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SKILLGAP AND TRAINING NEEDS ANALYSIS FOR TOURISM AND SUPPORTING SERVICES

**AQABA COMMUNITY and ECONOMIC DEVELOPMENT (ACED)
PROGRAM**

July 15, 2008

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DISCLAIMER

The author's views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development, AECOM International Development or the ACED Program.

ACED Program Frequently-Used Acronyms and Abbreviations

(Not all of the following will appear in every ACED Program document)

ACED Program	Aqaba Community and Economic Development Program (USAID)
ACT	Aqaba Container Terminal
ADC	Aqaba Development Corporation
ADS	Automated Directive Systems
AIDAR	USAID Acquisition Regulation
AIE	Aqaba International Industrial Estate
APC	Aqaba Ports Corporation
ASEZ	Aqaba Special Economic Zone
ASEZA	Aqaba Special Economic Zone Authority
ASYCUDA	Automated System for Customs Data
ATASP	Aqaba Technical Assistance Support Program (USAID)
AUC	Aqaba University College
AZEM	Aqaba Zone Economic Mobilization Project (USAID)
AGDTF	Aqaba Garment Development Task Force
BAFO	Best and Final Offer
BDC	Business Development Center
BDS	Business Development Services
CBO	Community-Based Organization
CEDAW	Convention on the Elimination of All Forms of Discrimination Against Women
CMT	Cut-Make-Trim
CO	Contracting/Contracts Officer
COB	Close of Business
COP	Chief of Party
CP	Cost Proposal
CRM	Customer Relationship Management
CSO	Civil Society Organization
CSR	Corporate Social Responsibility
CTO	Cognizant Technical Officer
D&G	Democracy and Governance
DCA	Development Credit Authority
EG	Economic Growth
EGRA	Early Grade Reading Assessment
EO	Economic Opportunities
EOI	Expression of Interest
EPC	Executive Privatization Commission
ERfKE	Education Reform for a Knowledge Economy (USAID)
EU	European Union
FAR	Federal Acquisition Regulation
FDI	Foreign Direct Investment
FDR	Fixed Daily Rate
FHR	Fixed Hourly Rate
FTA	Free Trade Agreement

FZC	Free Zones Corporation
GDA	Global Development Alliance
GDP	Gross Domestic Product
GEM	Gender Entrepreneurship Markets
GIS	Geographic Information System
GOJ	Government of Jordan (the central governing entity of Jordan)
GPS	Global Positioning System
HR	Human Resources
ICDL	International Computer Driving License
ICT	Information and Communications Technology
INJAZ	Economic Opportunities for Jordanian Youth Program
IPR	Intellectual Property Rights
IQC	Indefinite Quantity Contract
IRR	Internal Rate of Return
ISP	Internet Service Provider
IT	Information Technology
JD	Jordanian Dinar
JIB	Jordan Investment Board
JNA	Jordan National Agenda
JNCW	Jordanian National Commission for Women
JUSBP	Jordan-United States Business Partnership
JUSFTA	Jordan- United States Free Trade Agreement
KOJ	Kingdom of Jordan (the country within its physical boundaries)
LCDD	Local Community Development Directorate (ASEZA)
LECP	Local Employee Compensation Plan
LOE	Level of Effort
LTTA	Long-Term Technical Assistance
M&E	Monitoring and Evaluation
MENA	Middle East and North Africa
MFI	Microfinance Institution
MIS	Management Information System
MOF	Ministry of Finance
MOL	Ministry of Labor
MOPIC	Ministry of Planning and International Cooperation
MOTA	Ministry of Tourism and Antiquities
MOU	Memorandum of Understanding
MSME	Micro, Small & Medium Enterprises
NDA	Neighborhood Development Activity
NDC	Neighborhood Development Committee
NET	Neighborhood Enhancement Team
NICRA	Negotiable Indirect Cost Rate
NGO	Non-Governmental Organization
NTS	National Tourism Strategy
PACE	Participatory Action for Community Enhancement
PMP	Performance Management Plan
PPP	Public Private Partnership
PR	Public Relations

PSD	Private Sector Development
R&D	Research and Development
QA	Quality Assurance
QC	Quality Control
QIZ	Qualifying Industrial Zone
RFP	Request for Proposal
RFQ	Request for Quotation
SABEQ	Sustainable Achievement of Business Expansion and Quality (USAID)
SIYAHA	The Tourism Project (USAID)
SFU	Satellite Factory Unit
SME	Small and Medium Enterprises
SOW	Scope of Work
STTA	Short-Term Technical Assistance
SWOT	Strengths, Weaknesses, Opportunities and Threats
TA	Technical Assistance
TBD	To Be Determined
TO	Task Order
TOT	Training of Trainers
TP	Technical Proposal
TRIDE	Trilateral Industrial Development
USAID	United States Agency for International Development
VTC	Vocational Training Center
WAEDAT	Women's Access to Entrepreneurial Development and Training
WEPIA	Water Education and Public Information for Action
WTO	World Trade Organization
WTTP	Workforce Technical Transformation Program

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Executive Summary

The Aqaba Community and Economic Development (ACED) Program aims at achieving its goals by providing skills needed by local Micro, Small and Medium Enterprise (MSME) owners and citizens of Aqaba, and enabling them to maximize their social and economic benefits from the investments coming into the Aqaba Special Economic Zone (ASEZ). The ACED Program identified the tourism sector in ASEZ as a prime point of intervention. To this purpose, the ACED Program requires an analysis of existing studies on skills gap and training needs analysis for tourism and supporting services in Aqaba.

The analysis starts by undertaking an overview of existing studies on skills gap and training needs analysis for the tourism sector in ASEZ. The studies reviewed for the purpose of this analysis give general guidelines for the ACED Program's possible interventions in preparing the ASEZ community to enhance their participation in the tourism industry as employers and as employees.

Projected market demand for manpower in the tourism sector in Aqaba is estimated by screening the present and future tourism projects taking place in Aqaba within the next three years, adding to it the potential job opportunities that will be provided by the supporting services to the tourism industry.

Market supply of skilled manpower in the tourism industry is also analyzed by evaluating the output of the two main tourism education and training providers in Aqaba: The Aqaba University College and the Aqaba Vocational Training Center. Formal education and training institutions tend to lag behind developments in the tourism industry, presenting a huge problem due to the current boom being experienced in tourism within ASEZ.

For the purpose of preparing this analysis, index expert interviews were undertaken during a field visit to Aqaba with executives from the education and training institutions and major employers in the tourism sector in Aqaba. There is an apparent critical gap in the present and projected demand for manpower in the tourism industry in Aqaba. This gap is manifested in aggregate numbers, in content, quality, and quantity of education and training available, and in focus on subjects to be delivered. There is also a gap in education and training providers as the private sector, a major stakeholder, is not part of the tourism education and training infrastructure in ASEZ at this time.

The critical issue is the small population of Aqaba which does not allow for the supply of sufficient people to be trained to cover the demand for enough workers to fulfill either the current or projected needs of the booming tourism industry in ASEZ.

To assess the opportunities for the ACED Program's intervention in light of existing and expected demand on trained workers in the hospitality sector in Aqaba, it is necessary to learn more about the Aqaba residents characteristics. Attaining this knowledge will help in identifying future opportunities and areas of the ACED Program's intervention.

Opportunities are created whenever the supply of services falls short of the expected demand. If the ACED Program is to capture an incremental role in supporting ASEZA and ADC in achieving their goals of integrating the Aqaba residents in the economic development that is taking place in Aqaba, the opportunities for achieving this must be identified and fulfilled. The identified opportunities for the ACED Program cover three areas:

- Education and training on core competencies in the tourism industry.

- Public awareness campaigns on the importance of the tourism industry to the lives of Aqaba residents.
- Career guidance to educate the youth on the career options available in the tourism industry in ASEZ.

A short term training plan is suggested for the ACED Program to support and facilitate implementation.

As a result of the analysis, key findings formulated a baseline for conducting and preparing the Aqaba Skills Readiness Index (ASRI) for the tourism and supporting services sector. The ASRI will measure the preparedness of the Aqaba community to exploit the opportunities offered by the tourism sector.

For the ACED Program to achieve its objectives, cooperative links are to be coordinated among educational institutions and organizations that are active in tourism-related activities including education and training. Further studies on private sector participation and Aqaba community demographics are suggested for future initiation by the ACED Program.

I. INTRODUCTION

A. *Aqaba Community and Economic Development (ACED) Program*

The Aqaba Special Economic Zone seeks to become a world class Red Sea business hub and leisure destination. It is a private sector-driven development initiative that maximizes private sector participation in a duty free, tax advantaged and flexible regulatory operations environment.

In August 2000, the Aqaba Special Economic Zone Authority law was passed by the Jordanian Parliament. The law established the Aqaba Special Economic Zone Authority (ASEZA) as the statutory institution empowered with regulatory, administrative, fiscal and economic responsibilities within the Aqaba Special Economic Zone (ASEZ).

In 2004, international consultants addressed ASEZA's conflicting roles as both a regulatory and a development agency. The Aqaba Development Corporation (ADC) was established as a private shareholding company to drive the development of the ASEZ, allowing ASEZA to take care of the regulatory part. ADC is owned by ASEZA and the Government of Jordan. ADC is mandated to develop the ASEZ into a leading business and leisure hub on the Red Sea consistent with the ASEZ Master Plan*.

Despite the great achievements realized by ASEZA and ADC in attracting considerable investments and building capital assets, both need more capacity to properly and effectively carry out their planning, regulatory and development functions. The Aqaba Community and Economic Development (ACED) Program is a five year USAID-funded program, designed to support both ASEZA and ADC to deliver services to their constituents, and to effectively implement their mandate of providing economic and social benefits to the residents of the Aqaba zone.

The ACED Program works through three main components that will function in the areas of: strengthening government institutions, strengthening the private sector and enhancing community development. These areas will be supported by various program resources and technical assistance, using enhanced strategies, including the promotion of gender equality.

B. *Terms of Reference for conducting an overview of existing studies on skills gap and training needs analysis for tourism and supporting services in Aqaba*

The ACED Program identified the tourism sector in ASEZ as a prime point of intervention. The outcome of this analysis is expected to be a time-bound employment skills gap assessment disaggregated by the following:

- Number of workers available and number of workers required in the tourism sector
- Vocational strengths and vocational needs
- Existing and planned training programs available

* www.adc.jo

- Program sustainability under current arrangements
- The impact of the current gender imbalance in the workforce

The gathered information will formulate a baseline for the Aqaba Skills Readiness Index for the tourism sector as one of the priority sectors identified by the ACED Program as a prime point of intervention.

C. Methodology

To achieve the objectives of the analysis, the following activities will be undertaken:

1. Identify and conduct an overview of the existing studies on skills gap and training needs analysis for the tourism and related services sector
2. Interview representatives of the tourism sector and tourism training institutions
3. Recommend how to further study the sector and any overlapping sectors to assist the Aqaba Skills Readiness Index preparation, according to the availability and quality of information
4. Present, according to existing studies and new interviews, a clear picture on the Aqaba situation regarding training needs gap and training institutions capabilities to fill the gap for the recommended sector and especially the supporting services
5. Present recommendations and needed available information to help determine the baselines for conducting the study designing Aqaba Skills Readiness Index and training plan
6. Identify other sectors that could overlap with the tourism sector

D. Why Tourism

Tourism is a major competitive industry in the Jordan economy. It is a major “export” industry, generating foreign exchange to the country. Tourism is a major activator of small and medium size enterprises and a great employment generator.

