgeable in the crafts than the youth, and would suppress youths' "better ideas".

Female participants agreed with the males that unskilled volunteer positions do nothing for the development of practical skills; nonetheless, they viewed in higher regard the opportunities IBV provides for entering the labor market, becoming more active in camp life, and building work culture among camp women. IBV is therefore largely viewed as an aid scheme that provides opportunities for mostly unskilled to semi-skilled physical work. Those in skilled positions are usually retained, their skillset invested in. These jobs are seldom available as a result.

Camp Marketplace

In the month preceding the data collection for this study, stall structures were erected on a plot of land in Village III designated to become the first marketplace in the camp. Another plot was designated to become the Village VI marketplace. During the same period, UNHCR had announced to the residents that the installation of electricity was due to start at the end of June 2015. These two major developments in the camp were highly anticipated. They meant the camp would finally begin to have an economy and a flow of cash available to access. It also meant that the camp will start to function more like a community as people begin to move around doing business. Electrification would remove a major barrier to most business ideas. Moreover, much needed commodities are expected to start becoming available and food prices expected to fall.

These expectations seemed to be driven by the comparison of the living conditions to Zaatari Refugee Camp. Some of the participants in the focus groups had lived in Zaatari, and those who never visited had probably learned how

Zaatari was different from Azraq by word of mouth. For one, Zaatari has electricity and a booming marketplace with thousands of businesses servicing a large consumer market. Trade was allowed in Zaatari without the restraints currently in place in Azraq, resulting in a huge marketplace that provides for the residents. This tendency to compare with Zaatari seems to be augmenting sentiments of injustice. Those who lived in Zaatari spoke about how life there was better and how the market was the best thing about it.

“Aaah, Zaatari is the best; we had the market and the carts and everything. I used to work there. It was great.” Village VI, male, 14

The Organization and Management of the Market

NGOs and residents alike lacked the information needed to speculate and envision the kinds of opportunities that could emerge for locals in the market. Negotiations were said to be taking place to reach an agreement between the GoJ (represented by SRAD and Azraq Municipality) on one hand, and UNHCR. Legally, the camp grounds falls under the jurisdiction of Azraq Municipality, therefore local laws and provisions govern its environment. This seems to be the main negotiation ground for the GoJ which is also seeking to develop Azraq City, announced a Poverty Pocket in 2008 and 2010.¹⁶ At the same time, promoting refugee livelihoods is a pressing issue in light of dwindling donor funds and relief cuts, placing big strains on NGOs to support the refugees’ access to self-reliance mechanisms and their quality of life in the camp. Following are potential formulas for the GoJ’s organization of the marketplace:

- a. That most mentioned by NGOs and by some residents was to distribute the 50 stalls equally between Syrian and Jordanian business owners.

The next two proposals were the least suggested:

- b. Building on the proposal to distribute shops equally, some suggested that all Village 3 shops (the upcoming market) be allocated to Jordanian businesses and the next 50 stalls, due to be opened later in Village VI, be allocated to Syrian businesses.
- c. It was also suggested that Syrians be allowed to operate specific businesses inside the camp; selling food was thought to be reserved for Jordanians.

While this matter had not yet been settled, NGOs and residents anticipated some opportunities to be made available in the upcoming market.

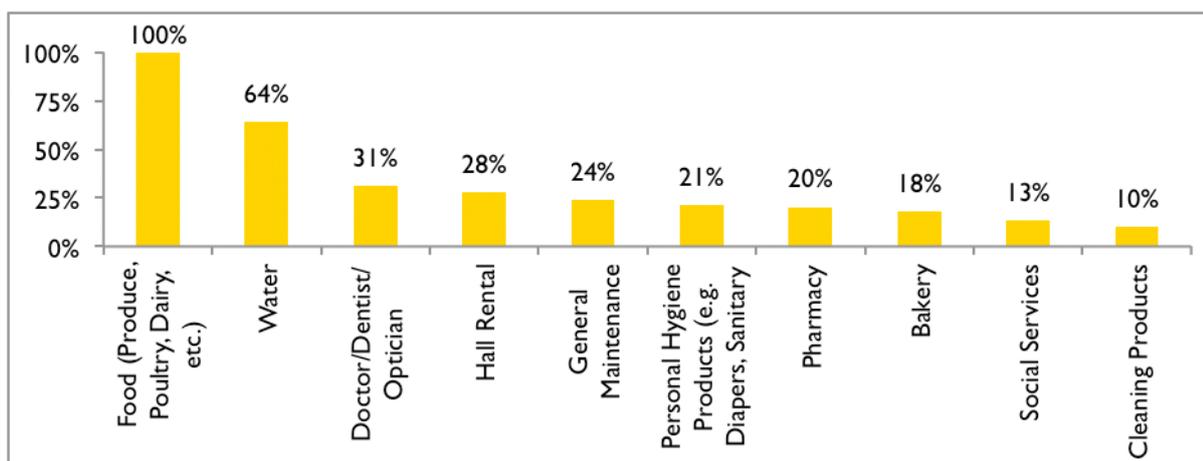
Findings from the Consumer Survey

The consumer survey inquired about commodities and services required for daily life in the camp. The three charts below present respondents’ demand for different services and commodities needed for camp life. Due to the large number of responses, and to ease presentation, needed services and commodities are presented on the basis of current availability/accessibility as follows:

- Figure 3.7 shows responses for commodities and services that were being provided in the camp, were available on a daily basis, and could be purchased by their debit cards or were part of the services provided in the camp (free of charge).
- Figure 3.8 shows responses for services and commodities that were somewhat available in the camp and when available had to be paid for in cash.
- Figure 3.9 shows responses for services and commodities that were not available in the camp.

16 MOPIC 2010.

Figure 3.7: Market Demand for Commodities and Services Currently Provided in the Camp



Source: Consumer Survey.

Unprepared food is the primary sought-after commodity in the camp. Necessary food items are provided through the ACTED/WFP distribution center (Sameh Mall), but many issues were associated with the availability of these commodities. The main food items mentioned across the board were and are in order of placed importance: **fresh vegetables, dairy products, fresh poultry, grains** and other dry food. Complaints were that food prices are too high, variety of produce lacking and unreliable, and quality poor. One would have to go to the market every day to find out what was available at good quality and at which price. Vegetables are a very important part of their diet and a variety is needed in the preparation of a single meal and the current state of vegetables was reported as unsatisfactory.

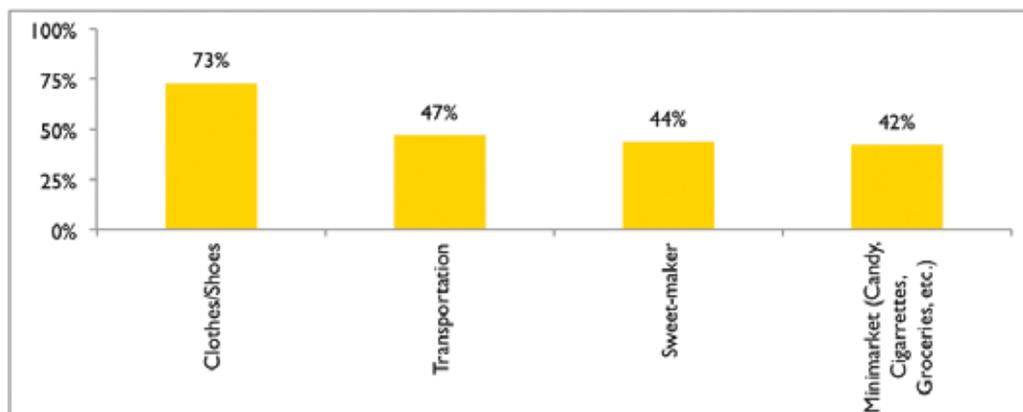
In the Consumer Survey and in the focus groups, complaints about Sameh Mall abounded. Everybody believed their prices to be too high, and it was understood that this resulted from their monopoly. Also, many camp dwellers lived in and continued to visit areas outside the camp where they are able to find better commodities at competitive prices. As they buy from Sameh Mall every day, and as the monopoly prevails, they feel at a continuous disadvantage. Moreover, service is poor and queues long, said respondents. The opening of the new market was expected to change this dynamic, offering competition and variety.

“Sometimes we can’t even cook; the tomatoes are wrinkled and soggy and sold at a very expensive price.” Elderly female

Respondents also complained about the taste and quality of the **drinking water**, believing it was not appropriate for those whose immune systems were weak. Bottled water is outside the budget of most refugees, and households with young children, elderly people, or people with kidney problems purchase water only for these individuals with special needs.

Services provided for free by NGOs in the camp were said to be insufficient and many stated they would go to a private **doctor or a dentist** if these were available, since the waiting time in the hospital could reach months. **General maintenance** on caravans, while performed for free, was deemed to require a paid repair man by one-quarter of the sample. **Female hygiene products, diapers, and cleaning products** distributed as NFIs were said to be insufficient. **Bread** rations were said to be inadequate for daily intake and of low quality, and the pharmacy was constantly short of **medication**. Finally, a second mosque, a second school, and playgrounds for children were stated as a need, along with an **office staffed by the local court** to ease the process of applying for leave to document a marriage or a birth.

Figure 3.8: Market Demand for Commodities and Services Currently Partially Provided in the Camp



Source: Consumer Survey.

