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USAID Youth Power

Community Asset Mapping Analysis Report – Ajloun City

ACRONYMS

CAM Community Asset Mapping

CBO Community Based Organization

MEL Monitoring, Evaluation and Learning

USAID U.S. Agency for International Development

YP Youth Power

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1. **Introduction**

**Purpose**

Community asset mapping (CAM) assessment is three-fold. Firstly, it has an organizational mapping tool which is a survey that identifies stakeholders/entities, their role in the community, and their service provision. Secondly, a community mapping tool which is a survey that aims to capture the community’s needs and barriers. Thirdly, a focus group discussion with youth to digest the results from the two surveys, and identify unique opportunities and challenges to the community. The process of mapping is guided by youth, designed to enhance their agency, self-efficacy, and initiative programming.

**Methodology**

Community asset mapping tools were designed and developed on tablets, for mobile data collection, by the USAID YouthPower MEL team. Data was collected through two types of surveys, and a focus group. The surveys are framed around six main categories which aim to capture a holistic experience of the youth in the community:

1. Youth development
2. Educational environment
3. Health
4. Social environment
5. Inclusion
6. Community services

The first is a survey is the organizational mapping survey used with any institution in the area, to inquire about the institution’s services, resources, and challenges. The second is a community mapping survey used to investigate the challenges, barriers, and importance and quality of services and resources in the community. This survey incorporated anyone from the community irrespective of their age.

31 youth from Ajloun are trained on conducting community asset mapping. After completing the training successfully, youth are split into groups of five, with one youth leader functioning as a focal point for each team. The map of Ajloun is then divided into blocks that identify which part of Ajloun that team will be mapping over the upcoming three days.

The results from the two surveys are preliminary analyzed to guide a focus group discussion with youth from the community, to gain deeper insight on the highlighted issues in their community. The CAM report is a compilation of all these results and analysis.

1. **Demographic Information**

Governorate: Ajloun

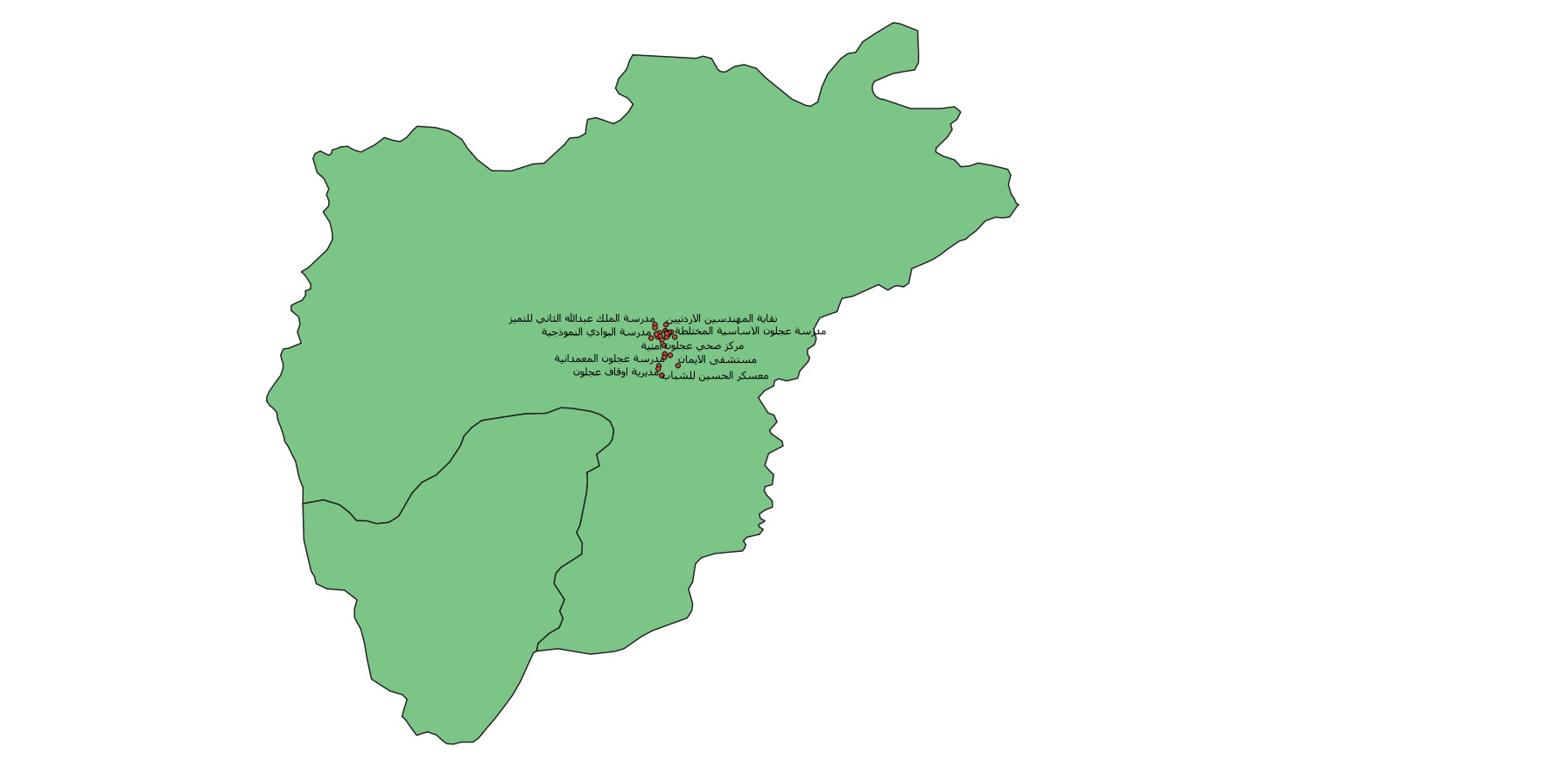
District: Ajloun City

Institutional sample size: 30 institutions.

Community sample size: 195 participants.

Focus group size: 15 participants.

All participants were Ajloun city residents.



* The nationalities surveyed were as follow:
  + 91% Jordanian
  + 1% Palestinian
  + 7% Syrian
  + 1% *other*, specifically Egyptian
* The age group surveyed ranged from 12-74, 65% of the sample were less than 30 years old.
* The gender distribution was comparable between males and females (53% males & 47% females).
* Below are the sex & age distribution:

1. **Main Findings**

This report uses the outline of the community mapping survey and inserting the relevant information from the organizational mapping results and the focus group discussion. It is broken down into six categories:

1. Youth Development
2. Educational Environment
3. Health
4. Social Environment
5. Inclusion
6. Community Services

**YOUTH DEVELOPMENT**

The first section of the survey examines the opportunities for Youth Development within their community.

Question 1

How would you rate the following youth outlets in your community? Participants had a three-point scale b*ad, average,* and *good*, with the options of *I do not know,* and *does not exist*.

Summary

1. The space with the lowest rating was *disability-friendly places*, 31% rated it as *bad*, with an additional 19% saying it *does not exist*, totaling 50% of all responses.
2. *Library* was the service which was most noted to *not exist* (28%), with an additional 21% rating it as *bad*, this equals to 49%.
3. The best-rated outlet for youth was *spaces for men to gather*, 80% rated it as average or good.
4. The majority of the youth outlets were perceived as *average*.

Below is a table with the results of the institution survey on youth outlets:

**Disability-friendly public places** relate to how well adapted are youth outlets for persons with disabilities, specifically, public spaces. It is the lowest rated service in this category. 50% reported the service as *non-existent* or *bad*. Only 15 out 30 noted being inclusive to persons with disabilities, however this does not necessarily mean that they were physically accessible to persons with disabilities.

Focus group discussion:

* General accessibility needs to be worked on. Considering practical solutions for persons with physical challenges such as ramps. They may advocate and partner with relevant NGOs/CBOs to make public spaces more accessible**.**
* Lack or absence of the necessary laws and policies binding to official and non-official entities in order to ensure facilities for persons with disabilities.
* Associations working with people with disabilities only provide assistance but do not implement activities to integrate them into society, or activities to support them. In addition, these associations have no promotion. There are no activities that integrate persons with disabilities into the community.
* The community does not accept persons with disabilities and is violent towards them. Parents of persons with disabilities are worried about them and the available centers are ineligible to use. There is an alarming amount of violence against persons with disabilities. This leads to parents being more warry and hesitant of having their kids leave the house.
* Organizations and the community believe that servicing the 3% of persons with disabilities is unimportant. A research conducted in the area found that 1030 males and 1049 females had mild disabilities while 400 had severe levels of disability.

**Library** is the next lowest rated outlet. Eight libraries were identified through the organizational mapping. However, none were public libraries per se; they were parts of greater organization. Only two were open at hours youth may benefit from (past 4.30pm), one the is a non-profit and another which is governmental.

Focus group discussion:

* There is a public library that was built to meet the governmental requirements however it is now permanently closed. When it was open, the library did not have enough books. Most of the books were irrelevant to youth and school/university students could not really benefit from them. Since the library closed, the entrance to the library turned into a dump. An additional challenge is that this library is far, so thinking about transportation would be useful.
* Some youth noted that there are existing employee(s) for the public library. However they do not open it.
* There are no printing services in the libraries in the area.
* Youth may first try to explore those existing organizations and how they may cooperate to make them accessible to all. Alternatively, they may employ social, institutional, and leadership efforts to make changes by advocating for the public library to open, and get better books and printing services.
* The youth could also create their own library through book donations, and finding an appropriate space that may support this service.
* There is high scrutiny from citizens and youth towards libraries, however, there is a fair share of youth who want a library.
* Generally, there is a lack of campaigns on the benefits of municipal facilities, mainly because they are built to meet requirements but never activated.

