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USAID Youth Power

Community Asset Mapping Analysis Report – Jerash 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**

The community asset mapping (CAM) assessment uses a three-fold strategy. Firstly, an institutional mapping tool which consists of a survey that identifies stakeholders/entities, their role in the community, and their service provision. Secondly, a community mapping tool; 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 in the community that may have not been fully captured. 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 is 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 institutional mapping survey is used on any institution in the area to inquire about the their services, resources, and challenges. The second is a community mapping survey used to investigate the challenges, barriers, importance, and quality of services and resources in the community. This survey incorporated anyone from the community irrespective of their age.

36 youth from Jerash City are trained on collecting data for the 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 Jerash City is then divided into blocks that identify which part of Jerash that team will map over the upcoming three days. This survey was carried out over three days, 15th – 17th of April, 2019.

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

1. ****Demographic Information**

**Governorate**: Jerash

**District**: Jerash City

**Institutional sample size**: 44 institutions

**Community sample size**: 315 participants

**Number of mappers**: 36 participants

**Focus group size**: 13 participants

*All participants were Jerash City residents.*

1. **Overview:**

Below is a general overview of the results:

* The nationalities surveyedfor through the Community Mapping Survey:
	+ 71.4% Jordanian
	+ 14.6% Syrian
	+ 13% Palestinian
	+ 0.3% Iraqi
	+ 0.6% Other
* The age group surveyed ranged from 11-65 years, 65% of the sample were less than 30 years old.
* The gender distribution was comparable between males and females (52.7% males & 47.3% females).

Below are the sex & age distribution:

The Community Mapping Survey indicated that there are various issues which are of major concern or are majorly problematic for the community. Below is a list of the highest rated issues of concern, however, initiatives of youth should not be limited to the issues listed below:

1. Educational support such as scholarships.
2. Bullying in schools and in the community.
3. Poor learning conditions in schools.
4. Lack of attendance of students to school.
5. Lack of job fairs.
6. Lack of knowledge about nutrition.
7. Financial barriers in receiving health care.
8. Impact of social norms on inclusion.
9. Acceptance of divorcees.
10. Roads and sidewalks.
11. Water scarcity.
12. Litter & cleanliness of the city.
13. Inactive role of municipal spaces/halls.

A total of 44 institutions were found by the 36 mappers in Jerash City.

Below is the distribution of institutions based on type:

The institution mapping survey asked what are the needs of youth that did not complete their education. Using cluster analysis the following themes appeared:

1. **Main Findings**

This report uses the outline of the community mapping survey and inserting the relevant information from the institutional 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**

1. How would you rate the following youth outlets in your community?

**Worst four youth outlets:**

* Entertainment (movie theater, public parks, café, internet café)- 91 (28.9%) rated this as bad or non-existent, making it the worst youth outlet.
* Disability-friendly public places- 87 (27.6%) rated this to be the second worst youth outlet.
* Library- 83 (26%) rated this to be the third worst youth outlet.
* Spaces for women to gather (houses, mosques, café, clubs)- 72 (23%) rated this youth outlet as bad or non-existent.

**Entertainment** (movie theater, public parks, café, internet café): 91 (28.9%) rated this as bad or non-existent, making it the worst youth outlet.

**Relevant institutions**

* 12 institutions provide art & music activities. Five of which are open on weekends, only on Saturday. All of which are open until 5 maximum with the exception of one governmental entity, which means youth are not able to benefit after school.
* Ten organizations provide theater activities. Four of which are open on Saturday none are open after 5pm.
* Eight organizations have parks although most close by 4pm several are open on weekends.

**Focus group discussion**

* Most spaces have restricted entrance allowing families only, and do not allow males. For the few places this does not apply, the space become male dominant, making it socially inappropriate for females.
* Cultural restrictions also play a role in the presence of females in certain spaces. For example it is not acceptable for a female to take part in outdoor entertainment.
* Parks have various issues:
	+ The location of most parks are difficult to reach.
	+ The infrastructure is unsafe.
	+ Facilities or playground equipment/supplies are limited.
* Parks are not appreciated:
	+ Amman's Gate Park was transformed from a park to an amusement park with a required fee to enter.
	+ Too often parks are reduced in size. For example the government took part to make the road larger.
* Internet cafes are outdated concepts, youth have internet on their phones.
* Open spaces must be better maintained and taken care of.
* There are no playing fields for example football field.