On the global level, tourism is the world’s fastest growing sector with no signs of slowing down. Tourism, together with telecommunication and information technology, are the three key industries leading the service economies in the 21st century.

Jordan is identified as a major tourist destination, being rich in Biblical and Islamic heritage and home to many unique, diversified ecological and archeological sites of various civilizations. The Dead Sea, the lowest point on the surface of the earth on dry land, the deepest hyper-saline lake in the world and the second saltiest body of water, and the ancient Nabatean City of Petra, a world Heritage Site that was named in 2007 as one of the New Seven Wonders of the World, are only two sites that are unparalleled in uniqueness. Jordan’s moderate climate, healthy ecological environment, relaxed and friendly social structure, modern accommodations and other factors allow the country to be the most attractive in the area.

The tourism sector contributed 11% of Jordan’s Gross Domestic Product (GDP) in 2006 and the industry was one of Jordan’s largest employers with 32,060 people in direct employment accounting for 7% of the employed population.

E Why Aqaba

Aqaba is the only coastal town in Jordan. It is situated on the Aqaba Gulf leading to the Red Sea. In 2001, the Jordan government declared Aqaba city a Special Economic Zone, a duty free, low tax, multi-sectoral development zone. The area that is designed to attract investments and international businesses; encompassing the total Jordanian coastline, the sea ports of Jordan, an international airport operating under open skies policy and the historical city of 98,750 people (Department of Statistics census of December 2007). The Aqaba Special Economic Zone (ASEZ) offers global business opportunities in a world class business environment ranging from tourism to multi-modal logistics, and from value-added industries to lighter manufacturing. Since this Special Economic Zone designation, Aqaba has witnessed major changes in character, structure, appearance and prospects.

Like in most Special Economic Zone cities worldwide, rapid growth and focus on investment parameters may have major social and equity impacts and produce inadequate responsiveness to the local community needs. In Aqaba, development seems to revolve around high-end tourism and elite residential projects. The Aqaba community feels alienated and they have serious concerns as to whether the benefits of the construction and development will flow back to them. With all this transformation, it seems that the Aqaba community must find ways to maximize their economic and social benefits in a future that is planned for them by others. Traditionally, the town's workforce centered at the port and at the downtown shops in the central market. With so many mega projects already in progress, the rift between ASEZA and the Aqaba inhabitants has deepened. Presently, with all this transformation in the economic activities in Aqaba, ASEZA and ADC realize that there is a need to reach out to the local community by providing them with more information on the economic and employment opportunities that will be available for them. There is also a great need to provide the local communities with opportunities to develop their capabilities which will enable them to incorporate with the present economic agenda. The ACED Program identified those needs and intends to address them by planning to make "community development" more than just a slogan called for by ASEZA and ADC. These needs will be partially addressed by building up the skills of the workforce needed for the tourism industry in Aqaba.

II. AN OVERVIEW OF EXISTING STUDIES ON SKILLS GAP AND TRAINING NEEDS ANALYSIS FOR THE TOURISM SECTOR

The Jordan National Tourism Strategy (NTS) 2004-2010, prepared by the Ministry of Tourism, sponsored by the U.S. Agency for International Development (USAID)-funded AMIR Program and in cooperation with the Jordan Travel Board, identified the development of human resources as one of the four pillars of the strategy. The strategy aims at improving the tourist services, increasing the availability of human capital and expanding the employment opportunities in the tourism industry. Those objectives will be achieved through three strategies:

1. Adopt a National Tourism Manpower strategy
2. Develop high standards of training and education
3. Support tourism-related small and medium enterprises

The U.S. Agency for International Development (USAID), in recognition of the importance of tourism to the Jordanian economy, designed the Jordan Tourism Development Project (SIYAHA), a three-year project, working with the government, local communities, NGOs and tourism-related institutions with the objective of developing a dynamic, competitive tourism industry in Jordan. SIYAHA is supporting the implementation of NTS 2004-2010. On the strategic level, SIYAHA is creating a human resource development strategy that identifies the staffing needs of the tourism industry. The strategy looks at the industry needs from the demand side by examining needed manpower, skills and qualifications, and outlines a plan to build institutions and programs to meet those needs[†].

In May 2006, SIYAHA, the USAID-funded Tourism Development Project, prepared a fully comprehensive study entitled **Manpower and Training Needs Analysis of the Jordan Tourism Industry** (which was released in October 2007). The study provides analysis of the manpower structure in the tourism industry and an analysis of the training and education in the tourism industry. The study highlights strategic issues for manpower development in the tourism industry and ends by giving general recommendations for manpower training and education upgrade. A Manpower Training Plan (with a planned release date of) is being prepared by Dr. Joseph Ruddy, component leader of the Jordan Tourism Project. Although still in draft form, once it is released the report will be of great value to our analysis.

A Tourism Marketing Strategy 2005-2010 for Aqaba was prepared by IS-ASEZA (in February 2005). The strategy aimed at repositioning Aqaba as an international holiday destination, broadening the awareness of Aqaba as a holiday base and increasing the length of stay of the visitors to the city. To achieve the marketing strategy, it was recommended that ASEZA, in partnership with JTB and the private sector, undertakes several promotional activities designed to establish Aqaba as a clearly branded tourism destination.

[†] www.siyaha.jordan Jordan Tourism Development Project

The Tourism Marketing Strategy recommendation of establishing Aqaba as a clearly branded tourism destination was carried out later by a study entitled **Aqaba Tourism Training Strategy**, prepared by Dr. Stefan Thelen for IS-ASEZA in 2005. The objective of the study was to assess the training needs in the tourism sector in Aqaba to follow Aqaba's brand proposition as defined thus in the ASEZA brand manual; ***Aqaba is a destination that offers unique experiences supported by quality services, be they luxurious or simple.***

The key findings of the study are summarized as follows:

- More training is welcomed by employees and employers, specifically in learning foreign languages, customer care, and service improvement methods
- Employers are reluctant to employ more female personnel
- There is a substantial staff turnover in the hotel and restaurant industry
- The employers see Aqaba with a great potential of growing tourism services

In view of the mentioned findings, the following priorities regarding training were recommended:

- Training related to marketing and imaging of Aqaba
- Training that sets and maintains the expected high quality level of service provision
- Train-the-trainer measures for multiplication efforts
- Training the public of Aqaba through awareness measures to consider working in the tourism industry in the future, facilitating gender chances and adopting a positive overall image of tourism.

The branding of Aqaba was a vague concept to ASEZA and the public, therefore IS-ASEZA commissioned Dr. Heike Glaze to prepare a study entitled **Aqaba Tourism Quality System Development**, published in June 2007. The general objective of the study was to design and develop a Tourism Quality System for the main sectors of the tourism industry with the purpose of increasing the competitive ability of the Aqaba tourist product by improving and standardizing the quality level in tourism products and services. The study demonstrates in detail how Aqaba, as a model for Jordan, can obtain a quality label for the tourism industry.

The key findings of this study revolved around introducing the Aqaba label as an instrument to enhance quality in meeting the customers' expectations according to standard services, unique experiences and clean environment. Since ASEZA has been appointed to be the regulatory body responsible for taking the lead in establishing a structure that can coordinate the different stakeholders within the tourist sector in the zone and promoting Aqaba as a tourist destination with high quality standards, ASEZA's tourism section are responsible for coaching the hotels and respective hotel managers on all topics related to the Aqaba Quality Label. Therefore, it was recommended to train relevant ASEZA tourism section personnel to maintain the Quality process for a successful implementation of the Quality Label. A primary training topic should be Quality Management Systems in tourism and the development and roll-out of such a training module should be of prime near-term importance.

Conclusion on the review of the studies undertaken on assessing the education and training gap in the tourism sector

The studies reviewed for the purpose of this analysis gave general guidelines for the ACED Program's possible interventions in preparing the ASEZ community to enhance their participation in the tourism industry as employers and as employees. The National Tourism Strategy and the Aqaba Marketing Strategy provided a direction as to where and how tourism, in Jordan in general and in Aqaba in particular, is heading. Both strategies identified the strengths and the weaknesses of the tourism product on the national and the local levels, where resources should be invested and how competition in the regional and international markets should be pursued.

On assessing the education and training needs in Aqaba, the studies went from general to specific training needs. The first study gave a general overview; the latter was more specific in arguing that if the Aqaba Quality Label concept is adopted, then education and training are to focus on Quality Management Systems. The training target group however, was limited to ASEZA tourism division staff; whereas the ACED Program mandate is to integrate the whole Aqaba community in the ASEZ development. In addition, both studies limited their analysis on manpower in the hotel sectors, almost ignoring all other job opportunities in the tourism sector and other related supporting sectors.

The study prepared by the Jordan Tourism Development program SIYAHA entitled **Manpower and Training Needs Analysis of the Jordan Tourism Industry** was more specific and more comprehensive. The specific objectives of the research undertaken to prepare the report were as follows*:

1. To determine the knowledge and skills needs of persons employed in tourism
2. To establish job profiles and occupational categories for persons employed within the tourism industry
3. To identify and evaluate skill levels and qualifications of existing tourism industry employees
4. To assess employee skill deficiencies within the tourism industry
5. To determine the education market levels and needs in technical and higher education levels of hospitality and tourism education
6. To evaluate existing education provisions for the tourism sector
7. To determine the level of demand for higher education provision
8. To specify a framework for a strategy for effective education and training implementation

As part of the above study, the Aqaba tourism sector was analyzed in detail as to its projected demand for manpower and the quality and quantity of manpower expected to be in the market. All kinds of jobs were analyzed and reported. The study is a good reference in any education and training needs assessment in the tourism sector in Jordan and probably provided a background to the Human Resources Development plan for Tourism in Jordan 2008-2011, which is being prepared by Dr. Joseph Ruddy, component leader, USAID/ Jordan development project (SIYAHA). The plan is in draft consultation phase and once published will be of great value to our analysis.

* Manpower and Training Needs Analysis, Jordan Tourism Development Project, 2006

III. GUIDING PRINCIPLES

A. Market demand for manpower in the tourism sector in Aqaba

Aqaba comes second to Amman in employing the highest number, directly, in the tourism sector, followed by the Dead Sea, Petra and Rum. Table I shows the number of employees in tourism activity in the top five regions in Jordan in 2007.