**Sports/Sports teams/competitions** was noted by 36% to be *bad* or *non-existent*. Youth in Ajloun city do not have enough sports and sports teams with 54% rating it as *good* or *average* (the remaining *do not know*). 11 spaces were identified, mixed between governmental, for-profit, private and non-profit. The only facility with public access is the Ajloun city sports club, and is open from 6pm-10pm.

Youth may leverage the Ajloun sports club to create sport activities.

**Learning opportunities in the community** specifically outside schools, 31% reported this as either *bad* (24%) or *did not exist* (7%).

Youth have an opportunity to create learning & training activities for topics that matter most. They could also use direct problem solving skills and partner with the appropriate organizations. This will be investigated in the upcoming pages.

**Entertainment** refers to movie theatres, parks, cafes and clubs.This was the fourth lowest rated outlet; rated as *good* or *average* by 67%. The organizational mapping results indicate that the theatres, cafes, youth centers and others are relatively present.

The remaining of the youth outlets seemed to be doing relatively well, based on community feedback.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Bad | Average | Good | I don’t know | Doesn't Exist |
| Spaces for women to gather (houses, mosques, café, clubs) | 17% | 36% | 28% | 11% | 8% |
| Spaces for youth to gather (CBOs, parks, municipality space, schools) | 15% | 45% | 28% | 4% | 8% |
| Organized activities (@CBOs, @NGOs, youth leaders) | 15% | 45% | 27% | 10% | 3% |
| Spaces for men to gather (streets, houses, café, mosques, clubs) | 13% | 40% | 40% | 7% | 2% |
| Youth clubs and associations | 11% | 43% | 38% | 7% | 1% |

Question 2

How accessible are these following out of school services in your community? Participants had a four-point scale *never accessible, sometimes accessible, & always* accessible, as well as *doesn’t exist*. Services will be ranked based on the percentage of participants that rated it *never accessible*.

Summary

1. Business resources (grants, business plan, & financial guidance) is the least accessible service (26%). When combined with those who rated it *non-existent*, they constitute 42% of responses.
2. The service which is least accessible and least existent is *art, music, and theatre activities* (44%).
3. Other educational resources such as scholarships & application information, ranked third least accessible. 20% reporting it is *never accessible* and 19% rated it as *non-existent*.
4. The majority of services/resources in this category was rated as *sometimes accessible*.

**Business resources** was rated *never accessible* by 26% of participants making it the least accessible resource. However, 48% said it was *sometimes accessible* and 11% *always accessible*. Five organizations reported having business development training, four were governmental and one was non-profit. Two of which provide free services, one is not always free, and the remaining require fees.

Youth may consider these resources and their effectiveness. They could also create partnerships with these organizations and trainings to increase accessibility, and cater to their needs.

Focus group discussion:

* Business resources are provided by private businesses, if it is temporarily open to public it just a stunt not to actually educate/train. Moreover, trainings and resources all require a fee, unless a short term publicity stunt which is effectively useless.

**Art, music, & theatre** was rated as *never accessible* by 20% while 24% said it was *non-existent*. Eight organizations provide music & art services; they are a mix of governmental, for profit, private, and one is non-profit. Based on the community ratings they may not be sufficiently active or accessible. Their operating hours are not accessible to youth (close by 4.30pm), with the exception of one which does not require a fee for its’ services.

Focus group discussion:

* Activities are non-existent due to the absence of cultural centers.
* A need for more cultural activities.
* Although the community is supportive, resources are unavailable to incubate talent. Young people in need of support.
* No institutions are there to teach music classes for interested students.
* There is no service/institution to identify hidden talents.
* The few current spaces for this get locked up and/or do not run a program in the space. Or exploit the space for personal benefits, rather than for the community.

**Other educational resources** such as scholarships and application information had 20% of respondents rating it as *never accessible* and 19% said it was *non-existent*. Five organizations supply such resources, mixed between private, governmental and one non-profit. Only one organization provided support with applying for scholarships.

Focus group discussion:

* There is a lack of interest/trust in the scholarship process.
* There is a fear of youth approaching the scholarship process. Lack of awareness, guidance, and experience of youth about the application and scholarship process.
* Youth not prioritizing their further education because they believe it does not provide additional/better working opportunities.
* Success stories are nonexistent; raising awareness is needed.
* No grants provided to youth, therefore, they seek work in the military sector to secure employment
* Scholarships do not provide personal allowance for example transportation allowance. Which is too much for youth to pay.
* Youth are not aware of scholarships that provide full coverage with allowance money.
* To apply for scholarships it requires going to Amman which means transportation costs. In addition to apply for a scholarship, there is a fee. Coupled with high uncertainty of even having a chance, people just do not apply.
* The presence of nepotism in the scholarships discourages youth to apply.
* International scholarships require 30k in the bank, which youth/parents do not have.

**Debates/structured youth conversations** ranked fourth *least accessible* and *least existent* (31%). 14 organizations said they had community/youth centers, most of which were open on weekends (at least for one day), making it more accessible to youth.

Youth could create a forum where they tackle topics of interest, partnering with an organizations which work with youth. They could start with topics of interest found in this report.

Focus group discussion:

* Youth centers play a major role among youth to create a more inclusive environment. However, youth centers are ineffective.
* Programs that come into Ajloun are the same programs from years ago. It is reminiscent of the public educational system. Youth work itself in the whole area is a transfer of activities. There is no creativity. The learning has stopped years ago.
* There is an absence of a debate club or English conversational club, so interactions are limited.
* Youth center officials in Ajloun do not consult youth in the annual plan of their centers
* The problem of youth centers and associations have activities and proposals that need support. Resources are limited to effecting initiatives and activities within the area.

**Computers at computer center** refers to actual accessibility of computers within computer centers. Computers are sometimes locked, or only open at times when youth are at educational institutions or work. 28% rated them as with *non-existent* or *never accessible*.13% said they are specifically *non-existent* which also matched the accessibility of *computer centers*.

Youth may partner with such centers and identify the barrier to accessibility, as they seem to exist; advocating to make a change.

The focus group may be able to provide insight on what the exact barriers between the youth and service provider, and the need for these services.

The following are relatively accessible:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Never Accessible | Sometimes Accessible | Always accessible | Doesn't exist |
| Computer center | 19% | 56% | 13% | 13% |
| Employment skills training | 15% | 61% | 13% | 11% |
| Life skills/activities (communication, teamwork) | 14% | 55% | 21% | 10% |
| Computer courses | 12% | 59% | 20% | 9% |
| English language courses | 12% | 62% | 21% | 6% |
| Internet knowledge station | 11% | 66% | 11% | 11% |

Question 3

This section groups support and guidance resources for youth. In many communities often do not have external forces to reach out to, and provide guidance.

Have you heard or been part of (participated in) the following programs in your community? Participants had a two-point scale option *yes* and *no.*

Summary

1. Community Radio is the least present program 72%.
2. Girl Scouts is the second least present 51% said it was non-existent.
3. Mentorship (both psychological, or career) ranked third least existent (49%).
4. Generally, 49% of such programs do not exist or have not been heard of.

**Community Radio** is the least available program.

Focus group discussion:

* “Radio Ajloun” will be launched in the near future.
* Youth voices and points of views are not taken seriously in the local community.
* Youth may start their own station, or be part of a station, where they record their own show or part of a show. It provides the community with broadcasting as an educational tool, promotion of traditional culture, communication and information sharing, entertainment, and a place for voicing concerns and challenges. Research has shown to improve livelihood of a community.

**Girl Scouts** is the second least available program. This is gender separate to identify if it more available for one. In the Ajloun it is available for both females (49% availability) and males (61% availability). Five institutions noted that they have *girl guides* in a leadership role, and six with *boy guides*.

Focus group discussion:

* Lack of interest in female scouting, simply because lack of information/awareness directed at young people.

**Mentorship,** 49% of participants said it did not exist/did not hear of it. Nine intuitions provided youth mentorship of which four were governmental, three non-profit, one CBO, and one private.

Focus group discussion:

* 60% of schools in Ajloun lack mentors. For example, 60 schools may have a guide and 100 schools do not have one.
* Students could create or be part of becoming mentors for younger students. This is actually an initiative which one of the youth had done while she was in school, and it ended when she graduated.
* Another idea is to train mentors (increase their competency level). The training can be open to students and teachers.
* A suggestion was to advocate an increase in the number of mentors and their competencies to the Ministry of Education.

The remaining programs scored over 50% in the community if they heard of or participated in them:

|  |  |  |
| --- | --- | --- |
|  | No | Yes |
| Boy scouts | 40% | 61% |
| Religious guidance/counselling | 40% | 61% |
| NGO-CBO guidance/counselling activities | 42% | 58% |

Religious guidance or counselling is often a positive outlet for youth to converse about issues and decisions they need to make, it serves a similar purpose as mentorship, however is typically more accessible to smaller communities as seen here. NGO-CBO guidance and counselling is a great way address youth relevant problems. This seems to be well utilized. The institutional mapping analysis indicated that various organizations provide youth guidance which are all governmental with one non-profit. These could be made more effective through partnerships and youth initiatives.

Question 4

Does your community provide the following to assist the process of entering the workforce? The answering options are *no/somewhat/yes/I don’t know*.

Summary

1. Entrepreneurial support and career counselling both ranked as the least supported tools for employment, 32% said they were unassisted.
2. Job fairs is the second least supported (28%).
3. The average for this category was 25% saying that there was no assistance for youth employment.

**Entrepreneurial support** was reported by 34% of participants as *somewhat* supported, while 20% said *yes* there is support (combined are 54%). Four governmental institutions reported providing business development services, and one non-profit.

Focus group discussion:

* Entrepreneurial support is provided by private businesses so it requires a fee. Others need to spread awareness about their initiatives.

**Career counseling** 32% said that there are no career counselling for youth, 31% said somewhat.

Exploring career paths, career development goals, and other career decisions are critical. Career counselors are individuals with the expertise to provide such guidance. Youth may start an initiative where they have a day in the month where they bring career counselors to speak with youth by partnering with an institutions who has someone reputable. They can also advocate for such a resource through their educational system. Or partner with NGOs/CBOs around the kingdom to bring in professionals to come and speak with youth in their community.

