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# JORDAN YOUTH VISION 2030



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# 1. Executive Summary

*Jordan Youth Vision 2030* was a project implemented in 2019 by CRISP (Germany), Center for Development Services (Egypt) and Motive (Jordan), through funding by ifa (Institut für Auslandsbeziehungen) and resources provided by the German Federal Foreign Office.

The project had an innovative and participatory approach with a focus on active Jordanian citizens; women and men representing different stakeholders from different sectors across Jordan. The project aimed at developing and realizing a shared vision that can be used by different stakeholders in Jordan to enhance their coordination and join forces.

Following thorough assessments and research, it was concluded that Jordanian youth were aware of the challenges that hold them back from exploring various paths to become active citizens. And for that reason, Motive, CRISP and CDS together with representatives of the Jordanian youth population came together to develop the 'Jordan Youth Vision 2030.' The purpose of this was to enable the Jordanian youth to demonstrate an enhanced sense of commitment towards local development through social engagement within and beyond their communities. Based on a holistic needs assessment, we concluded that the three main topics that need to be addressed in our vision for a better Jordan were: Education, Employment and Participation.

A diverse group of participants from different backgrounds and governorates came together with the help and support of the project team and various guest speakers to form The Jordan Youth Vision 2030. The developed vision was then linked to the National Youth Strategy (NYS) 2019-2025 of the Jordanian government. Given the status quo, real life experience of Jordanian youth and several findings, the Jordan Youth Vision was divided into three vision statements each corresponding to one of the three main topics:

Education: *Contemporary innovative and comprehensive education.*

Employment: *Jordan is a creative innovator for jobs and incubator for investments.*

Participation: *A conscious, active, and participating Jordanian society in decision-making in safe spaces and influential at various levels locally and internationally.*

The current situation in Jordan in regard to education reveals that both students and families have negative perceptions regarding technical and vocational education. Therefore, pursuing studies and careers in vocational and technical education and training are not the preferred choice among Jordanian youth. In addition, there is an increased demand for basic education as a result of the increase of Syrian refugees in Jordan. The Hashemite kingdom of Jordan, however, has a clear plan to provide high quality education for all children living in Jordan, according to the National Youth Strategy 2019-2025 (NYP).

The quality of education in Jordan is ultimately affecting the quality of graduates and their ability to access the job market. Moreover, the choice of saturated academic disciplines leads to unemployment, inefficiency and frustration from the youth. The inability to economically include people living with disabilities is also contributing to the high unemployment rates in Jordan. In addition to the above, the Jordanian labor market lacks a safe and attractive environment and there is a problem with the minimum wage, which leads to the alienation of some workers from going to specific jobs.

In terms of participation, Jordanian youth are politically interested and follow political affairs; however only a few of them are politically active. This is because there is distrust regarding the potential of political engagement which has led to a decline of political engagement by the youth.

The Jordanian youth population, which was represented by the participants of this project, generated a roadmap with approximately 100 activities that are to be implemented until 2030. This roadmap incorporates the United Nation's Sustainable Development Goals (SDG) and provides an overview of the upcoming development interventions in Jordan. As such, the roadmap intends to facilitate coordination amongst actors from different sectors in order to identify opportunities for joining forces now and/or in the upcoming years. For further details, please see [4. Proposed Action Plan \(Roadmap\)](#).

Throughout the different activities of the project, youth with different educational, professional and cultural backgrounds had the opportunity to work together and exchange constructive ideas that led to an increased understanding of their social contexts and challenges facing their society. This was, and continues to be an attempt to support Jordanian youth become equipped with the different learning tools and skills that will enable them to demonstrate an enhanced sense of leadership, active participation and commitment towards the needs of their society. We sincerely hope to have made a valuable contribution to the development of the different sectors of Jordan's society.

## 2. Analysis: Status Quo

The following section provides a short analysis of the current status quo (2019) regarding the three main pillars of the vision: Education, Employment and Participation.

### 2.1. Education

Young people in Jordan have high access to education; however, the quality of education faces many challenges. The technical and vocational education and training system in Jordan needs to overcome numerous challenges in order to become an attractive alternative for Jordanian youth. Despite the evident advantages of youth and companies in the labor market, few young people follow the path of technical and vocational education and training – partly due to the limited offer from vocational education and training. The lack of attracting technical and vocational education and training is partly due to its strong dispersal and weak management. While the three branches of technical, vocational education and training have their institutional frameworks operating independently and with minimal coordination; as the high number of institutions and service providers increase the complexity of deploying the system. Also, available financial resources are limited and mostly spent on salaries, which limits investment in innovation, equipment, and materials. Moreover, technical, vocational education and training curricula do not match the requirements of the labor market, and the private sector is seldom to participate in the design of technical and vocational education training programs.

Studies and careers in Technical and Vocational Education and Training (TVET) are not the preferred choice among young people. The main reasons for the decrease in the number of graduates of TVET are the limited number of institutions and training centers available in technical and vocational education, the long distances to centers, and the low demand by young people and their families partly due to the historical underestimation of these occupations, and the restrictions on vocational and educational progress that comes with Technical and vocational education and training certificates.

The Kingdom has made clear achievements in the field of basic education for all Jordanian boys and girls. However, the massive influx of refugees – specifically Syrian refugees over the past few years has increased the demand for education, and there are several challenges that must be overcome to provide access to education for all children in the Kingdom.

The value of the Human Development Index for the year 2015 reached (0.741) and Jordan ranked 86 out of 188 countries. The attached table indicates the main human development indicators in Jordan 2005-2015. However, there are still some challenges despite the development of all Categories.

The value of the human development index	GNI per capita (At the purchasing power rate in 2011)	Average years of schooling	Expected years of Schooling	Average life expectancy at birth (females and males)	Year
0.733	9.634	9.7	13.7	72.6 70 males 73 females	2005
0.737	10.354	9.9	13.1	73.4 72 males 76 females	2010
0.741	1.111	10.1 10.7 males 9.7 Females	13.1 12.9 males 13.4 females	74.2 72.5 males 75.9 females	2015
<u>Resource:</u> Human Development Report 2016 in Jordan of 2015 – United Nation Data- Statistics Department of UN					

Jordan's population has increased by about 67% in the last ten years, from approximately 5.7 million people in 2005 to about 10.1 million people (53% male and 47% female) in 2015 (according to the Department of Statistics in Jordan). This rise was largely due to the crises in neighboring countries, which led to the influx of large numbers of individuals seeking asylum within the Hashemite Kingdom of Jordan. Population data from 2015 indicates that there are a very large number of children and youth in Jordan, as 34% of the population is approximately 14 years old or less, and 20% of the population is between the ages of 15 and 24 years old. For the 2015 census, Jordanian citizens constituted approximately 70% of the total population. As for the remainder of population; Syrians comprised 13%, and other nationalities such as Palestinians, Iraqis, Yemenis, and others made up the remaining 17%.

### **The Context of Education**

Jordan has achieved basic education for both males and females, it has had high rates in terms of expected years of education: 13.4 for females, 12.9 for males, and average years of schooling of 9.7 for females and 10.7 for males as of 2015. Reforms in the field of education have been undertaken through the two phases of the Education Development Program towards an economy Knowledge ERfKE I & II, in addition to the efforts made in improving this sector and developing it. However, the educational system still faces challenges in providing education for all children residing in the Kingdom, and in improving the quality of education, as these two goals face major challenges.

### **Education Patterns**

The majority of students of all nationalities enroll in the basic education level grades 1 - 6 and 7 - 10, while a much smaller number of children join in the second stage of kindergarten, and in the secondary education stage, a comprehensive education is achieved for Jordanians with the exception of the second kindergarten, which is one of the government's priorities for the next five years. With regard to access to education, the position of Jordanian males and females is much better than Syrians and others.

### **Primary and Secondary Education**

The primary and secondary education system is quite developed in Jordan. Enrollment in Primary and secondary schools for Jordanian students is classified as global, despite the challenges that the educational system has faced in previous years. Such challenges have led to pressure on the infrastructure of the educational system such as overpopulation due to the refugee crises which has impacted student numbers, cultural diversity and geographical distribution. Parents in rural areas tend to send their male children to school, and enrollment rates are high amongst other nationalities. This is related to cultural beliefs, poverty, child labor and early child marriages.

### **Access and equality**

Over the last three years, the number of students enrolled in basic and secondary education has exceeded 1,500,000 students. This has led to overcrowding in some schools and the increase in the number of schools operating on two shift systems. Consequently, the overall quality of education as decreased due to pressure on the infrastructure, the classroom environment and the decrease in number of hours of education that the children are receiving in those schools. Conversely, there was a decrease in the number of students from other nationalities enrolled in formal education prior to 2013. As such, the Ministry worked in cooperation with other stakeholders to enable Syrian children to access education, which led to an increase in the number of schools with two shifts from 460 schools in the 2013-2014 academic year to 708 schools in the 2016/2017 academic year. This was an increase of 248 schools, which resulted in the

number of students enrolled in two shift schools to rise from 240,470 students to 362,581 – an increase of 122,111 students.

### **Blended Learning**

Jordan ranked 86 out of 188 in the 2015 Human Development Index. Given Jordan's achievements in the field of education, the illiteracy rate in Jordan is low, with an overall illiteracy rate of 6.4% (3.4% for males and 9.5% for females) with the female illiteracy being almost double the rate of illiterate males. The Constitution and the Education Act guarantees the right to education for all, as indicated by the government's commitment to eradicate illiteracy. As such, the Ministry of Education is currently overseeing the following programs which provide access to adults, children, and school dropouts, who wish to resume their education:

Adult Literacy Program: The four-year program aims at providing free educational opportunities for all adults and youth over the ages of 15 years old who do not possess literacy and numeracy skills. Graduates of this program receive a certificate equivalent to the sixth-grade certificate. The number of centers for the year 2017/2018 reached 165 centers.

Dropouts Culture Program: This program targets males age between the of 13-18 years old and females between the ages 13-20 years who have dropped out of school. The program equips them with a set of knowledge, skills and attitudes, and works to ensure their educational rights and develop their professional maturity by re-training and rehabilitating them according to criteria that qualify them to enroll in Vocational Training Corporation, or to complete their home studies. The number of centers for this program for the year 2017 reached 120 centers, with over 4000 learners enrolled. This program is implemented in partnership with Quest Scope Foundation for Social Development in the Middle East.