Table I: Number of employees in the tourism activity in selected regions in Jordan in 2007[‡]

Region	Hotels	Travel Agents	Restaurants	Car rental	Tourist Shops	Guides	Horse Guides	Transportation	Diving centers	Water Sports	Totals
Amman	8739	2937	11008	619	227	621	-	951	-	-	25152
Aqaba	1379	137	1306	37	43	-	-	-	45	120	3067
Dead Sea	1567	-	-	-	15	-	-	-	-	-	1582
Petra	981	81	36	13	34	-	343	-	-	-	1488
Rum	77	6	42	650	11	65	270	-	-	-	1121

Tourism and its supporting services provide various jobs in different related areas like travel agents, tour operators, guides, drivers, marine sports, souvenir shops, and many others. For the purpose of this analysis, the hotel industry is used as an indicator for being one of the larger job providers, and the only employer in the tourism sector with more or less accurate statistics for present situations and future projections.

For Aqaba, room capacity is expected to double by 2010. At present, around 1400 employees work in hotels in Aqaba as shown in Table 2 below.

Table 2 shows that 25% of hotel employees are non-Jordanian of which only 7.5% are women. Except for five-star hotels, in general, most hotels are underemployed, considering that according to industry standards hotels need to employ 1.5 staff for each room they have.

[‡] Source: Ministry of Tourism Statistics

Table 2: Number of employees in hotels in Aqaba for 2007[§]

Aqaba	No. of Hotels	Rooms	Beds	Employees				Total
				Jordanian		Non Jordanian		
				M	F	M	F	
Five Stars	2	490	804	587	24	25	1	637
Four Stars	2	305	564	106	7	25	5	143
Three Stars	7	544	1,200	166	19	104	34	323
Two Stars	9	568	1,235	66	3	93	4	166
One Star	8	155	362	19	1	20	1	41
TOTAL	28	2,062	4,165	944	54	267	45	1,310
Apartments C	2	97	302	3	3	3	0	9
Suites C	1	59	118	8	1	5	0	14
Unclassified Hotel	14	257	661	20	0	26	0	46
Total for Aqaba	45	2,475	5,246	975	58	301	45	1,379

In addition to the statistics shown in the table, new tourism projects are under construction, and quite a large number of job opportunities will be available in the near future. Projected tourism projects are shown hereunder:

Table 3: Projected Hotel Rooms and Employees in Aqaba 2008-2011

Project	Description	Due	Rooms	Expected Jobs
Kempinski Hotel	Luxurious resort	Nov 2008	216	300
Ayla Oasis (phase I)	A waterfront development, including up-market hotels, residential communities, golf course, town center; marina, and cafes	2007	360 + Residential units	540
Saraya Aqaba	4 premium 5* hotels, and 2 boutique hotels to be operated by Jumeira and Starwood. Up-scale residential villas, souk Saraya, dining venues, recreational facilities, water park, beach club, amphitheatre, conference center, sports park and kids club	2009-2010	326 residential units and 1290 rooms	Initial 1500- Going up to 3000
Tala Bay	Residential and tourism resort; includes five 5* and 4* hotels, and one of them is a golf academy hotel	2008	2500	N.A.
Red Sea Resort	A tourism project that includes villas, club facilities and a gymnasium	N.A.	N.A.	N.A.
Royal Diving Club	Scuba diving training center, swimming pools, and a 3* hotel	2008	69	80
Golden Coast	Egyptian Company	2008	250	150
Palm Beach	Hotel	2009	39	47
Sarab Beach	Resort	2009	300	360
Aqaba Gateway	An entertainment and commercial center which includes a food court, 33 retails shops, 6 restaurants and coffee shops	In operation	---	160-200

[§] Source: Ministry of Tourism Statistics

The above shows some of the major ASEZ tourism projects expected to start operation within the next three years.

If we are to add to the hotels sector all the recreational and entertainment staff needed for restaurants, coffee shops, conference centers, diving and water sports centers, parks, shops, offices, and residential units, an estimated 45,000 job opportunities in the tourism industry will be available in ASEZ within the next two or three years.

B. Supporting sectors to the tourism industry

Besides the jobs that will be created which are directly related to the tourism sector, there will be many other jobs that will be created which are indirectly related to the tourism sector in view of the development of the tourism projects in ASEZ.

Areas of jobs that will be created by related tourism sub-sectors can be determined if the exemplary suppliers of products and services to the hospitality sector are considered:

- Advertising and promotion, signs, directional signs, menus, matches, napkins, flags, banners, travel guides, badges, tags, labels and many other similar items.
- Cleaning and maintenance detergents, air-fresheners, brooms, brushes, carpet cleaners, chemicals, disinfectants and many other items of the like.
- Food service equipment and supplies like kettles, chillers, containers, racks, knives, and cutlery.
- Guest amenities: bathrobes, gifts, hangers, alarm clocks, pens, pencils, publications, newspapers, hair dryers, etc.
- Management, accounting and finance, insurance, language translation, legal services, etc.
- Technology: computers, keycards, software, data warehousing, inventory control, credit card processing, telephones, etc.
- Furnishing and textures, uniforms, linen, bedding, towels, chair covers, etc.
- Environmental suppliers: air cleaners, filters, smoke removers, waste compactors and others.
- Fitness, leisure, entertainment, exercise equipment, televisions, movie systems, musical instruments, party decorations, water slides, water parks, portable dance floors, data-show screens etc.
- Florists, gardeners, interior designers, art objects, etc.

From the above we can assume that if we add the expected number of job opportunities that will be created, both directly and indirectly, in the tourism industry, to the existing jobs available, then we can determine the manpower needed to fill the jobs offered by tourism in ASEZ.

C. Market supply of skilled manpower in the tourism sector related to hospitality and tourism education and training in Aqaba

Two main institutions provide education and training in hospitality in Aqaba. No training is offered for any other skill in the tourism sector. Travel consultation, ticketing and reservation, essentials of tourism, tour guiding, events programming, tour planning and many other related skills are not included in standard training offered at this time.

The two hospitality training providers are:

- I. **The Aqaba University College:** Affiliated with the Balqa Applied University, which has adopted a Canadian Hospitality Program, the Aqaba University College offers two programs; a four-year Bachelor of Arts program and a two-year diploma program.

Table 4: Students enrollment at the Aqaba University College 2005-2008

B.A.	2005/2006		2006/2007		2007/2008	
	Male	Female	Male	Female	Male	Female
Hotel Management	14	1	3	3	35	8
Finance & Banking	11	15	15	20	13	11
Information Technology	9	8	14	21	31	32
Diploma						
Hotel Management	10	1	12	1	65	9
Tourism Management	-	-	-	-	17	6
Nursing	15	36	8	14	7	17
Finance & Banking	-	-	8	31	12	26
Information Technology	10	11	8	5	3	9
Management Information Systems	32	68	21	35	24	25
Accounting	59	45	23	29	-	-
Children Education	-	62	-	54	-	-
Stores Management	52	30	-	-	-	-
Total	212	277	112	213	207	143

Source: Aqaba University College registrar

One can determine the following from Table 4:

- Against the education trend in Jordan, in Aqaba, the total number of enrolled students, from 2005/2006 to 2007/2008, is decreasing rather than increasing.
- The number of female students is also decreasing from 277 in 2005/2006 to 143 in 2007/2008.
- Accounting and Stores Management, two very important subjects that are directly related to the tourism industry, are not offered in 2007/2008
- Although it is mentioned that a diploma is offered in hotel management, in fact those students are not educated in hotel management but rather in hospitality technical jobs like

cooking, housekeeping and front desk management. This has been observed during a workshop held with hotel management students at the University campus on May 12, 2008.

In view of the increasing demand of skilled manpower in ASEZ, there is an urgent need to build up the capacity of the Aqaba University College, both in numbers of students and in focus on tourism industry related subjects.

2. Vocational Training and Technical Education Center (VTC): in 1994, a hospitality program started in Aqaba. Since then, the VTC has been providing the hospitality industry in Aqaba with around 50 trainees annually. The program includes training in food preparation, food handling and catering, and housekeeping. VTC full enrollment capacity is 60 while actual enrollment for the academic year 2007/2008 is only 27 trainees. Relative to the modest resources available, graduates are adequately trained. Except for soft skills required for the services sectors, hotels are quite satisfied with the outcome. USAID/Jordan Development Project (SIYAHA) provided assistance to the Aqaba VTC in renovating and furnishing the hospitality section, providing new training equipment and upgrading the instructors' capabilities.

In general, students who enroll at the vocational centers in Jordan come from a weaker academic background than students enrolling in other community colleges or universities. Therefore, it is expected that the output of VTC's is less qualified even if they follow more or less the same training. During interviews with human resources people at different hotels in Aqaba, employers did not suggest any preference for graduates of the Aqaba VTC or the Aqaba University College for the same job. It is obvious however, that graduates of the Aqaba University College have more and better chances in career development.

The low enrollment rates in the hospitality programs available in Aqaba are caused by several factors of which the following are the most important:

- Information, awareness and advocacy: It is evident that there is a lack of information and public awareness on career options and opportunities in the travel and tourism industry. The impact of the tourism industry on the well-being of local communities is not fully realized at all levels, possibly not even at the policy-making level.
- Marketing of the tourism training programs: More aggressive marketing strategies need to be adopted to motivate more students to join the training programs for hospitality services that will provide more jobs in the market.

D. Training needs gap identified

There is a critical gap in the present and projected demand for manpower in the tourism industry in Aqaba. This gap is manifested in aggregate numbers, in content and quality of education and training available, and in focus on subjects to be delivered. There is also a gap in training providers as only public schools provide education and training in tourism. The private sector is not playing any role in promoting tourism skills training at this time.

- **In aggregate numbers:**

According to the recent draft study prepared by Dr. Joseph Ruddy, component leader, USAID/Jordan Tourism Development Project (SIYAHA), it is estimated that, between 2008 and 2011, the increase in tourism activity in Jordan will create an additional demand on direct labor that will reach 25,400 in total, which will require around 6,360 new jobs annually in Jordan.

The study had also analyzed the supply side of the equation and arrived at the conclusion that the tourism official and non-official education and training system will only be able to supply less than 1,500 annually, which will bring the training shortfall to around 4,850 annually in Jordan. Projections of the shortfall in manpower needed for the projected tourism projects in Aqaba can be made by comparing data from Table I with the projected high growth in demand for the planned Aqaba projects within the next three years.

Demographic trends: The Aqaba Governorate population of 98,750 (determined through a census carried out in December 2007) constitutes only around 2% of the whole population of Jordan in 2007. 45% of the population is female. With this small population, only 3,500 students sit for the yearly high school exams, and only 25% pass the exams (of which 60% are female students)*. Of the 950 who passed the high school exams only a few will voluntarily choose to join hospitality education and training programs. Career counseling in this case would lead to increasing the number but would still leave a critical shortfall.

▪ **In Education and Training Content:**

Traditional training dominates the training modules in the Aqaba University College and the Vocational Training Center. Minimal updating of the curriculum has an effect on both students and employers. The students are less motivated to join the hospitality program, and the employers are less satisfied with the outcome. Tourism is a dynamic industry that is growing faster than service suppliers are able to satisfy the diversified needs of the tourists. Computer skills, internet browsing, graphic design, foreign languages, international cooking (including oriental and Japanese food, and high-end desserts), adventure tourism, spa tourism, and many other subjects are only examples of what needs to be introduced to augment and update existing programs.