**Job fairs** were reported by 28% as *non-existent*, and 36% said *somewhat*.

Youth may create partnerships with institutions and leadership to organize a job fair. This would provide youth with employment opportunities inside and outside their community. **Volunteering opportunities in the workforce** could be part of a job fair (22% said they are *not available*). Youth can sign-up or apply to volunteering positions that help build up their capacities.

**Internships** and **Training for Job Placement** serve the same purpose, to gain work experience, whether paid or unpaid. 25% training for job placement was *not available*, and 22% said there are *no internships*. Ten organizations noted that they had internships, and nine noted that they had on-job training (six of which overlapped).

Bringing such opportunities to the community would require strategic partnerships with companies and organizations where youth could intern or train for job placement. Youth must incentivizing such companies by underscoring their location or other specific reasons why those companies would want youth from their community.

**Vocational training** was rated as *somewhat* or *yes available* by 83% of participants. Four organizations said they provided vocational training, two governmental, one non-profit, and one private.

Question 5

Which places do youth gather when in your community? The participants selected all the types of spaces youth gather in Ajloun.

Summary

1. The most selected space for youth gatherings are coffee shops or cafes with 143 selections.
2. Community centers/youth centers ranked second with 108 selections.
3. On the street ranked third highest.
4. The least utilized space is municipal halls with 30 selections.
5. The second least used sport facilities, 32 selections.
6. The third least is private homes 47.

**Coffee shops/cafes** (143 votes)& **community centers** (108 votes)were the highest ranking youth gather spaces. This is a healthy indication given that they are youth. Indicating interaction and positive youth growth.

The interest is in spaces that youth are not utilizing.

**Municipal halls** is the least utilized space for youth, 30 participants out of 195 selected them as one of the spaces for youth to gather. There are three organization which reported having municipal spaces/halls, however their opening hours are from 8am-3pm as they are governmental entities.

**Sport facilities** is the second lowest ranking space, 32 participants selected it out of 195. Five organizations had sport facilities. However, their opening hours were all limited; from 8am – 3pm, and one was from 8.30am – 4.30pm. Two were governmental, two private, and one for-profit. Question one provides more depth; 36% of participants are *unsatisfied* or said that sports do not *exist*, which may be due to lack of sport facilities, and none being open during hours that allow youth to benefit.

**Private homes** were ones of the least used spaces, 47 votes out of 195. This is healthy, indicating that they have other spaces to gather.

**Football grounds** were selected by 64 participants as spaces for youth gather. Six organizations reported having football fields, four of which are accessible by all modes of transport, two of which are open in hours when youth could benefit (after 4.30pm).

Below are the remaining spaces:

|  |  |
| --- | --- |
|  | Count |
| Parks | 89 |
| Clubs | 75 |
| CBOs | 50 |

There was one answer under the *other* option; University. Which is a great space for youth to gather. It can be utilized for various youth initiatives which must not be dismissed.

**SCHOOL EDUCATIONAL ENVIRONMENT**

The questions in this section are exclusive to the experience in schools.

Question 6

In your opinion what are the three most important issues in schools Ajloun? It allows the community to give open answers, there are no set answers to select from.

Summary

1. Violence/bullying was the most important issue, reported 104 times from a total of 195 participants.
2. Drop-out was stated 100 times.
3. Schools being overcrowded was stated 98 times.
4. Attendance was stated 61 times.

**Violence/bullying** is the most mentioned issue by participants. This is very indicative especially that participants mentioned it without being probed with answer choices. Question 8 (pg. 7) will further delve into this.

**Drop-outs** is the next major issue with 100 mentions (meaning 51% of the participating mentioning it in their top three issues).

Dropout rates may be linked to a negative school environment, fees, family responsibilities, no added value in the school system and more. Youth initiatives in this topic will vary depending on the root cause of the high dropout rates. Awareness campaigns could be effective if there is evidence that school education increases employability and a better life in general. If it is a negative school environment youth may organize an intervention making it a more positive space, through painting walls, and planting. This could be a topic for youth to address through community leaders or advocacy campaigns for longer lasting changing in the environment.

**Overcrowding** of schools is often a problem public schools face especially with the various surges of refugees adding pressure. It was mentioned 98 times.

**Lack of Attendance** was stated 61 times, this is often connected to **drop-out** rates.

Awareness about the importance of school, having mentorship, and positive youth leaders, could each be an independent initiative for youth. Youth could carry out awareness campaigns for youth in schools coming up with a fun activities like a play, role-play, a speaker, or selecting ten students a month as positive leaders as if an award. Youth may partner with various mentors to take part in a three week program where they come once a week to talk to youth about school and having a better future.

|  |  |
| --- | --- |
| Options | Count |
| Teacher-student relationship | 58 |
| Poor quality education | 54 |
| Teacher-parent relationship | 49 |
| Student to student relationship | 48 |
| Too many school related expenses | 38 |
| No support for people with learning difficulties | 37 |
| Bad curriculum | 30 |
| No support for students with learning difficulties | 21 |
| No additional subject support | 20 |
| Limited or no access to school facilities (locked) | 20 |
| Limited or restricted transportation | 20 |
| Infrastructural issues | 20 |
| Distance from my home or community | 17 |
| Late school shift for students | 17 |

Another issue which was mentioned by one person is that teachers refer their students to private tutoring with them for money.

Question 7

What do you consider the top three issues with school services in Ajloun?

Summary

1. Poor learning conditions is the most selected issue in school services (143 votes).
2. Lack of mentoring/counselling is the second most selected issue in school services (109 votes).
3. Lack of subject matter choices is the third most selected issue (95 votes).

**Poor learning conditions** is the most stated issue in school services, 73% of participants stated it in their top three issues. This has been/will be examined in the previous and upcoming questions.

* Teachers use paid private lessons to make extra money from the same students that they are meant to teach in classrooms. Rather than teaching them up to par inside the classroom.
* Overcrowding makes it hard to learn.
* Traditional teaching methods have not changed in the past 20 years. They are not rewarding for today's students.

**Mentoring/counselling** is the second most stated issue, with 55% selecting it. Refer to question 3 (pg.4).

**Lack of subject matter choices** was reported by 49% of participants.

Question 8

Have you or has someone you know experienced these safety related issues in school in your community? Participants could either answer *yes/no*.

Summary

1. 71% of participants had been/someone they knew bullied (physical/verbal) in schools.
2. 68% of participants had experienced or had someone they knew experience safety issues from/to schools.
3. 60.5% of participants had themselves/someone they knew experience physical abuse.
4. 59.5% of participants had themselves/someone they knew experience unsafe conditions.
5. Moreover, all the safety issues questioned were problematic for Ajloun.

**\*Bullying (physical/verbal)** is the highest ranking safety concern in Ajloun. It is also the most important issue in schools (as seen in question 6).

It is suggested that at least one youth initiative addresses this major problem. Below are a few methods of addressing bullying which research have said to be effective:

1. Bullying training for teachers; how to: discuss bullying with a class, talk to bullies, and talking to victims of bullying.
2. The 'silent majority' of non-bullying pupils must be enabled to help those bullied; speaking up and supporting.
3. Comic books about bullying.
4. Film about bullying.
5. If working with younger children, utilizing bright colors and engaging visuals to learn about the bullying problem via bulletin boards.
6. If working with younger children, kids puppet shows in schools as a means of teaching why bullying is unacceptable.

Habits that are exhibited at school level very often carry over as citizens in society, hence the high **abuse** and **bullying** rates in society (question 15) . Creating a clear moral climate in school where bullying is not tolerated is important.

**Physical abuse (by students and/or teachers)**; 60.5% reported corporal punishment.

Youth activity: It typically stems from teachers’ belief that the use of violence being necessary for disciplining students. Physical abuse when coming from other students is often tied to various issues with mental health (depression, anxiety, self-esteem, and self-worth). Youth may partner with Madrasati Organization/Jordan River Foundation to assist them in further tackling abuse in schools. This may also be a sub-domain of a bullying initiative addressing compassionate interactions (grants team check out this list of organization that have all school related programs <http://www.nakhwah.org/en/organizations/24-Madrasati-Initiative>).

Focus group discussion:

* Lack of understanding of factors that lead to bullying in the community, the blame is immediately on the victim for having a weak character. Rather than recognizing that it is the anger and stress of the bully that is the problem. This means that the bully does not face consequences; not shamed nor effectively punished. **Safety Issues from/to School;** 68% of participants reported this issue.
* Bullying/abuse/harassment of the other is high in Ajloun specifically towards other tribes, races, and sex.
* Refugees are too afraid to report, they do not have a safe way to report.
* The is no psychological support mechanisms or mentorship for victims of bullying/ abuse/ harassment.
* The social environment does not help assimilate the other into society. For example, Syrian students are separated from Jordanian students. Syrians attend in the evening, and Jordanians in the morning (due to the lack of space in classrooms).
* Parents lack the awareness of what causes it and how to effectively not contribute to the problem. Often it is the parent abusing the child and so the child abuses other children- creating a vicious cycle.

**Unsafe conditions (infrastructural)** is another issue at schools not creating a positive and safe space for learning with 59.5% reporting its existence.

Question 9

Have you or someone you know experience the following school issues in your community? This question considers recurring problems found in schools that negatively impact a student’s learning experience. The options for participants were *frequently*/*sometimes*/*rarely recurring*, or they *do not know*.