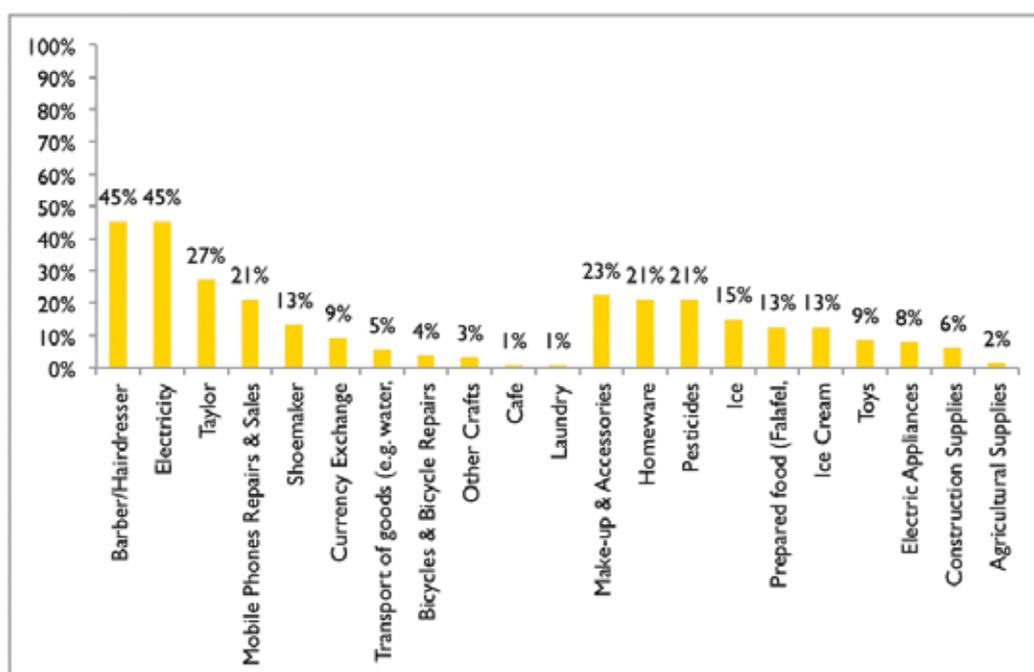
Clothes and shoes were viewed as an absolute necessity. Those available at Sameh Mall are very expensive, undesirable, and cannot be purchased using e-cards. There is a demand for second-hand (i.e. affordable) clothes and shoes, the latter of which are often worn through by the rough camp terrain.

Transportation to and from the villages is not enough to meet the demand of the camp’s current population. Due to the harsh weather, residents take buses to buy things, get bread, and access health and other camp services. The availability of one small bus for a village of 10,000 people means long delays.

There is no **sweet-maker** in the camp, and the sweets sold at Sameh Mall are without variety and expensive. Interviewed consumers believe a sweet-maker would provide better quality at better prices. Sweets are much desired and are tied to feelings of nostalgia and normalcy.

Minimarket. Some commodities consumed on a daily basis are not “necessary” but were described to contribute to better wellbeing. Being able to buy some necessities closer to home was highlighted as a need. Minimarkets are considered crucial because they would be closer and more convenient than walking up to the mall or waiting a long time for the bus. Also, they would provide candy and snacks, cigarettes, tea and coffee and other daily use products.

Figure 3.9: Market Demand for Commodities and Services Currently Not Present in the Camp



Source: Consumer Survey.

Figure 3.9 shows the frequency of mentions for services and commodities not presently available in the camp. To ease presentation they were sorted on the basis of being either a service (grouped on the right end of the axis) or retail-oriented (on the left side).

Envisioning the Market (Focus Group Findings)

Whether they were dependents or heading a household, youths in focus groups spoke in detail about Sameh Mall, commodities they need to buy from outside the camp, and what was missing to make life more bearable.

Responses were very similar to those of the consumer survey, as can be seen in Table 3.3 and Table 3.4 summarizing focus groups' feedback for males and females. Like the Consumer Survey, electrification was seen as a pre-requisite for a booming marketplace that is able to respond to the needs of the camp population. As the bad taste of the water was a grievance in every focus group (always brought up in the ice-breaker), a water filter was proposed by the younger generation as a good business idea.

Herbalists were mentioned to take the place of a doctor or pharmacy when these were not available, and there was high demand for commodities and services that would help the refugees live a life that was more "normal."

Many youths were interested in exploring skilled opportunities for young people in the market. Besides ready-made food, which earlier appeared as an area many dabbled in while living in host communities in Jordan, mobile phone shops (repairs, selling devices and cards) were highlighted. While phone repair was not prevalent in the focus group responses, many had the impression that it can be learned quickly and is of high need.

Other crafts mentioned such as carpentry and metal works shops were mentioned as having less demand but adequate to support a business. Car mechanics was an area of expertise that would be potentially profitable if the camp were accessible to Jordanians seeking cheaper services. Some women mentioned crafts they perform currently in workshops, such as tailoring, knitting, embroidery, soap production, and bridal preparations, as possible areas for entrepreneurship.

Many of the young men anticipated the distribution of bicycles following the gifting of a few bikes. In light of bad transportation and the camp's flat terrain, they anticipated that bicycles would become widespread, requiring a bicycle repair shop.

Table 3.3: Male Feedback on Consumer Needs

Village III			Village VI	
Pharmacy Herbalist Water filter Internet café Mobile phone repairs		15-18	Vegetables Hummus, falafel Minimarket Car repair Sweet-maker Tailor	Shoe repair Shoes and clothes Jewelry Home wares Water filters Bicycle repairs
Dairy workshop water filter shoe repairs vegetables minimarkets herbalist car repairs	Pharmacy ice mobile repairs electric appliance repairs sweet-maker clothes home wares	19-22	Transportation electricity bakery barber/hairdresser makeup & accessories	Wedding preparations Dentist Pharmacy mobile phone repairs and charge cards
minimarkets, vegetables, herbalist carpentry makeup / accessories dairy shop ice-cream	home ware, Wedding shop. Sweets, hardware & construc- tion supplies sanitary products,	23-30	Vegetables Falafel & hummus Poultry Shoe shop/shoe maker	Minimarkets Bike repair Mobile phone repair General maintenance and metal works

Source: Focus Group Discussions

Table 3.4: Female Feedback on Consumer Needs

Village III			Village VI	
Laundromat Pharmacy Water filter Make up	Clothes Sweets shop Vegetables Candy	15-18	Shoes Fresh meats Veggies Mini market	Bakery Hair dresser Sunblock
Handmade soap and knitting Clothes and shoes Toys and sweet shops ,	Ice-cream Pharmacy Home ware Electricity Plants and seeds.	19-22	Toys and station-ary Clothes and shoes Candy New-born and baby needs Vegetables	Sunblock Pesticides Barbers Shop/hair dresser Water filter Mobile phone repairs
Agricultural Supplies Electricity Vegetable market, Mini market Traditional food	Sweet maker Hairdresser/barber Cloths and shoes Makeup and perfume Pharmacy Tailor	23-30	Mobile fixing Water Cloths shoes Sweets Candy and toys	Beauty shops Sunblock Groceries Filtered water

Source: Focus Group Discussions

Investment schemes

Four of the five NGOs the participated in the survey said they plan to invest in the upcoming market. Boxes 3.1-3.3 below summarize the concepts for each investment scheme idea reported by the interviewed representatives. Following them is a summary of two such schemes discussed internally within CARE

BOX 3.1: NRC'S AFTER GRADUATION PROJECT

Graduates are placed as volunteers, they are allowed to work from within NRC's training premises in utilizing their acquired skills to benefit from market and NGO demand. They would provide technical services such as electricians, welders and carpenters. For example, in Zaatari Camp, UNICEF paid volunteers (carpenters) to repair school desks. Sweet-making is being considered for female, however because not much is known about camp residents' ability to access shops selling food, its prospects are unclear.

The success of this scheme depends on the growth of the camp. With time and population increase, demand for such services increase dramatically. It is successful in Zaatari, and showing signs of success in Azraq where trained volunteers are being hired for the upcoming electrification project.

BOX 3.2: IMC'S W&G SHOP

Sell in a shop the products made by beneficiaries at the Woman & Girl Centers. Products include soap, deodorant and handicrafts. Profits would go back to developing more workshops and more products. Selling outside the camp could be profitable but looks difficult in the short term.

BOX 3.3: FCA'S FOOD SECURITY PROJEC

A land plot has been designated for a greenhouse to be built and serve as a nursery. Farmers produce seeds and sell saplings in the nursery. Plots are dedicated for planting vegetables for the agro-industry workshop where women work on preserving foods and selling pickles, dry foods, and herbal remedies. The males' recycling project could also benefit from supplying the project with recycled pots. In many cases, families have no earner and there is high need for those younger than age 18 to contribute. The project is not considered child labor as it is carried out by the beneficiaries for themselves and is done from a safe space (FCA facilities).

Three months of preparations are needed for the project to start running. A concept note was sent to the donor (UNHCR) and the project is hoping to hear back soon if they can benefit from the upcoming market.

The recycling project operated a shop as a market trial in the month preceding this survey's data collection. In the trial:

- Girls sold chairs, cupboards, bags, mostly to expats. They made 7 JOD each.
- The boys sold carts mostly to residents and made 20 JOD each.
- Agriculture project participants sold seedlings mostly to residents, made 23 JD each.

During work meetings between the research team, CARE and Silatech, two potential schemes were mentioned. One was in the form of a micro-fund for the camp residents that facilitates their access to capital in light of their scant resources. Another, a second-hand clothing store run by female volunteers, emerged in response to the high need for second-hand clothes and shoes that appeared in the Consumer Survey.

Looking Ahead: Growth and Skill Demand

NGO representatives interviewed by the research team were asked about the different growth scenarios considered by their organizations when planning ahead for the camp. All interviewed representatives agreed on the same two scenarios and there was a consensus that the "growth" scenario was that most likely.

I. Growth. Realizing this scenario depends on the electrification of the camp and the opening of the marketplace. Informed by current influx and leaving patterns and feedback from camp residents, this is seen as the most likely scenario based on the following rationale:

- There is a continuing influx from across the border and 40-60 refugees arrive at the camp on a daily basis.
- Refugees continue to leave the camp because of the lack of electricity, high cost of living and lack of income opportunities. Nonetheless, the number of residents remains on the rise. With electrification and opening of the marketplace, significantly less people are expected to leave the camp.
- The upcoming electrification and opening of the market could encourage refugees to move into the camp from host communities or other refugee settlements as they search for better living conditions.

In this scenario, increased demand for technical skills was anticipated. In terms of IBV opportunities, provided no cuts in donor funds, increases in demand on crafts workshops and camp activities are expected with a 35% increase in the number of skilled volunteers running these programs. Smaller increases were expected for unskilled workers, ranging between 5%-20%. As the market opens and population increases, both NRC and FCA expect an increase in demand particularly for skills relevant to maintenance of caravans and home improvement and the production of consumer goods including agriculture.