▪ **In Focus:**

The focus of both the Aqaba University College and the Vocational Training Center in Aqaba is limited to the technical part of the hospitality industry. Students are trained on how to become cooks, waiters, housekeepers, front desk officers, etc; however, communication, public relations, problem solving and other related soft skills are not part of the curriculum. Even when those subjects are included, they are not taken seriously and not offered in an integrated manner. The critical passing path in both institutions is whether the student can be a waiter or not, or can be a cook or not. Language is not successfully integrated in the education and training process, and English is the only foreign language offered.

▪ **Gender Related Issues:**

Despite the impressive progress achieved in women's access to education in Jordan, low female participation in the workforce is an obstacle to capturing a large part of the return on training investment. Aqaba is a place where traditional gender roles are very important whereby occupations are highly gender typified. It is considered by some to be shameful and unseemly for women to work in a predominantly male environment. Limited access of women to waged employment is a significant feature in the Aqaba traditional society.

* Jordan Ministry of Education statistics for 2004-2005

It is evident that the coming boom in the tourism industry is large enough to sustain women's willingness to participate in the economic activities, provided that women in Aqaba are seriously encouraged to engage more aggressively in working for the tourism sector, more specifically, in tourism-related sub sectors.

The following facts are to be taken into consideration:

- Higher percentage of women in the overall population of university and community colleges is a factor that provides an advantage in developing women's potentials to the fullest in order to improve the status of women in the tourism sector.
- It would greatly increase women's participation if there is an awareness of different and various options in the tourism sector.
- Tourism is a sector where women need to be empowered to have more job opportunities, better jobs, and higher income levels whereby they can develop a competitive edge in providing quality products and services as women are known to have high commitment level, personal motivation, social adroitness, financial competence, and general business skills.
- Women in Aqaba can get more active in tourism-related sectors like advertising, marketing, training, translation, catering, supplying linen, towels, aprons and many other products or services.
- Increased women's engagement in the tourism sector and in tourism-related sectors could be achieved by building up women's core competencies.
- The development of more sophisticated professional corporate cultures and improved business environments has triggered a positive impact on the status of women in the tourism industry. The social barriers to women's entry to the tourism sector have eased to a great extent. Now women themselves and their guardians are relatively confident of the professional code of ethics adopted by all businesses to protect all employees, including women.
- Tourism-related jobs and businesses are frequently created in the most underdeveloped regions of a country, which helps equalize economic opportunities throughout the nation. To improve women's participation in the tourism sector qualitatively and structurally, it is important to assess women's strengths and weaknesses with the objective of optimizing the benefits of their strong characteristics while addressing their weaknesses.
- For women to develop a competitive edge they need specialized training in entrepreneurship, information technology, quality management, accounting, marketing and foreign languages, among other subjects of interest to different individuals.
- If provided with the required information, the right support, and updated capacity building, women in ASEZ qualify to deliver high quality tourist services, directly and indirectly, that will upgrade the national tourist brand and encourage more women to join in the workforce in the tourism sector.
- To improve women's participation in the tourism sector qualitatively and structurally, it is necessary to examine Aqaba women's attitudes towards the tourism industry and to assess their competencies. It is important to inquire about their position towards the nature of the tourism industry, including the accessibility of the tourist locations, the non-traditional working hours, and the potential cultural limitations perceived regarding certain areas (limitations to working in

places where liquor is served, night shifts, close interaction with foreign men, and other similar situations).

- **Private Sector participation in delivering education and training in tourism**

Training initiatives in Aqaba are minimal, to the extent that they are unable to provide sufficient manpower to fulfill the needs of the booming tourism industry. The few private sector education and training providers that operate in Aqaba are simply not active in the tourism area. Further, the trade associations and other private sector training providers are also not active in Aqaba. As the hotels depend greatly on the public sector training providers available in Aqaba in addition to their own in-house training, the private sector 'could' play a pivotal role in accelerating the supply of skilled labor needed for the booming tourism industry if sufficiently motivated.

IV. HOW TO FILL THE SKILLS GAP AND TRAINING NEEDS FOR TOURISM AND SUPPORTING SERVICES IN AQABA

Formal education and training institutions tend to lag behind developments in the tourism industry, and in ASEZ these developments are booming.

Three strategic priorities for the ACED program action are suggested:

1. Tackling youth unemployment in order to facilitate young people's integration into the tourism industry labor market.
2. Promoting equal opportunities between women and men.
3. Developing ways of supporting employment transition from the informal sector to the formal sector.

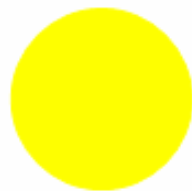
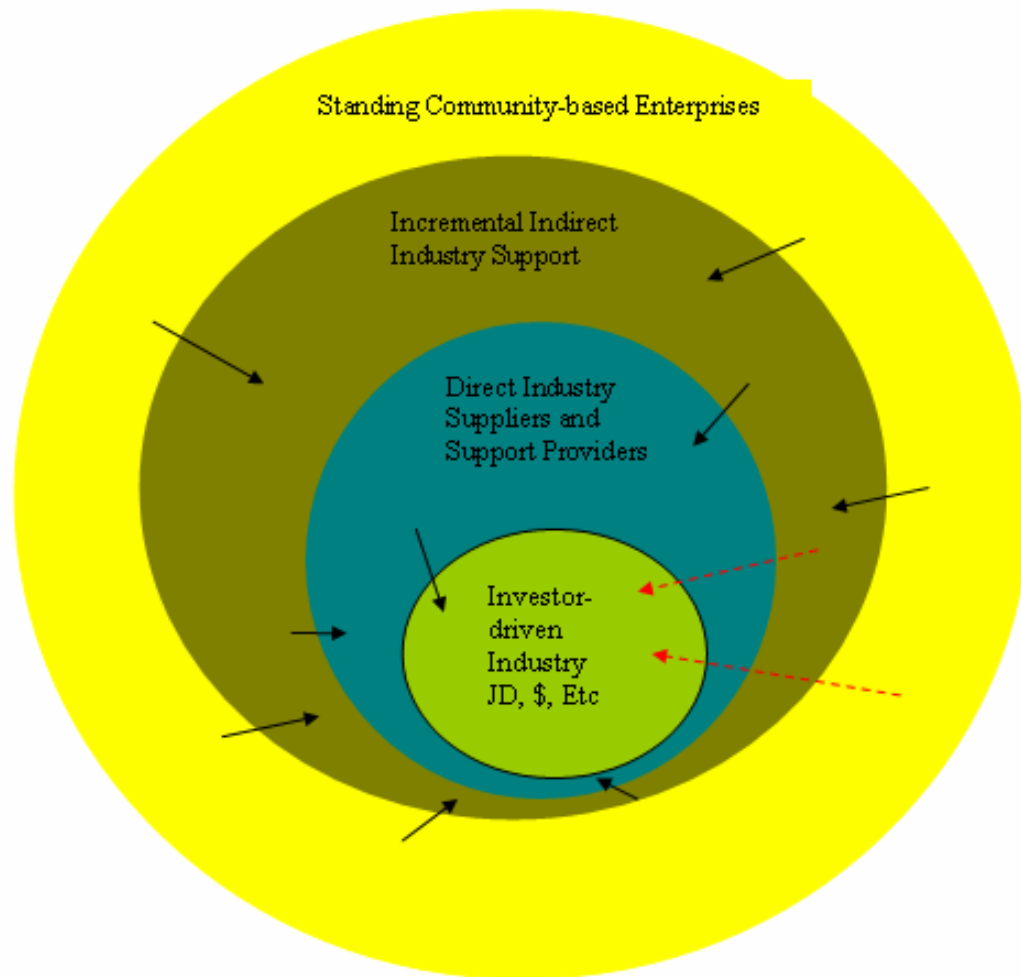
For the ACED Program to achieve its goals in supporting ASEZA and ADC in serving their constituents to maximize their benefits from the economic development taking place in ASEZ, it is important to highlight the underlying socio-economic cultural tension that has been created in Aqaba after it was designated as a special economic zone.

For the purpose of preparing this analysis, index expert interviews were undertaken during a field visit to Aqaba with executives from the education and training institutions and major employers in the tourism sector in Aqaba. The general impressions taken were as follows:

- Different organizations, including ASEZA, have overlapping roles in education and training. In the tourism industry, it is not clear who does what. More than one institution does the same thing at the same time. Efforts are scattered and redundant.

- There is a common perception that the only potential job opportunities available for the Aqaba people are to work directly with big hotels, but only as cooks, waiters or housekeepers. Some are expected to be receptionists at the most. If all efforts are exerted to recruit low-end employees at high-end investments, then, it is not surprising that the Aqaba people are not responding well to the awareness initiatives previously initiated by ASEZA in cooperation with donor programs. Education and training initiatives should not be limited to merely encouraging the local community to participate in the tourism industry workforce at low-paid, difficult hours, unstable, and low status jobs. The tourism industry offers many opportunities from high-end, well-paid, high status jobs downward to a spectrum of medium level and low-waged jobs.
- The local community in Aqaba is actually very far from the investment community, not physically in distance but in culture and perception. It is no wonder that the majority of the workforce in Aqaba is loath to either accept the low profile jobs in the high investments properties or else be labeled as apathetic and not up to the challenges presented by the economic development in their locale.
- Discussing the underlying socio-economic culture in Aqaba and the expert findings and impressions during the field visit to Aqaba with Mr. Larry Hearn, ACED Program COP, Mr. Hearn interpreted our discussion in the following graph (overleaf):

Area of Interest versus Area of Influence



ASEZA Area of Interest

May be able to influence people/business to move to serve next inner circle



ASEZA Target Area of Influence

Likely NOT able to influence people/business to move to serve the inner circle

Prepared by: Mr. Larry C. Hearn, COP, ACED

The focus of any education, training or awareness initiative should highlight the opportunities provided by the investment driven industry, in other words, where the money is. The Aqaba people have to come to the realization that those investments need to succeed in order to assure a prosperous ASEZ and attract more investments. To succeed, Jordanians in general, and the Aqaba people in particular, should partner with those investments in ways that are mutually beneficial to both the Aqaba people and the investors. Unfortunately, there is historical evidence that donors and support providers try to push under-privileged communities away into the forefront of the highly privileged sphere of investor-driven industries, where wealth and prosperity are concentrated in a much smaller sphere, but without taking the time and effort to prepare them for the big jump.

It is more feasible to take people from one sphere to the next one rather than letting them jump over the fences of three or four spheres all at once.

People in Aqaba can move, either gradually or by choice, from one position to the next; from the standing community-based enterprises position to working as owners or employees in the incremental indirect tourism industry support; and then to direct tourism industry suppliers and support providers, like food and beverage suppliers, sanitary products and toiletries suppliers, detergent suppliers, IT maintenance people, air-conditioning maintenance, carpenters, painters, flowers and plants suppliers, swimming pool maintenance, training institutions, etc. And finally, the Aqaba people will one day be working directly with tourism industry properties as managers, accountants, information technology specialists, information management system people, human resources specialists, training coordinators, marketing, public relations, catering and events managers, captains, waiters, cooks, housekeepers, security personnel, drivers, gardeners, etc. This will allow the local community members to choose the positions that suit their individual capabilities, likes and career options.