Summary

1. The three most frequent issues are related to the physical school environment:
   * Inadequate toilets was reported as a *frequently* by 42%, and *sometimes* occurring 43% of the time.
   * The second more recurring problem is poor maintenance, 40% said it was *frequently* occurring, and 44% said it *sometimes* occurred.
   * The third highest is lack of hygiene, 37% noted as a *frequently* occurring problem, and 44% said it *sometimes* occurred.
2. The next most recurring issue (combining those who selected *frequently*/*sometimes*) is violence, bullying, and harassment (reported as *frequently* occurring by 32.8% and *sometimes* by 47.2%).
3. The listed issues above are so major that 2% or less answered *I don’t know* about them.
4. All the issues in this category were experienced *frequently* or *sometimes* by over 60% of the participants.

**Inadequate toilets** is greatest infrastructural problem with 85% of participants noting it as problematic at least sometimes.

This issue is seen in public schools everywhere. Too often there is no budget or policy that helps maintain bathrooms in public schools. However, an advocacy campaign may make policy level changes that better maintain bathrooms, and requesting a budget. Lack of **hygiene** (the third most *frequent* issue)and **inadequate bathrooms** may be addressed through the same initiatives:

* Assigning student leaders and inviting all students to prevent vandalism, and keeping restroom and other areas clean. This can be done through a “pride of ownership” campaign to encourage students to keep school clean, as well as reminding them that an elder will have to pick up their trash.
* An awareness campaign that re-links religious values with keeping the school and bathrooms clean, also placing reminders in bathrooms and around the school.

**Poor maintenance** in the school in general is the second highest ranking frequent problem. Research has indicated numerous consequences of poor school maintenance; increase in **drop-out rate**, students feeling **less connected to their school environment**, lower school grades, and more. Poor maintenance could also be a manifestation of **overcrowding** in the school.

**Violence, bullying, and harassment** once again appeared in the major issues list in schools (already addressed in question 8).

Question 10

Have you or has someone you know experienced these barriers to schools in your community? Four possible answers were provided to participants: *always/frequently, sometimes, rarely/never,* and *I don’t know.*

Summary

1. No assistance for people with learning difficulties is the most frequent barrier to schools. 36% stated it was *always/frequently* a barrier, while 46% said it was *sometimes a barrier*.
2. Lack of accessibility for persons with disabilities was second most frequent. 35% stated it was *always/frequently* a barrier, while 49% said it was *sometimes* a problem.
3. Transportation to school ranked third highest issue exhibited 29% *always/frequently*, and reported by 47% as *sometimes occurring*.
4. Financial reasons is the fourth most recurring barrier to school. 15% noted it as *always/frequently* a barrier and 44% said *sometimes*.

**No assistance for students with learning difficulties** is the most frequently recognized barrier 82% of participants reported it as a barrier at least sometimes. None of the six educational institutions (five schools and one college) serviced youth with learning difficulties.

Focus group discussion:

* Students with learning difficulties are separated from the rest of the classes, so labeled as the less intelligent students.
* Students with learning difficulties get bullied.
* Lack of awareness and acceptance of learning support.
* Teachers sometimes transfer students to the special needs room. When they return back to class there is a stigma that they are unintelligent, and students are even further behind than when they left.
* Lack of teacher capacities on how to manage the learning difficulties classroom, and educate students with learning difficulties.

**Lack of accessibility for students with disabilities** means that those students are not able to enter the school without assistance due to the infrastructural limitations. Six educational institutions were interviewed (five schools & one college), only two out of six stated that they service persons with disabilities.

Focus group discussion:

* Schools are not accessible to persons with disabilities however there is a project called Haqqi Attalom- which means My Right to Education. They are working to integrate infrastructure for persons with disabilities in schools. Advocacy from the Ministry of Education and awareness raising to the community on the integration of youth with disabilities with others in schools. However, they need more support, still not widespread enough in all the schools.
* Persons with disabilities are clustered with persons with learning difficulties, into one classroom.

**Transportation to school** was reported as a problem at least *sometimes* by 76% of participants. Only one of six educational institutions is accessible by all three forms of public transport, while the remaining are by bus, and one is by taxi.

**Financial reasons (uniform, books, tuition)**; 59% of participants reported this as a problem at least sometimes. not being able to pay for children’s education is a major issue. Three out of the six educational institutions reported some fees, while the remaining did not.

Youth may not be able to sustainably raise funds for such families however, there are dedicated organizations that families can sign up with to pay for the basic fees for school. Youth may partner with these organizations and raise awareness about them, so that their community benefits from their services. This initiative may also partner with institutions that provide scholarship programs and also raise awareness about them. They may also find a specialist in this domain and allow them to come and speak with students and parents about possibilities to get financial support. This may also help decrease the barrier of students **needing to work to support their family** (14% said *always/frequently* and 55% said *sometimes*), as it eases financial pressures slightly.

**Parents/family situation (not allowed by family/spouse)** was reported as an issue *always/frequently* by 15.4% of participants, and *sometime by* 55%.

The **needing to work to support their family** was reported as an issue *always/frequently* by 18.5% of participants and *sometimes* by 40%.

The **need to take care of siblings/children/elderly** was the next most recurring 14% said *always/frequently*, while 53% said *sometimes*.

The last three issues above are caused by a combination of issues, the underlying factor is *valuing other issues over education.* Raising awareness about the importance of having better opportunities in life with education must be underscored. Helping families recognize that their children’s education is the most likely to break from the poverty cycle.

**Security,** & **stray animals** both were highly problematic. About 59% of participants rated them as at least *sometimes* problematic.

Question 11

Do the following exist in schools in your community? This question investigates whether there are activities in school that assist in student growth and involvement. *Yes* and *no* are the answering options.

Summary

1. **Student-led extra-curricular activities** were said to *not exist* by 55.4% of participants.
2. **School improvement activities** ranked second least existent, 45.6% said no.
3. Majority of participants said **student leadership (student council)** and **volunteering activities** both exist; over 60% agreement.
4. Overall this question seems to be doing comparatively well.

**Student-led extra-curricular activities** were the least utilized type of activity.

Such activities are incredibly empowering for youth, and increase self-agency. Any youth-led school initiative could increase this.

**HEALTH**

This section looks at health services, and what is most important to youth in regards to health.

Question 12

Please select three of the following that you consider the most important for youth. This question is in regards to the most important topics for youth health. Participants selected their top 3.

Summary

1. Drugs was the topic of greatest importance, selected 121 times.
2. Smoking ranked second most important, selected 114 times.
3. Alcohol & Nutrition both tied for third most important, 105 selections.
4. Environmental problems, health education, physical activity, and obesity were significantly less important.

**Drugs** is the greatest health concern.

Focus group discussion:

* Unsuccessful initiatives have been implemented however use a traditional approach.
* Uninteresting methods of engaging youth through anti-drug campaigns.
* In 2011 a major initiative was initiated in Jordan where drug users were taken to a rehabilitation facility rather than jail. However, the project failed and ended in 2012.
* Lack of addressing the core problem of drug use. The lack of employment and the free time of youth and lack of religious grounds are the core reasons why youth to use drugs.
* Now laws and procedures of the government for abusers are ineffective, they deal with the abuser as a criminal, although he is a victim of the system and not a criminal. The person using drugs goes to jail and this remains on his record. It is then even more difficult to get a job.
* Teenagers and young adults like the idea of being rebellious and there is an Arabic saying that means all that is forbidden is desired.

**Smoking** is the second most selected issue for youth.

**Nutrition** ranked third most important topic on health.

Question 13

Do you consider the following to be problems in your local health facilities? Participants have three options; *majorly problematic*, *not problematic*, and *I don’t know*.

Summary

1. Low quality of service is the most problematic issue at local health facilities; 81.5% said it was majorly problematic.
2. Lack of staff capacities ranked second with 70.3% noting it is majorly problematic.
3. Availability of mental health services is also in dire need, ranking third most problematic; 68.7%.
4. All proposed issues were said to be majorly problematic by over 50%.

**Low quality of service** is a broad problem with many issues that may or may not apply; inaccurate diagnosis, medication errors, inappropriate or unnecessary treatment, inadequate or unsafe clinical facilities or practices.

Focus group discussion:

* Hospitals lack maintenance, they are very old, badly maintained, and unclean.
* Hospitals do not cater to the needs of their patients.
* The emergency pharmacy is not operational until after 3 o'clock by the order of the director of the hospital, therefore if there is an emergency medication that is needed citizens must find another pharmacy.
* Basic specialized doctors are not available. For example there are very few dentists, in addition, the Ministry of Health does not provide tooth fillers for cavities.
* It is important to increase the monitoring on the working hours for the health center in order to make sure that they comply with the official hours. A managerial problem is clear.
* Understaffed.
* Hospital parking never has enough space.
* Citizens consider themselves doctors and they go to centers to request specific medication from the doctor.

**Lack of staff capacities** is the second most problematic issue.

Focus group discussion:

* Employees do not comply with working hours.
* The staff is not qualified and the medication is fixed for every prescription.
* There is an ongoing problem of patients needing to change their medication due to a procurement problem with medication.
* Lack of specialists in health centers.
* Many health needs are not met unless patients go to the capital.

**Availability of specialized physicians** is the third most problematic issue for the community with health facilities. It is unclear why specialized physicians are not present in Ajloun. Only four health institutions noted that they provide specialized health services, one out of four had irregular opening hours and was a non-profit. The other three had regular hours, however one is private. Leaving only two health institutions which need to be further investigated as to what they do exactly as one of them is a school.

**Availability of equipment** is the fourth most problematic, 64% of participants said it was majorly problematic. Perceived shortages of equipment may not be the root cause of why equipment is not apparently available; it may be linked to lack of training on some equipment, or hoarding of equipment.

Below are the remaining issues and the percentage of participants who perceived them as *majorly problematic* (the measure only had two problem levels; *majorly problematic/not problematic*):

* 61% said **hygiene** is *majorly problematic*.
* 58.5% said **high number of patients** is *majorly problematic*.
* 56% said lack of **mental health services** is *majorly problematic*.
* 53% said lack of **pharmacies/medication** is *majorly problematic*.
* 53% said **limited operating hours** is *majorly problematic*.