**Disability friendly spaces:** 87 (27.6%) rated this to be the second worst youth outlet.

**Relevant institutions**

* 31 (70.5%) institutions surveyed said that their services are open to persons with disabilities.
* However, on a follow up question only ten (23%) said that they actually cater to persons with disabilities.

**Focus group discussion**

* Most streets and sidewalks are not appropriate for the use of the community, let alone the use of persons with disabilities.
* Stigma and negative attitudes towards children with disabilities often impact the way parents interact with their children. For example, if a family has a child that has a disability, society will not be interested in marrying from that family. Therefore, they often hide that child with a disability.
* Public spaces do not consider the needs of persons with disabilities.
* There are not a single space for persons with disabilities to go to and feel safe and comfortable.
* There are three organizations that work namely with persons with disabilities, however none are actually active.
* Homes of persons with disabilities are suitable or able to cater for their needs.
* Parents lack the awareness and training of how to best care for a child with a disability.

**Library:** 83 (26%) rated this to be the third worst youth outlet.

**Relevant institutions**

* Six organizations said that they have a library. Two are open on Saturday, one which serves males in the ages of 15-19 and the other for both genders, ages 10-29.

**Focus group discussion**

* The community does not know that there is a public library, they need an awareness campaign.
* People do not have a culture of reading. Even schools do not encourage or promote reading.
* There is no awareness about where people can find the existing libraries.
* Libraries do not have the resources required for the community to be attracted to that space. For example they do not have quiet zones or ACs, the books are at outdated and irrelevant, and worst of all, the books are not allowed to be checked out.
* The locations of libraries are generally inaccessible.
1. How accessible are these following out of school services in your community?

**Out of school services that are least accessible or do not exist:**

* Other educational resources (scholarship & application info)- 93 (29.5%) said this does not exist or not accessible.
* Business resources (grants, business plan, financial guidance)- 89 (28.2%) said this does not exist or not accessible.
* Art, music, theatre activities- 78 (24.8%) said this does not exist or not accessible.

**Other educational resource (scholarships & applications):** Nearly 30% said that this resource is not available.

**Relevant institutions**

* Four institutions provide scholarship support, all are free however two are not accessible by public transport they require a taxi.
* Eight institutions provide financial aid. The types of institutions are mixed between non-profit, governmental, and private.

**Focus group**

* There is a lack of knowledge of scholarships that exist. Youth in Jerash do not know how to research scholarships opportunities. When youth were asked about Fursa (a website that provides information about the available scholarships for youth) none of them heard of it.
* Most institutions that give support or scholarships are based in Amman not Jerash, which makes them difficult to access.
* Amira Basma Center provides assistance, however too many people do not know of it and how to best benefit from their resources.

**Business resources (grants, business plan, financial guidance):** 28% said this does not exist or not accessible.

**Relevant institutions**

* Two organizations noted providing business training development.
* One was a for profit organization and the other was governmental, neither specialized for such work.

**Focus group**

* There is a lack of institutions that support entrepreneurial projects. Those who provide some support are not qualified, and do not provide true guidance.
* It is critical to have an institution that is able to carry out a feasibility study for an entrepreneurial project. Companies request it for financing and operation management.

**Art, music, theatre activities:** Nearly 25% said this does not exist or not accessible.

**Relevant institutions**

* 12 institutions provide art & music activities. Five of which are open on weekends, only on Saturday. All of which are open until 5 maximum with the exception of one governmental entity, which means youth are not able to benefit after school.
* Ten organizations provide theater activities. Four of which are open on Saturday none are open after 5pm.

**Focus group**

* There is no awareness about or interest in artistic activities. There should be major announcements about events.
* Music training is available for youth between the ages of 7-18 in the IMC, however they are the only institution providing this service.
1. Have you heard or been part of (participated in) the following programs in your community?

**Least heard/part of guidance and counselling programs in the community:**

* Boy scouts- 224 (71%) did not hear/were a part of it.
* Religious guidance/counselling- 223 (70.8%) did not hear/were a part of it.
* Girl scouts- 205 (65%) did not hear/were a part of it.

**Relevant institutions**

* Boy scouts- One institution has boy scout services.
* Religious guidance/counselling- 10 institutions have religious guidance/counselling, mixed between CBOs, non-profits, governmental, and private, all of which close by 5pm.
* Girl scouts- Six institutions have girl scout services.