There is a need to further assist the Aqaba people and enhance their readiness to integrate with the in-country foreign investments. If not, there is a high likelihood that those investors will exert pressure on the Jordan government to import more foreign labor to meet their operational needs.

A. Assessment of opportunities for the ACED Program intervention in light of existing and expected demand for trained workers in the hospitality sector in Aqaba

Opportunity identification should focus on knowing the target group characteristics and on converting this knowledge into comprehensive training providers' understanding. Attaining this knowledge will help in identifying future opportunities and areas of the ACED Program intervention.

Opportunities are created whenever the supply of services falls short of the expected demand. The ACED Program can play an incremental role in supporting ASEZA and ADC in achieving their goal of integrating the Aqaba residents in the economic development that is taking place in Aqaba by providing technical assistance in three areas:

1. Education and Training.
2. Public awareness on the importance of the tourism industry to the lives of the average Aqabite.

3. Career guidance to educate the youth on the career options they can have in the tourism industry in ASEZ.

I.I.I I. EDUCATION AND TRAINING

Education and Training have been identified as one of the key instruments for the promotion of social stability and economic prosperity.

While designing an education and training plan to address a growth gap we need to identify the following:

- **The target group(s):** Who will benefit from the training program, where are they located, and what are their educational backgrounds?

The ACED Program mandate includes the support of ASEZA and ADC to assist the ASEZ residents to integrate in the economic development taking place in Aqaba within the next 4 years. By and large, the youth in Aqaba, male and female, aged 15-35 years, could be identified as a main target segment of the population for the ACED Program education and training interventions. More specifically, we can identify five main target sub-groups:

- a. **Hospitality students at the Aqaba University College and the Aqaba Vocational and Training Center:** ACED education and training interventions could greatly enhance target group competencies in certain essential skills areas. It will be particularly useful in thinking and behavioral skills that are commonly not addressed in formal education and training. Students who are unable to have access to this training may fail to successfully get a job in the tourism industry or may have difficulty in retaining employment. Companies in general are not assessing their current staff and future recruits on their business skills; however, they are now assessing them on a whole host of soft skills competencies pertaining to how well they relate and communicate to others. Although incorporation of essential soft skills is not a requirement in formal training, it is recommended to encourage training programs to address the need for these skills in a comprehensive and structured manner either as a prerequisite to a job interview in the tourism industry or through an on-job training program. Annex 2 explains in detail the soft skills needed for the potential workers in the tourism industry enterprises.
- b. **Students aged 18-28:** Students in schools, colleges and universities who follow programs other than tourism-related studies but plan to be working in the tourism industry as a career option or on a part-time basis should be considered in an integrated plan to enhance skills valued in the tourism sector. During the high season, holidays or special events, such as congresses or festivals, hotels and restaurants have to face exceptional peaks of work when the number of employees needed often doubles. The industry responds to these situations by maintaining a large pool of temporary labor on which it can draw in response to demand. These workers are likely to be young and/or female. Availability of this potential workforce is often found among students wishing to combine university or vocational studies with flexible working hours at hotels and restaurants, or as tour guides and interpreters. Seasonal employment and part time workers in the tourism and hospitality industry have grown substantially, and the skills of these workers need to be updated accordingly.

- c. **Women:** In general, women occupy lower levels of the occupational structure in tourism labor. More female students should be encouraged to participate in the training programs and become informed on the different job options they have in the tourism industry. Special programs should target women who seek flexible arrangements convenient as a means of balancing family obligations and work. Further, there are opportunities for women who can participate indirectly in the tourism sector either by working from home or with suppliers outside the hotel premises. Developments in information and communication technology allow a variety of operations in the industry to be directly and indirectly supported offsite.
 - d. **Adult education and lifelong learning:** These concepts actually target all age groups but fail in the category of continuous life training. It is meant to enhance the competencies of those already working in industry or planning to shift from one industry to another. Continuous learning has the advantage of being used to support rapidly changing circumstances, since it adapts more to new “soft” skills requirements of today’s industries. It also adapts more quickly to new technical skills requirements. Unfortunately, continuous training in the industry in Jordan is rare and courses are insufficient in number and in quality.
 - e. **Self-employed and family members of MSMEs and SMEs in tourism related industries and supporting industries:** A high proportion of labor in the hotel and restaurant business is family members of small entrepreneurs. In a global market, MSMEs and SMEs need to pursue new survival strategies, as they seem to be the weakest and most vulnerable members of the industry. They have to seek competitive advantages if they are to compete and maintain their market share.
- **Training goal(s):** To clearly identify what are the overall results or capabilities the trainees will attain by implementing specific training. For example, pass a supervision qualification test; get certified as soft skills trainers, get certified as an ecotourism specialist, get certified as an adventure tourism specialist, etc.
 - **Learning objective(s):** What will the trainees be able to do as a result of the training activity? For example, trainees will exhibit required skills in problem solving and decision making, exhibit required skills in delegation, demonstrate enhanced skills in communication in English with foreign guests and with training material, get qualified in specialty food (such as European deserts, Thai, Japanese, or other food preparation), certification in computer skills or presentation skills, become a certified ecotourism specialist or certified adventure tourism specialist, etc.
 - **Learning methods and activities:** What will the trainers do in order to achieve the learning objectives? Is it classroom training, field training, on-the-job training, language-lab training, oral, written or group training, or team forming? A quality training course should combine more than one method. Training duration is another factor which impacts the methods and activities that can be efficiently included in a course.
 - **Documented evidence of learning:** Evidence produced during the learning activity, like getting a grade, a certificate or an evaluation serves to document achievement. This documentation will add value to an individual’s CV, and should enhance the credibility of the individual’s qualifications for employment and promotion.

1.1.2 2. PUBLIC AWARENESS

Analyses of the present situation confirm a general impression that the Aqaba community has developed an apathetic attitude towards tourism prospects in Aqaba. The attitude of the Aqaba community towards embracing the tourism sector as a promising sector for their future needs to be addressed. Attending to their needs will enable them to maximize their benefits from the boom that is taking place in their own city.

Attitude is a hypothetical construct that represents the community's likes and dislikes for an item or an issue of concern. Attitudes are positive, negative or neutral views of an attitude object^{**}. To change the Aqaba people's attitude towards tourism, public awareness initiatives are to be introduced in a more structured and systematic manner and integrated with other communication themes and programs.

Previously, other public awareness campaigns have been carried out in Aqaba by ASEZA and other NGO's. Lectures, field visits and other social functions were organized to introduce the concept of accepting tourism as a major economic activity in Aqaba. However, these traditional awareness campaign modules need to be more focused, more innovative, more structured and more appealing to the community in order to achieve the desired goals of information exchange and mindset change.

Awareness is a somewhat broad and vague term, yet one that is intuitively widely understood. As part of a permanent and interactive communication flow, awareness-raising is a process which opens opportunities for information exchange in order to improve mutual understanding. It displays the use of competencies and skills necessary to enable changes in social attitude and behavior. To be effective, the process of awareness-raising must meet and maintain the mutual needs and interests of the actors involved: the Aqaba community, the tourism industry investors and the relevant employers.

An effective awareness-raising campaign strategy will employ a variety of different communication approaches and techniques to ensure that the central message is received and understood by a diverse audience. The most effective awareness-raising messages are typically short, simple, flexible and memorable. They should also be kept fresh and novel to ensure that people notice them and react positively to their inherent message.

Strategies to be adopted in developing a more value-adding awareness campaign include:

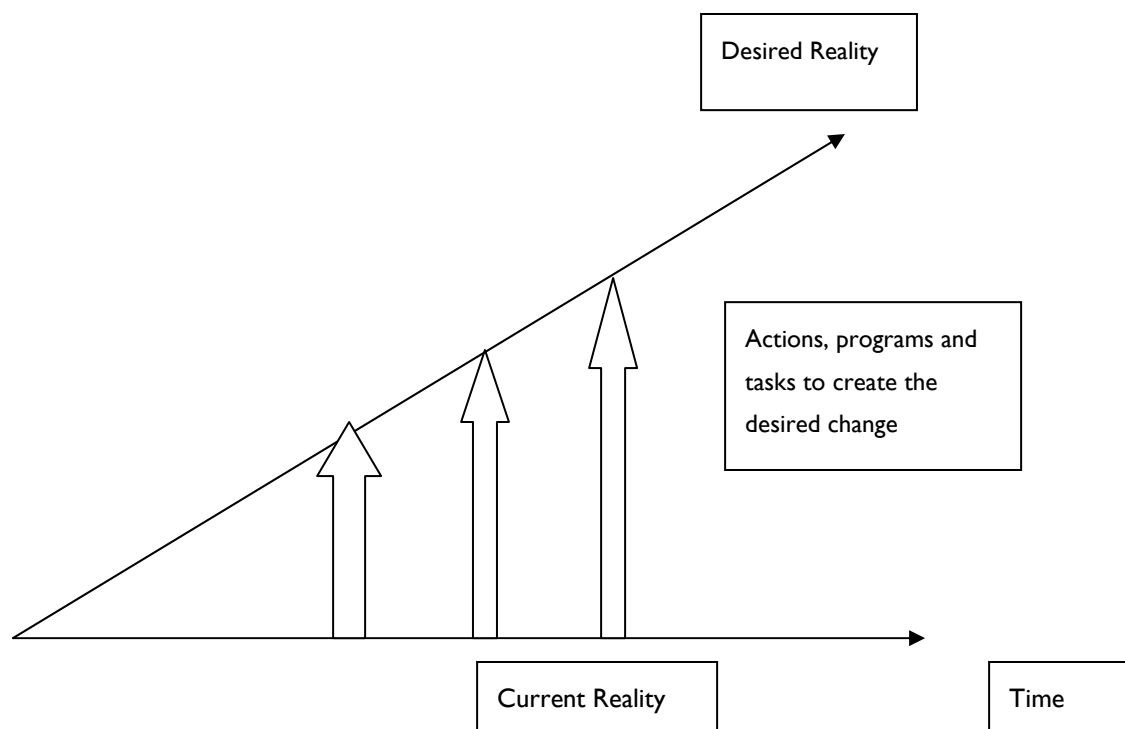
- Make it easy for people to change from prior commitments. One of the reasons people do not change their attitude is that they have made conscious or subconscious prior commitments. In Aqaba, people expect to be employed in the public sector as civil servants. ASEZA replaced the public sector as far as the Aqaba residents are concerned, and most of the potential working people have the perception that it is better to be employed by ASEZA or any public sector related workplace. Stability can be a prior commitment. Until they understand what the new opportunities are, people are usually not willing to let go off what is stable.