Question 14

Which of the following do you consider barriers to health care in Ajloun (choose 2-3).

Summary

1. Financial barriers ranked highest; selected 109 times out of 195.
2. Delays in receiving care ranked second; reported 108 times.
3. Capacity of the center ranked third; reported 96 times.
4. The remaining of the issues reported by less than 50% of participants. 45% reported the inability to reach a service that is needed, 44% noted that there was a problem in being able to reach a health facility, 28% said discrimination, 27% for female related health challenge, and 1% were unsure what services are available.

Focus group discussion:

* Nepotism leads to medication to people from the employee's family.

**SOCIAL ENVIRONMENT**

The following questions consider the social environment in Ajloun.

Question 15

Have you or has someone you know experience the following issues in your community? This question addresses social challenges and how recurrent each issue is. Participants had the options *yes/sometimes/no*.

Summary

1. Corruption ranked highest with 91% agreeing that it occurs at least sometimes.
2. Bullying ranked second highest with 88.7% agreeing that it occurs always or sometimes.
3. Nepotism was third highest with 84.6% agreeing that it occurs always or sometimes.
4. Verbal/emotional/psychological abuse (partner/family) was fourth most recurrent with 83% agreement.
5. 78% of participants noted that a gender bias was experienced at least sometimes.
6. 73.8% of participants said that there is physical abuse at least sometimes.
7. Sexual harassment, and physical harassment were said to be least recurrent, however still with a high with 60% saying it occurred always or sometimes. Around 40% said these do not occur.
8. All issues in this category are highly recurring.

**Corruption** is the greatest social problem, which clearly impacts most people in this community, and others around the kingdom. Two organization reported providing anti-corruption services, one is non-profit, and the other governmental.

Youth may not be able to end corruption however they are able to make impact by opening up a conversation. Moreover, youth may take part in a radio show, or write articles, or place it was part of an ongoing conversation about different types of corruption and how to identify and deal with it. Changing the social fabric must be an ongoing effort, partnering with leadership in the area to speak about it in a digestible way would be a step in the right direction.

**Bullying** is once again one of the top problems, its’ reappearance indicated that it is not only limited to schools. Please refer to question 8 (pg 7).

**Nepotism** is an issue which increases social frustration with unemployment and disproportionate opportunities in general. It goes hand-in-hand with **corruption**.

The mechanism to combat deep rooted widespread is to open up conversations and understand where it is coming from. A youth forum could part of their curriculum address this among a wide array of topics. The same suggestions made under corruption could be implemented here.

**Verbal/emotional/psychological abuse, physical abuse, sexual harassment,** and **physical harassment** are highly recurring problems.

Youth may work on numerous levels; policy level, raising awareness, create a learning and training program about how to help victims, creating a movement that stops and empowers victims, and many other possibilities.

**Gender bias** this problem is also mentioned previously.

Youth can work on the policy level to attempt to even-out opportunities for males and females. They could also start conversations about the topic in schools, CBOs, through NGOs, and community leaders. It is a very challenging social challenge that is truly widespread worldwide. Youth should focus on specific occurrences of social biases, for example, in school material. It could also be part of a different initiative, such a big brother/sister where they talk about it and the importance of bridging the gap between genders.

Question 16

How would you rate these municipal related services? The options for participants are *bad/neutral/good/I don’t know*.

Summary

1. General municipal services was rated *bad* by 41.5%. The majority of the remaining participants were *neutral*.
2. Providing municipal licenses (building, business, & sidewalks) were reported as *bad* by 40%. The majority of the remaining participants were neutral.
3. Providing official documents was reported as bad by 32%. The majority of the remaining participants were neutral.
4. Generally this community does not seem to be majorly dissatisfied by the selected municipality services.

Youth do not need to focus on such issues in this community, most participants are *neural* about the services.

**INCLUSION**

This category considers persons in the community that are typically treated unequally/marginalized.

Question 17

This question is about equal access to activities/facilities for males & females. Participants had two options *yes/no.*

52% of participants said no, and 48% said yes there is **equal access** to activities/facilities.

Youth may create more activities that are female inclusive/exclusive, whether it is a football group, book reading, or any other topic that they are interested in.

Question 18

Which of the following have you considered barriers to inclusion (persons with disabilities, refugees, women) in Ajloun? Participants were able to select all the topics the saw as barriers to inclusion.

Summary

1. Social norms is the greatest identified barrier to inclusion with 133 selections.
2. Infrastructural limitations is the second most identified barrier with 91 selections.
3. Local policies tied on third with lack of community awareness reported 90 times.
4. Racism/sexism is the next barrier to inclusion reported 89 times.

Breaking **social norms** is a long and multifaceted issue, many negative social norms were investigated in question 15 (pg 13).

**\*Infrastructural limitations** to persons with physical disabilities was identified as a barrier to inclusion. Only 50% of organizations were inclusive to persons with disabilities.

**Local policies** often hinder the process of inclusion. This community has identified it as an issue.

Youth could lobby for a change in policy, or talk to leadership about specific policies that they believe should be changed.

**\*Racism/sexism** is the fourth greatest barrier, with 46% selecting it as a barrier to inclusion.13 organizations noted that they provide women support services, they were a mix of non-profit, governmental, and CBOs. Six of the 13 had a fee for their services.

There are three primary forms of racism/sexism: social, political, and economic. People are discriminated against or exploited based on race or sex, this often stems from lack of understanding or empathy for the *other*. Creating a greater conversation on these topics and how they subtly appear in society would be a push in the right direction. (Refer to question 15, pg. 13, for more on gender biases).

Question 19

To what degree do you think the following groups are accepted in Ajloun? This question expands on the findings of the previous question. It is about degree of acceptance of the following groups in society. Participants could select from three levels; *rarely accepted*, *sometimes accepted*, and *frequently accepted*, in addition to an option of *I don’t know*.

*The answers for rarely accepted and sometimes accepted were combined.*

1. Divorcees were least accepted among all groups (69.2%).
2. Children of divorced parents followed, with 66.1%.
3. Refugees were third least accepted, with 61%.
4. Other nationalities were said to be accepted *rarely/sometimes* by 59.5% of participants.
5. People with disabilities were said to be accepted *rarely/sometimes* by 57.9% of participants.
6. The remaining groups were *frequently accepted* or noted as *I don’t know* by over 50% of participants.

**Divorcees** typically when referring to a female, acceptance is limited. It is seen as a form of failure and reason to not be accepted. In smaller communities, religious leaders often have great impact on perception. 13 organizations noted that they provide women support services, they were a mix of non-profit, governmental, and CBOs. Six of the 13 had a fee for their services.

Youth may partner with religious institutions and leaders to address this stigma. Youth may also have impact by working with divorcees rather than influencing society. They can create a training with a psychologist to talk about how to overcome such challenges, or they may create a support group for vulnerable people in society, so they have a place to speak and connect with others.

Focus group discussion:

* Old customs and traditions have created a lack of acceptance towards divorcees. It is shameful to be divorced.
* Lack of clarity about the causes of divorce within communities, leading to more shame & blame towards the female.
* The male perspective is that divorce during the engagement is used for women to take the dowry and break the engagement.
* Females have no support after divorce to regain confidence, heal properly.

**Children of divorced parents** were also affected by stigma.

The lack of acceptance is often perceived once a the child enters the dating/marriage stage of their lives. The collective culture in Jordan adds an extra layer of challenges, were families are more easily identified and less accepted when any member(s) does something that is not socially acceptable. Youth could work on two ends, changing society’s perception or providing support and growth for children of divorced parents.

**Refugees** are the third least accepted group. Nine organizations provide refugee services, mixed between governmental and non-profit.

Question 20

Do you think there is equal opportunity for the following in Ajloun? The participants had three answer options *no/no opinion/yes*.

Summary

1. 41% of respondents said that persons with disabilities do not have equal opportunity.
2. 40.5% of respondents said that women did not have equal opportunity.
3. 40.5% of respondents said that refugees did not have equal opportunity.
4. 38% said that divorcees do not have equal opportunity.
5. 36% said that other nationalities do not have equal opportunity.
6. The remaining of the groups were said to have equal opportunity by a greater percentage than those who said they did not (excluding those who answered no opinion/uncertain).

**Persons with disabilities** have the lowest opportunities in this category. This is a recurring theme, that is underscored throughout this report.

**Women** were second to not having equal opportunities. 13 organizations provide women support services, however that does not bridge the opportunity gap between males and females.

**Refugees** also faced less opportunities, not only lack of acceptance. Nine organizations provide refugee services, however this does not the bridge the gap between opportunities for refugees and others in the country.

When an economy does not have the capability to absorb refugees, they often face resistance from society for “taking their jobs”- likewise with resources, services, and even partners. This in turn leads to tensions and lack of acceptance in society. Creating an international day, where the different cultures of that area come together for a festival to appreciate the other cultures as well as their own, may aid in bridging gaps.

**COMMUNITY SERVICES**

This section considers the community services in Ajloun.

Question 21

Are there issues with the following community services in Ajloun? Participants had the answering options of *yes/no/I don’t know/doesn’t exist*.

Summary

The score for the following services is a combination of those who said this is an issue and those who said the service *doesn’t exist*.

1. 77.5% said that there were garbage collection issues.
2. 77.5% said that there are issues with cleanliness in their community.
3. 76.4% said that there are road & sidewalks issues.
4. 75% said that there are transportation issues.
5. 73% said that elderly services has issues.
6. 69% of participants agreed that water services were problematic.
7. 69% of participants agreed that government services were problematic.
8. 59.4% of participants agreed that children daycare services were problematic.

**Garbage collection** is the most problematic community service in Ajloun.

**Cleanliness** is both a service problem but also a problem caused by the community. There are eight organizations that are concerned with pollution control, five which are governmental, two are non-profit, and one is private.