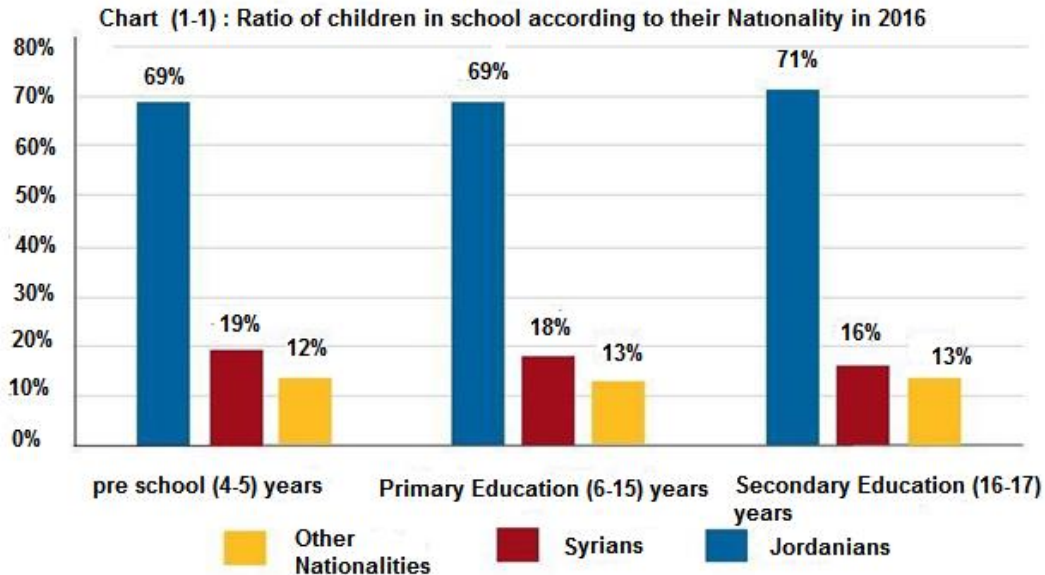
Summer Studies Program: This program aims to deepen students' understanding, improve their skills, develop their technical and cultural skills and prepare them for the general secondary certificate exam. Students choose educational activities and topics that they wish to enhance, improve and develop their knowledge in.

Remedial program: This intensive educational program aims to provide basic education for children between the ages of 9-12 years old who are not enrolled in schools. The program provides an opportunity for students to make up for the missed years of schooling through three intensive levels of education which cover the first six grades of school over a period of three years.

### **Refugee education**

The Ministry participates in the Jordanian response plan to the Syrian refugee crisis, and works to ensure that all Syrian male and female refugee students enroll in kindergarten and basic and secondary education. There are currently an estimated 140,000 Syrian refugee students receiving education in Jordan. The percentage of Syrian students is 25.1% of the total number of students in the capital, Amman, 25.1% in Mafraq, 22.2% in Irbid and 17.4% in Zarqa.





### Internal Efficiency

The internal efficiency is measured by the rates of success, repetition and dropout as indicated by the table for the academic year 2014/2015. It is worth noting the high dropout rate, especially among males from seventh to eleventh grade. This could be due to the social norms and expectations of males as they are expected to play the role of breadwinners in the family, and therefore need to search for work from an early age. Also, the rate of repetition of classes for males is much higher than the rate of repetition of females, starting from the seventh grade, and this may indicate that there is a low quality of education in male schools of this class, and upward.

### Vocational Education

His Majesty King Abdullah II stressed the importance of an advanced system for vocational and technical education and training. This is due to the need for a qualified workforce in various areas of the labor market where vocational education has a prominent position in formal and informal educational systems in most parts of the world. This importance has been emphasized in other sectoral plans such as "Jordan's Vision" 2025, the "National Employment Strategy", and the National Strategy for Human Resources Development 2016-2025, which focused on sectoral coordination of vocational education between the relevant ministries and all national sectors, and the link with national employment needs.

### Quality of the Education System

Although Jordan has made clear progress in this field during the past fifteen years, negative perceptions of technical and vocational education and training among students and families are still prevalent as in many countries of the world. Technical and vocational education and training are seen as a second track of degree for students. This is because the majority still prefer academic and university education and public-sector jobs, which entail long periods of unemployment after graduation. On the other hand, students with poor academic achievements are enrolled in vocational and technical study branches. Therefore, there is a need to enhance the position of vocational and technical education and training, and to make this sector an attractive opportunity to learn from an early age in its various departments.

## 2.2. Employment

It has become apparent for Jordanian citizens that unemployment has become one of the largest challenges the society and the state suffer from. As a result, it has become an obsession that affects everyone, as the unemployment rate has become a cumulative figure that has been rapidly increasing every year.

The Department of Statistics issued its quarterly report on the unemployment rate in the Kingdom for the second quarter of 2019, and the following is a review of the most important results; the unemployment rate during the second quarter of 2019 was 19.2%, an increase of 0.5%, compared to the second quarter of 2018.

The unemployment rate was 17.1% for males compared to 27.2% for females. The results exhibited that the unemployment rate was high among university degree holders (who hold a higher bachelor's degree), reaching 25.9% compared to other educational levels.

The results further indicated that 56.1% of those who were unemployed are those with high school diplomas and above and that 43.9% of those who were unemployed had educational qualifications less than a secondary certificate.

The percentage of the unemployed varied according to educational level and gender, where the percentage of males unemployed with a bachelor's degree reached 30.1% compared to 84.7% for females

The highest unemployment rate was recorded in the age groups 15-19 years and 20-24 years, as the rate reached 46.2% and 39.9% each, respectively.

At the governorate level, the highest unemployment rate was recorded in Madaba Governorate, at 25.6%, and the lowest unemployment rate in Karak Governorate was 14.9%.

### Education Sector and its Outputs

Despite the development of methods and tools of education, the secondary and higher education model still adopts the traditional system of education, which affects the quality of graduates and their enrollment in the labor market. It was observed that the old educational methods had no place in the era of technology, as technological advancements led to companies and factories integrating technological methods which graduates do not possess skills in. In addition to this, skills and knowledge that university graduates in the Kingdom actually attain amount to roughly only 45% of the total knowledge that they must obtain upon their graduation.

### Vocational training and professional courses

The choice of saturated academic disciplines affects the specializations that the labor market demands significantly. There is great negligence of the orientation of young people pursuing professional degrees, they still willingly pursue studies in stagnant and saturated disciplines.

According to the Department of General Statistics, the size of the gap in the choice of the industrial vocational courses amounted to 96.7% and the agricultural vocational education reached 60.4%, which affected the unemployment rates after their graduation. Mr. Nasser, head of the Civil Service Bureau, indicated that the number of technical programs taught in various private colleges and applied universities are 27 technical areas needed by the local and regional labor market.

### People with disabilities

In addition, there is an extreme lack of inclusion of persons with disabilities within the Jordanian workforce. Studies carried out by the General Statistics Department in cooperation with the Supreme Council for Persons with Disabilities revealed that 76% of persons with disabilities aged 15 years and over are economically inactive.

### **Workplaces and wages**

In addition to the above, the Jordanian labor market lacks a safe and attractive environment in addition to a problem with the minimum wage, which leads to the alienation of some workers from going to specific jobs.

## **2.3. Participation**

Participation in public life is the sum of activities that a citizen performs individually or collectively. A citizen achieves this through his activities in the public interest and by contributing to the enactment of laws that guarantee respect for human rights and citizens. Participation in public life is manifested through multiple expressions and multiple forms, the most significant forms are the following:

### **Political Participation**

Political participation is the process of paving the way for a gradual transition from a specific structure in government and managing the affairs of power and the country to another. This is based on the comprehensive plurality of political, party, administrative, cultural and media, in the context of a general national consensus in which all groups and ideologies participate.

The reasons for the Jordanian youth's reluctance to participate in political activities abounded despite all attempts to attract them towards political empowerment. There were unanimous opinions that the weak partisan role and the weak system of legislation that is considered the primary lever for political action and lack of seriousness in the development of empowerment and political education among young people played an important role in refraining them from political participation. During the study prepared by the Nation Center for Studies and the World of Opinion Center for Opinion Polls, several important findings related to political participation from the viewpoint of Jordanian youth, the most prominent of which were:

Jordanian youth showed an interest in following up on local political issues, as the vast majority of individuals surveyed followed the local political affairs (31.7%) daily and (23.3%) often, and it was revealed in the results that males were more interested than females in political affairs. The percentage of males who follow the local political affairs on a daily the basis is almost twice the percentage of females (44.2% for males, 23.7% for females). The results exhibited that more than a third of Jordanian youth did not attend political seminars at all, at a rate of (38.7 %). The most important reasons why they were not politically engaged stated that; 39.7% said it is not among their interests, 26.7% claimed that it was useless (according to their opinion), and 18.1% said that they didn't have enough time. Additionally, it was found that 88% of Jordanian youth did not belong to political parties and 58% preferred to use social media to express their views as it showed that most Jordanian youth see that they have an active role in political life by a rate of 64.3%, compared to 33% of youth which believe that they have no active role.

### **Political Parties:**

The percentage of representation of political parties in the 18<sup>th</sup> Jordanian parliament is 17%; the equivalent to 22 deputies representing a party – the Islamic Action Front Party. As for the parties that

participated in the electoral process and contested competition, 47 parties were out of 52 a licensed party in 2018.

There are only 3.8% of those between the ages of 18-27 years old participating in parties and they are the youth category which is supposed to be the most interested in joining parties. Among the youth, there are 8.5% of university students participating in student political and other activities, and the remainder are 90.4% of university students that do not engage in any activity at all.

### **Parliamentary Life:**

Parliamentary elections witnessed a significant decline in the level of participation by voters in 2016, with the turnout being limited to 37%.

A report issued by the Inter-Parliamentary Union, titled "Youth Participation in Local Parliaments" confirmed that the participation rate of young men and women under the age of 30 in parliaments had increased in the last two years from 1.9% to 2.2%. It stated that despite this increase, when compared with half of the world's population who are less than 30 years old, this participation indicates a great deficit in the political representation of young people all over the world,

### **Professional and Trade Unions:**

The number of professional and labor unions to date are estimated to be 32 at the Kingdom level.

### **Decentralization Councils:**

The process of decentralization is one of the important experiences in any state which requires many changes and reforms. As for the overall numbers of the experience of decentralization, it was centered around the following:

The number of women who participated in the decentralization elections was estimated at 1315 candidates, and the number of winners in the decentralization council elections reached 299. Furthermore, the number of women who won seats in the decentralization councils reached 36 women – or 12%.

Where the average age of participation in the provincial council elections revolved around 49.7, where the largest council winner was 76 years old, and where the youngest winner was 26 years old.

### **Civil Participation:**

Civil participation refers to the process of how non-profit organizations and individuals can establish continuous and lasting relationships to implement the collective vision to benefit society. In addition to that, community participation is essentially the practice of moving the targeted societies towards.