^{**} En.wikipedia.org

- Providing new information: Port cities are typically culturally open environments due to the passage of multiple origins of people continuously in the environment. However, although Aqaba is a port city, it has always been a closed city by choice of its citizens. Aqaba people have not been open to mingling with other communities of Jordanians or foreigners. Also, being a border city, with what was considered a hostile country for a very long time, has had its negative impact on the people and on the norms of the city. Until 1995, Aqaba was kind of a closed region for security and safety purposes. The tourism boom came as a cultural shock to the local community. They had little information about the opportunities it offered and were not aware of the very positive multiplier effect of the tourism sector on their economy. Not getting the right information about the positive impact of tourism on their lives created a gap filled with negative impressions, which are perceived to be contradictory with their values and beliefs. It is important to inform the community about the socio economic benefits they will gain if they choose to take advantage of the opportunities presented to them by big investors and mega projects
- Seek first to understand: Steven Covey's famous tactic to succeed. It is important to understand the reasons for resistance. Socio-economic studies presenting valuable information on the Aqaba community need to be taken seriously. With all the investments attracted to ASEZ, Aqaba is poised to take the lead among other governorates in Jordan. It is important that the Aqaba community gets the attention it deserves. Issues regarding education, health, gender, and social stability need to be addressed more effectively to enable the people in Aqaba and its future generations to integrate more comfortably within the coming social and economic development.
- Have compassion rather than be critical, as compassion has a way of building rapport with the target community.
- Gather influence from the Aqaba people. Advocates from the community need to be identified. Leadership opportunities can often lead to positive change if those advocates are well-selected and well-informed. It is acknowledged that there is a direct correlation between the level of credibility of information (and those who communicate it) and the degree of positive influence that it exerts on a community. The higher the level of credibility, the greater the degree of positive influence and behavioral change.
- Social Entrepreneurship is a key element to advance societies and to address social problems in an innovative and effective manner. Public awareness campaigns need to be carried out by individuals and organizations that are innovative, wide scoped and possess good outreach capabilities which can serve as a role model to other social entrepreneurs. The campaigns need to be sustainable and replicable by being adaptable to different groups in different locations. As a result of integrated awareness campaigns, direct positive impact will be manifested in quantitative and well-documented testimonies.
- Open venues for dialogue in traditional and non-traditional manners will contribute to the building of trust among the parties. Awareness campaigns must be tailored in a manner where the target group is empowered by information and education on the importance of the impact of the tourism industry on the lives of the people living in ASEZ. These results accrue directly, if they actually work in the tourism sector, and indirectly, even if they do not work in the tourism sector. To be effective, the program must take into account various differences in backgrounds, education levels, and individual concerns and interests of the

target population. The effectiveness of the awareness activities will not be measured only by how many individuals actually join the tourism education and training programs, but also by the value which these empowered individuals add to themselves and to their communities.

It is important to note that the transformation from a state of denial to a state of acceptance always takes time. During this time, communications activities and programs should be planned in an integrated manner and continually delivered in various formats and venues so as to achieve the objectives desired.



To change attitudes, people pass through stages:

1. Awareness: could be realized through activities that are eye-openers, and energizers (like showing films or role playing) are suggested activities at this stage.
2. Information: After the people are aware of the change that is to take place, they need to get information on what is coming and what economic opportunities they will have access to by virtue of the changes. This could be done through delivering lectures, providing statistics, referring to background texts, holding discussions and/or debates, and through offering competitions for case studies on controversial issues of concern.
3. Experience: Naturally, people want to experience what they have learned about. Guided field visits, workshops, internships, voluntary work during events, or during the high season, for example. The youth might be allowed to try working with a tourism establishment under an internship or “shadowing” program without being committed.

Common approaches to education in awareness-raising include:

- Train-the-trainer workshops and programs

- Formal and informal educational programs presented in local schools, colleges, adult learning centers and libraries
- Enhanced information

1.1.3 3. CAREER GUIDANCE

Career guidance includes delivering services to assist individuals and groups of any age, at any point throughout their lives, whereby they are able to make educational, training and occupational choices in order to better manage their careers. Career guidance is not only important for individuals, but can contribute to a number of public policy goals in education and training, and in labor market and social coherent equity.

- **Rural poverty:** People living close to or below the poverty line whose very understanding of the notion “choice” and “aspiration” is blocked by the harsh realities of survival need special attention. They do not realize that work is not just about the daily toil, but rather a path to self development; therefore, they might not initially see much use or value in “career guidance”.
- **The informal sector:** Like most Arab societies, the labor market has a very strong and important informal sector. The extent of which, by definition, is difficult to determine. This sector includes occupations in traditional arts, handicrafts and street vending that are not highly regulated or formalized, with few, if any, job descriptions, qualification requirements or occupational structures. Many of the jobs are low skilled and even unskilled.
- **Dominance of Small and Medium Enterprises (SMEs):** Most of the local economic activity is carried out within the context of SMEs. A lot of enterprises are family owned, micro-enterprises, employing less than 10 workers, most of whom are family members.
- **Labor movement:** Migrant labor and exported labor to neighboring countries is common in Jordan. Although the phenomenon has positive economic effects, the hemorrhage of skilled labor from Jordan negatively affects the economy. On the other hand, foreign labor is pouring into Aqaba to fill jobs that are not being readily accepted by Jordanians in general and the Aqaba people in particular. Career guidance is needed in highlighting the career paths and the benefits of all kinds of jobs related to the tourism industry to counter the common misconceptions that keep the youth in Aqaba away from joining the industry.
- **Moonlighting:** This practice of combining a day and an evening job, which can be very different from one another, to supplement the regular wage with an additional income is becoming more and more common, particularly in times of rising prices.
- **Socio-cultural issues:** Focusing on family influences, gender, patronage, fatalism and language, community leaders must consider these issues when planning any changes for the citizenry. Like in most Arab societies, families have influence on what occupations are pursued by members of the family or the clan. These decisions are related to the socio-economic status of the family, gender dynamics within the family, and cultural differences between more or less conservative families.

V. TERMS OF REFERENCE FOR THE AQABA SKILLS READINESS INDEX FOR THE TOURISM AND SUPPORTING SERVICES SECTOR

The Aqaba Skills Readiness Index (ASRI) for the tourism and supporting services sector will measure the preparedness of the Aqaba community to exploit the opportunities offered by the growing tourism sector. It will measure the propensity for the Aqaba people to leverage the opportunities offered by the tourism industry for development and increased competitiveness. The ASRI also establishes a framework which will map the enabling factors of such capacity. It is vital to develop frameworks for capturing the magnitude of the disparities indicated in assessing the gap in skills availability in order to design effective measures for reducing those disparities.

The underlying concepts employed in creating the ASRI are composed of three component indexes which assess:

1. The environment for tourism offered within the Aqaba community,
2. The readiness of the community's key stakeholders, individuals, businesses and government, and
3. The impact of the tourism development on stakeholders.

Two components are taken into consideration in computation of ASRI as follows:

- a. Tourism economic opportunities (the demand side).
- b. Employment enabling factors like:
 - i. Access, infrastructure and programs.
 - ii. Policies
 - iii. Supporting services
 - iv. Tourism Society, measures quality and extent
 - v. Economy, business and economic climate, competition, and the extent of private and public participation
 - vi. The social environment.

It is important to note that in human resources development, gap analyses are evaluated based on outcome variables rather than input variables.

To this end, one must evaluate the gap in relation to access to resources and opportunities in education and training in the tourism sector, rather than the availability of those resources and opportunities. If there are enough trainees who have access to those opportunities, then more training opportunities should be created either by present training providers or by new-comers from both the public and the private sector in order to address rising needs in the tourism sector.

The National Center for Human Resources Development (NCHRD) in cooperation with the European Training Foundation (ETF) had published a handbook of TVET Indicators in Jordan in December 2005. The handbook provides experts in the field with main definitions and methodological tools to develop key indicator projects. The handbook can be used as an example of good practice by providing clear examples for user institutions in Jordan. The handbook also gives some tools to analyze the coherence (or incoherence) between TVET providers and the labor market.

The tools given in the handbook should be applied to preparing the ASRI, which is composed of three main components:

1. The tourism industry environment which includes the market environment, the political and regulatory environment and the infrastructure environment.
2. The individual, business and ASEZA readiness for the tourism industry development.
3. The beneficiaries of the tourism industry development, including the individuals, the businesses and ASEZA.

Annex 4 to this report provides alternative methodologies which might be used to prepare the ASRI.

VI. PARTNERSHIPS

The ACED Program aims at enhancing Aqaba community development and strengthening the private sector. To achieve its objectives the ACED Program needs to work closely with the local community through ASEZA, ADC, investors, the employers and the local NGOs and trade associations.

Some NGOs have been active in providing career counseling services as was provided by the INJAZ program:

- **The Jordan Inbound Tour Operators Association (JITOA)** is another strong potential partner. During the last two years, JITOA was active in delivering education and training to the tourism industry personnel through their Travel and Tourism Education and Certification Program. In cooperation with the George Washington University, JITOA had been offering two certification programs:
 1. Events Management Certificate Program
 2. Destination Management Certificate Program

Both programs were delivered in Amman, and around 65 participants already working in the tourism sector were certified.

JITOA also delivers training in the English Language in cooperation with the Middle East University for Graduate Studies at the Language and Training Center:

- English for Tourism Course: This course helps students to develop essential English language skills needed to enable them to function in the local and international tourism industry.
- English for the Hotel Industry Course: Skills that are taught throughout the course to enhance effective listening and speaking to undertake essential tasks such as booking, confirming and making changes to a hotel reservation, describing conference facilities, writing faxes, e-mails, guest messages, and other essential functions. In 2008, JITOA trained 81 workers at the Hyatt Amman Hotel.

JITOA is willing to deliver the same training courses in Aqaba, provided they get support from a local partner in ASEZ.

- **Jordan Tourism Development Program (SIYAHA):** In May 2007, and in cooperation with the Ministry of Education, SIYAHA launched a National Awareness Campaign aimed at raising awareness about the importance of tourism to the national economy and changing attitudes towards the impact of tourism on the lives of the public through media campaigns. The campaign logo reads “BECAUSE TOURISM ENRICHES OUR LIVES, Tourism enriches individuals, families, communities and the world.” This campaign addresses different target groups: the policy makers, the media, the students, professional in the sector, and the public at large. The career counseling part of the campaign offers a wide spectrum of jobs available in the sector. The campaign is also active in Aqaba, and presumably may be available with the SIYAHA II project.

- **INJAZ Jordan:** Since its inception in 1999, INJAZ aimed at enhancing the skills of the Jordanian youth and increasing their participation in the economy to help bridge the gap between knowledge acquired through education and the skills required by the job market. INJAZ provides training courses in public and private schools, colleges and universities around the Kingdom. Part of its program is a Job Placement Program that includes: Job Shadowing Program, Student Exchange Program, Internship Program, and Job Fairs. In Aqaba, INJAZ works with 12 public schools and with the Aqaba University College*.
- **Other community development NGOs/CSOs:** Other organizations, projects or programs may be identified by the ACED Program according to criteria relevant to the objectives of this initiative.
- **The private sector:** The private sector must be encouraged and supported to come forward and play a role in providing education and training for potential and existing workforce members in the tourism industry. The ACED Program should initiate formal efforts to establish partnerships with private sector training providers and private sector firms which will benefit from the outputs of trained tourism workers.