Focus group discussion:

* Lack of distribution of waste bins within the area. Therefore, trash is often thrown on the floor.
* Community culture and lack of cooperation with municipal workers.
* Lack of awareness and appreciation of the role of municipal workers.
* If focusing on what the community could do, youth could promote keeping the community clean. They could place signs on streets, install more pedestrian bins, get community influencers to speak about the issue and the importance of keeping the community clean. They must also underscore the role of each person to not throw their waste on the streets and if they see trash, to pick it up and throw it away. Youth may also plant around their community in areas where people often throw their trash on the floor (check out http://www.pimpyourpavement.com).

**Roads & sidewalks** is a kingdom spread issue, where road infrastructure is weak, with cracks and potholes. Five organizations noted that they provided services related to street maintenance.

Youth may select a few major potholes and contact the municipality to fix them. Youth may also work on a volunteering campaign where they select major sidewalks and they improve them by removing the trash and blockers, and identify where they can plant a tree and where they could remove a plant that is abstracting the sidewalk.

Focus group discussion:

* Lack of coordination between government departments such as the municipality, electricity and water lines. A street gets fixed then it gets dug up and ruined by each part of the government. The lack of coordination leaves more space for corruption and certain individuals to benefit.
* Streets have bumps which cause accidents and are bad for the cars.
* Lack of quality in the asphalt concrete mix, due to corruption, and no monitoring of quality.

**Transportation**, this issue also appeared in the school section of the report.

Focus group discussion:

* Ajloun does not have an official bus service. The buses are for individual owners which means that the most profitable technique is to wait until the bus is full then move, so the time schedule is very irregular. It means that they are not serviced unless if its peak hour. The last bus leaves to Ajloun at 3 o’clock which is not suitable for students and employees. Males are sometimes able to go with others, while females are less able to move around, placing major constraints.
* Private cars and private vans often used for transporting students and citizens.

**Elderly services** are typically limited in a collective culture, as the elderly are taken care of inside the home of the family (rather than in an elderly home). There are nine organizations which stated that they provide senior citizen services, five of which required fees for some of their services.

More frequently the number of elderly being sent to a an elderly home is increasing. Services for elderly are limited and perhaps not attended to. Youth may go to the elderly homes and create a monthly event. Youth could read to the elderly, play games, or just converse.

**Daycare** is an important service that parents need.

Focus group discussion:

* Parents expressed their interest in having daycare centers that are part of an official entity (registered and eligible).
* Parents do not feel confident leaving children with relatives and they do not trust the current staff in the centers.
* It is unsafe to leave the children with a person with a daycare in their home.
* It reflects badly on the family if the mother leaves her children with a stranger (unless an official entity. Parents often are forced to leave the children with an aunt or grandparents.

Question 22

How reliable and safe is the infrastructure in Ajloun? This questions investigated the reliability and safety of the infrastructure in Ajloun. Participants had four choices, *very poor*, *average, excellent,* and *doesn’t exist*.

Summary:

1. 44.6% of participants rated the roads as *very poor*.
2. The remaining infrastructural were rated *average* by the majority of participants.

**Roads** were already discussed in the previous question, and possible methods to address the issue.

Question 23

Are these issues in Ajloun? This question looks at types of pollution and environmental damage caused by low quality community services. Participants had three options answering if something is an issue; *yes*, *no*, and *I don’t know*.

1. **Litter** ranked worst offender among the community services (83.1% rated it as an issue).
2. **Water scarcity** ranking second worst with 82.1% of the participants saying it is an issue.
3. **Waste management (sewage, chemicals, contaminants)** was rated as an issue by 63.6% of participants. Eight organizations noted providing waste control services.
4. **Air pollution** was said to be an issue by 60.5% of participants. Eight organizations provided pollution control services.
5. **Desertification** was the seen by the majority as not a problem or that they did not know.

Focus group discussion:

* Inequality in the provision of water by the water company and discrimination between citizens on the basis of nepotism. So many families go on without water, as it only comes once a week.
* Lack of awareness of water consumption by the people, further stressing water resources.
* Families may build a water well for each home. The government already has grants for building wells for homes.

**Additional Institutional Feedback:**

The previous sections included the feedback in regards to the services institutions supply to youth. However additional information was collected that brings insight that is specific to youth who did not complete their education. Institutions were asked if they provided services for youth who have not completed their education. Eight institutions out of 30 said that they did not. The remaining provided at least one of the following:

* Youth counseling- 18 provide this service.
* Developing practical and vocational skills- 14 provide this service.
* Life skills- 14 provide this service.
* Providing job opportunities- Nine provide this service.
* Reading, writing and math skills- Eight provide this service.

In regards to what needs they believe youth who have not completed their education need. Cluster analysis was used to summarize the needs perceived by institutions.

* 11 institutions noted generally vocational/technical/practical trainings. Although 14 noted providing this service.
* Eight institutions mentioned youth guidance generally, or in regards to their career or life decisions. This was the most provided service for youth who had not completed their education, however there still seems to be a lack.
* Seven institutions noted a form of personality & communication development such as overcoming culture of shame, confidence, and open mindedness. Life skill training is provided by 14 of those institutions, yet once again there seems to be a gap to be filled in supply and demand.
* Six institutions noted employment support. Nine institutions worked on employment however it unclear how directly they support employment.
* Five institutions said there is a need for motivation.
* Five institutions said that there is a need for entrepreneurial support.

*For the remaining results please refer to the Analysis Tables section page 47.*

1. **Analysis Tables**:

**Community Survey Analysis**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Q1: How would you rate the following youth outlets in your community?** | | | | | |
| **Options** | **Bad** | **Average** | **Good** | **I don’t know** | **Doesn't Exist** |
| **Entertainment (movie theater, public parks, café, internet café)** | 26% | 45% | 22% | 3% | 4% |
| **Organized activities (@CBOs, @NGOs, youth leaders)** | 15% | 45% | 27% | 10% | 3% |
| **Sports (basketball/football /swimming)** | 27% | 35% | 19% | 10% | 9% |
| **Sport teams/competitions (football team/basketball/swimming)** | 24% | 34% | 20% | 12% | 11% |
| **Youth clubs and associations** | 11% | 43% | 38% | 7% | 1% |
| **Spaces for youth to gather (CBOs, parks, municipality space, schools)** | 15% | 45% | 28% | 4% | 8% |
| **Spaces for women to gather (houses, mosques, café, clubs)** | 17% | 36% | 28% | 11% | 8% |
| **Spaces for men to gather (streets, houses, café, mosques, clubs)** | 13% | 40% | 40% | 7% | 2% |
| **Disability-friendly public places** | 31% | 22% | 17% | 11% | 19% |
| **Learning opportunities in the community (outside school)** | 24% | 37% | 23% | 9% | 7% |
| **Library** | 21% | 27% | 17% | 7% | 28% |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Q2: How accessible are these following out of school services in your community?** | | | | |
| **Options** | **Never Accessible** | **Sometimes Accessible** | **Always accessible** | **Doesn't exist** |
| **Internet knowledge station** | 11% | 66% | 11% | 11% |
| **Computer center** | 19% | 56% | 13% | 13% |
| **Access to computers at computer center** | 15% | 62% | 10% | 13% |
| **Computer courses** | 12% | 59% | 20% | 9% |
| **English language courses** | 12% | 62% | 21% | 6% |
| **Employment skills training** | 15% | 61% | 13% | 11% |
| **Business resources (grants, business plan, financial guidance)** | 26% | 48% | 11% | 15% |
| **Other educational resources (scholarship & application info)** | 20% | 52% | 10% | 19% |
| **Debates/Structured Youth Conversations** | 15% | 53% | 16% | 16% |
| **Life skills/activities (communication, teamwork)** | 14% | 55% | 21% | 10% |
| **Art, music, theatre activities** | 20% | 50% | 6% | 24% |

|  |  |  |
| --- | --- | --- |
| **Q3: Have you heard or been part of (participated in) the following programs in your community?** | | |
| **Options** | **No** | **Yes** |
| **Girl scouts** | 51% | 49% |
| **Boy scouts** | 40% | 61% |
| **Religious guidance/counselling** | 40% | 61% |
| **Mentorship (psychological, career)** | 49% | 51% |
| **Community radio** | 72% | 28% |
| **NGO-CBO guidance/counselling activities** | 42% | 58% |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Q4: Does your community provide the following to assist the process of entering the workforce?** | | | | |
| **Options** | **No** | **Somewhat** | **Yes** | **I don’t know** |
| **Job fairs** | 28% | 36% | 25% | 11% |
| **Career counseling** | 32% | 31% | 23% | 13% |
| **Internships** | 22% | 30% | 44% | 4% |
| **Volunteering in the workforce** | 22% | 33% | 40% | 6% |
| **Training for job placement** | 25% | 31% | 38% | 6% |
| **Vocational training** | 16% | 28% | 53% | 3% |
| **Entrepreneurial support** | 32% | 34% | 20% | 14% |

|  |  |
| --- | --- |
| **Q5: Which places do youth gather when in your community? Select all that apply.** | |
| **Options** | **Count** |
| **Community centers / Youth center** | 108 |
| **Coffee shops or cafes** | 143 |
| **Parks** | 89 |
| **Football playgrounds** | 64 |
| **Sports facilities** | 32 |
| **CBOs** | 50 |
| **Municipal spaces/halls** | 30 |
| **Private homes** | 47 |
| **On the street** | 91 |
| **Clubs** | 75 |
| **None** | 0 |
| **Other** | University |