### **Civil Society Organizations:**

The number of civil society organizations in 2018 was estimated to be 9,000. This was an increase of 50% compared to 2010, and the number of its members is estimated to be 1.41 million members.

### **Economic Participation:**

The economic growth rate in Jordan in 2018 is estimated at 1.9%, with a volume of investments of 865 million dinars, of which local investments are 80% and foreign investments at 20%, according to

Department of Statistics. The economic participation rate for Jordanians was 34.6% (53.9% for males versus 14.5% for females) for the second quarter from the year 2019. (Department of Statistics)

In Jordan, 100,000 young people start looking for work every year. 32% of young people between the ages of 15 and 30 are unemployed. While the situation for girls is more difficult, Jordan has the third-lowest female labor force participation rate in the world.

### 3. Jordan Youth Vision 2030

The idea of developing a Jordan Youth Vision 2030 was driven by the ambition to create a space for Jordan youth to explore various paths to active citizenship through methods of non-formal education. To move from theory to practice, the approach of the project was to build on the already existing resources and capacities of youth in Jordan.

***“The 2030 vision is a beautiful thing that creates a sense of belonging. It makes us feel like we have a role to play for the future”***

(Quote by one of the participants;  
Amman, Evaluation Report Dec´2019)

#### 3.1. Purpose of the Jordan Youth Vision 2030

According to Encyclopedia International, a vision is a statement that aims to shape the current and future objectives of a certain stakeholder. The vision statement is therefore intended as a guide to help this stakeholder make decisions that align with their philosophy and declares set of goals for the future. More specifically, in the case of this project this means that the Jordan Youth Vision 2030 is supposed to serve as the key guideline. It will lay the foundation for concrete activities in the form of creative local initiatives that address social or economic problems at the community level. These initiatives are planned and will be implemented within the scope of the follow-up project in 2020/21. Furthermore, the vision will serve as a point of reference for key actors not only from civil-society, but also from other sectors such as business, media and government authorities. The sustainability of these initiatives will be strengthened by connecting local social enterprises and other community-based organizations that share the same purpose.

With 35.8% of the population below age 15, and youth (aged 12-30) accounting for more than one-third of the population. Jordan is a country where youth make up the biggest percentage of the population and considering the most recent data from the United Nations, will high-likely remain so in the years to come. The Kingdom of Jordan acknowledges the importance of young Jordanians in driving social and economic development, as highlighted in its own National Youth Strategy 2019-2025. However, efforts to enable effective participation of youth in developing and implementing national strategies and policies, and enhancing their access to relevant information and resources remains largely fragmented and uncoordinated. Although there is an active civil society in Jordan, the challenge remains to connect their efforts and establish networks between different groups – particularly youth from marginalized communities are often not fully included. One of the main challenges remains to feed the voices of civil society into mainstream politics. This lack of communication channels for youth to express their voices was the entry point for this project.

Moreover, the reason for introducing the method of simulation gaming for the process of developing a Jordan Youth vision resonates with the strong belief that the method can fill a gap as it creates a safe space for youth to discuss their common challenges and step out of their comfort zone to better understand the perspectives of others. In conclusion, the vision functions in a threefold way: 1) A symbol for a common will of the youth for positive change; 2) A belief in the rich capacities and resources of Jordan youth that are not sufficiently used yet; and 3) Inclusion of a diversity of perspectives of youth in decision-making processes.

***“The game covered most of the problems that communities face. It was able to create a comprehensive and important model of the current situation that we live in and enable participants to find a way to co-exist with one another by solving challenges. It provided them with a means to increase their confidence and level of awareness in a fun way”***

(Quote by one of the participants; Ajloun, Aug' 2019)

### 3.2. Process of Vision development

The pathway of the vision development aimed at coming up with a vision that was created for and by Jordanian youth. That is why the process was designed to be as inclusive and participatory as possible. In order to create a positive impact for Jordanian society and build community resilience, the project further aimed to establish a vivid channel of communication and coordination between representatives from different sectors: governmental sector, private sector, different cultural entities and civil society organizations.

Throughout the activities of the project, youth with different educational, professional, and cultural backgrounds had the opportunity to work together and exchange constructive ideas that lead to an increased understanding of their social contexts and challenges facing their society. The attempt was to support Jordanian youth to become equipped with the different learning tools and skills that strengthened their leadership skills and their commitment towards the needs of their communities. At the same time, we aimed to create spaces for youth to identify common challenges that they face and stipulate innovative thinking of how to best address these challenges on a policy level. Besides from utilizing interactive engagement methods, the project followed a bottom-up approach whereby ideas, beliefs and needs from the community level were channeled to official decision-makers, instead of vice-versa.

Since concrete interventions (youth-led local initiatives) are supposed to be created based on the vision in the follow-up project, it was important to link the vision to the Jordan National Youth Strategy (NYS) and remind participants of the greater frame they were working within. In doing-so, the vision development was based on the findings of the implementation phase of the project, particularly the results of the four simulation game workshops in four different governorates. These results were then clustered and transferred into a common and shared vision. During this workshop, the participants with the support of implementing partners and guest speakers from different Jordanian ministries, discussed the key challenges Jordanian youth were facing.

To create synergies with Jordan's National Youth Strategy 2019-2025 and connect it with the results from the simulation game implementation as well as with the results of the innovative vision development

process, the three main areas for needed progress were identified: Education; Employment and Participation.

### 3.3. Focus: Education; Employment and Participation

The participants analyzed the status quo in the three respective areas to be able to formulate a vision for the future and express what the youth desires to achieve.

The first challenge that the participants agreed upon was **education**. The participants identified that the most common problems were that: curriculums are changed without prior research; the educational system does not take the needs of the labor market into consideration; the educational system does not encourage individuality and does not nourish creativity; universities do not necessarily offer innovative majors or courses such as gender studies, anthropology or other non-traditional courses; and that the educational system rarely relies on non-formal educational tools.

As a vision statement that the participants developed which corresponded to and addressed these challenges was:

***“Jordan has a contemporary, innovative and comprehensive education system”.***

The second challenge that participants identified was **employment**. The common problems gathered by the participants were that: youth are lacking the necessary skills needed in the labor market; there is a lack of support for small and medium projects/enterprises; the current political and social situation is forcing youth to work in unsuitable jobs; there is an unrealistic division of resources; there is a lack of suitable employment opportunities; people who are not skilled or equipped get the jobs through connections or middlemen.

The vision statement that participants developed to address these challenges was:

***“Jordan is a creative innovator for jobs and incubator for investments”.***

Thirdly, the participants discussed the challenges of the lack of **participation** of the youth. According to the participants, the common challenges that youth are facing in this regard are: the lack of political and social awareness; the inability to prioritize; that participation is not perceived as important; the lack of safe spaces; that the decision makers do not represent the needs of the people; the incapability of accepting different opinions; and that participation being a challenge for certain groups.

The vision statement created to correspond to the challenges in the field of participation was:

## ***“A conscious, active, and participating Jordanian society in decision-making in safe spaces and influential at various levels locally and internationally”.***

In order to review alignment with the expected impact of the project, participants were asked how satisfied they are with the result of the developed vision. The evaluation revealed that the participants believe that the vision they developed is inclusive and relevant to the Jordanian youth’s development needs. They believed that this was possible as they were a diverse group with different perspectives and ideas, in addition to the support they received from the implementing partners of the project and the expert guest speakers that were able to provide them with additional knowledge to support them in developing the vision.

### **3.4. Participants’ Perspectives**

#### ***Karam Daoud***

Karam is a newly graduated civil engineer from Jordan University of Science and Technology. Following his graduation, like many Jordanian youth, Karam struggled to find a decent job in his field, facing numerous obstacles. Countless friends and family confirmed the reality he was soon starting to believe – that there was no hope for him to ever work.

Until one day, Karam heard of the Jordan Youth Vision project and was instantly drawn in by the project’s name. He felt that if he participated, he would be able to voice his opinion and share his knowledge with others. After he participated in two workshops on “Simulation Games” and “Jordan Youth Vision”, he felt a renewed sense of hope for himself and for those struggling like him. To him, working on the subject of unemployment and how to solve it was in itself was considered employment. Following the workshops, Karam began to solve problems he faced from a different perspective.



When Karam was informed that he was accepted into the next stage of the project, he felt like that it was a turning point in his life; he explained that the success of this project was how it brought out the best in people – that before the project, none of them ever thought of being creative or innovative. However, when they were given the right tools and the right environment, they felt safe and were able to flourish, this was something he never believed he was capable of.

#### ***Maryam Odat***

Maryam’s presence in the project was accidental, she was trying to explain to her friend how to register through the link and unintentionally sent out an application for herself. It was from that mistake that her journey with the Jordan Youth Vision began. Throughout the project, Maryam learned many things on



both a personal and professional level – she felt her personality and ideologies change for the better as well.

Having developed so much throughout the project, Maryam became aware of her own strengths and was astonished by the outstanding impact that she can have on herself and others. This enabled Maryam to understand the impact of the simulation game as she was able to relate to and understand the influence it had on the participants and how it allowed them all to change the way they think and become more aware of the realities that they all live in.



This project enlightened Maryam in numerous ways. She was able to find her weaknesses and understand herself to a greater extent. Maryam was characterized by being an introvert at the beginning of the project, but by the end of the project she was seen as one of the most outgoing participants in the room.

This transition in Maryam's personality and attitude was all due to her presence in this project. For her, this project helped her overcome most of her fears and made her believe in not only her own potential, but also the potential of the Jordanian youth as a whole.

### ***Nawras Fraihat***

Following her graduation, Nawras faced the same reality that most Jordanian university graduates faced, an un-encouraging job market and thus lack of motivation to seek a job. As a result, she turned towards something she was always ambitious about: voluntary work and community development to gain experience and to help out in her community.

Before joining the Jordan Youth Vision – 2030 project, she described her previous experiences in projects as being short lived with minimal roles for participants. However, after joining the project, she noticed an astonishing difference in her role as a participant in the project. She noted that unlike all the other projects she had worked on, she and other participants were involved in every step of the project. Additionally, her capabilities and knowledge dramatically improved following workshops that built their capacity on numerous subjects to support them in becoming active leaders.



Nawras proudly explained her involvement in every step of the project and how much it meant to her to be able to define her societies needs and come up with creative and innovative solutions that were actually used in developing the simulation game. In the vision creation, Nawras proudly detailed how by being able to study and analyze the situations youth faced in their governments, they were able to create a comprehensive and inclusive vision

On a personal level, she felt like she developed a stronger personality because of the project; she notes that before, she never looked at the bigger picture or all the different causes for a problem. However, following the training she received, she is now able to analyze a situation and determine its root cause to find innovative solutions; “I stopped complaining about the way things were and started coming up with solutions.” With the project coming to an end, Nawras believes she can now accomplish anything and become an active voice in her community.