II. More-of-the-same. The second scenario proposed entailed the future of the camp to resemble the present: little to no increase in the population due to a high proportion of residents leaving in search for a better life, coupled with modest intake. While believed to be less likely, this second scenario was still being considered by interviewed NGOs and one NGO had a contingency plan for this scenario in place.

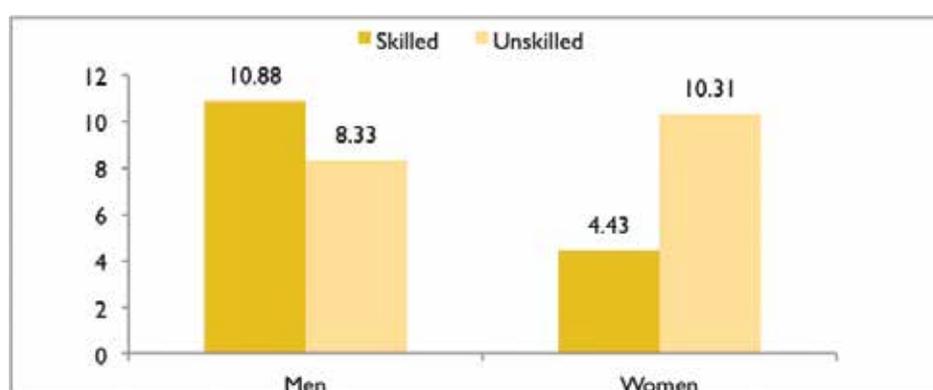
In this scenario, one NGO predicted only a slight increase in demand for craftsmen and technicians. All interviewed representative expected this scenario to result in a significant reductions in donor funds for their operations; this was seen what would be the main driver behind any subsequent reduced skill demand as NGOs would be forced to halt some of their activities and hence hire less volunteers. Consequently, pressure to allow livelihood activities would be significantly higher.

Supply-Demand Ratio

Current total employment needs provide a good starting point for understanding current demand, as is the size of job seekers registered in the IBVDB for understanding supply. If one were to think of the camp as a conventional labor market (and it is not), the unemployment rate would be a soaring 93%. Nonetheless, the IBV scheme in its current form and capacity falls short of creating and sustaining demand that can create livelihoods because it relies heavily on the flow of donor funds. Nonetheless, as IBV is the only opportunity to make money inside the camp, it provides some very much needed support for households.

The supply-demand ratio was calculated to draw a simplified picture of the current supply-demand dynamics in the camp. A ratio of 1 indicates equilibrium, i.e. when labor demand and labor supply are equal. A supply/demand ratio higher than one thus indicates lower odds for individuals for receiving employment. Figure 4.1 presents the supply-demand ratio at different skill levels and for each sex. What the figure shows is a very high supply-demand ratio across the two skill levels and for both sexes. It was lowest for skilled females, indicating female registrants who are qualified for skilled IBV have the highest odds of receiving an opportunity. On the other hand, the ratio was highest for skilled male positions indicating there are fewer jobs to obtain in relation to the number of job seekers. Therefore both skilled males and unskilled females can be considered more disadvantaged with fewer jobs to obtain in comparison with skilled females and unskilled males. While skilled males can still be under-employed (absorbed into unskilled positions), females with lower education are more likely to be more vulnerable and have less access to support via the IBV scheme:: their odds at finding work are lower than unskilled males and skilled females, and they are able to make less money once they receive an opportunity in comparison with skilled females due to shorter work durations and predetermined lower wages.. To illustrate the point, there are four willing and qualified females for every female skilled job. This means that if the three-month rotation were applied to all skilled positions, almost all currently registered skilled female job seekers would get a turn over the course of one year and make a maximum of 540 JOD each. Females with lower levels of education, those who can only qualify for an unskilled position and given the one-month rotation applied to all jobs, would have a turn in one year, making a maximum of 180 JOD each.

Figure 3.10: Supply/Demand Ratio per Sex and Skill Level



Source: NGO Interviews and IBVDB.

SKILL-DEVELOPMENT IN THE CAMP

Besides the capacity-building of volunteers described in the previous sub-section, there are a number of skill development programs targeting youth and women available in the camp. This subsection will list these programs and present an assessment from the perspective of the focus-group participants of the outreach, utility and usefulness of current programs, as well as anticipated programs put forward by the focus group participants..

Mapping of Skill-Development Programs

Five agencies are conducting skill development programs in the camp. Table 3.3 below shows the mapped programs.

NRC's youth program is a technical skills development program that provides basic training in a number of crafts in addition to literacy and soft skills; it is the only alternative route for youth beyond primary education. Their programs are certified by NRC and the ICDL course is internationally accredited.

Besides NRC's youth program, NGOs that provide skill development opportunities mainly do so within the framework of leisure or psychosocial activities for women and young people. With the upcoming market, these NGOs are trying to think of ways their crafts activities could bring in income and contribute to increased self-reliance for their beneficiaries, graduates and families..

Table 3.5: Current Skill-Development Programs in the Camp

	Subjects for Males	Subjects for Females
NRC	Electricity Welding Barber Automatic Controllers (Advanced) ICDL Math, Language, Soft Skills	Beauty and Care Tailoring Fashion Design (Advanced) ICDL Math, Language, Soft-skills
FCA	Gardening Recycling Literacy, English, ICDL	Gardening Handicrafts Literacy, English, ICDL
CARE	Computer Classes Edraak Trainings (Stress Management, Communication skills, ToT, How to be a Psychosocial Counselor, EQ, etc) Care Academy Courses Photography	Knitting and Sewing Edraak Beautification trainings Computer Classes Trainings (Stress Management, Communication skills, ToT, How to be a Psychosocial Counselor, EQ, etc) Care Academy Courses Handicrafts Photography
IMC		Soap-making Deodorant-making Handicrafts
RI	Literacy, Numeracy, Computer, Soft skills.	Literacy, Numeracy, Computer, Soft skills.

Source: NGO Interviews

Youth Perspective on Current and Anticipated Skill Development Programs

Male Youth

Younger males in the focus groups showed more enthusiasm towards the subject of camp skill development courses. They were interested in pursuing activities that were “fun and useful.” This group has finished available schooling years in the camp; and after running errands for the household (transporting water, receiving bread and other distribution, and getting groceries) a lot of time is left on their hands to fill with whatever fun activities are available, including sports.

The table below illustrates the degree of recall in the focus groups concerning the current skill development programs in the camp.

Table 3.6: Utility & outreach of Current Skill Development Programs (Males)

NGO	Subject	Youngest		Middle		Oldest	
		Recall	Interest	Recall	Interest	Recall	Interest
NRC	Electricity	High	High	High	High	High	Modest
	Welding	None	None	Modest	Modest	Modest	Modest
	Barber	None	Modest	High	High	High	High
	ICDL	High	High	None	Modest	None	Modest
	Math, Language, Soft Skills	None	None	Modest	Modest	Modest	Modest
FCA	Gardening	Modest	Modest	None	None	None	None
	Recycling	Modest	High	None	None	None	None
	Literacy, English, ICDL	None	None	Modest	Modest	Modest	Modest
CARE	Computer	Modest	High	Modest	Modest	Modest	None
	Edrak	None	None	Modest	None	Modest	None
	Soft Skills	None	None	None	None	None	None
	Photography	None	None	None	None	None	None

Source: Focus Group Discussions

Young men in the older age groups received the subject with less enthusiasm. They said they were only interested in skill development that would help them make money and felt camp programs taught only basic skills and crafts that were not really useful in increasing income or chances at securing a job. Crafts workshops and other skill development programs were thus believed to target the younger boys in the camp. In fact, even in the youngest age group there was a thought that training courses only teach basics and were not meant for one to become a skilled worker. Consequently, males in the youngest age group had the highest recall of such camp activities and viewed in high regard the opportunities they provided them in spending their time learning something useful and doing something fun.

The middle age group youth left Syria at the beginning of their working life and were at an age where their work was permitted (18+) in the camp; as a result they expressed high enthusiasm for NGOs directing their efforts at creating more income-generation activities. They were able to recall some activities, but the most mentioned was a barber course provided by NRC. This was viewed as useful as it teaches a skill many do not possess. Youth in the eldest age group were even less concerned with such courses. In this segment, young men were mostly running a household and were concerned most about making ends meet. Youth in the middle and older groups were the keenest to learn

about the upcoming market and whether they will be permitted to engage in business freely once it is opened. Table 3.4 below summarizes subjects anticipated by focus group participants to be “useful” in one way or another during their lives in the Camp and/or upon return to Syria.

Table 3.7: Anticipated Skill Development Programs (Males)

Village III		Village VI
Computer Skills Electricity Maintenance *Courses should be at a time in the afternoon so that they would have taken care of their duties at home.	15 – 18	Maintaining Solar Lanterns Bicycle repairs Connecting solar modules to appliances
Computer Skills Sweet-making Furniture. Awareness of refugee rights. *Courses should be in the afternoon and evening, because there are too many errands during the morning	19 – 22	No interest in vocational training * More interested in literacy and numeracy classes consider them more worthy and useful for young men in their age.
Recycling	23 - 26	Tailoring Barbers Metallurgy Carpentry

Source: Focus Group Discussions.

Female Youth

Like the males, the youngest female youth were the most enthusiastic about current and potential skill development courses in the camp. Having left Syria at a younger age with the consequent disruption in their lifestyles, developing their skill set for the future was highly welcomed.

Women in the older segments held a similar attitude to that of their male counterparts. By the time females in the camp reach 18, many of them are married and in charge of a household and making ends meet was their priority. The difference was that fewer expected placement in an IBV opportunity and more were interested in exploring ways in which these courses could help them bring in extra income. For instance, one woman in the oldest age group who has been participating the tailoring and knitting workshops in the Camp pleaded with the team that beneficiaries be allowed to take their work home with them after the premises are closed. In fact, most women in the older youth segments showed high interest in work they could do from home such as hairdressing, tailoring and food preparation. Many women already possess their skills and were waiting to be permitted to start businesses from their caravans as reflected in the last passage under section 3.1 Skill Supply.