SCHOOL EDUCATION ENVIRONMENT

|  |  |
| --- | --- |
| **Q6:In your opinion what are the three most important issues in schools (in your community)?** | |
| **Options** | **Count** |
| **Attendance** | 61 |
| **Overcrowded** | 98 |
| **Teacher-parent relationship** | 49 |
| **Teacher-student relationship** | 58 |
| **Student to student relationship** | 48 |
| **Too many school related expenses** | 38 |
| **Violence/ bullying** | 104 |
| **No additional subject support** | 20 |
| **No support for people with learning difficulties** | 37 |
| **Drop-outs** | 100 |
| **Poor quality education** | 54 |
| **Bad curriculum** | 30 |
| **Limited or no access to school facilities (locked)** | 20 |
| **Limited or restricted transportation** | 20 |
| **Distance from my home or community** | 17 |
| **Late school shift for students** | 17 |
| **No support for students with learning disabilities** | 21 |
| **Infrastructural issues** | 20 |
| **Other** | Teachers referring students to private tutoring for money |

|  |  |
| --- | --- |
| **Q7: What do you consider the top three issues with school services in your community?** | |
|  | **Count** |
| **Poor learning conditions** | 143 |
| **After-school activities** | 78 |
| **Lack of subject matter choices (Vocational training, computer, English)** | 95 |
| **Lack of mentoring/counseling (feeling connected to the school environment)** | 109 |
| **Lack of sports** | 50 |
| **Lack of tutoring** | 52 |
| **Lack of private student to teacher time** | 61 |
| **Other** | The students not having an active role in their schools |

|  |  |  |
| --- | --- | --- |
| **Q8: Have you or has someone you know experienced these safety related issues in school in your community?** | | |
|  | **No** | **Yes** |
| **Bullying (physical/verbal)** | 29% | 71% |
| **Physical abuse (by students and/or teachers)** | 39.50% | 60.50% |
| **Unsafe conditions (infrastructural)** | 40.50% | 59.50% |
| **Safety issues to/from school** | 32% | 68% |

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| --- | --- | --- | --- | --- |
| **Q9: Have you or someone you know experience the following school issues in your community?** | | | | |
|  | **Frequently** | **Sometimes** | **Rarely** | **I don’t know** |
| **Lack of equipment (books, recreational equipment, computers)** | 26.0% | 48.0% | 24.0% | 2.0% |
| **Inadequate bathrooms** | 42.0% | 43.0% | 14.5% | 0.5% |
| **Poor maintenance** | 40.0% | 44.0% | 14.0% | 2.1% |
| **Unhygienic** | 37.0% | 44.0% | 18.0% | 1.0% |
| **Unsafe conditions (bad wiring, infrastructure)** | 25.6% | 43.6% | 26.7% | 4.1% |
| **Violence, bullying, harassment** | 32.8% | 47.2% | 17.9% | 2.0% |
| **Not enough space in classroom** | 35.0% | 42.0% | 21.0% | 2.0% |
| **Understaffed** | 23.0% | 40.0% | 29.0% | 8.0% |
| **Low quality education** | 30.0% | 41.0% | 23.0% | 6.0% |
| **Disconnectedness to school environment** | 25.6% | 49.7% | 19.0% | 5.6% |
| **Teachers lacking experience** | 21.0% | 48.0% | 26.0% | 5.0% |

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| **10. Have you or has someone you know experienced these barriers to schools in your community?** | | | | |
|  | **Always/ Frequently** | **Sometimes** | **Rarely/ Never** | **I don’t know** |
| **Transportation/ location of the school** | 29.0% | 47.0% | 22.0% | 2.0% |
| **Security** | 15.4% | 44.0% | 38.0% | 2.6% |
| **Financial reasons (uniform, books, tuition)** | 25.0% | 56.0% | 16.0% | 3.0% |
| **Parents/family situation (not allowed by family/spouse)** | 15.4% | 55.0% | 23.0% | 6.7% |
| **Stray animals** | 18.5% | 40.0% | 37.0% | 4.6% |
| **Need to take care of siblings/children/ elderly** | 14.0% | 53.0% | 26.0% | 7.0% |
| **Need to work to support family** | 18.5% | 55.0% | 22.0% | 4.6% |
| **Lacks accessibility for persons with disabilities** | 35.0% | 49.0% | 11.0% | 5.0% |
| **No assistance for people with learning difficulties** | 36.0% | 46.0% | 12.0% | 6.0% |

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| **11. Do the following exist in schools in your community?** | | |
|  | **No** | **Yes** |
| **School leadership (student council)** | 38.0% | 62.0% |
| **Student-led extra-curricular activities** | 55.4% | 44.6% |
| **Volunteering activities** | 23.1% | 76.9% |
| **School improvement activities** | 45.6% | 54.4% |

HEALTH

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| --- | --- |
| **12. Please select three of the following that you consider the most important for youth** | |
|  | **Frequency** |
| **Nutrition** | 105 |
| **Environmental problems** | 52 |
| **Health education** | 80 |
| **Alcohol** | 105 |
| **Physical activity** | 51 |
| **Drugs** | 121 |
| **Smoking** | 114 |
| **Obesity** | 35 |

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| **13. Do you consider the following to be problems in your local health facilities?** | | | |
|  | **Majorly problematic** | **Not problematic** | **I don’t know** |
| **Low quality of service** | 81.5% | 14.4% | 4.1% |
| **Availability of specialized physicians** | 68.7% | 27.7% | 3.6% |
| **Availability of mental health services (psychologist, institute)** | 56.4% | 34.9% | 8.7% |
| **Limited operating hours** | 52.8% | 43.1% | 4.1% |
| **Lack of staff capacities** | 70.3% | 23.6% | 6.2% |
| **Availability of equipment** | 64.1% | 27.7% | 8.2% |
| **Availability of Pharmacy/medication** | 53.3% | 40.5% | 6.2% |
| **Lack of hygiene** | 61.0% | 34.4% | 4.6% |
| **High number of patients** | 58.5% | 33.8% | 7.7% |
| **Other \_\_\_\_\_\_\_\_** | Doctors not capable, lack of care for patient needs | | |

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| **14. Which of the following do you consider barriers to health care in (name of community) (choose 2-3)** | |
|  | **Frequency** |
| **a.     Unable to reach the health facility** | 85 |
| **b. Services needed yet unavailable** | 88 |
| **c. Financial barriers** | 109 |
| **d. Female related health challenges** | 52 |
| **e. Capacity of the center** | 96 |
| **f. Delays in receiving care** | 108 |
| **g. Discrimination (gender, tribe, origin)** | 55 |
| **h. Unsure what services are available** | 2 |
| **i. Nationality** | 12 yes 88% no discrim. |

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| **15. Have you or has someone you know experience the following issues in your community?** | | | |
|  | **Yes** | **Sometimes** | **No** |
| **Corruption** | 54.0% | 37.0% | 9.2% |
| **Nepotism** | 47.7% | 36.9% | 15.4% |
| **Bullying (Neighborhood/work)** | 39.5% | 49.2% | 11.3% |
| **Physical abuse (partner/family)** | 21.0% | 52.8% | 26.2% |
| **Verbal/emotional/ psychological abuse (partner/family)** | 34.4% | 48.7% | 16.9% |
| **Gender bias (towards females)** | 30.3% | 48.2% | 21.5% |
| **Sexual harassment (workplace/community)** | 19.0% | 41.0% | 40.0% |
| **Physical harassment (workplace/community)** | 22.1% | 39.5% | 38.5% |

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| **16. How would you rate these municipal related services?** | | | | |
|  | **Bad** | **Neutral** | **Good** | **I don’t know** |
| **General municipal services** | 41.5% | 46.2% | 7.7% | 4.6% |
| **Providing municipal licenses (building, business, sidewalks)** | 39.5% | 42.6% | 11.3% | 6.7% |
| **Providing official documents** | 31.8% | 40.5% | 18.5% | 9.2% |

INCLUSION

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| --- | --- |
| **17. Do you feel that in your community there equal access to activities/facilities for males & females?** | |
| **No** | **Yes** |
| 52.3% | 47.7% |

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| **18. Which of the following have you considered barriers to inclusion (persons with disabilities, refugees, women) in (name community)?** | |
|  | **Count** |
| Local policies | 90 |
| Laws & legal framework | 68 |
| Infrastructure limitations (disabilities) | 91 |
| Social norms | 133 |
| Individual perceptions and biases | 68 |
| Racism/sexism | 89 |
| Lack of community awareness | 90 |
| None of the above | 5 |

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| **19. To what degree do you think the following groups are accepted in (name of community)?** | | | | |
|  | **Rarely accepted** | **Sometimes accepted** | **Frequently accepted** | **I don’t know** |
| **Other tribes** | 12.8% | 32.8% | 46.7% | 7.7% |
| **Other Religions** | 11.3% | 35.4% | 50.8% | 2.6% |
| **People with disabilities** | 12.3% | 45.6% | 39.5% | 2.6% |
| **Refugees** | 12.8% | 48.2% | 35.4% | 3.6% |
| **Other nationalities** | 14.4% | 45.1% | 37.9% | 2.6% |
| **Orphans** | 9.7% | 31.3% | 55.9% | 3.1% |
| **Persons of other social classes** | 11.3% | 35.9% | 46.2% | 6.7% |
| **Persons of other educational backgrounds** | 12.3% | 37.4% | 42.1% | 8.2% |
| **Divorcees** | 23.6% | 45.6% | 27.2% | 3.6% |
| **Children of divorced parents** | 21.0% | 45.1% | 29.2% | 4.6% |

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| **20. Do you think there is equal opportunity for the following in (name of community)?** | | | |
|  | **No** | **No opinion or uncertain** | **Yes** |
| **Women** | 40.5% | 20.0% | 39.5% |
| **Refugees** | 40.5% | 27.2% | 32.3% |
| **Other nationalities** | 35.9% | 30.3% | 33.8% |
| **Other tribes** | 28.2% | 22.1% | 49.7% |
| **Other Religions** | 23.1% | 22.6% | 54.4% |
| **Persons with disabilities** | 41.0% | 23.6% | 35.4% |
| **Orphans** | 26.2% | 22.6% | 51.3% |
| **Social class** | 26.7% | 25.6% | 47.7% |
| **Educational background** | 24.6% | 28.7% | 46.7% |
| **Divorcees** | 38.0% | 27.0% | 35.0% |
| **Children of divorcees** | 32.0% | 30.0% | 38.0% |
| **Young professionals** | 30.3% | 26.7% | 43.1% |