## 4. Proposed Action Plan (Roadmap)

Creating a timeline for each topic, including Milestones (outcomes) and Interventions (Activities) as developed by the participants. Afterwards, the National Youth Strategy 2019-2025 (NYS) shall be integrated into these timelines, finding out to which extent the NYS contributes either to the Milestones or to the Interventions.

## 4.1. Roadmap: Education

Vision	<b><i>Jordan has a contemporary, innovative and comprehensive education system</i></b>
<b>Output-1:</b>	An environment that attracts students and stimulates their interest in education by developing new methods and innovating techniques
<b>Output-2:</b>	Providing facilities and curricula for persons with disabilities; i.e. curricula on Sign Language and Braille
<b>Output-3:</b>	Youth awareness of political and technological life
<b>Output-4:</b>	Modernizing education through innovative teaching. Training teachers to provide them with more intellectual, cultural, behavioral and scientific skills.
<b>Output-5:</b>	Stimulating the role of active citizenship for students in the pre-university and university education.
<b>Output-6:</b>	Enhancing active participation in extra-curricular activities
<b>Output-7:</b>	A scientific research study determining the level of knowledge of students in schools and higher education programs through the use of IT tools for the purpose of enhancing the technological tools in the education sector.
<b>Output-8:</b>	Providing 100,000 students from the education sector with technological tools i.e. the basics of computer use, scientific research skills, and advanced technological tools i.e. virtual reality, programming, and artificial intelligence.
<b>Output-9:</b>	“TOEDU” Competition: A national competition that will be held through a large partnership with the education sector that will have various subsectors related to the use of technological tools and finding feasible solutions for national problems.

<b>Output-1:</b>			
An environment that attracts students and stimulates their interest in education by developing new methods and innovating techniques			
Period	Activities	Compatibility with NYP 2019-2015	SDGs
2020	Integrating technology in the teaching methods and offering remote learning through computers	Activating schools and youth production centers and capitalizing on e-marketing (1/6), and developing educational curricula to become more	Quality Education (4)



		participatory, productive and to keep up with technological development (1/1)	
2020	Establishing a comprehensive remote learning platform offering access to information at any time	Activating schools and youth production centers and capitalizing on e-marketing (1/6) and improving the educational environment in schools and universities (1/2).	Quality Education (4)
2020	Learning by simulation	Developing community programs that connect youth to the actual reality of their societies through the use of technology (1/4).	Quality Education (4) Industry, Innovation, and Infrastructure (9)
2020	Establishing electronic libraries at universities and schools to encourage students to carry out scientific research.	Activating productive youth centers and schools and capitalizing on e-marketing (1/6).	Quality Education (4)
2020	Motivating the students to read by holding reading competitions.	Promoting youth engagement in extra-curricular activities in schools and universities and linking them to the extra-curricular activity platforms within the state (1/5).	Quality Education (4)
2020	Offering remote learning lessons and lectures on Entrepreneurship: innovation, creativity and basic subjects, especially English and science.	Activating schools and youth production centers and using e-marketing (1/6).	Quality Education (4)
2020	Marketing and promoting electronic educational tools and content and encouraging youth to use them.	Activating schools and youth production centers and using e-marketing (1/6).	Quality Education (4)
2020	Curriculum Evaluation: Omitting or adding entrepreneurship subjects to the curricula.	Activating schools and youth production centers and using e-marketing (1/6).	Quality Education (4)
2020	Marketing and promoting electronic educational content and encouraging students to use them.	Activating schools and youth production centers and using e-marketing (1/6).	Quality Education (4)
2020	Replacing paper books with tablets	Activating schools and youth production centers and using e-marketing (1/6).	Quality Education (4)
2020	Organizing sessions for students with businesses and technology projects owners - as part of their social responsibility to help students shape their ideas.	Activating schools and youth production centers and using e-marketing (1/6) and building youth capacities in the management of active initiatives (4/1).	Quality Education (4)

**Output-2:**

Providing facilities and curricula for persons with disabilities; i.e. curricula on Sign Language and Braille

Period	Activities	Compatibility with NYP 2019-2015	SDGs
2022   2023	Establish funding and attempting to increase services aiming at integrating people with disabilities into societies	Integrating of persons with disabilities of their different categories into the educational process (1/7).	Quality Education (4) and Reduced Inequality (10)



	Cooperating with the Higher Council for the Rights of Persons with Disabilities to help us develop an approach that better serves them.	Developing educational curricula to become more participatory, productive and to keep up with technological development (1/1) and integrating of persons with disabilities of their different categories into the educational process (1/7).	Quality Education (4), Reduced Inequality (10) and Partnerships to achieve the goal (17)
	Holding courses for persons with disabilities to rehabilitate and train them to acquire the necessary skills to reach decision makers.	Integrating of persons with disabilities of their different categories into the educational process (1/7) and promoting youth engagement in extra-curricular activities in schools and universities and linking them to the extra-curricular activity platforms within the state (1/5).	Quality Education (4) and Reduced Inequality (10)
	Establish funding and attempting to increase services aiming at integrating people with disabilities into societies	Integrating of persons with disabilities of their different categories into the educational process (1/7).	Quality Education (4) and Reduced Inequality (10)

**Output-3:**  
Youth awareness of political and technological life

Time	Activities	Compatibility with NYP 2019-2015	SDGs
2023 – 2025	Conducting youth parliaments in schools and universities.	Promoting youth engagement in extra-curricular activities in schools and universities and linking them to the extra-curricular activity platforms within the state (1/5) and building youth capacities in the management of active initiatives (4/1).	Quality Education (4) and Reduced Inequality (10)
	Engaging the youth in the experience of political parties.	Promoting youth engagement in extra-curricular activities in schools and universities and linking them to the extra-curricular activity platforms within the state (1/5) and building youth capacities in the management of active initiatives (4/1).	Quality Education (4) and Reduced Inequality (10)
	Engaging 25 innovative students in the field of artificial intelligence by providing a subject on artificial intelligence.	Developing community-based programs that link young people to the reality of their societies by capitalizing on technology (1/4) and building the capacities of young people in the field of managing effective initiatives (1/4).	Quality Education (4), and Industry, Innovation and Infrastructure (9)

**Output-4:**  
Modernizing education through innovative teaching. Training teachers to provide them with more intellectual, cultural, behavioral and scientific skills.

Period	Activities	Compatibility with NYP 2019-2015	SDGs
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<b>2025 – 2028</b>	Training the teachers on life skills and how to present information in a new way.	Building the capacity of teachers and university professors in the field of youth work (1/3).	Quality Education (4) and Decent Work and Economic Growth (8)
	Engaging the youth by using unconventional educational methods during the summer vacation, in cooperation with various stakeholders	Developing educational curricula to become more participatory, productive and to keep up with technological development (1/1), promoting youth engagement in extra-curricular activities in schools and universities and linking them to the extra-curricular activity platforms within the state (1/5) and building youth capacities in the management of active initiatives (4/1).	Quality Education (4) and Partnerships to achieve the Goal (17).
	Carrying out weekly activities related to theater, music and painting	promoting youth engagement in extra-curricular activities in schools and universities and linking them to the extra-curricular activity platforms within the state (1/5) and building youth capacities in the management of active initiatives (4/1).	Quality Education (4)
	Increasing school practical hours and reducing theoretical hours	Developing educational curricula to become more participatory, productive and to keep up with technological development (1/1).	Quality Education (4), and Industry, Innovation and Infrastructure (9)
	Designating practical training hours for students to gain experience in their field of specialization	Activating schools and youth production centers and using e-marketing (1/6).	Quality Education (4), and Industry, Innovation and Infrastructure (9)
	Holding 20 training courses each semester (under the terms of the Syndicate of Teachers) to train the teachers on extracurricular methods.	Building the capacity of teachers and university professors in the field of youth work (1/3)	Quality Education (4) and Decent Work and Economic Growth (8)
	Ensuring that newly added subjects are appropriate to the abilities of the students.	Developing educational curricula to become more participatory, productive and to keep up with technological development (1/1).	Quality Education (4)
	Replacing paper books with tablets for students in pre-university and university education	Developing educational curricula to become more participatory, productive and to keep up with technological development (1/1).	Quality Education (4)

**Output-5:**

**Stimulating the role of active citizenship for students in the pre-university and university education.**

Period	Activities	Compatibility with NYP 2019-2015	SDGs
<b>2025 – 2028</b>	Offering remedial classes for students in the pre-university and university education and offering those hours in the form of social work hours in order to reduce theoretical study hours and to transform them to the practical work.	Developing educational curricula to become more participatory, productive and to keep up with technological development (1/1) and improving the educational environment in schools and universities (1/2).	Quality Education (4)

	Conducting surveys at schools on the shortage and cultural gap that students face.	Developing educational curricula to become more participatory, productive and to keep up with technological development (1/1) and improving the educational environment in schools and universities (1/2).	Quality Education (4)
	Establishing an educational center in every governorate, to be used as an educational institute during summer vacations	Promoting youth engagement in extra-curricular activities in schools and universities and linking them to the extracurricular activity platforms within the state (1/5) and Activating schools and youth production centers using e-marketing.	Quality Education (4)
	Offering remedial classes for students in pre-university and university education, for the purpose of reducing their theoretical subjects as they are given the framework of the university's marks	Improving the educational environment in schools and universities (1/2).	Quality Education (4)

**Output-6:****Enhancing active participation in extra-curricular activities**

Time	Activities	Compatibility with NYP 2019-2015	SDGs
Output-6: 2029 – 2030	Forming community service teams in schools and activating them through trainings to enable them to carry out community initiatives.	Building the capacity of teachers and university professors in the field of youth work (1/3), developing community-based programs that connect youth to the actual reality of their community through the use of technology (1/4), promoting youth engagement in extra-curricular activities in schools and universities and linking them to the extracurricular activity platforms within the state (1/5) and building youth capacities in the management of active initiatives (4/1).	Partnerships to achieve the Goal (17).
	Providing lessons, lectures and educational activities on entrepreneurship, innovation, creativity, science and professions	Developing community-based programs that connect youth to the actual reality of their community through the use of technology (1/4) and promoting youth engagement in extra-curricular activities in schools and universities and linking them to the extracurricular activity platforms within the state (1/5).	Quality Education (4), and Industry, Innovation and Infrastructure (9)
	Forming debate teams in schools and holding a state level championship for all the students in the state.	Building the capacity of teachers and university professors in the field of youth work (1/3), developing community-based programs that connect youth to the actual reality of their community through the use of technology (1/4), promoting youth engagement in extra-curricular activities in schools and universities and linking them to the extracurricular activity platforms within the state (1/5).	Quality Education (4) and Reduced Inequality (10)



	Establishing a partnership between the Ministry of Education and all stakeholders within the technological field.	Developing educational curricula to become more participatory, productive and to keep up with technological development (1/1) and improving the educational environment in schools and universities (1/2).	Quality Education (4) and Partnerships to achieve the Goal (17).
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**Output-7:**

A scientific research study determining the level of knowledge of students in schools and higher education programs through the use of IT tools for the purpose of enhancing the technological tools in the education sector.