**Focus group**

* Mentors are not aware what their actual role is or how to support youth. If they do support they do not have the education, or proper knowledge to know how.
* Initially, most youth thought that scouts are unimportant. When it was explained that their role is often much more than just activities, youth said that if their role is activated beyond just a few outdoor activities then they could help build the agency of youth. However, currently they play a limited role in improving youth thinking.
* The positive role of religion on behavior and manners has nearly disappeared. This is because people are lacking faith. Youth do not have a religious figure who is relatable and that they trust, most of the clergy are too old.
* Mosques place ads about their religion classes, but youth said that they need a hub for religious knowledge, where they could converse. Even Friday sermons are ineffective and not attractive to youth.
* There is a fear of politicized religion although youth do want religious guidance. So youth are struggling to be certain that the person who is providing religious guidance will not lead them indirectly to extremism.
* Peer to peer impact plays a major role on what youth do, regardless of mentorship.
1. Does your community provide the following to assist the process of entering the workforce?

**Least used assistance to enter the workforce**

* Job fairs- 90 (28.8%) said that this service was not provided in Jerash.
* Entrepreneurial support- 78 (24.8%) said that this service was not provided in Jerash.
* Career counseling- 69 (22%) said that this service was not provided in Jerash.

**Relevant institutions**

* Three institutions provide business development training. Two require a bus as the closest form of transportation.

**Focus group**

* Culture of shame about certain jobs impacts the opinions of youth. Especially, youth who completed their university graduates, they are not willing to take certain jobs due to the very low pay and the shame associated with certain jobs.
* Recruitment exhibitions are well advertised however the actual type of jobs that will be available is unknown. People must pay an entrance fee and only afterwards do they know what types of jobs will be available. Recruitment exhibitions are there for display only and to make a profit off entry fees, no one receives call backs.
* Vocational training guidance is available but it ends at 10th grade. Youth need to know what jobs are available in the job market so that they study or train in something that is actually on demand. Youth believe there are simply no jobs, regardless of what they studied or practiced.
* Parents force youth to continue their education although continuing their education does not provide greater opportunities.
* Even if there is vocational guidance, all the industrial and agricultural schools are overcrowded and so applications are simply rejected.
* If youth attempt to create their own business idea, there is a lack of institutions that support entrepreneurial projects.
* It is critical to have an institution that is able to carry out a feasibility study for project, it is requested by financing and operation companies, however they are very expensive.

1. Which places do youth gather when in your community? Select all that apply.

**Least used spaces by youth:**

* Municipal spaces/halls- only 21.3% said that youth gather in municipal spaces/halls.
* CBOs- only 27.6% said that youth gather in CBOs
* Clubs- only 28% said that youth gather in clubs.

**Municipal spaces/halls**: only 21.3% said that youth gather in municipal spaces/halls.

**Relevant institutions:**

* There is one municipal space/hall reported. It closes at 3pm and is not open on weekends. The closest type of transportation is a taxi or a bus.

**Focus group**

* Municipal halls exist, however nepotism plays a big role in who is able to use them. Hours which may happen to be available, are abnormal.

**CBOs**: only 27.6% said that youth gather in CBOs.

**Relevant institutions**

* There is only two CBOs reported in the survey, explaining why it is not space which is heavily used by youth, there are only a couple available.

**Focus group**

* The civil society organizations collaborate with youth extensively.
* Youth also have the misconception that organizations only exist to provide food stamps or assistance for those in need which leads to most youth not visiting these organizations.

**Clubs**: only 28% said that youth gather in clubs.

**Relevant institutions**

* Eight clubs most close by 3pm, their services are free with the exception of two clubs.
* The eight clubs are split into the following institutions types; three governmental, three non-profits, one private, and another is a CBO. These clubs provide numerous services; cultural activities, life skills training, computer training, volunteering opportunities and more.
* One club was males only, one was female only, while the remaining six were for both genders.