Factors influencing women’s interest in pursuing training can summarized as follows:

- Proximity to shelter: more safety, ability to tend to household needs, avoid walking long distances in the heat.
- Associated with income-generation or promoting self-reliance.
- Certification: increases future work prospects in Jordan and Syria.
- Perceived benefit in improving living conditions (i.e. not “a waste of time”).

The table below summarizes female focus group participants' comments about existing camp programs and their stated interest in these programs.

Table 3.6: Utility & Outreach of Current Skill Development Programs (Females)

NGO	Subject	Youngest		Middle		Oldest	
		Recall	Interest	Recall	Interest	Recall	Interest
NRC	Beauty and Care	High	High	High	Modest	Modest	None
	Tailoring	Modest	Modest	High	High	High	High
	Fashion Design (Advanced)	None	None	None	None	None	None
	ICDL	Modest	Modest	None	None	None	None
	Math, Language, Soft-skills	None	None	Modest	Modest	Modest	Modest
FCA	Gardening	None	None	None	None	None	None
	Handicrafts	Modest	None	None	None	None	None
	Literacy, English, IC DL	High	High	Modest	Modest	Modest	None
CARE	Knitting	High	High	High	High	High	High
	Beautification	Modest	High	High	Modest	Modest	Modest
	Edrak	None	None	Modest	Modest	High	Modest
	Computer	None	None	Modest	Modest	Low	Low
	Soft skills	None	None	Modest	Modest	Modest	Modest
	Handicrafts	High	High	Modest	Modest	High	Modest
	Photography	None	None	Modest	Modest	None	None
IMC	Soap-making	Modest	Modest	Modest	Modest	Modest	Modest
	Handicrafts	High	High	High	Modest	High	Modest

Source: Focus Group Discussions

Table 3.7 summarizes the responses of female focus group participants towards anticipated skill development programs. As can be seen, females placed more focus than their male counterparts on subject matters outside the arena of developing a craft, indicating both higher literacy and higher interest in developing a skill set that would help them develop personally and professionally. Quran memorization lessons were viewed as a desired and worthwhile activity, especially for the younger children and youth.

Table 3.7: Anticipated Skill Development Programs (Females)

Village III		Village VI
<p>Recycling Computer Skills Tailoring Sports</p> <p>Sex-segregation is important for girls to feel comfortable and for parents to permit their participation.</p>	15 – 18	<p>Quran Center Poetry Computer Skills English Sweet-Making Nursing</p> <p>*Sex-segregation is important and certification will add lots of value to the course.</p>
<p>Self-defense English Computer Skills</p> <p>*They feel the younger set would be more interested in learning crafts because they have time on their hands.</p>	19 – 22	<p>*Trainings should be after 3 pm because women are too busy in the day time.</p>
<p>make up and bridal salon Recycling Sports</p> <p>Professional / personal development (Edrak) *Longer duration for workshops to have time to accomplish more pieces. Certification would be good for the future.</p>	23 - 26	<p>Tailoring Knitting Computer skills, Reading Literacy Quran.</p> <p>*Should be twice a week two to 3 months. Certified is good for the future.</p>

Source: Focus Group Discussions.

Conclusions

While by no means sufficient to meet the camp’s demand for work, the IBV scheme continues to address a major economic gap in the camp. Today it provides around 440 skilled, semi-skilled and unskilled positions for the camp’s population. With the rotation policy, available positions have so far succeeded in benefitting over 3,700 individuals currently residing in the camp. A total amount of (maximum) 786,834 JOD (more than USD 1 million) has been injected directly into the camp’s economy,¹⁷ all of which was likely spent on food and other necessities. The psychological impact of these opportunities were also notable as they reduced idleness and fulfilled an iterated need for doing productive work.

Syrian young men possess high levels of skill for the different construction and maintenance work needs around the camp, most of which were unskilled to semi-skilled jobs. A negative perception about women’s work was noted and changes in these perceptions were described by women in the focus groups together with increased motivation to become economically involved. Shortages in skills identified by NGOs were highlighted, particularly the gap in effective teaching methods. Women face many obstacles when thinking of participating in the economy; the most substantial were their duties in the household that many household members depended on, especially young children.

17 Those who left the camp were excluded. Their total earnings were 219,960 JOD.

A key observation that emerged was refugees' strong adherence to social norms, which seem to have been an important factor in the development of a system of informal apprenticeships. For skills to be acquired by youth in the magnitude and manner required, a high level of coordination and guidance is needed. This was facilitated by the existence of a strong social structure centered around the extended family.

Most youth participants come from families with entrepreneurial involvement in the economy in Syria through a vocational workshop or a retail business. Most male youth possess at least one technical skill in a vocation such as metalworking, carpentry, painting, tailoring and decoration, and small-scale family farming. Males below the age of 18, on the other hand, have low retention of skills.

Skills among youth were acquired through non-formal apprenticeships (on-the-job training) facilitated by the network of family and acquaintances. For males, these took place in the workplace and among females, within the household. Female youth have a skill set that contributed to their households' self-reliance, particularly pickling and other food preservations, and to a lesser degree sewing and beautification. Whenever female-led entrepreneurial activity was reported, beautification and tailoring were the two that most frequently emerged. Literacy levels were found to be modest among the male youth in the camp and were notably higher among the youngest youth. Among females, literacy was noted to be significantly higher than males and higher school retention was noticed among the younger females. There is a growing awareness about the importance of literacy in improving work prospects among young adults in the camp.

Syrian young men possess high levels of skill needed to do the various unskilled and semi-skilled construction and maintenance jobs required around the camp. The study found, however, that there is a need to develop a better skills scale for construction occupations in order to take into account skill levels. Highly-skilled individuals (craftsmen) would then be expected to contribute meaningfully to technical aspects of the work, thus increasing their satisfaction with the work, creating a track for advancement including apprenticeship opportunities for the youngest and unskilled workers. At the same time, it is advised that NGOs keep exploring additional ways in which the skills held by the refugee population can be utilized in providing services needed for their work.

Among women, the study found that IBV challenged negative perceptions about women's work and increased participants' motivation to become economically involved. Women face many obstacles, however, when thinking of participating in the economy; the most substantial were their competing household duties. Taking into account the importance of a job's proximity to the residence would remove some of the barriers for women. Solutions include providing day-care, keeping places of production in close proximity to homes, and being open to work conducted in the caravan.

Skilled IBV opportunities have the potential to develop into livelihoods. Such skilled positions are expected to increase in number with growth and could become more important in the future as the population builds a better skill set, understands the work, and is able to take on more duties. A skill development scheme can benefit NGOs as well as skilled job seekers, developing transferrable skills and improving job prospects in the future.

The uncertainty that prevails concerning prospects for camp dwellers to benefit from emerging opportunities is a negative factor. A market is expected to open in Azraq Refugee Camp, and the camp will soon be provided with electricity, both of which will open more opportunities for economic development and lead to growth in the camp. The market is expected to provide many of the commodities and services absent in the camp. It is also expected to improve the quality and variety of currently available commodities as businesses compete. Many camp residents look forward to starting a business providing commodities (produce and fresh poultry, prepared foods and sweets, clothes, shoes, housewares, cleaning products, beauty products and accessories, phone cards, etc.) and services (hairdressing, tailoring, mobile phone repair, etc.). Many NGOs in the camp have started thinking of sustainable investment schemes that provide needed services and commodities and incorporate a skill development/IBV element such as maintenance, agriculture, tailoring and retail.

The study identified areas that could be successful in providing paid or incentivized apprenticeships. Those that appeared to have great potential for high demand included:

- Second-hand clothing sales.
- Shoe production.
- Hair cutting and hairdressing.
- Mobile phone repair.
- The raising of saplings and seeds.
- Cart-building.
- Bicycle repair (potential demand).
- Water filters installation (potential demand).

Literacy classes and a campaign that highlights practical and personal benefits targeted at adolescents and young men could also potentially attract young men waiting to work.

Finally, NGOs can work together with the GoJ in identifying mutually beneficial ways to acknowledge the special status of refugees in the camps and facilitate livelihood activities.



TO THE GOVERNMENT OF JORDAN

Open the market in Azraq Camp, with the introduction of flexible policies allowing refugees to earn a legal living. In specific:

- Waive or significantly reduce fees for work permits for Syrian refugees;
- Simplify and ease the application process for work permits and approve all permit requests for refugees in non-protected sectors; To share a clear criteria for refugees to take part in the market activities; and
- Coordinate with the private sector and local communities to ensure that refugees and host communities benefit from the opening of the market place in Azraq Camp, thus contributing to the improvement of community relations.

TO HUMANITARIAN AND DEVELOPMENT AGENCIES

- Create and fund a skill development scheme to benefit job seekers, as well as agencies in Azraq Camp, building professional skills among job seekers and helping NGOs meet the future increase in demand for skilled Syrian volunteers.
- Introduce programs facilitating women's engagement in economic activities in Azraq Camp, taking into consideration barriers to women including attitudes, housework duties, the need for proximity to the residence, etc.
- Commence investment schemes that could provide a sustainable model in providing needed services and commodities that incorporate a skill development/IBV element in them in areas such as maintenance, agriculture, tailoring and retail.
- Continue and develop the IBV scheme in Azraq Camp. A more developed system can readily produce simplified "labor market information" for IBV positions and a clear waiting list can be accessed by case managers, so approximate starting dates can be anticipated by applicants.

Another area identified for growth was the creation of occupational profiles for the different IBV positions that clearly state responsibilities, required qualifications, advancement prospects, and the initial hourly pay or salary associated with the position. Such information would inform job-seekers of opportunities they could access, align their expectations, and assist the UN & NGOs in better selection of suitable volunteers.

- To continue exploring innovative skill and livelihood development schemes that build on assets and opportunities, and continue targeting youth with literacy classes and campaigns.

TO THE INTERNATIONAL COMMUNITY

- Support the Government of Jordan in responding to refugees' needs, and opening up the market in Azraq Camp.
- Provide financial assistance for the electrification of Azraq Camp as a pre-requisite to opening the marketplace.