Period	Activities	Compatibility with NYP 2019-2015	SDGs
2020	Designing two tests: one for school students and one for higher education students to determine their level of knowledge in relation to technological education tools and based on scientific methodology, experts in the field of education and technology and an in-depth study of the possibility of applying these tools in the education sector.	Developing educational curricula to become more participatory, productive and to keep up with technological development (1/1) and improving the educational environment in schools and universities (1/2), developing community-based programs that connect youth to the actual reality of their community through the use of technology (1/4), and activating schools and youth production centers and using e-marketing (1/6).	Quality Education (4) and Partnerships to achieve the Goal (17).
2021	Launching an electronic platform through which level tests are offered to both school students and students of higher education programs in technology tools. This aims to identify the level of students' knowledge in relevance to the technological tools in various sectors of education.	Developing educational curricula to become more participatory, productive and to keep up with technological development (1/1) and improving the educational environment in schools and universities (1/2), developing community-based programs that connect youth to the actual reality of their community through the use of technology (1/4), and activating schools and youth production centers and using e-marketing (1/6).	Quality Education (4) and Partnerships to achieve the Goal (17).
2021	Drawing up a memorandum of understanding with the Ministry of Education for cooperation in order to obtain data that supports the presented research study and spreading this platform among school students to obtain realistic data.	Developing educational curricula to become more participatory, productive and to keep up with technological development (1/1), promoting youth engagement in extra-curricular activities in schools and universities and linking them to the extra-curricular activity platforms within the state (1/5) and activating schools and youth production centers and using e-marketing (1/6).	Quality Education (4) and Partnerships to achieve the Goal (17).
2021	Drawing up a memorandum of understanding with the Ministry of Education for cooperation to obtain data that supports the presented research study and circulating this platform among school students to obtain realistic data by posting this platform on students' e-learning portal and emails.	Developing educational curricula to become more participatory, productive and to keep up with technological development (1/1), promoting youth engagement in extra-curricular activities in schools and universities and linking them to the extra-curricular activity platforms within the state (1/5) and activating schools and youth production centers and using e-marketing (1/6).	Quality Education (4) and Partnerships to achieve the Goal (17).



2022	Studying the obtained data in order to come up with a research paper in cooperation with specialists in the field of education and technology to work on programs to increase the level of knowledge in the technology education sector.	Developing educational curricula to become more participatory, productive and to keep up with technological development (1/1), Improving the educational environment in schools and universities (1/2) and developing community-based programs that connect youth to the actual reality of their community through the use of technology (1/4),	Quality Education (4) and Partnerships to achieve the Goal (17).
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**Output-8:**

Providing 100,000 students from the education sector with technological tools i.e. the basics of computer use, scientific research skills, and advanced technological tools i.e. virtual reality, programming, and artificial intelligence.

Period	Activities	Compatibility with NYP 2019-2015	SDGs
2022	Working on designing training materials on computer use basics, scientific research skills, and advanced technological tools with the support of experts in IT and education.	Developing educational curricula to become more participatory, productive and to keep up with technological development (1/1),	Quality Education (4) and Partnerships to achieve the Goal (17).
2022	Reviewing the materials proposed by the education authorities for the local approval of these training programs to ensure that they meet the education standards.	Developing educational curricula to become more participatory, productive and to keep up with technological development (1/1).	Quality Education (4) and Partnerships to achieve the Goal (17).
2023 – 2030	Establishing a training program in partnership with the Ministry of Education and the Ministry of Higher Education. The training program includes annually training 12,000 students from schools and universities within the approved frameworks.	Developing educational curricula to become more participatory, productive and to keep up with technological development (1/1), improving the educational environment in schools and universities (1/2), and developing community-based programs that connect youth to the actual reality of their community through the use of technology (1/4).	Quality Education (4) and Partnerships to achieve the Goal (17).

**Output-9:**

“TOEDU” Competition: A national competition that will be held through a large partnership with the education sector that will have various subsectors related to the use of technological tools and finding feasible solutions for national problems.

Period	Activities	Compatibility with NYP 2019-2015	SDGs
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TBD	<p>Holding a competition related to the use of technology tools to find solutions to the societal problems within the education sector with its various fields through holding them at the level of the schools and higher education programs by specialists and experts in the field.</p>	<p>Developing educational curricula to become more participatory, productive and to keep up with technological development (1/1), improving the educational environment in schools and universities (1/2), building the capacity of teachers and university professors in the field of youth work (1/3) and developing community-based programs that connect youth to the actual reality of their community through the use of technology (1/4).</p>	<p>Quality Education (4) and Partnerships to achieve the Goal (17).</p>
TBD	<p>Drawing up a memorandum of understanding depending on cooperation with the Ministry of Education and the Ministry of Higher Education in order to work on implementing the competition in the education sector.</p>	<p>Building the capacity of teachers and university professors in the field of youth work (1/3) and developing community-based programs that connect youth to the actual reality of their community through the use of technology (1/4), promoting youth engagement in extra-curricular activities in schools and universities and linking them to the extra-curricular activity platforms within the state (1/5).</p>	<p>Quality Education (4), Decent Work and Economic Growth (8) and Partnerships to achieve the Goal (17)</p>

## 4.2. Roadmap: Employment

Vision	<b><i>Jordan is a creative innovator for jobs and incubator for investments</i></b>
<b>Output-1:</b>	Reducing the unemployment rate for people with disabilities by 20%.
<b>Output-2:</b>	Increasing the contribution of the tourism sector to youth employment by 30-40%
<b>Output-3:</b>	Creating an active business environment to attract local and foreign investments.
<b>Output-4:</b>	Reducing the percentage of jobs held by migrant workers by 1%
<b>Output-5:</b>	Increasing export growth rate by 4%.
<b>Output-6:</b>	Reducing the unemployment rate by 1-3%

### **Output-1:**

Reducing the unemployment rate for people with disabilities by 20%.

Period	Activities	Compatibility with NYP 2019-2015	SDGs
2019 - 2023	Carrying out special studies for people with disabilities to know their needs, capabilities and tendencies for the purpose of cooperating with private and governmental companies to create jobs and an inclusive environment that is suitable for their needs, thus enabling them to attain self-support and independence; i.e. companies with friendly buildings prepared to receive them.	Developing and implementing a system for the identification of creative and talented young people (6/3), adopting creative programs for young people and providing support to implement them (6/4), encouraging young people with disabilities to achieve excellence and creativity (6/7) and preparing youth for the labor market (3/3).	Quality Education (4), Decent Work and Economic Growth (8) and Partnerships to achieve the Goal (17)
2019 - 2023	Obliging the private sector to spend a percentage of the funds allocated for tax in Creating infrastructure projects for people with disabilities in exchange for a	Adopting creative programs for young people and providing support to implement them (6/4), establishing and supporting business incubators (6/6), encouraging young people with disabilities to achieve excellence	Quality Education (4), Decent Work and Economic

	tax exemption provided that they are effective and according to the set conditions and standards to ensure efficient quality.	and creativity (6/7), and caring for the creative programs of the youth, and providing the support necessary for their implementation (6/6).	Growth (8) and Partnerships to achieve the Goal (17)
<b>2019</b> - <b>2023</b>	Developing an online platform for people with disabilities to equip them with the knowledge and skills required to practice electronic trade.	Establishing and supporting business incubators (6/6) encouraging young people with disabilities to achieve excellence and creativity (6/7).	Quality Education (4), Decent Work and Economic Growth (8) and Partnerships to achieve the Goal (17).

**Output-2:**

Increasing the contribution of the tourism sector to youth employment by 30-40%

Period	Activities	Compatibility with NYP 2019-2015	SDGs
<b>2019</b> - <b>2024</b>	Focusing on pricing mechanisms as it is considered as one of the most important elements of the marketing mix in order to increase the flow of tourists to the state.	Empowering young people and their partners with entrepreneurship concepts and skills (6/1) and empower young people with the concepts and values of good governance and the rule of law (7/1).	Quality Education (4), Decent Work, Economic Growth (8) and Partnerships to achieve the Goal (17).
<b>2019</b> - <b>2024</b>	Involving youth in the region in the tourism sector by capitalizing on the resources available to them, whether its capacity building (training them to bridge the gap according to the need of the touristic areas and available assets).	Developing the infrastructure necessary for the implementation of youth activities (5/1) empowering young people and their partners with concepts and skills of creativity and excellence (6/2) adopting creative programs for young people and proving support to implement them (6/4) and building youth capacities in the management of active initiatives (4/1).	Quality Education (4), Decent Work and Economic Growth (8) and Partnerships to achieve the Goal (17).
<b>2019</b> - <b>2024</b>	Increasing cultural activities for tourists, and heightening the Jordanian tourist experience; making it a preferred travel destination.	Developing the infrastructure necessary for the implementation of youth activities (5/1) empowering young people and their partners with concepts and skills of creativity and excellence (6/2) adopting creative programs for young people and providing support to implement them (6/4) and building youth capacities in the management of active initiatives (4/1).	Partnerships to achieve the Goal (17).
<b>2019</b> - <b>2024</b>	Improving the quality of handicrafts/souvenirs by providing original, high-quality designs.	Adopting creative programs for young people and providing support to implement them (6/4), building youth capacities in entrepreneurship management (6/5), building youth capacities in the management of active initiatives (4/1), and preparing the youth for the labor market (3/3).	Decent Work and Economic Growth (8) and Partnerships to achieve the Goal (17).
<b>2019</b> - <b>2024</b>	Paying more attention to health facilities and services supporting the tourist experience, working on	Developing the infrastructure necessary for the implementation of youth activities (5/1), building youth capacities in entrepreneurship	Clean water and Sanitation (6) and Partnerships to achieve the Goal (17).

	upgrading the management in various tourist sites, and improving the conditions of infrastructure and services.	management (6/5) and maintaining a healthy environment and reducing pollution (9/7).	
2019 - 2024	Running an intensive marketing campaign highlighting various tourist sites in addition to preparing proposed itineraries for tourists. Developing a plan, especially for travel within the state	Developing the infrastructure necessary for the implementation of youth activities (5/1), empowering young people and their partners with concepts and skills of creativity and excellence, adopting creative programs for young people and providing support to implement them (6/4) and building youth capacities in the management of active initiatives (4/1).	Quality Education (4), and Partnerships to achieve the Goal (17)

**Output-3:**

Creating an active business environment to attract local and foreign investments.