**Focus group**

* Clubs are dedicated to males only, even if they say they serve both genders. In addition, the clubs reported from the Asset Mapping survey are not proper clubs, it is just one of many things they do.
* The clubs are inadquent in regards to maintenance, and equipment. Even the general environment is just not comfortable for youth.
* The trainers in clubs are unqualified. Clubs have trainers with no professional background on what they are teaching.
* Even sport clubs in Jerash City are not qualified to be sport academies hence why they do not have an active role with youth. For example, sport clubs are unable to effectively train football players nor provide support or funding for football players.
* Some parents have a stigma that sport trainers are homosexual and therefore do not let their children take part in sports.
* Most club memberships require fees which limits participation to a few members only. When asked about the Asset Mapping results, youth said that clubs may not have an initial fee but have hidden fees.

**SCHOOL/EDUCATIONAL** **ENVIRONMENT**

1. In your opinion what are the three most important issues in schools (in your community)?

**Most important issues in school:**

* Attendance- 68% of the community said that attendance is one of three most important school issues.
* Overcrowded- 58.1% of the community said that overcrowding is one of three most important school issues.
* Violence/bullying- 44.4% of the community said that violence/bullying is one of three most important school issues.

**Focus group**

Refer to focus group summary for schools pages 14-15.

1. What do you consider the top three issues with school services in your community?

**Top three issues in school services**

* Poor learning conditions- 194 (61.6%) when given a list of issues said that this is a top issue in school.
* Lack of tutoring - 159 (50.5%) when given a list of issues said that this is a top issue in school.
* Lack of subject matter choices (vocational training, computer, English)- 150 (47.6%) when given a list of issues said that this is a top issue in school.

**Relevant institutions**

* One school out of 44 provide tutoring services.
* Three institutions that are not schools support students through tutoring, two of which are non-profit and one is governmental.

**Focus group**

Refer to focus group summary for schools pages 14-15.

1. Have you or has someone you know experienced these safety related issues in school in your community?

**Most recurring issues related to safety in schools**

* Bullying (physical/verbal)- 81.9% selected this as a frequently recurrent safety issue in schools.
* Physical abuse (by students and/or teachers)- 63.5% selected this as a frequently recurrent safety issue in schools.
* Unsafe conditions (infrastructural )- 63.2% selected this as a frequently recurrent safety issue in schools.

**Focus group**

Refer to focus group summary for schools pages 14-15.

1. Have you or someone you know experience the following school issues in your community?

**Most frequent general issues in schools**

* Unhygienic- 119 (37.8%) found lack of hygiene the most frequently occurring issue in schools.
* Violence, bullying, harassment- 118 (37.4%) found this as a frequently occurring issue in schools.
* Lack of equipment (books, recreational equipment, computers)- 112 (35.6%) found this as a frequently occurring issue in schools.

**Focus group**

Refer to focus group summary for schools pages 14-15.

1. Have you or has someone you know experienced these barriers to schools in your community?

**Top three barriers to education**

* Transportation/ location of the school- 107 (34%) selections for this being in the top three barriers to education.
* No assistance for people with learning difficulties- 96 (30.5%) selections for this being in the top three barriers to education.
* Lacks accessibility for persons with disabilities- 92 (29%) selections for this being in the top three barriers to education.

**Relevant institutions**

* Nine schools (60%) out of 15 rely on walking the remaining require buses or taxis.
* Only one school provides early childhood support for learning difficulties.
* Only three schools cater to persons with disabilities. Although 10 accept persons with disabilities.

**Focus group**

* There is no public transportation from and to schools, only private cars. This is somewhat supported by the asset mapping survey.
* Stray dogs are a barrier to schools, some students are too afraid of the dogs and may skip school altogether if they find too many dogs on their way.
* In addition to concerns of dogs on the way to school, school books and supplies are very heavy for young kids especially while walking a long distance to reach their school.
* The schools do not have the capacity to assist students who do not have learning difficulties let alone those who do. Students without learning difficulties face major challenges learning in public schools due to overcrowding and teaching techniques. Students with learning difficulties need one-on-one time with a teacher who specializes in learning difficulties.
* In the past few years, a learning difficulties room was created in every public school in Jordan. However, it is not effective at helping or supporting students with learning disabilities. The teacher in this classroom does not have experience in working with children with learning difficulties. That one teacher is also expected to teach all the subjects.
* Schools are not equipped for students with disabilities and although it is not reported, that is a reason why they are not accepted into the public school.
* School regulations do not cater to persons with disabilities.
1. Do the following exist in schools in your community?

**Top two least existing student developing activities in schools:**

* Student led extra-curricular activities- 122 (38.7%) said this does not exist.
* School improvement activities- 123 (39%) said this does not exist.