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Annexes

ANNEX 1 FOCUS GROUP DISCUSSIONS GUIDE:

ANNEX 2: CONSUMER SURVEY (ARABIC)

ANNEX 3: NGO INTERVIEWS GUIDE

ANNEX 4: FOCUS GROUP SUMMARY MATRIX

ANNEX 5: NGO INTERVIEWS MATRIX

Annex 1: Focus Group Discussion Guide

Background information: age, place of origin, duration in camp

Section 1: Livelihoods & Skills Background

1. What did you do back in Syria? What did your family members do?
2. Please tell us about your training background.
3. Additional probing questions:
4. Please tell us about the women in your family? How did they contribute economically to the household?
5. Please tell us about any entrepreneurship activity that you or your family members have had.
6. How long ago did you start? How old were you?
7. Why did you choose to do what you do?
8. How skilled do you feel you are?
9. How did you feel about your work? What did you like about it? What did you not like about it?
10. Would you consider it your career path? To what extent would you like to continue in it? To what extent do you feel you would? Why or why not?

Section 2: Livelihoods in the Camp

1. Since arriving in Jordan, what have you been doing to make money? What about your other family members?
2. Who knows someone – a relative or a friend – who got a job in the camp? What did they do? What opinion have you formed about work opportunities in the camp?
3. Who has ever sought an employment opportunity? How did you seek employment? Did you seek a specific kind of work? What was it? Why?
4. For those who sought employment but did not work, what stopped you from receiving a work opportunity?
5. For those who did not seek employment, what stopped you from doing so?
6. By the show of hands, who has ever worked in the camp? Where? What did you do? Please tell us about your experience? Any skills you were required to have? The utilization of the skills you had? Did you learn anything new? Please describe the different job aspects such as nature of work, work environment, pay, etc.
7. What problems do young people like you face when seeking to make money in the camp?
8. Who knows someone – a relative or a friend – who was involved in an income-generating activity? What did they do? What opinion have you formed about income-generating projects in the camp?
9. Has anyone (or anyone you know) tried to or thought of starting an income-generating project in the camp? What opportunities did they see? What challenges did they encounter?

Section 3: Market Needs

1. Think about your daily life... What are the goods and services that you use and need on a daily basis?
 - What do you need and use on a daily basis at home?

- What do you need and use on a daily basis for work?
 - What do you need and use on a daily basis for your children?
2. To what extent do you get these goods and services in the camp?
 3. Are there any problems directly related to those goods and services? What are they?
 4. What are the goods and services that you need but cannot get? Why can you not get them? Why are they important?
 5. What do you take into consideration when purchasing goods and services and services in the camp? (Examples: type, price, quality, personality of seller, availability, proximity to shelter?)
 6. Now let us think on weekly/ monthly/ season basis, what are the goods and services that you need and only purchase from time to time... not a daily commodity? .. (researcher give examples such as cooking oil, and maintenance)
 7. What are the goods and services that you buy on special occasions, for example for a wedding or funeral or other incidents, please specify incident and goods and services.
 8. When the camp expands and its residents increase in number, can you think of goods and services that could witness increased demand? Why?

Section 4: Livelihood Development Programs

1. Has anyone heard of training and skills development programs in the camp? What programs did you hear about? How did you know about them? What have you heard about them?
2. Has anyone participated in any of these programs? What were they? How would you assess your experience? Did you learn anything useful for your career? Did you learn something useful for your life?
3. Would you be interested in joining such a program? Why?
4. What skills would you be interested in developing and why?
5. What do you think are necessary elements for the programs to be beneficial (e.g. skill level? Complementary courses? Certification?)
6. Would such skills benefit your job prospects? How come?

	٣	٢	١	٠	خ٤
	٣	٢	١	٠	خ٥
	٣	٢	١	٠	خ٦
	٣	٢	١	٠	خ٧
	٣	٢	١	٠	خ٨
	٣	٢	١	٠	خ٩
	٣	٢	١	٠	خ١٠

ب. هل هناك مشاكل متعلقة بهذه الخدمات والبضائع أو قدرتكم على الحصول عليها؟ ما هي؟

ت. ما هي الامور التي تهتمون بها عند سعيكم للحصول على هذه السلع والخدمات (مثلا النوعية، السعر، شخصية مقدم الخدمة؟ قربها من مكان السكن؟)

	١ النوعية
	٢ السعر
	٣ القرب من مكان السكن
	٤ شخصية مقدم الخدمة
	٥
	٦
	٧
	٨

٢ ما هي السلع والخدمات التي تحتاجونها ولكن لا تستطيعون الحصول عليها؟ ما هي؟ لماذا لا تستطيعون الحصول عليها؟

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٣) واللآن لنفكر على الصعيد الاسبوعي او الشهري... البضائع والخدمات التي تحتاجون لها او تقومون بشرائها مرة كل اسبوع او اقل (زيت القلي او خدمات الصيانة...). ما هي؟

[]	القدرة على تحصيل السلعة								البضائع
	٠ = غير متوفر ١ = متوفر بشكل متقطع								
	٢ = متوفر بشكل كبير ٣ = متوفر دائماً								
	٠	١	٢	٣					١ ب
	٠	١	٢	٣					٢ ب
	٠	١	٢	٣					٣ ب
	٠	١	٢	٣					٤ ب
	٠	١	٢	٣					٥ ب
	٠	١	٢	٣					٦ ب
	٠	١	٢	٣					٧ ب
	٠	١	٢	٣					٨ ب
	٠	١	٢	٣					٩ ب
	٠	١	٢	٣					١٠ ب

[]	القدرة على تحصيل الخدمة								الخدمات
	٠ = غير متوفر ١ = متوفر بشكل متقطع								
	٢ = متوفر بشكل كبير ٣ = متوفر دائماً								
	٠	١	٢	٣					١ خ
	٠	١	٢	٣					٢ خ
	٠	١	٢	٣					٣ خ
	٠	١	٢	٣					٤ خ
	٠	١	٢	٣					٥ خ
	٠	١	٢	٣					٦ خ
	٠	١	٢	٣					٧ خ
	٠	١	٢	٣					٨ خ

	3	2	1	0	خ ٩
	3	2	1	0	خ ١٠

٤) ما هي الخدمات والبضائع التي تقومون بشرائها في مناسبات خاصة؟ (مثلاً لعرس أو عزاء أو غيرها)

[]	البضائع				
	القدرة على تحصيل السلعة				
	0	1	2	3	
	0	1	2	3	ب ١
	0	1	2	3	ب ٢
	0	1	2	3	ب ٣
	0	1	2	3	ب ٤
	0	1	2	3	ب ٥
[]	الخدمات				
	القدرة على تحصيل الخدمة				
	0	1	2	3	
	0	1	2	3	خ ١
	0	1	2	3	خ ٢
	0	1	2	3	خ ٣
	0	1	2	3	خ ٤
	0	1	2	3	خ ١٠

أ. ما هي الأمور التي تهتمون بها عند سعيكم للحصول على هذه السلع والخدمات (مثلاً النوعية، السعر، شخصية مقدم الخدمة؟ قربها من مكان السكن؟)

	١ النوعية
	٢ السعر
	٣ القرب من مكان السكن
	٤ شخصية مقدم الخدمة
	٥
	٦
	٧
	٨

٥) عندما يتوسع المخيم ويزداد عدد سكانه، هل تستطيعين التفكير بخدمات او سلع ممكن ان تصبح مطلوبة؟ ما هي ولماذا؟

[]	القدرة على تحصيل السلعة				البضائع
	٠ = غير متوفر	١ = متوفر بشكل متقطع	٢ = متوفر بشكل كبير	٣ = متوفر دائماً	
	٠	١	٢	٣	ب.١
	٠	١	٢	٣	ب.٢
	٠	١	٢	٣	ب.٣
	٠	١	٢	٣	ب.٤
	٠	١	٢	٣	ب.٥

[]	القدرة على تحصيل الخدمة				الخدمات
	٠ = غير متوفر	١ = متوفر بشكل متقطع	٢ = متوفر بشكل كبير	٣ = متوفر دائماً	
	٠	١	٢	٣	خ.١
	٠	١	٢	٣	خ.٢
	٠	١	٢	٣	خ.٣
	٠	١	٢	٣	خ.٤
	٠	١	٢	٣	خ.٥

الجنس	<input type="checkbox"/> ذكر <input type="checkbox"/> أنثى
العمر التقريبي	<input type="checkbox"/> أقل من ٥٣ <input type="checkbox"/> ٥٣ - ٥٦ <input type="checkbox"/> أكثر من ٥٦

Annex 3: NGO Interview Guide

BASELINE ASSESSMENT OF SKILLS AND MARKET OPPORTUNITIES FOR YOUTH IN AZRAQ REFUGEE CAMP

Azraq Camp Service Providers Labour Demand Assessment Tool

Organization:

Interviewee Name & Position:

Area of Work/Nature of Work:

- Let's talk about your organization's current hiring needs and those in the foreseen future

Type of Labour	# of workers needed	Duration (# of days)	Level of skill required	Level of literacy and numeracy required	English required	Does your organization or another organization train on desired skill(s)?	Details on skills training e.g. skill, duration, mode (OJT vs. in-class)
Construction	M:		<input type="checkbox"/> Unskilled <input type="checkbox"/> Semi-skilled <input type="checkbox"/> Craftsman	<input type="checkbox"/> None <input type="checkbox"/> Read/Write <input type="checkbox"/> Basic numeracy	<input type="checkbox"/> None <input type="checkbox"/> Some <input type="checkbox"/> High	<input type="checkbox"/> No <input type="checkbox"/> Yes, my organization <input type="checkbox"/> Yes, other organization	
	F:		<input type="checkbox"/> Technicians <input type="checkbox"/> Professional	<input type="checkbox"/> Higher literacy <input type="checkbox"/> Higher numeracy			
Vehicle repairs	M:		<input type="checkbox"/> Unskilled <input type="checkbox"/> Semi-skilled <input type="checkbox"/> Craftsman	<input type="checkbox"/> None <input type="checkbox"/> Read/Write <input type="checkbox"/> Basic numeracy	<input type="checkbox"/> None <input type="checkbox"/> Some <input type="checkbox"/> High	<input type="checkbox"/> No <input type="checkbox"/> Yes, my organization <input type="checkbox"/> Yes, other organization	
	F:		<input type="checkbox"/> Technicians <input type="checkbox"/> Professional	<input type="checkbox"/> Higher literacy <input type="checkbox"/> Higher numeracy			
Other mechanical repairs	M:		<input type="checkbox"/> Unskilled <input type="checkbox"/> Semi-skilled <input type="checkbox"/> Craftsman	<input type="checkbox"/> None <input type="checkbox"/> Read/Write <input type="checkbox"/> Basic numeracy	<input type="checkbox"/> None <input type="checkbox"/> Some <input type="checkbox"/> High	<input type="checkbox"/> No <input type="checkbox"/> Yes, my organization <input type="checkbox"/> Yes, other organization	
	F:		<input type="checkbox"/> Technicians <input type="checkbox"/> Professional	<input type="checkbox"/> Higher literacy <input type="checkbox"/> Higher numeracy			