Period	Activities	Compatibility with NYP 2019-2015	SDGs
2019 - 2017	Ensuring that the economic rights of the private sector are clear when dealing with the government and caring for observing these rights.	Empowering young people and their partners with entrepreneurship concepts and skills (6/1) and empower young people with the concepts and values of good governance and the rule of law (7/1).	Quality Education (4)
2019 - 2017	Overseeing and monitoring the work of business incubators by conducting evaluations and studies on the quality and outputs of the services provided.	Empowering young people and their partners with entrepreneurship concepts and skills (6/1), empowering young people and their partners with concepts and skills of creativity and excellence (6/2), and establishing and supporting business incubators (6/6).	Quality Education (4) and Partnerships to achieve the Goal (17).
2019 - 2017	Small and medium projects in different fields: - directing the youth and entrepreneurs towards the leading sectors whose impact and contribution is significant to the economy (greater added value) and offering training courses, diplomas and workshops related to these sectors, provided that these projects are studied and meet the needs and priorities of the market.	Empowering young people and their partners with entrepreneurship concepts and skills (6/1), empowering young people and their partners with concepts and skills of creativity and excellence (6/2), building youth capacities in entrepreneurship management (6/5), and preparing the youth for the labor market (3/3).	Quality Education (4), Decent Work and Economic Growth (8) and Partnerships to achieve the Goal (17).
2019 - 2017	Combining the efforts of all financing bodies in a single platform for the purpose of coordinating the work of various funds and for the financial bodies to ensure the continuity and sustainability of the projects.	Adopting creative programs for young people and providing support to implement them (6/4).	Partnerships to achieve the Goal (17).
2019 - 2017	Facilitate obtaining business licenses.	Adopting creative programs for young people and providing support to implement them (6/4).	Partnerships to achieve the Goal (17).

<b>Output-4:</b>			
Reducing the percentage of jobs held by migrant workers by 1%			
Period	Activities	Compatibility with NYP 2019-2015	SDGs
2019 - 2027	Calling for transmitting of technological methods and teaching them to citizens working in direct foreign investment companies that have modern technology, as they will teach Jordanian youth this technology will support to replace foreign youth with Jordanian youth.	Developing educational curricula to become more participatory, productive and to keep up with technological development (1/1), developing community programs that connect youth to the actual reality of their community through the use of technology (1/4) and empowering young people and their partners with entrepreneurship concepts and skills (6/1).	Quality Education (4), Decent Work and Economic Growth (8) and Partnerships to achieve the Goal (17).

<b>Output-5:</b>			
Increasing export growth rate by 4%.			
Period	Activities	Compatibility with NYP 2019-2015	SDGs
2019 - 2030	Starting a fund for industrial projects and establishing industrial cities.	Building youth capacities in entrepreneurship management (6/5), establishing and supporting business incubators (6/6), and preparing the youth for the labor market (3/3).	Quality Education (4), Decent Work and Economic Growth (8) and Partnerships to achieve the Goal (17).
2019 - 2030	Developing the Jordanian industrial and service products and their creativity and innovation.	Building youth capacities in entrepreneurship management (6/5), acquiring the support and endorsement of young people and their families for vocational work (3/4).	Quality Education (4), Decent Work and Economic Growth (8) and Partnerships to achieve the Goal (17).
2019 - 2030	Enhancing the participation of women in the industrial sector through training them.	Empowering young people and their partners with entrepreneurship concepts and skills (6/1), empowering young people and their partners with concepts and skills of creativity and excellence (6/2), building youth capacities in entrepreneurship management (6/5) and acquiring the support and endorsement of young people and their families for vocational work (3/4).	Quality Education (4), Decent Work and Economic Growth (8), Partnerships to achieve the Goal (17) and Gender Equality (5).
2019 - 2030	The shift from widespread traditional industries to specialized industries with high added value.	Adopting creative programs for young people and providing support to implement them (6/4), building youth capacities in entrepreneurship management (6/5), establishing and supporting business incubators (6/6), preparing the youth for the labor market (3/3) acquiring the support and endorsement of young people and their families for vocational work (3/4).	Quality Education (4), Decent Work and Economic Growth (8) and Partnerships to achieve the Goal (17).

2019 - 2030	Creating a special department within vocational training institutions to be responsible for the industrial education and staying up to date with the developments of the modern age.	Adopting creative programs for young people and providing support to implement them (6/4) building youth capacities in entrepreneurship management (6/5).	Quality Education (4), Decent Work and Economic Growth (8) and Partnerships to achieve the Goal (17).
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**Output-6:**

Reducing the unemployment rate by 1-3%

Period	Activities	Compatibility with NYP 2019-2015	SDGs
2019 - 2030	Establishing a bank for entrepreneur's ideas throughout the state, adopting the best ones among them, and making connections between those ideas and the technical and financial support institutions.	Adopting creative programs for young people and providing support to implement them (6/4), and establishing and supporting business incubators (6/6).	Quality Education (4), Decent Work and Economic Growth (8) and Partnerships to achieve the Goal (17).
2019 - 2030	Establishing connections with competent scientific and training institutions for the purpose of introducing courses and training workshops to schools and universities in order to enhance the educational materials in such a way to support the practical application and increase the skills and level of competition in the labor market.	Developing educational curricula to become more participatory, productive and to keep up with technological development (1/1), improving the educational environment in schools and universities (1/2), developing community programs that connect youth to the actual reality of their community through the use of technology (1/4), empowering young people and their partners with entrepreneurship concepts and skills (6/1), empowering young people and their partners with concepts and skills of creativity and excellence (6/2), and preparing the youth for the labor market (3/3).	Quality Education (4), and Partnerships to achieve the Goal (17).
2019 - 2030	Spreading awareness and training young people, especially women, on the skills necessary for freelance and flexible work, unrestricted to a specific place, as it suits people who face issues working jobs restricted to a place.	Developing community programs that connect youth to the actual reality of their community through the use of technology (1/4), empowering young people and their partners with entrepreneurship concepts and skills (6/1), empowering young people and their partners with concepts and skills of creativity and excellence (6/2), preparing the youth for the labor market (3/3), and promoting the freelance work and marketing of products by using information technology and social networking platforms (3/6).	Quality Education (4), Decent Work and Economic Growth (8), Partnerships to achieve the Goal (17), Industry, Innovation and Infrastructure (9).



### 4.3. Roadmap: Participation

Vision	<b><i>A conscious, active, and participating Jordanian society in decision-making in safe spaces and influential at various levels locally and internationally</i></b>
<b>Output-1:</b>	100 secure platforms that provide opportunities for participation in various governorates in the state.
<b>Output-2:</b>	A governmental institution for youth that includes all institutions, organizations and bodies working with youth in Jordan interested in organizing development work for all ages.
<b>Output-3:</b>	Collaborating with parties effecting the political life in Jordan.
<b>Output-4:</b>	Equity among all segments of society regarding taking up leadership positions.
<b>Output-5:</b>	1500 young men and women assuming leadership positions in various fields in 2030. (50% male, 50% female, with a total of 35% with disabilities).
<b>Output-6:</b>	15 Youth government parallel to the official government.
<b>Output-7:</b>	An election law reducing the candidate age to 25 years old to allow for youth to run for parliamentary elections.

<b>Output-1:</b>			
100 secure platforms that provide opportunities for participation in various governorates in the state.			
Period	Activities	Compatibility with NYP 2019-2015	SDGs
2020	Carrying out 200 discussions and awareness meetings in different universities, schools and associations in the state to ensure that the idea of secure platforms reaches each segment of the society, as it is planned to reach at least 15,000 people, through: (1) Social media, (2) Partnerships with 29 Jordanian universities and schools, and (3) private company platforms.	Improving the educational environment in schools and universities (1/2), building the capacity of teachers and university professors in the field of youth work (1/3), developing community programs that connect youth to the actual reality of their community through the use of technology (1/4), activating schools and youth production centers and using e-marketing (1/6), building youth capacities in the management of active initiatives (4/1), developing youth skills to deal with the Virtual Reality	Quality Education (4), Partnerships to achieve the Goal (17, Peace, Justice - Strong Institutions (16).



		(VR) and Augmented Reality (AR) (1/9), and positive uses of social media (7/3).	
2020	Activating the role of school and university student parliaments through holding 50-session with the use of successful development models.	Improving the educational environment in schools and universities (1/2), developing the quality of programs offered to young people on democratic culture and citizenship (2/2), rooting the national identity (2/4), empowering youth to practice good citizenship (2/5), educating young people about their rights and duties (3/1), promoting the civil and political engagement of young people (3/2), and empower young people with the concepts and values of good governance and the rule of law (7/1).	Quality Education (4), Partnerships to achieve the Goal (17, Peace, Justice - Strong Institutions (16).
2024	Bringing together young participants and media professionals in workshops to discuss the most important problems and challenges facing the public opinion (20 workshops).	Promoting the civil and political engagement of young people (3/2), empowering young people and their partners with entrepreneurship concepts and skills (6/1), empowering young people and their partners with concepts and skills of creativity and excellence (6/2), developing community programs that connect youth to the actual reality of their community through the use of technology (1/4).	Quality Education (4), Partnerships to achieve the Goal (17), Peace, Justice Strong Institutions (16).
2026	Holding sessions and multi-episode TV programs to discuss the previously agreed-upon problems through an open dialogue between the participants and decision makers.	Promoting the civil and political engagement of young people (3/2), empowering young people and their partners with entrepreneurship concepts and skills (6/1), empowering young people and their partners with concepts and skills of creativity and excellence (6/2), and developing community programs that connect youth to the actual reality of their community through the use of technology (1/4).	Quality Education (4), Decent Work and Economic Growth (8), Partnerships to achieve the Goal (17), Peace Justice and Strong Institutions (16).

**Output-2:**

A governmental institution for youth that includes all institutions, organizations and bodies working with youth in Jordan interested in organizing development work for all ages.