* www.injaz.org.jo

VII. The way ahead

In view of the above it is recommended that the ACED Program takes the following steps:

- I. In the short term, the ACED Program needs to initiate activities to help prepare economically disadvantaged youth, and hard-to-hire and unskilled adults to become productive members of the labor force. This may be accomplished through providing the necessary support and facilitation required for the provision of new learning solutions urgently needed to assist the Aqaba community and its businesses.

The following plan for short customized training (overleaf) is suggested.

Proposed Training (from highly focused to generalized courses)	Target Groups (from general groupings to gender and/or age/experience related groups)	Learning Objectives (from general objectives relating to all groups/individuals to focused objectives such as those for women or part-time workers)
<ul style="list-style-type: none"> - English for tourism - Soft Skills - Computer skills - Job-Interview skills - Functional job skills - Introduction to tourism 	1. Hospitality Students at the Aqaba University College and AVTC	<ul style="list-style-type: none"> - Enhance communication skills in English with guests and training material - Enhance competencies - Provide access to better employment opportunities - Prepare part-timers to join the industry in full-time jobs - Empower women - Refresh and update knowledge for adults - Provide basic skills and coping skills - Provide job readiness - Provide workplace literacy and training
	2. Students aged 18-28 planning to work permanently or part time in tourism	
	3. Women	
	4. Adult learners	
	5. Self-employed	
- Train the Trainers	6. Trainers in public and private sector training institutions	- More effective and more credible source of information and experience.
- How to start your own business	7. Tourism sub- sectors/SMEs Support 8. Women entrepreneurs	- Support services to MSMEs and SMEs - Empowering women
- How to grow your own business	9. Tourism sub- sectors/SMEs Support 10. Women entrepreneurs	- Support services to MSMEs and SMEs - Empowering women
- Work-from-Home	11. Women	- Introduce options for women working at home
- Career Counseling	12. High school students 13. University and VTC students	- To assist students to make educational, training and occupational choices
- Public awareness	14. The Aqaba community at large	- To raise awareness on the importance of embracing the tourism sector as a promising sector for their future

2. It is also proposed that the ACED Program carry out the following studies to inform decisions supporting action planning in the near future:

- a. **The role of the private sector in the tourism industry education and training:** The fast expansion of new technology and the upgrade of the tourists' sophistication require a continuous change in the modes of delivering hospitality and tourism services. New job skills and knowledge are needed to keep the present and future workforce current with changing vocations and recent developments in the

industry. The public sector education and training institutions are less flexible and resourceful than the private sector education and training providers; therefore, the private sector should be encouraged to play a bigger role in delivering the required education and training for the tourism industry. The objective of this proposed study is to bring demand and supply for the workforce in the tourism industry together for integrating the required skills level and quality in education and training. The study will review and evaluate the role of the Aqaba Community College and the Aqaba Vocational Training Center in more detail. It will identify tools and models for cooperation among the public training providers, the private sector training providers, the policy makers, the employers and all other stakeholders, which will provide the ACED Program with recommendations for future interventions. All stakeholders in the tourism industry labor market will benefit from the study analysis and findings. The study will have a by-product of raising awareness for cooperation between the public and the private sectors.

- b. **"Partnership for Tourism Industry Training and Education"** program initiation: The ACED Program needs to recognize the importance of using the private sector resources and support to achieve its objectives in facilitating the provision of effective and efficient training programs. It is suggested that the ACED Program initiates an active partnership among ASEZA, ADC, public universities and training centers and the tourism private sector enterprises, as these entities are those who create jobs and expect to get a skilled, focused and motivated workforce from the Aqaba community. This partnership will ensure the provision of highly-trained professionals and practitioners from the industry to deliver customized, technical, managerial and general workplace skills. The partnership will be characterized by freedom and flexibility to deliver the training employers and employees need to ensure the provision of a skilled workforce. It will be able to respond quickly to changes on job skills required for the tourism industry and it will provide ongoing and customized training and education for new and existing workforce. The advantage of such a partnership is being able to combine the tourism labor market 'know-how' of employers with sound education and training expertise. This requires the development of common concepts, language and trust between partners from different environments. The private sector role in this partnership ranges from providing high quality training facilities and equipment, counseling, curriculum development, instructors' development, and enrolment procedures. It will also provide information on local labor market statistics and training needs.
- c. **A study on the demographics of the Aqaba Community:** There is a need to further assist the Aqaba people and the community in which they reside in order to determine ways in which to enhance their readiness to integrate with the foreign investments. If not accomplished, the lack of readiness and responsiveness of Aqaba becomes a threat to those investments which in turn may cause them to exert pressure on the Jordan government to import foreign labor to meet their operational needs. Aqaba community opportunity identification should focus on knowing the target group characteristics and on converting this knowledge into comprehensive training providers' understanding. Questions to address are: How the target group or groups feel about joining the tourism sector as a career option? What is their attitude towards working in hotels and other tourism projects? Where is it that training providers are missing in attracting their attention or

providing them with the comprehensive skills needed to enable them to fulfill their ambitions in getting a good, fairly paid opportunity in the tourism sector? Attaining this knowledge will help in identifying future opportunities and areas of ACED Program interventions. The partnership with the private sector active in the tourism industry will provide new learning solutions and will provide a model for a strategic public-private-partnership.

- d. **A Job Data Bank** is required to ensure better recruiting practices for the tourism industry in Aqaba as demand and supply are currently not well matched. This Data Bank could be established and managed by ASEZA, the related business associations, or any other concerned party.

List of experts interviewed

Name	Position	Organization
Abdullah Hassanat	Training Coordinator	MÖVENPICK
Adel Alkatatshah	Director	Vocational Training Technical Education
Bashar Salman	Project Monitoring Manager	SARAYA AQABA
Dyala Al Alami		ACED Program
Hussam Tarawneh	Vocational Education /Training Advisor	ACED Program
Joseph Ruddy	Component Leader	USAID/Jordan Tourism Development Project
Larry Hearn	Chief of Party	ACED Program
Lyali Nashashibi	Director of Communication & PR	MÖVENPICK Resort & Residence Aqaba
Mona Hawa	Tourism Director	ASEZA
Muhammad Abutaleb	General Manager/ Co owner	
Muzfi Amyan	The Dean	Aqaba University College
Nizar Al Adarbeh	Executive Director	JITOA
Salam Almalki	Tourist Information Center Officer	ASEZA
Samer Tarawneh	EC Program Coordinator	IS- ASEZA
Thalma Redwan	Tourism Training Coordination officer	ASEZA
Oussama Massoud	General Manger	Crowne Plaza Hotel
Zein Hbous	Training Coordinator	Intercontinental Hotel

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ANNEXES

1. Annex 1: Workshop with the Aqaba University College hospitality students

Focus group meeting

The Aqaba University College

Hospitality section

Date: 2008-04-22

Objectives:

- Assess the hospitality training in Aqaba from the student's point of view.
- Listen to the students concerns, expectations, and suggestions.
- Introduce basic information on preparation for a job interview and orientation on soft skills needed.

Participants:

\16 students

- Mr. Ammar / Hospitality department executive
- Mr. Hussam Tarawneh/ ACED
- Ms. Thelma Redwan/ ASEZA training coordinator
- Ms. Hala Ayoubi/ National Consultant / MMIS

Observations:

- 4 female students were present out of the 16 participants.
- 5 students are already working at hotels in Aqaba
- 1 student came all the way from Jerash to enroll at the Aqaba University College. This student is already working at a hotel, is satisfied with the lodging provided by the hotel and with the good salary he is cashing. He is also sending money to his family in Jerash.
- Another student is from Wadi Rum. He is also working at a hotel and satisfied with this opportunity. This student is married with a family.
- Some students complained about the long working hours during the field training at the hotels.
- Students are under the impression that they are going to be overworked while training at the hotel with a meager allowance of JOD 50.000 per month.

- The 2 year program includes, besides basic hospitality streams, preparing and handling food, housekeeping, front desk skills, communication, accounting, statistics, basic computer skills, Arabic, English, and research skills.
- Students cannot see why they need to pass the economics courses.
- Students complained that the English courses focus too much on grammar rather than on conversation, such that they ended up gaining minimal benefit from the training.
- One of the female participants expressed interest in getting a job as a guest relations officer, another hopes to work in the kitchen as a cook, and one wants to be a front-desk officer. The fourth did not know what to expect but was sure she could not work at a hotel.

The overall impression is satisfactory and the students were relatively satisfied with the program. It seems that most of them chose to join the program hoping to get a well-paid job. It appears they were either misinformed or brain-washed into believing that, no matter what, hotels are going to employ them anyway due to the urgent demand for trained hospitality candidates.

It was obvious that the students were not exposed to any of the skills needed to enable them to compete for the attention of the employers and assist them in developing their career strategies.

Communication skills, guest relations techniques, presentation and grooming are subjects they have heard about quite often, but clearly they were not sufficiently or adequately trained on during the 2 year program.

An introduction on soft skills needed for a successful hospitality candidate and job interview skills were introduced to the students during a 45-minute session.

Recommendations:

As part of the analysis under preparation to assess the gap in the training needs in the tourism industry in Aqaba, it is recommended that the ACED Program facilitate immediate training intervention in the following areas:

- Raising public awareness on entrepreneurial and job opportunities in Aqaba in the tourism sector and various related sectors.
- Providing career counseling to mid and high school students to enable them to choose their future career path focus by educating the students on opportunities offered in the tourism and related services sectors.
- Continuous English speaking courses for all levels that focus on the English language most commonly used in the hotel and tourism industry.
- Soft skills training
- Preparing resumes and job interview skills.

Annex 2: Soft skills training needs

Soft skills

Definition: A sociological term which refers to the cluster of personality traits, social graces, facility with language, personal habits, friendliness, and optimism that mark people to a varying degree. The soft skills compliment the hard skills which are a technical requirement of a job.

Companies are not assessing their current staff and future recruits on their business skills, but are now assessing them on a whole host of soft skills competencies that revolve around how well they relate to and communicate with others.

I. Personal Qualities

- Responsibility
- Self-esteem
- Sociability
- Self management
- Integrity, honesty
- Presentable – well groomed
- Communicate clearly and openly
- Good listener
- Empathetic responding

2. Interpersonal skills:

- Team player
- Mentor
- Leader
- Negotiator
- Accepting of others
- Motivator
- Delegates
- Works with culture diversity

Soft skills training:

- Assertive skills: key techniques to deal with bullying and confrontational or difficult people
- Communication skills: effective positive communication
- Conflict management
- Interview skills: writing a CV, interview techniques and presentation skills
- Personal impact training: what makes an impact and how you can make the impression you desire
- Stress management: how to create a balanced effective lifestyle
- Work life balance: striking the right balance between work and home

Issues to discuss:

1. Oral/ spoken communication skills
2. Written communication skills
3. Honesty
4. Team player
5. Self motivation
6. Initiator, doing things without being asked or persuaded
7. Work ethics, dependability, and being thorough and accurate
8. Critical thinking, challenging things when appropriate, and proposing alternatives to be considered
9. Risk-taking and daring
10. Flexibility, adaptability: adjustment to unforeseen circumstances
11. Interpersonal skills: relating to other people and communicating with others
12. Leadership skills: guiding and supporting others in order to accomplish something
13. Working under pressure: handling the stress that accompanies deadlines and other limitations or constraints
14. Questioning skills: Asking questions in order to learn or to clarify something
15. Creativity: Having the imagination to come up with a new ideas
16. Influencing skills: persuading others to think about or adopt a different point of view
17. Research skills: Gathering information in order to study or answer questions

18. Organizational skills: Being organized and methodological especially in work related situations
19. Problem solving skills: Analyzing the potential causes of a problem and coming up with a solution
20. Multicultural skills: Understanding and relating to people who are different or who speak a different language
21. Computer skills: Using basic computer skills
22. Academic, learning skills: learning new things quickly and thoroughly and being willing to learn continuously
23. Detail orientation: making sure that even the little things are done and done correctly
24. Teaching / training skills
25. Quantitative skills
26. Time management skills: using your time wisely and consistently staying on schedule and meeting deadlines
27. Business etiquette

Job interview skills

Be prepared:

- Be there on time
- Well groomed
- Know with whom you are meeting
- Know basic knowledge about the hotel
- What job you are interviewed for?
- What is expected from you doing that job?