Security	M:	<input type="checkbox"/> Unskilled	<input type="checkbox"/> None	<input type="checkbox"/> None	<input type="checkbox"/> No
	F:	<input type="checkbox"/> Semi-skilled	<input type="checkbox"/> Read/Write	<input type="checkbox"/> Some	<input type="checkbox"/> Yes, my organization
		<input type="checkbox"/> Craftsman	<input type="checkbox"/> Basic numeracy	<input type="checkbox"/> High	<input type="checkbox"/> Yes, other organization
		<input type="checkbox"/> Technicians	<input type="checkbox"/> Higher literacy		
		<input type="checkbox"/> Professional	<input type="checkbox"/> Higher numeracy		

Janitors	M:	<input type="checkbox"/> Unskilled	<input type="checkbox"/> None	<input type="checkbox"/> None	<input type="checkbox"/> No
	F:	<input type="checkbox"/> Semi-skilled	<input type="checkbox"/> Read/Write	<input type="checkbox"/> Some	<input type="checkbox"/> Yes, my organization
		<input type="checkbox"/> Craftsman	<input type="checkbox"/> Basic numeracy	<input type="checkbox"/> High	<input type="checkbox"/> Yes, other organization
		<input type="checkbox"/> Technicians	<input type="checkbox"/> Higher literacy		
		<input type="checkbox"/> Professional	<input type="checkbox"/> Higher numeracy		

Landscapers	M:	<input type="checkbox"/> Unskilled	<input type="checkbox"/> None	<input type="checkbox"/> None	<input type="checkbox"/> No
	F:	<input type="checkbox"/> Semi-skilled	<input type="checkbox"/> Read/Write	<input type="checkbox"/> Some	<input type="checkbox"/> Yes, my organization
		<input type="checkbox"/> Craftsman	<input type="checkbox"/> Basic numeracy	<input type="checkbox"/> High	<input type="checkbox"/> Yes, other organization
		<input type="checkbox"/> Technicians	<input type="checkbox"/> Higher literacy		
		<input type="checkbox"/> Professional	<input type="checkbox"/> Higher numeracy		

Administrative/Clerical	M:	<input type="checkbox"/> Unskilled	<input type="checkbox"/> None	<input type="checkbox"/> None	<input type="checkbox"/> No
	F:	<input type="checkbox"/> Semi-skilled	<input type="checkbox"/> Read/Write	<input type="checkbox"/> Some	<input type="checkbox"/> Yes, my organization
		<input type="checkbox"/> Craftsman	<input type="checkbox"/> Basic numeracy	<input type="checkbox"/> High	<input type="checkbox"/> Yes, other organization
		<input type="checkbox"/> Technicians	<input type="checkbox"/> Higher literacy		
		<input type="checkbox"/> Professional	<input type="checkbox"/> Higher numeracy		

Teachers	M:	<input type="checkbox"/> Unskilled	<input type="checkbox"/> None	<input type="checkbox"/> None	<input type="checkbox"/> No
	F:	<input type="checkbox"/> Semi-skilled	<input type="checkbox"/> Read/Write	<input type="checkbox"/> Some	<input type="checkbox"/> Yes, my organization
		<input type="checkbox"/> Craftsman	<input type="checkbox"/> Basic numeracy	<input type="checkbox"/> High	<input type="checkbox"/> Yes, other organization
		<input type="checkbox"/> Technicians	<input type="checkbox"/> Higher literacy		
		<input type="checkbox"/> Professional	<input type="checkbox"/> Higher numeracy		

Nurses	M:	<input type="checkbox"/> Unskilled	<input type="checkbox"/> None	<input type="checkbox"/> None	<input type="checkbox"/> No
	F:	<input type="checkbox"/> Semi-skilled	<input type="checkbox"/> Read/Write	<input type="checkbox"/> Some	<input type="checkbox"/> Yes, my organization
		<input type="checkbox"/> Craftsman	<input type="checkbox"/> Basic numeracy	<input type="checkbox"/> High	<input type="checkbox"/> Yes, other organization
		<input type="checkbox"/> Technicians	<input type="checkbox"/> Higher literacy		
		<input type="checkbox"/> Professional	<input type="checkbox"/> Higher numeracy		

5. What types of skills will see increased demand in the future? What type of skills will see reduced demand? Why?

Scenario	Skills – increased demand	Skills – decreased demand
1		
2		
3		

1. Do you know about potential investment schemes for the upcoming market?

Annex 4: Focus Group Summary Matrices

MALES FOCUS GROUPS GROUP SUMMARY MATRIX

Village	Age group	List of participants' occupations	-How they chose to do what they do? -How long they did it for? -How it made them feel-etc.	How many applied for work	All feedback on the IBV scheme	Side stories
6	15-18				<p>*the problem is that they feel that the people get their jobs through "wasta" more than anything.</p> <p>*No rotation</p> <p>*Syrians with experience are not appreciated,</p>	
6	19-22	<p>*carpentry</p> <p>*metal work</p> <p>* sweet shop</p>		<p>*all have applied for work 2/7 got work at nrc.</p>	<p>*they feel that there is racism against the Syrians.</p> <p>*The ngos do not respect the working Syrians.</p> <p>*The ngos pay different rates.</p> <p>*the work environment is harsh and there are no breaks.</p>	<p>*they feel that the needs and wants of the refugees are not being catered to.</p>
6	23-30	<p>*agriculture</p> <p>*food production</p> <p>* all sorts dairy products, in alghouta many men work in tailoring in big companies.</p> <p>* Minor-ity leaned mental work in Jordan as a part of their survival strategy to make money</p>	<p>*it is a part of the females identity to make food, and they are handed over from the mother to the girls at home.it usually takes two years to graduate from apprentice to master.</p> <p>*In Syria they learn craftsmanship at school.</p> <p>* The girls do weaving</p> <p>* Men work as butchers and in Syria there is no frozen meats.</p> <p>*7/12 had their own businesses.</p>	<p>*most of the group signed up for work but 4 got a job.</p>	<p>*it is viewed that it's excellent to find a job on camp.</p> <p>*the concrete pouring allowed many work opportunities.</p> <p>*Negative feelings and thoughts with regards to jobs in cleaning but they had to take them because there are no other.</p> <p>*Wasta in jobs does not allow all people to work.</p> <p>*the security forces does not treat the Syrians fairly with giving permits and they show them verbal abuse.</p>	<p>*all refugee camps have other outlets for shopping except al Azraq.</p>

Envisioning the Market	Training courses (subject + all feedback).	good and the bad about the camp	Suggestions.
<p>The market will break the daily routine. Inquiries about whether or not there will be electricity with the market.</p> <ul style="list-style-type: none"> * Vegetables * Popular food (hummos falafel) * Minimarket * Car repair * Sweet-maker * Tailor * Shoe repairs *Shoes and second-hand clothes *Jewellery *Home ware *Water filter 	<ul style="list-style-type: none"> *lantern maintenance *training centers are not perceived to give quality training 	<p>the good:</p> <ul style="list-style-type: none"> *the help of others *courts by care <p>bad:</p> <ul style="list-style-type: none"> *not enough caravan maintenance *the availability of water *the mall is too far *the transportation *the gas transportation *transporting things * electricity * no maintenance of lamps, 	<ul style="list-style-type: none"> *bicycles *gym *electricity generating solution *fan or solar panel.
<p>*It doesn't make sense to the participants to open up shops for carpentry and metal work because the ngos are already taking care of that"</p> <ul style="list-style-type: none"> * they feel that the Jordanians will take charge of the market and will not give fair opportunity to residents. * transportation * electricity generation *bakery *barbershop/hairdresser *Women's accessories * Wedding preparations *Dentist *pharmacy *mobile phone repairs and charge cards 	<ul style="list-style-type: none"> * They are not serious about vocational and computer trainings. 	<ul style="list-style-type: none"> *insects *the ngos are being slow in fixing everything in the camp. 	
<p>*2/3 camp members are perceived to be skilled and feel that they don't have a place to deploy their skill.</p> <p>* A participant had an ice-cream shop and was doing good business in zaatari.</p> <p>* People are scared of making their own businesses so that they would be sent back to Syria.</p> <p>* Sameh mall is a rip-off.</p> <p>* the market without electricity has no value</p> <p>* they want the e- cards to be used in the market; maybe more job opportunities to be able to buy from the market.</p> <ul style="list-style-type: none"> * Vegetables *Falafel & hummos *Poultry *Shoe shop/she maker *minimarkets *Fixing bicycles *Mobile phone repair *general maintenance and metal works 	<ul style="list-style-type: none"> *tailoring *barbers *metal work *carpenter, *hairdresser *nursing and first aid, 		