Period	Activities	Compatibility with NYP 2019-2015	SDGs
2020	Communicating with all youth centers, universities, schools, and various youth organizations and arranging introduction meetings attended by representatives from these centers to agree on the establishment of a participatory governmental youth institution for	Promoting the civil and political engagement of young people (3/2), establishing youth facilities (5/2), and providing friendly spaces for young people (5/4).	Partnerships to achieve the Goal (17), Peace, Justice, and strong Institutions (16).



	the purpose of reaching 10,000 participants (2 sessions).		
2022	Agreeing on the basics, tasks and outputs of the youth institution and developing a manual outlining all the tasks and duties of this institution.	Adopting creative programs for young people and proving support to implement them (6/4), and promoting the civil and political engagement of young people (3/2).	Partnerships to achieve the Goal (17), Peace, Justice, and strong Institutions (16).
2024	Communication with the government, presenting the manual to them, and collaborating with decision makers and media professionals to help get the idea across to the government.	Adopting creative programs for young people and providing support to implement them (6/4), and promoting the civil and political engagement of young people (3/2).	Partnerships to achieve the Goal (17), Peace, Justice, and strong Institutions (16).
2026	The youth institution is divided into 3 sectors: planning, implementing, and monitoring as well as starting the youth governmental institution.	Empowering young people and their partners with entrepreneurship concepts and skills (6/1), empowering young people and their partners with concepts and skills of creativity and excellence (6/2), adopting creative programs for young people and providing support to implement them (6/4), promoting the civil and political engagement of young people (3/2), rooting the national identity (2/4), empowering youth to practice good citizenship (2/5), and educating young people about their rights and duties (3/1).	Decent Work and Economic Growth (8), Peace, Justice, and strong Institutions (16).

**Output-3:**

Collaborating with parties effecting the political life in Jordan.

Period	Activities	Compatibility with NYP 2019-2015	SDGs
2020	Creating a partnership between Jordanian parties and civil society institutions for the purpose of increasing youth participation in civil society and familiarizing them with the programs and mechanism of the parties.	Educating young people about their rights and duties (3/1) and promoting the civil and political engagement of young people (3/2).	Partnerships to achieve the Goal (17), Peace, Justice, and strong Institutions (16).
2022	Holding a national conference that paves the way to create partnerships between youth in civil society organizations and youth in political parties by connecting them at the national conference.	Educating young people about their rights and duties (3/1), and promoting the civil and political engagement of young people (3/2).	Partnerships to achieve the Goal (17), Peace, Justice, and strong Institutions (16).



2024	A partnership between parties and the media to showcase the success stories of the youth in the parties. This will change the youth's stereotyping/perception about political parties: via Morning radio and TV talk shows.	Promoting the civil and political engagement of young people (3/2), launching excellence awards for youth projects (4/4), empowering young people with the concepts and values of good governance and the rule of law (7/1), and building youth capacities in the management of active initiatives (1/4).	Partnerships to achieve the Goal (17), Peace Justice, and strong Institutions (16).
2026	Establishing a comprehensive institution responsible for observing and evaluating the work of the parties.	Promoting the civil and political engagement of young people (3/2), launching excellence awards for youth projects (4/4), empowering young people with the concepts and values of good governance and the rule of law (7/1), and building youth capacities in the management of active initiatives (4/1), and establishing youth facilities (5/2).	Decent Work and Economic Growth (8), Peace, Justice, and strong Institutions (16).

**Output-4:**

Equity among all segments of society regarding taking up leadership positions.

Period	Activities	Compatibility with NYP 2019-2015	SDGs
2020	Offering courses targeting people with special needs to enable them to acquire various skills via 20 training courses.	Building youth capacities in the field of life skills (4/5), preparing youth centers for the engagement of young people with disabilities according to the private building code (5/3), and encouraging young people with disabilities to achieve excellence and creativity (6/7).	Quality Education (4), Reduced Inequality (10) Peace, Justice, and strong Institutions (16).
2022	Holding sessions (50 sessions) on the topic of female selection of specializations that have become stereotyped for men in order for them not to be considered shameful for women, paving the way for women to have the highest leadership positions. These sessions are to be held by successful local and international women.	Promoting the civil and political engagement of young people (3/2), empowering young people and their partners with entrepreneurship concepts and skills (6/1), empowering young people and their partners with concepts and skills of creativity and excellence (6/2), and promoting a culture of dialogue, tolerance and respect for diversity (8/7).	Quality Education (4), Reduced Inequality (10), Gender Equality (5), Peace, Justice, and strong Institutions (16).
2024	Forming a team of 15 people with special needs from the outputs of the courses that were offered previously, and holding dialogue sessions with decision makers to involve them in community life.	Building youth capacities in the field of life skills (4/5), preparing youth centers for the engagement of young people with disabilities according to the private building code (5/3), and encouraging young people with disabilities to achieve excellence and creativity (6/7).	Quality Education (4), Reduced Inequality (10) Peace, Justice, and strong Institutions (16).
2026	Holding sessions between decision makers (including both genders) and the younger generation from different segments of society from the to educate 5,000 people to acquire the skills leading to leadership and decision-making positions.	Promoting the civil and political engagement of young people (3/2), building youth capacities in entrepreneurship management (6/5), empowering youth to participate in provincial councils and local councils (decentralization) (2/3), and promoting youth engagement in extra-curricular activities in schools and universities and linking them to the extracurricular activity platforms within the state (1/5).	Quality Education (4), Reduced Inequality (10), Gender Equality (5), Partnerships to achieve the Goal (17), Peace, Justice, and strong Institutions (16).

**Output-5:**  
1500 young men and women assuming leadership positions in various fields in 2030. (50% male, 50% female, with a total of 35% with disabilities).

Period	Activities	Compatibility with NYP 2019-2015	SDGs
2022 - 2030	A training program for 16,000 young men and women to prepare them, through civil society and government institutions, to assume leadership positions. The program includes the following sectors: social, economic, political, legal and cultural. (It will be implemented in four phases within 10 years, so that 4,000 young people will be trained in each phase)	Promoting the civil and political engagement of young people (3/2), building youth capacities in entrepreneurship management (6/5), empowering youth to participate in provincial councils and local councils (decentralization (2/3), and promoting youth engagement in extra-curricular activities in schools and universities and linking them to the extracurricular activity platforms within the state (1/5), and adopting creative programs for young people and providing support to implement them (6/4).	Quality Education (4), Reduced Inequality (10), Gender Equality (5), Partnerships to achieve the Goal (17), Peace, Justice, and strong Institutions (16).
2022 - 2030	Raising the awareness of 36,000 people of the importance of enabling the youth to participate through an awareness campaign.	Promoting the civil and political engagement of young people (3/2), building youth capacities in entrepreneurship management (6/5), empowering youth to participate in governorate councils and "decentralized" local councils (2/3), and promoting youth engagement in extra-curricular activities in schools and universities and linking them to the extracurricular activity platforms within the state (1/5).	Quality Education (4), Reduced Inequality (10), Gender Equality (5), Partnerships to achieve the Goal (17), Peace, Justice, and strong Institutions (16).
2022 - 2025	A campaign, targeting all decision-making circles regarding the mechanisms of involving youth in decision-making and leadership positions (6000 people) (Two preparatory years. The campaign will be implemented over a period of 4 years, at a rate of 1500 decision makers per year).	Promoting the civil and political engagement of young people (3/2), building youth capacities in entrepreneurship management (6/5), empowering youth to participate in governorate councils and "decentralized" local councils (2/3), and promoting youth engagement in extra-curricular activities in schools and universities and linking them to the extracurricular activity platforms within the state (1/5).	Quality Education (4), Reduced Inequality (10), Gender Equality (5), Partnerships to achieve the Goal (17), Peace, Justice, and strong Institutions (16).
2022 - 2030	Targeting 3 million citizens through social media and media.	Promoting the civil and political engagement of young people (3/2).	Quality Education (4), Reduced Inequality (10), Gender Equality (5), Partnerships to achieve the Goal (17), Peace, Justice, and strong Institutions (16).

**Output-6:**  
15 Youth government parallel to the official government.

Period	Activities	Compatibility with NYP 2019-2015	SDGs
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<b>2022 - 2030</b>	Enabling 25 young men and women from all the governorates to lead a government parallel to the official government.	Promoting the civil and political engagement of young people (3/2), empowering youth to participate in governorate councils and “decentralized” local councils (2/3), and promoting youth engagement in extra-curricular activities in schools and universities and linking them to the extracurricular activity platforms within the state (1/5).	Quality Education (4), Reduced Inequality (10), Gender Equality (5), Partnerships to achieve the Goal (17), Peace, Justice, and strong Institutions (16).
<b>2022 - 2030</b>	Selecting the youth government from the outputs of the training program via democratic elections held at the end of the training.	Promoting the civil and political engagement of young people (3/2), empowering youth to participate in governorate councils and “decentralized” local councils (2/3), promoting youth engagement in extra-curricular activities in schools and universities and linking them to the extracurricular activity platforms within the state (1/5) and adopting creative programs for young people and providing support to implement them (6/4).	Quality Education (4), Reduced Inequality (10), Gender Equality (5), Partnerships to achieve the Goal (17), Peace, Justice, and strong Institutions (16).

**Output-7:**

An election law reducing the candidate age to 25 years old to allow for youth to run for parliamentary elections.

Period	Activities	Compatibility with NYP 2019-2015	SDGs
<b>2020 - 2030</b>	Raising the consciousness of 36,000 youth from the governorates, including political parties, trade unions and civil society organizations, to support the right to pass the law, amending the election law.	Promoting the civil and political engagement of young people (3/2), empowering youth to participate in governorate councils and “decentralized” local councils (2/3) and promoting youth engagement in extra-curricular activities in schools and universities and linking them to the extracurricular activity platforms within the state (1/5)	Quality Education (4), Reduced Inequality (10), Gender Equality (5), Partnerships to achieve the Goal (17), Peace, Justice, and strong Institutions (16).
<b>2027</b>	Drafting and submitting a draft law amending the Election Law and presenting it to the parliament for discussion and approval through the parliament.	Promoting the civil and political engagement of young people (3/2).	Quality Education (4), Reduced Inequality (10), Gender Equality (5), Partnerships to achieve the Goal (17), Peace, Justice, and strong Institutions (16).
<b>2028 - 2029</b>	Launching an advocacy campaign to support amending the Election Law.	Promoting the civil and political engagement of young people (3/2).	Quality Education (4), Reduced Inequality (10), Gender Equality (5), Partnerships to achieve the Goal (17), Peace, Justice, and strong Institutions (16).

## 5. Conclusions

The Jordan Youth Vision is intended to serve as the key guideline for social development. It will lay the foundation for concrete activities in the form of creative local initiatives that address social or economic problems at the community level.

The vision functions in a threefold way 1) A symbol for the common will of the youth to achieve positive change; 2) A belief in the rich capacities and resources of Jordanian youth that have not sufficiently used yet; 3) The inclusion of a diversity of perspectives from youth in decision-making processes. The generative process was constructed to be as inclusive and participatory as possible. In order to create synergies with “Jordan’s National Youth Strategy 2019 – 2025” and link it to the results of the simulation game implementation as well as the results of the innovative vision development process; the three main areas for needed progress were identified: Education; Employment and Participation.