Anticipate questions:

- Prepare answers to anticipated questions
- You also ask questions, for example on career path, progress, and expectations. Do not ask about the salary until you are accepted.

Types of interviews:

I. Traditional Job interviewing:

- Use broad-based questions such as, "why do you want to work with us?" and "tell me about your strength and weaknesses"
- By asking broad questions, employers are looking for the answer to three questions:
 - a. Does the job seeker have the skills and the abilities to perform the job?
 - b. Does the job-seeker possess the enthusiasm and work ethic that the employer expects?
 - c. Will the job-seeker be a team player and fit in the organization?

2. Behavioral interviewing:

A behavior-based method used by employers to screen job candidates. Knowing how to excel in this interview environment is becoming a crucial skill especially in the services sector.

- This method uses questions that probe specific past behavior such as "tell me about a time when you failed to achieve a goal?" Describe the situation, discuss the actions you took, relate to outcomes and specify lessons learned.
- Hobbies and volunteer work might give the employer an idea about your character

Employers use behavioral interview techniques to evaluate a candidate's experiences and behaviors so they can determine the applicant's potential for success. The interviewer identifies job-related experiences, modes of behavior, knowledge, skills and abilities that the employer has decided are desirable in particular positions, such as:

- Willing to learn
- Self confident
- Team-player
- Accurate, matriculate

Annex 3: Examples of short courses in English vocabulary for hospitality staff

An increasingly culturally diverse clientele has necessitated specialized training in English vocabulary to enable hospitality industry staff to enhance their communication level with guests from all over the world.

Trainees at the Aqaba University College complained that the English language classes they attend are of little benefit to them as the courses are more concerned with English Grammar than conversation and basic reading and writing.

Specialized training centers have designed English vocabulary training courses for hospitality staff taking into account the fact that about 80% of the staff had no more than Basic English language skills.

Following are examples of English vocabulary training for hospitality workers taken from one of the international training centers; the English Club⁶:

Hotel Vocabulary

Word <i>part of speech</i>	Meaning	Example sentence
adjoining rooms <i>noun</i>	two hotel rooms with a door in the centre	If you want we can book your parents in an adjoining room .
amenities <i>noun</i>	local facilities such as stores and restaurants	We are located downtown, so we are close to all of the amenities .
attractions <i>noun</i>	things for tourists to see and do	The zoo is our city's most popular attraction for kids.
baggage <i>noun</i>	bags and suitcases packed with personal belongings	If you need help with your baggage we have a cart you can use.
Bed and Breakfast <i>noun</i>	a home that offers a place to stay and a place to eat	I can book you into a beautiful Bed and Breakfast on the lake.
bellboy <i>noun</i>	a staff member who helps guests with their luggage	The bellboy will take your bags to your room for you.
book <i>verb</i>	arrange to stay in a hotel	I can book your family in for the weekend of the seventh.
booked <i>ad</i>	full, no vacancies	I'm afraid the hotel is booked tonight.
brochures <i>noun</i>	small booklets that provide information on the local sites and attractions	Feel free to take some brochures to your room to look at.

⁶ Englishclub.com

Taking a Reservation

Front Desk Receptionist

- XXX Hotels, Leila speaking. How can I help you?
- What date are you looking for?
- How long will you be staying?
- How many adults will be in the room?
- I'm afraid we are booked that weekend.
- There are only a few vacancies left.
- We advise that you book in advance during peak season.
- Will two double beds be enough?
- Do you want a smoking or non-smoking room?
- The dining room is open from 4 pm until 10 pm.
- We have an indoor swimming pool and sauna.
- We serve a continental breakfast.
- Cable television is included, but the movie channel is extra.
- Take Exit 8 off the highway and you'll see us a few kilometers up on the left hand side.
- The rate I can give you is 99.54 with tax.
- We require a credit card number for a deposit.

Checking Guests In and Out

Check In

Front Desk Receptionist

- What name is the reservation under?
- How long will you be staying?
- Are you planning on checking out tomorrow?
- I'm afraid you can't check in until after 4:00 pm.
- Complimentary breakfast is served in the lobby between 8 and 10 am.
- I'll give you two room keys.
- The dining room is on the main floor at the end of the hall.
- Just call the front desk if you need any extra towels or pillows.

Check Out

Front Desk Receptionist

- Are you ready to check out?
- What room were you in?
- How was your stay?
- Was everything satisfactory?
- Will you be putting this on your card?
- And how will you be paying for this?
- Would you like to speak to the hotel manager on duty?
- I'll just need your room keys, please.
- Have a safe trip home.

Housekeeping Vocabulary

Rooms in a House

Word	Meaning
Bathroom, washroom	the room for bathing and using the toilet
bedroom	the room where people sleep
dining room	room with a table and chairs for eating; in some houses this room is only used on special occasions
hallway	long narrow area that joins one room to another
kitchen	place for preparing food; sometimes has a table and chairs for eating informal meals
living room; family room	place where family spends leisure time; often has a TV, also used for entertaining
lobby	area in the front entrance for hanging coats and placing shoes
master bedroom	the largest bedroom in the house; used by parents
nursery	room for baby or young child

ANNEX 4: Suggested method for the preparation of the Aqaba Skills Readiness Index

To prepare any skills readiness index, we need to use indicators which are defined as: synthetic and which consist of pertinent information when considering the objective that it is supposed to measure.⁷ Indicators are tools that make it possible both to comprehend and report on the current state. An indicator is not basic information; it is a set of information that has been elaborated so that a phenomenon can be studied. Good indicators are:

- Relevant
- Able to summarize the information without distorting it
- Coordinated and structured to allow for them to be linked to other indicators
- Accurate and comparable
- Reliable

An indicator must:

- Measure distance in relation to an objective
- Identify problematic or unacceptable situations
- Respond to the concerns of policy-makers
- Compare its own value to a reference value, to a norm and to itself calculated for another period of observation
- A system of indicators must function like an instrument panel, facilitating the identification of problems and measuring their substance.
- Detailed diagnosis and the search for solutions will take place through complementary analysis and research⁸
- To build a good indicator, we need to identify the most important phenomena to be measured.

The structure of the Aqaba Skills Readiness Index for the Tourism sector could be composed showing aggregate indicators as follows:

⁷ Handbook of TVET Indicators in Jordan, ETF and NCHRD, 2005

⁸ Handbook of TVET Indicators in Jordan, ETF and NCHRD,2005

Tourism Skills Readiness Index

Component-Index	Sub-Index	Variables
Context indicators	Population in Aqaba	100,000
	Educational attainment for population (15 year+) by age and sex	Population (15+) by sex and age / total population by age and sex *100%
	Labor force participation rates by educational level and sex	TTL no. of labor force in the working age by educational level / TTL no. of population of working age by educational level *100%
	Employment rates by educational level and sex	TTL no. of employed by age, sex and education / TTL working age population by age, sex and according to educational level.
	Unemployment rates by age, sex and educational level	TTL no. of unemployed by age, sex and educational level / TTL labor force by age, sex and educational level
	Gross domestic product per capita	Gross domestic product / TTL no. of population
Participation (enrollment in educational or training programs) READINESS	Participating rates in TVET as a percentage of all participants of education/ training	TTL no. of all participants in TVET by sex / TTL no. of all students in the educational system by sex *100%
	Participating rates in TVET by institution as a percentage of all participants of education/ training.	No. of apprentices or students by institution / No. of all students in the educational system * 100%
	Participation rates in TVET by institution as a percentage of the relevant JSCED level	No. of registered vocational students in specific school yea / TTL TVET registered apprentices total in same specific year *100%
	Participating rates in TVET by institution as a percentage of all participants of education/ training.	No. of apprentices or students by institution / No. of all students in the educational system * 100%
	Participation rates in TVET by institution as a percentage of the relevant JSCED level	No. of registered vocational students in specific school yea / TTL TVET registered apprentices total in same specific year *100%
	Percentage of vocational education students to total TVET participants	No. of enrolled technical education students / TTL TVET participants in specific school year *100
	Distribution of vocational education students by sex and type of education	No. of registered vocational students by sex and type of education in a specific school year / TTL registered vocational students by sex in same specific school year *100%
Performance Outcomes indicators	1. Completion rates in TVET by program and sex	No. of completers by stream and sex / No. of all entrants in the first year X year ago by stream and sex (where x is the duration of the stream)
	2. Dropout rates in TVET by sex, and program	No. of dropout students, trainees from TVET by sex and stream / TTL no. of participants in TVET by sex and stream *100%
	3. Percentage of graduates in TVET by sex and program	No. of graduates from a specific TVET training program by sex / TTL no. of those who sit for final examination in the same specific TVET training program by sex
TVET policy framework	1. Gross enrolment rate in TVET by sex	No. of participants in TVET by stream and sex / Population by theoretical age for the examined JSCED levels *100%

I. Usage	Demand	No. of hotel rooms x 1.10*
		No. of restaurants x 10
I. resources		No. of Clubs x 10
ii. activities or process		No. of water-parks x 10
iii. outcomes		
	Gender ratios	No. of female workers x 100% / Total no. of workers
	Gap	
	Male	
	Female	
2. Readiness	Individual Readiness	Ratio of enrolment in hospitality centers over total no. of high school students
	Training providers Readiness	Ratio of enrolment in training centers over total capacity available
		Ratio of growth of total enrolment over last year 's
		Development ratio= % of young people that undergo training
		Employment integration= reducing rate of unemployment by a given %
	Policy-Makers Readiness	Employment relationship at macroeconomic level
		The gap between the needs of the economy and the operation or production of the education system
3. Impact		Life-long learning policies
	Impact on individuals	
	Male Employment	
	Female Employment	
	Average Male income/year	
	Average Female income/year	
	Impact on Businesses	
	Turnover rates	
	Ratio of foreign workers	
	Impact on Policy-Makers	
	Unemployment rates	
Male		
Female		

Data Sources: The required data for the above indicators and ratios are derived from a variety of measures; statistics obtained from hard variables and soft variables. The data will also be collected from questionnaire responses.