3	15-18	*mainly craftsmanship	<p>*this segment as kids wanted to play and was constantly looking for activities ...</p> <p>* they spent the morning servicing the home, picking up bread and filling out water...</p>	<p>*in this segment most are not eligible for work</p> <p>* one amongst the group was 18 and has applied for work.</p>	<p>*this segment sees that it is unfair how the work assignments are given out.</p> <p>* And that makes them lose hope towards getting a job and becoming in a better economic state...</p>	<p>Mostly this segment's issues revolved around transportation and looking forward to playing sports and having bicycles.</p>
3	19-22	<p>*craftsmanship and agriculture.</p> <p>*"If there were agricultural material then we would never eat old and rotten vegetables"</p>		<p>*6/9 applied for jobs</p> <p>None got jobs.</p>	<p>*no rotation for the jobs</p> <p>* unfair treatment by the police</p> <p>* very difficult getting permits.</p> <p>*Reassignment of jobs according to residential locations.</p> <p>* It is better if jobs are allocated by family rather than timely registration.</p>	<p>*water problems and everyone is drinking it.</p> <p>* All problems are associated with cash, if they had cash he sick would get treatment and the needy will get what they need. *They feel there is a curfew at night.</p> <p>* No privacy.</p>

<ul style="list-style-type: none"> *pharmacy *herbalist *water filter *internet café *Mobile phone repairs 	<ul style="list-style-type: none"> *they want to learn computers *electricity and maintenance * courses should be at a time in the afternoon so that they would have catered to the house hold needs; also not on a daily basis. 		
<ul style="list-style-type: none"> *Dairy workshop *water filter *shoe repairs *vegetables *minimarkets *herbalist *car repairs *pharmacy *ice *mobile repairs * electric appliances repairs *sweet-maker *clothes *home ware 	<ul style="list-style-type: none"> *in the afternoon and evening, because the males are usually getting bread and water to the caravans *" need to be certified, to be able to prove my training especially in Syria" * computer *sweet making *furniture making. *Awareness of refugee rights. 		
<ul style="list-style-type: none"> *minimarkets *vegetables *herbalist *carpentry *perfumes & accessories *dairy shop *ice-cream *home ware *wedding shop. *Sweets *hardware and construction supplies *sanitary products 	<ul style="list-style-type: none"> *recycle 		

FEMALES FOCUS GROUPS GROUP SUMMARY MATRIX

Village	Age group	List of participants' occupations	-How they chose to do what they do -How long they did it for -How it made them feel -etc.	How many applied for work	All feedback on the IBV scheme
3	15-18	<p>*at this age the participants were mostly unemployed, they had to be 18 to work.</p> <p>* The family members of participants mainly worked in agriculture amongst men, tailoring, teaching and making food amongst the females.</p> <p>*Minority was a mother who was a nurse and worked as a nurse in the camp</p> <p>*another was a father that works in the solar panel maintenance</p>		*4 out of 8 participants knew people who applied to work but yet didn't get it.	<p>*the girls have no trust in the IBV scheme, believing that there isn't enough work opportunity in the camp for everyone.</p> <p>* This segment is the most effected by the situation in the camp because they can understand what is happening and cannot contribute to it.</p> <p>* what might stop the girls from working is that she is married and her husband might feel that he should be the one providing for the family.</p>
3	19-22		<p>*mostly are into agriculture and being hair dressers, they reflected how in Syria females are home makers and that they don't work unless they want to.</p> <p>*Amongst the members was a female who had to work because her father and husband passed away and she had to help her kids.</p>		They believe that females usually don't get the chance to work, many have applied and did not get jobs, amongst the minority of this group was employed and then she was substituted with someone with more qualifications as a teacher. They also believe that there has to be a "wasta "for them to be able to find work, also that they Syrian refugees are being treated unfairly because they are Syrian.
6	23-26	<p>*agriculture and farming are very dominant, vegetable and fruit produce, honey, milk and goats.</p> <p>*Businesses owned by family members a carpenter shop, a farm produce shop and phone maintenance shop.</p>	<p>*they acquire theirs skills from their parents at a very young age.</p> <p>*Especially home management. Making food etc.</p>	*3 women have applied, while the rest had their relatives apply * they prefer independent work but they fear to get caught and deported.	

Stories	Envisioning the Market	Training courses (subject + all feedback).	good and bad about the camp
<p>*a girl and her mother worked on a tomatoes plantation, but they couldn't sustain a living outside the camp so they came and handed themselves in.</p> <p>*Another girl lived with her family in Zarqa for two years until the father got caught.</p> <p>*To make a living some families tried to smuggle blankets and whatever that was distributed to them out of the camp to be sold to make money.</p> <p>*One mother used to buy makeup from outside the camp and sell it inside because females cannot be searched entering the camp.</p> <p>*some while trying to resell things into the camp are caught and are deported back to Syria.</p> <p>*they believe that there is a bridal salon in village 6 and that barbers take a JD regardless of the cut.</p>	<p>*this segment feels that there isn't enough variety at the mall, and that it is too expensive for what it is.</p> <p>*Refugees are granted JD 20 in a form of a visa card and it is not enough because the mall is too expensive.</p> <p>*At some point in time there was a problem that the people only got half of what they were supposed to be granted and a huge issue emerged on the visa cards not being refilled correctly.</p> <p>*this segment envisioned that the market should be closer than the mall to the villages, it should have :</p> <ul style="list-style-type: none"> *Laundromat *pharmacy *water filter *make up *clothes *sweets shop *vegetables *candy 	<p>*mostly the girls are interested in recycling and learning computer skills and tailoring, some are also interested in sports.</p> <p>* It is important at the center where they are trained that there is enough security so that the girls can come and go freely without being harassed by young men scattered around the area; this makes the families of the females not allow them to go to the center.</p>	
<p>*amongst this group were some women who did not have any kind of income besides the visa cards so which has caused them to be in more need of work... some sold their blankets while others feared to do so because they might get deported. This segment feels that it would be way better to be given the chance to plant outside their caravans, that this may help out in their expenditure habits.</p>	<p>*market ideas: job opportunities in making soap, and knitting</p> <p>*most needed cloths and shoes</p> <p>*toys and sweet shops</p> <p>*ice-cream place</p> <ul style="list-style-type: none"> *pharmacy *home ware *electricity *agricultural supplies 	<p>*initial training and courses taken by females, include: taekwondo English computers.</p> <p>*They feel the younger would be more interested in training because when you get older you have to work</p> <p>*available trainings include: Henna, hair dressing, tailoring and knitting...</p>	<ul style="list-style-type: none"> *Cleanliness *school * silence * court bad things *water is far * the money (visa isn't enough) *no electricity * mall is too far and expensive * lots of police.
<p>*none of the females were in charge of the house hold entirely and alone.</p> <p>*Two people were caught selling lollipops and candy for the kids they were caught and were charged 500 jds and were given a warning of deportation.</p> <p>*They believe that there aren't enough resources for them to use to be productive such as the sewing machines.</p>	<ul style="list-style-type: none"> *agricultural supplies *electricity *vegetable market *mini market *traditional food restaurant *sweet maker *hairedresser and barber *cloths and shoes *makeup and perfume *pharmacy *tailor 	<p>*they believe that training is important</p> <p>*classes should be an hour to two:</p> <ul style="list-style-type: none"> * make up and bridal salon *recycling * sports *edrak <p>* they believe that a certificate is very important at the end of the training so that where ever they go they can prove their skill.</p>	<p>Three good things about the camp are safety, schools and people. Worst three things were the heat, the doctors and same7 mall, also the fact that they can't leave and go out and come back. They thing they need "wasta" to be granted a permit to leave the camp.</p>

3	23-26	<p>*most occupations are craftsmanship especially by men</p> <p>*amongst the minority (only one) into education.</p> <p>* This segments females, had tailors nurses and knitters amongst them</p> <p>* They perceived the best skill was agriculture especially amongst those from daraa</p> <p>*those women if they were given a chance to start a project it would definitely be either a hairdresser , tailor, selling cloths or making food. C11</p>		<p>*many applied for work, yet very few got jobs, which made them feel that the system for job allocation is corrupted.</p>	<p>*they feel that the job tracking system is corrupted because jobs don't shift and people are not getting hired.</p> <p>*They all had help from family members and others ,</p> <p>* they all had money that they spent in the camp to survive since the visa money isn't enough</p> <p>*they also feel that the job system should be based to hiring one person from each family to avoid having families having two people working and other families none.</p>
6	15-18	<p>*mostly house work, and making /preserving food at home</p> <p>*they come from an agricultural background where they used to gather their own produce.</p> <p>* Also women are a part of all the agricultural process.</p> <p>*some- uncles owned blacksmith shop, other the equipment, other ownership of a supermarket.</p>	<p>*they do hand crafts, like flowers and knitting and making accessories and cutting hair.</p> <p>*Amongst the minority into arts and theatre.</p>	<p>*One of the participants husband worked with in building the courts in the camp and she is teaching and the other one her mother worked with care</p> <p>*Jobs are perceived to be important for two reasons: one is to help make a living and the other is because they don't have anything else to do.</p>	<p>*nothing negative in feedback for the jobs and work experiences.</p>
6	19-22	<p>*all females know how to preserve food, but yet they find it impossible because of the weather and lack of fridges.</p> <p>*This segment of female's things greatly of the capabilities of the Syrian girls.</p> <p>* They learn school work and need to help around the house.</p> <p>* Lots of females didn't work in agriculture until the time of the crises when everything became very expensive. *mostly made money from land produce</p>	<p>*amongst the minority her husband owned a business that makes glass.</p> <p>* All the females that were a part of this group actually applied for jobs and all of them never got employed.</p>	<p>*one of the participants actually was a university graduate and couldn't find a job and</p> <p>*the rest feel more demotivated about finding jobs,</p>	<p>*they believe that jobs are distributed unfairly and that is mainly due to a bad distribution system.</p> <p>*They suggest that jobs be allocated by family or house hold rather than by order of who applied first.</p> <p>* They believe that people can't survive in the camp without a job or additional income especially because of the very high prices and lack of price variety.</p>