Although Jordan has made clear progress in the field of education during the past fifteen years, negative perceptions of technical and vocational education and training amongst students and families are still prevalent in Jordan. There is a need to enhance the position of vocational and technical education and training, and to make this sector an attractive opportunity to learn from an early age. Corresponding issues are the divergence of training curricula and labor market requirements, weak management and overall lack of harmonization between employer’s needs and student’s abilities. Practical limitations like number of study places, distance between home and training facility and bureaucratic restrictions play a role as well.

Unemployment has become one of the biggest challenges the society and the state suffer from. The rampant unemployment rates among youth are of particular concern and are largely founded in lack of employability. Despite more modern and efficient learning tools and didactical methods, secondary schools and higher education still largely employ traditional means of education, which affects the quality of graduates and their enrollment in the labor market. Secondly, young people still pursue stagnant and saturated disciplines, which leads to unemployment, inefficiency and frustration. Thirdly, 76% of persons with disabilities aged 15 years and over are economically inactive. This large potential for the labor market remains untapped. Fourthly, the Jordanian labor market lacks a safe and attractive environment and there is also a problem with the minimum wage, which leads to the alienation of some workers from going to specific jobs. Jordan has the third-lowest female labor force participation rate in the world.

Several important findings related to political participation from the viewpoint of Jordanian youth. Youth is for a large part politically interested and follow political affairs yet very few visit political seminars or are politically active. Reasons for this are distrust in the potential of political engagement as well as time constraints and lack of interest. Party engagement, parliamentary or labor union activity are equally in decline. Further reform is also needed in the sphere of Decentralization Councils. Civil society organizations experience a high growth, yet from a low baseline: The number of CSOs in 2018 is estimated at approx. 9.000, i.e. an increase of 50% over the year 2010. Civic participation should be increased.

Based on the findings and capacity gaps and through the use of a story telling method, the participants deduced three vision statements to be tackled by the Jordan Youth Vision 2030: Firstly, in the field of education, the strategic goal is to foster contemporary, innovative and comprehensive education;

Secondly, in the field of employment, the goal is to situate Jordan as a creative innovator for jobs and as incubator for investments. Thirdly, the vision for the realm of participation is to nurture a conscious, active and participating Jordanian society that partakes in decision-making and in safe spaces and that is influential locally and internationally.

The participants generated a roadmap to advance Jordan in these interrelated spheres. The Jordan Youth Vision for 2030 in total stipulates 102 activities to achieve these three visions.



## 6. Imprint



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## 7. Annexes

### 7.1. Project Summary

## Jordan Youth Vision - 2030



### Goal of the project

The goal of the project is to enable Jordanian youth to demonstrate an enhanced sense of commitment towards local development through social engagement within and beyond their communities. The project will serve as an innovative platform to inspire constructive participation in decision-making for policy, and empower youth to drive local development through community-based social enterprise.

### Jordanian Youth Vision 2030

The project will explore various paths to active citizenship. Taking into account the outcomes of the Youth Policy Review 2018 and other discussions, we want to continue this dialogue with youth through a series of workshops, and collectively propose inputs for the National Youth Strategy 2019-2025. The project will conduct a holistic needs-and-actors-analysis, in order to identify issues of concern, and to ensure the greatest possible impact of all activities part of this project.



It is envisioned that the Project will serve as a point of reference for key actors for different sectors in society, in order to join forces and to commonly work on social change.

### Our Methodology

the project will apply tools of non-formal-education, in particular the method of simulation gaming, in order to develop an innovative vision. The methodology of simulation gaming is acknowledged as a robust tool for participation at different levels and in discussing different topics, as well as a medium for exercising soft skills including negotiations, analytical skills, decision-making, assertiveness and teamwork, in a culture of mutual respect and tolerance.

This experienced-based learning tool will be further consolidated through the practical implementation of advanced advocacy skills training, mentoring and provision of practical tips, through simulating real-life situations or challenges to take actions and make decisions.





The project will educate and create a local network of trainers and will enhance their capacity to carry out tasks that support the outcome of the project: a common and shared vision for Jordanian Youth. These trainers will serve as multipliers, and enable high outreach in their communities.

### Potential for Growth

The project is divided into two phases: 1) Creating a Vision for Jordanian Youth 2030, this year and 2) Developing community-level initiatives that support the realization of the developed vision and shall be implemented in the course of a follow-up project in 2020.

### Partnerships

**CRISP** has been organizing since 2007 long-term projects, advanced trainings and workshops in the fields of civil conflict management and civic education. The work of CRISP promotes confidence building between different population groups and enhances the understanding of political processes.

The **Center for Development Services (CDS-MENA)** is a private shareholding company that uses innovative approaches to mobilize technical and financial support for development endeavors in Egypt, Jordan and the Middle East.

Our local implementing partner, **Motivators for Training (MOTIVE)** is established and registered in The Hashemite Kingdom of Jordan as a non-profit company since 2014. The core strengths of MOTIVE lie in evidence-based and action-oriented approaches to enable women's leadership and civic participation, local governance, career and skills building, and community behavior change.



## 7.2. Simulation Game Fact Sheet



### “ARD EL-AZM” SIMULATION GAME

#### DESCRIPTION

One determining factor that shows the extent of community cohesion is the establishment of social structures that are inclusive of all citizens. The simulation game “Ard El-Azm” is designed to equip members of civil society with skills to recognize the various challenges in their society and provide practical solutions that could be implemented for all members. The participants find themselves in a fictitious city named “El-Maamoula” (the Desired One) where they discuss social challenges of unemployment, poor education and lack of social participation. This simulation game is implemented for the first time in the Hashemite Kingdom of Jordan. It aims at motivating young people to identify the roots of social challenges and helping them to reflect on the reality of social challenges in their society during the evaluation stage.



#### SCENARIO & PROCEDURE



The city is divided into two parts: the Eastern part, mainly inhabited by workers, small-scale farmers and their families, and the Western part, inhabited by businessmen, factory owners and merchants. Both categories share common areas and spaces. There are many challenges people living in the Eastern part face; young men and women have high rates of unemployment, low levels of income relative to the basic cost of living. In addition to the weak education system and lack of youth participation in community matters. “El-Maamoula” has three main affiliations/ organisations: Shabiba Council, Economic Council and Qalam (Pen) Coalition. Throughout the events of the game, citizens deal with different challenges in order to reach the most inclusive project idea, which will receive a generous donation given by a businessman named “Farhan El-Zaalan”, as stated in his will.

#### OBJECTIVES

The main objective is to reach a Jordanian society that is more cohesive, united and harmonious. The importance of the inclusion of all social groups is strongly emphasized in the simulation game, in order to be able to overcome social challenges that have a negative impact on people’s quality of life. The fictitious scenario portrays a situation through which the importance of overcoming unemployment is highlighted, especially for all youth. Awareness regarding how crucial social participation is, is raised clearly and all citizens, especially marginalized youth groups and women, are encouraged to be active members of their society, so their opinions can be represented and therefore their needs also met. The game makes the participants comprehend the significance of developing a good educational system and motivates young people to intensify their knowledge.

**Target-Group:** participants between 18 and 35 (mixed groups desirable).

**Participants:** ideal number is 20

**Duration:** 1 day

**Type:** fictitious

**Languages:** Arabic and English



### 7.3. Annex – 3: Results of the Simulation Game implementations

In the four governorates (Amman, Al Zarqa, Ajloun and Irbid), a simulation Game workshop was implemented, which produced the baseline for developing the vision. The participants of the simulation game workshop were given an evaluation sheet in order for the implementing partners to gather insight of the challenges they faced and the reasons for these challenges.

The majority of the challenges were similar in the four governorates. However, each governorate had specific challenges and problems that differentiated them from another. In addition, there was an evaluation concluded by the facilitators of MOTIVE, including recommendations of participants, faced challenges during the training workshops and the interaction between the participants.

#### Ajloun Governorate

##### Challenges:

- Lack of safe space to express one's political views;
- Poor participation of youth in the decision-making process at the local constituency level;
- Marginalized role of disabled persons in the community;
- High unemployment rates among youth, particularly graduates, and mainly young women;
- Scarcity of projects that address unemployment challenges among youths;
- Lack of opportunities for direct communication and debates between youth/community and government representatives;
- Increase opportunity for young leaders and decision makers;
- Decision makers are from an older generation resulting in less opportunity for younger generation to get their voices heard;

##### Reasons for Challenges:

- Lack of university programs tackling/improving present challenges and developments;
- Lack of agreements between local councils and communities regarding priorities;
- The youth lack knowledge in vocational training from local organizations;
- Unemployment depends on lack of knowledge of the required specialties in the country;

#### Irbid Governorate

##### Challenges

- Youth face challenges to reach success and improvement in their carrier due to economic reasons;
- Poor youth involvement in decision making, in terms of laws & regulations, and major development projects;
- Lack of youth empowerment initiatives;
- Lack of training/preparation of the concept and skills of entrepreneurship;
- Lack of supportive social development centers and youth centers;
- Lack of motivation to achieve ambitions among youth;
- Lack of innovative non-formal educational tools such as simulation games addressing youth challenges, particularly unemployment;
- Lack of effective trainings and activities enhancing experiences of youth
- Limitations on “freedom of speech”;
- Decrease in job opportunities;

- Schools and universities have weak educational curricula, not relatable to the market needs, therefore, transition from school to work becomes difficult and resulting in great challenges;

#### Reasons for Challenges

- Previous administrations have not tackled and/or prioritized faced challenges by Jordanian Youth and their role in society;
- Unemployment;
- No clear agendas or planning for addressing priority needs of local communities, and youth needs and aspirations in particular;
- Corruption between decision makers, therefore a non-objective decision often neglects youth needs;
- Poor economic conditions and poor planning in mobilizing local resources;

## **Al Zarqa Governorate**

#### Challenges

- Few recreational youth centers and cultural activities;
- Gender inequality;
- Lack of adequate employment opportunities resulting in informal employment;
- Lack of volunteering opportunities and involvement of youth in designing and implementation of development or community projects;

#### Reasons for Challenges

- Lack of confidence in the capabilities of youth as a result of cultural factors embedded in the way of their social upbringing;

## **Amman Governorate**

#### Challenges

- Weak social cohesion;
- Lack of social diversity;
- Lack of cooperation between individuals/parties;
- Little social development centers for youth;
- Activating the role of governmental social centers;

#### Reasons for Challenges

- Lack of partnerships and networking opportunities among stakeholders from different sectors;
- Little social awareness & communication skills among the youth
- Absence of community involvement in decision making;