**COMMUNITY SERVICES**

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| --- | --- | --- | --- | --- |
| **21. Are there issues with the following services in your community?** | | | | |
|  | **Yes** | **No** | **I don’t know** | **Doesn’t exist** |
| **Transportation** | 71.8% | 21.0% | 4.1% | 3.1% |
| **Garbage collection** | 76.4% | 17.9% | 4.6% | 1.0% |
| **Water** | 66.2% | 26.2% | 5.1% | 2.6% |
| **Cleanliness** | 75.4% | 16.9% | 5.6% | 2.1% |
| **Roads & Sidewalks** | 75.4% | 16.9% | 6.7% | 1.0% |
| **Government Services** | 66.7% | 19.5% | 11.8% | 2.1% |
| **Elderly Services** | 69.7% | 14.4% | 12.8% | 3.1% |
| **Children Daycare** | 53.8% | 22.6% | 17.9% | 5.6% |
| **Electricity** | 44.1% | 40.5% | 10.8% | 4.6% |
| **Sustainable energy** | 43.6% | 30.3% | 21.0% | 5.1% |
| **Access to Internet** | 42.6% | 41.0% | 11.3% | 5.1% |

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| --- | --- | --- | --- | --- |
| **22. How reliable and safe is the infrastructure in (name of community)?** | | | | |
|  | **Very Poor** | **Average** | **Excellent** | **Doesn’t exist** |
| **Buildings** | 29.7% | 63.1% | 4.1% | 3.1% |
| **Roads** | 44.6% | 50.3% | 3.1% | 2.1% |
| **Street lights** | 30.8% | 60.5% | 8.7% | 0.0% |
| **Bridges** | 24.6% | 33.3% | 3.6% | 38.5% |
| **Safe/reliable water** | 28.7% | 55.4% | 11.8% | 4.1% |
| **Sewage/ Plumbing** | 39.0% | 53.9% | 5.6% | 1.5% |
| **Electricity** | 22.1% | 51.8% | 23.6% | 2.6% |

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| --- | --- | --- | --- |
| **23. Are these issues in your community?** | | | |
|  | **Yes** | **No** | **I don’t know** |
| **Litter** | 83.1% | 15.9% | 1.0% |
| **Air pollution** | 60.5% | 33.8% | 5.6% |
| **Water scarcity** | 82.1% | 16.4% | 1.5% |
| **Desertification** | 46.2% | 42.1% | 11.8% |
| **Waste Management (sewage, chemicals, contaminants)** | 63.6% | 26.7% | 9.7% |

**Organizational Survey Analysis**

Below are the number of organizations that supply each service. They are divided into the same six sections seen in the community survey:

|  |  |
| --- | --- |
| **Youth Development** | |
| Art & Music Activities | 8 |
| Cultural Activities | 17 |
| Summer Camps | 7 |
| Educational Support- Tutoring | 8 |
| Educational Support- Financial Aid | 4 |
| Educational Support- Scholarship | 1 |
| Religious Services & Education | 5 |
| Training- Life Skills Training | 9 |
| Training- Computer | 11 |
| Training- On Job Training | 9 |
| Training- Vocational | 4 |
| Training- Internship | 10 |
| Training- Employment-Skills | 6 |
| Training- Business Development | 5 |
| Activities- Volunteering Opportunities | 9 |
| Activities- Football Training | 6 |
| Activities- Football Teams | 5 |
| Activities- Swim Training | 3 |
| Activities- Competitions | 7 |
| Activity- Athletes Support | 3 |
| Leadership- Boy Guides | 6 |
| Leadership- Girl Guides | 5 |
| Youth Mentorship | 9 |
| Other | 0 |

|  |  |
| --- | --- |
| **Educational Environment** | |
| After School Programs | 10 |
| Education- Secondary/Middle School | 9 |
| Alternative High Schools | 3 |
| Colleges/Universities | 5 |
| Computer Training | 7 |
| Learning Difficulties in Early Childhood | 3 |
| Learning Difficulties | 5 |
| Person with Disability | 8 |
| Tutoring | 7 |
| Student Exchange | 4 |
| Other | 0 |

|  |  |
| --- | --- |
| **Health** | |
| Family Planning | 9 |
| Dental Clinic | 6 |
| Family Health Clinic | 6 |
| Specialized Health Clinic | 4 |
| Public Hospital | 7 |
| Mental Health Services | 3 |
| Pediatric Care | 5 |
| Pre Natal Care | 3 |
| Health Insurance | 6 |
| Drugs Rehabilitation Centers | 2 |
| Other | 4 |
| Specifically: | Religious lectures |
| Clinic inside university |
| Cultural center |
| Free medical day |

|  |  |
| --- | --- |
| **Social Environment** | |
| Women support | 13 |
| Anti-Corruption Association | 2 |
| Family Support Services | 9 |
| Family Concern's Centers | 4 |
| Charity | 12 |
| Other | 3 |
| Specify | Youth training center |
| Education |
| Developing youth leadership |

|  |  |
| --- | --- |
| **Inclusion** | |
| Sr. Citizens Services | 9 |
| Orphan Shelters | 12 |
| Refugee Services | 9 |
| Persons with Disability Services | 15 |
| Learning Support Person w/Disability | 11 |
| Learning Support Learning Difficulties Services | 12 |
| Other | 3 |
| Specify | A different group |
| Educating students |
| All groups |

|  |  |
| --- | --- |
| **Community Services** | |
| Water Safety | 8 |
| Pollution Control | 8 |
| Street Maintenance | 5 |
| Sewage Control | 8 |
| Farming | 7 |
| Sustainable Agriculture | 7 |
| Renewable energy | 9 |
| Internet Access | 6 |
| Public Officials and Offices | 5 |
| Community Development | 19 |
| Other | 0 |

|  |  |
| --- | --- |
| **Other Programs Services** | |
| Daily Nurseries | 4 |
| Day Care Kindergarten | 3 |
| Day Care School Age | 2 |
| Parenting Assistance | 4 |
| Sponsor Special Events/Activities | 5 |
| Event Organizing | 16 |
| Other | 2 |
| Specify | Workshops to raise awareness about health issues |
| Education |

|  |  |
| --- | --- |
| **What are the services that your institution supplies for education incompletes?** | |
| Reading, writing and math skills | 8 |
| Developing practical and vocational skills | 14 |
| Providing job opportunities | 9 |
| Youth Counseling | 18 |
| Life Skills | 14 |
| We don't offer any services for youths who didn't complete their education | 8 |

|  |  |  |
| --- | --- | --- |
| **If you provide services to young people who have not been able to complete their education, what do you think are the three most important things these young people need?** | | |
| **First need mentioned by Institution** | **Second need mentioned by Institution** | **Third need mentioned by Institution** |
| Guidance | Motivation | Support |
| Developing thinking skills | Vocational training | Career guidance & general guidance |
| Life skill training | Self-development & entrepreneurial programs | Programs that start conversations, raise awareness and training youth |
| Training | Guidance | Motivate |
| Motivation | Guidance | Support |
| Technical & vocational training | Guidance | Supporting youth financially and emotionally |
| Education | Vocational training | Guidance |
| Guidance & raising awareness | Better environment for those who work in crafts | Marketing craft products through exhibitions |
| Volunteering | Reading and memorization of the Quran training | Awareness workshops to combat the culture of shame |
| Services in Vocational Training | Psychological rehabilitation services | Entrepreneurial services |
| Teaching the Quran, writing, and mathematics | Developing linguistic skills | Providing experiences & trainings (employable) |
| Support | Open mindedness to opposing opinions | Providing opportunities |
| Training for work/ Vocational Training | Entrepreneurial training | Enabling youth to become employable |
| Activities | Nutrition | Celebrations |
| Technical support | Moral support (motivate) | Sport support |
| Technical support | Moral support (motivate) | sports support |
| Technical & vocational training | Directing youth towards entrepreneurialism | Develop youth's practical skills |
| Activities | Celebrations | Games |
| Providing work opportunities (employability) | Spaces for educating them during their leisure time | Spaces for training them during their leisure time |
| Cost-effective trainings | Finding work opportunities for trainees | Experience certificates |
| Trainings | Experience | Communication courses |

**Cluster Analysis for the previous question: If you provide services to young people who have not been able to complete their education, what do you think are the three most important things these young people need?**

|  |  |
| --- | --- |
| **Needs** | **Number of institutions that mentioned this need** |
| Guidance | 8 |
| Motivation | 5 |
| General support | 3 |
| Entrepreneurial support | 5 |
| Psychological support | 2 |
| Vocational/technical/practical training | 11 |
| Employment support | 6 |
| School related courses (math, writing, Quran) | 4 |
| Personality & communication development | 7 |
| Fun activities (games/celebrations) | 3 |
| Sports & fitness | 3 |
| Financial support | 1 |
| General activities/trainings | 4 |
| Volunteering | 1 |
| Better environment to work in crafts | 1 |

|  |  |
| --- | --- |
| **Number of beneficiaries serviced by the institution per month** | |
| 1-25 | 3 |
| 26-50 | 3 |
| 51-100 | 1 |
| 101-200 | 7 |
| 201-500 | 8 |
| 501-1000 | 1 |
| 1001+ | 7 |

|  |  |
| --- | --- |
| **Do you have adequate facilities and resources to meet the demands of all youth who seek services from your organization?** | |
| Yes | 27 |
| No | 2 |
| Does not offer any youth services | 1 |