<p>*one made solar panels and installed a TV and a fan at home he was caught and was sent back to Syria, the girls provided salon services for each other , also one of the neighbours made a water filter. *They are not allowed to raise animals; one person raised chickens and got deported.</p>	<p>*shoes *fresh meats *veggies *mini market *bakery *hair dresser *sunblock</p>	<p>*they feel that there should be a center teaching Quran * poetry *computers * English *sweets making, *nursing *they insist on a degree that is authorised. * Males and females should have different segregated classes.</p>	<p>*there is no women's mosque, they feel it's not safe for women in the camp, one was attacked recently... *transportation is very expensive, *they feel that village 3 is closer to the mall * police is intimidating and they keep investigating them</p>
<p>*some women suggested to get beads and make their own accessories; this could have been for sales or for their own use. * bad water situation one of the children got sick due to the water and stayed 6 days at the hospital. *Also Sameh mall has provided some jobs for the husbands of the women but had given very low wage compared to the cost of living.</p>	<p>*lack of children supplies (candy, toys, etc.) *They usually wait for a permission to exit the camp that is when they buy cloths shoes, candy and baby supplies. *They would consider purchasing things from outside and selling them in the camp but yet the problem is that they are scared of being deported. *they understand that things outside the camp are less expensive. * Vegetables are poor quality and they are very expensive. *there is a market for sunblock and bug spray and any kind of insect repellent. *services expected at the market are: *barbers shop /hair dresser *place that sells cleaner water *mobile phone maintenance</p>	<p>*trainings should be after 3 pm because that is the time when all families are free</p>	<p>Bad * the female toilets have no privacy and they suggest that they create a divider between the toilets and caravans. *You cannot save money using the visa cards. *Amongst the minority feel that if the month ends without finishing the money in the visa card then they will lose the balance when the new month starts. * getting permissions to leave the camp is very difficult.</p>
<p>*they feel that there is a huge problem with the shoes in the camp; because the always walk on coarse ground then they always need more shoes, and they are not given out by the ngos.</p>	<p>*mobile fixing *water *clothes & shoes *sweets *toys, stationary, things children like *beauty shops *sunblock *groceries *filtered water</p>	<p>*tailoring *knitting *computer skills *reading *literacy *Quran *Trainings should be twice a week two to 3 months. *There should be certified and authorised trainings</p>	

Annex 5: NGO Interviews Summary Matrix

		NGO	IMC	NRC	ACTED/WFP	FCA	ACTED WASH
Primary (unskilled)	#	M	5	70	4		
	#	F	1	7	4		
	Skill Level	1 - 5	1	1	1		
	Req 0 1 2	Literacy Req	0	0	0		
		Numeracy Req	0	0	0		
		English Req	0	0	0		
	Training	Technical	no	0			
		Soft	Orientation	0	orientation		
	#	M	14		6	6	
	#	F			5	0	
Security	Skill Level	1 - 5	1	1	1	1	
	Req 0 1 2	Literacy Req	0		0	1	
		Numeracy Req	0		0	0	
		English Req	0		0	0	
	Training	Technical	Security (classroom) training			OJT *developing security training	
		Soft	no		orientation		
	#	M	0	0		0	57
	#	F	6	5		1	7
	Skill Level	1 - 5	1	1	1	1	1
	Req 0 1 2	Literacy Req	0	0		1	0
Cleaners		Numeracy Req	0	0		0	0
		English Req	0	0		0	0
	Training	Technical	Security (classroom) training				
		Soft	no		orientation		
	#	M	0	0		0	57
	#	F	6	5		1	7
	Skill Level	1 - 5	1	1	1	1	1
	Req 0 1 2	Literacy Req	0	0		1	0
		Numeracy Req	0	0		0	0
		English Req	0	0		0	0

Unskilled

	Training	Technical	no	no	no	OJT	OJT for 2 days
Maintenance	#	Soft	Orientation	no	no		
	#	M			12		
	#	F			1		
	Skill Level	1 - 5			1 - 2		
	Req 0 1 2	Literacy Req			0		
		Numeracy Req			0		
		English Req			0		
Construction Workers	Training	Technical			those who work in CC, psychosocial training		
		Soft			no		
	#	M			35		
	#	F			0		
	Skill Level	1 - 5			1 - 2		
	Req 0 1 2	Literacy Req			0		
		Numeracy Req			0		
	English Req			0			
Outreach	Training	Technical			Dual mode, technical + hygiene/OHS		
		Soft					
	#	M			5		
	#	F			5		
	Skill Level	1 - 5			1		
	Req 0 1 2	Literacy Req			1		
		Numeracy Req			1		
	English Req			0			
Training	Technical			0			
	Soft			0			

		Skilled Jobs									
		#	M	8	18	17	18	17	18	17	18
Awareness/Community Relations	#	F	8	2							17
	Skill Level	1 - 5	2	2							18
	Req 0 1 2	Literacy Req	2	2							3
		Numeracy Req	1	1							1
		English Req	0	0							0
	Training	Technical	First Aid	OJT							0
		Soft	Orientation								Yes
	Trainers	#	M	10	6						
		#	F	26	3						
		Skill Level	1 - 5	2	5						
	Req 0 1 2	Literacy Req	2	2							
		Numeracy Req	1	2							
		English Req	0	1 - 2							
	Training	Technical	BLS TOT	Teaching methods							
		Soft	Communication								
Technicians (monitoring)	#	M									2
	#	F									0
	Skill Level	1 - 5									4
	Req 0 1 2	Literacy Req									1
		Numeracy Req									1
		English Req									0
	Training	Technical									Dual mode for 3 weeks
		Soft									
		#	M		10						4
		#	F		15						4
Teachers	Skill Level	1 - 5		5							5
	Req 0 1 2	Literacy Req		2							2
		Numeracy Req		2							2
		English Req		1							only Eng teacher

Training	Technical	Teacher training	Psychosocial support, interactive teaching methods, first aid
Support Teachers	Soft		
#	M	3	
#	F	5	
Skill Level	1 - 5	2	
Req 0 1 2	Literacy Req	2	
	Numeracy Req	1	
	English Req	1	
Training	Technical		
	Soft		
#	M	0	
#	F	2	
Skill Level	1 - 5	3	
Req 0 1 2	Literacy Req	2	
	Numeracy Req	2	
	English Req	0	
Training	Technical	Sometimes - depending on need and availability	
	Soft		
What do you think of the current skill level?			
		* For those in construction/ maintenance/low skill: skills are more than sufficient *Current hires have high skills, took time to find. * There was a skill gap in teaching skills/pedagogy but now it is satisfactory. Acquiring these skills is connected with positive personality traits and interpersonal skills.	Weak
		*Gaps in professionalism, communication skills, dealing with women and children, motivation. *Gaps in craftsman-ship & ability to utilize it in psychosocial activities	* Females - high skills no problem * Males - lower competency
Skills difficult to find	Quality	*Teachers - high technical and teaching skills together are difficult to find * day-care caregivers- need certain personality traits that are difficult to find	* Shortage in teaching methods and classroom practices * Not skills, but other competencies: emotional intelligence, communication skills, agreeableness, customer service, * a minority objects to working in cleaning which does cause a difficulty filling vacancies

Scenarios		Quantity					
		More of the same	<p>*Reduced: due to budget cuts, may give up activities volunteers for more qualified trainers</p> <p>*Most likely because there are intakes on a daily basis. Less people would leave with electrification</p> <p>*increased demand: technical skills due to hyperbolic increase in demand on services and to electrification</p> <p>* extent depends on NRC's ability to coordinate training & work schemes to meet dramatic increase in demand.</p> <p>*reduced demand: none</p> <p>no</p>	<p>*alternative scenario with contingency plan in place. VT programs would be developed to take in graduates.</p>	<p>No change given no change in procedures</p>	<p>* Teachers - qualification not listed appropriately in the IBVS, not always listed.</p> <p>* ICDL teachers are hard to find</p> <p>* Harder to hire women because they have no prior experience</p> <p>* Not considered.</p> <p>* Witnessed 3X expansion since October in spite of many leaving. Electrification+market will change things drastically</p> <p>* More: craftsmen and technicians</p> <p>* Less: only due to reduced funding and reduced distribution</p>	
Expansion	<p>*Opening of village 5: anticipated</p> <p>*Increased Demand 18 more skilled volunteers, 5-7 more unskilled</p> <p>*Reduced demand only due to budget cuts</p>	<p>* Likely - many villages are up and could be running soon</p> <p>* increased demand: Agriculture (more home gardens); home maintenance and decoration - furniture making; all technical skills; consumer products (e.g. sweet-making)</p> <p>* Increased: maybe slight, cannot predict</p> <p>*Reduced: if budget cuts (reducing WFP distribution)</p>	<p>*Market opening would have many ramifications (waste, distribution), also many players are involved. this makes it difficult to speculate what change would look like</p>				
Reduction							
							*

Investment in the market

		<p>*Through the W&G centers, a shop to display products (soap, deodorant, handicrafts) made by women. Profits go back to developing more livelihoods.</p> <p>*Would like to sell outside the camp but in the meantime this looks difficult.</p>	<p>* After-graduation project: graduates are placed in opportunities where their acquired skills could benefit from the market. Modelled after Zaatari where graduates enrol as technicians/workers; they are paid as IBVs and work from within NRC premises/workshops. E.g. UNICEF paid to repair school directly to IBVs.</p> <p>* Success depends on expansion of the camp. With time and population increase, needs increase hyperbolically.</p> <p>*in the meantime, utilizing the skills of the graduates in infrastructure projects - this is where the highest demand is.</p> <p>*Sweet-making is on the table, but since we do not know anything about the market at the moment, we cannot tell if it would be possible.</p>	<p>none</p>	<p>* Idea sent to donor (UNHCR), do not have very high hopes for receiving fund soon</p> <p>* Plant nursery: high demand to keep getting hire. Tied with agro-industry (food preserves/dry food/herbal remedies) by females, and to males' recycling project. Three groups (recyclers, farmers, food producers), each's work increases demand of the other groups.</p> <p>* Demand understood from market trial where:</p> <ul style="list-style-type: none"> > girls sold chairs, cupboards, bags - mostly to expats, made 7 JD each > boys sold carts mostly to residents, made 20 JD each > agriculture - sold seedlings mostly to residents, made 23 JD each <p>* in many cases, families have no earner and there is high need for under eighteens to make money. Project should not be considered child labour and it is done from a safe space (FCA facilities)</p>
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