**Relevant organizations**

* Only two schools provide afterschool programs, not specifying if they are led by students.

**School related issues focus group**

Educational environment

* Teachers themselves are not committed to teaching their classes, this is reflected in students.
* Teachers are unqualified to teach the classes they are teaching, for example teachers teach subjects that they are not trained to teach nor did they major in.
* Methods of teaching are too traditional and outdated, they utilize an indoctrination method, which only serves youth during school yet not in real life. The classes just feel too much like a routine. There are no opportunities to apply what is being learned. All these points together create a negative school environment.
* Certain classes are often replaced with core subject classes, for example art classes are used for mathematics. This makes youth feel like classes are so long, because it is all just heavy subjects that do not engage their creativity or provide an outlet for their energy.
* Parents do not follow up with what goes on in schools so attendance goes down.
* The focus is on students who are distinguished only, and those who are children of other teachers or administration.
* Culture, customs, and traditions also impact whether their children even continue to go to school. For example, due to early marriage females often do not continue their education.
* There are various types of subjects that extend beyond core subjects, however the quality is so low.
* The computer room is only used during computer class, students are not allowed to use them during other times. This is due to teachers being held highly accountable for what happens to the computers and therefore to secure themselves they keep it locked unless if it is being used for classes. However, students should just be taught how to safely use computers so that they are allowed to use them outside computer class times.
* There is a lack of awareness of the importance of extra-curricular activities.
* There is a lack of respect and appreciation for student ideas.

Overcrowding, additional education support & infrastructure

* Overcrowded classrooms do not allow time for students to ask questions during class.
* Parents rely on private teachers, which are often the same teachers that are in school however they are better able to teach one-on-one.
* Due to overcrowding, there are always maintenance problems. Schools are not able to provide adequate facilities for this number of students. For example bathroom that are broken, missing doors or simply unhygienic.
* The only way to solve the problem of overcrowded schools, is to build more schools.
* There was an initiative which provided support classes for youth called Makani, however it ended. While active it was highly successful and impactful.

Bullying & Violence

* Bullying is a major issue, often teachers have a problem with certain parents which effects the students.
* Bullying between students is a major issue that has no repercussions.
* Inappropriate language is often used in schools, it is so normal that there are absolutely no repercussions.
* Education fails to raise awareness, empathy, and punishment for violence in schools.
* Even teachers need training to modify the way their behavior towards students. For example most teachers use a stick to discipline their students, following the concept that you can only discipline students if you hit them. There are no initiatives that have addressed teacher-student relationship.
* Violence is most prominent among students to other peers rather than teachers to students. This is another manifestation of the lack of utilization of energy of students.
* Youth face psychological pressures and often abuse from home which increases the likelihood that youth become violent due to lack of positive outlets. The abuse and violence cycle plays a large role in the behavior of youth. For example the father is violent with the wife, the son sees this behavior at home and so they copy their fathers and become violent at schools.

Unique issues

* In one of the schools females are prohibited from using their school playground due to its proximity to the male school.
* Students need hygiene and cleanliness education.

**HEALTH**

1. Please select three of the following that you consider the most important for youth:

**Most important health related topics for youth:**

* Nutrition- 187 rated this in their top four most important youth health issues.
* Smoking- 179 rated this in their top four most important youth health issues.
* Drugs- 147 rated this in their top four most important youth health issues.
* Environmental problems- 143 rated this in their top four important youth health issues.

**Relevant institutions**

* 18 institutional take part in health awareness campaigns, mixed between schools, health institutions, and others.

**Focus group**

* There is a lack of awareness of what healthy eating is, what should be eaten and what should be avoided.
* Students who smoke are more respected and receive a certain social status, it is a social problem. There are no laws that help regulate or limit smoking.
* Parents need to be educated about drugs to know what symptoms to look for.
* Focus group participants were uninterested in discussing this question.
1. Do you consider the following to be problems in your local health facilities?

**Most problematic issues in Jerash’s local health facilities:**

* Low quality of service- 220 rated this as majorly problematic.
* High number of patients- 217 rated this as majorly problematic.
* Lack of hygiene- 199 rated this as majorly problematic.
* Limited operating hours- 193 rated this as majorly problematic.

**Focus group**

* There is a general lack of employees, as well as health centers.
* When there are medical days private clinics use it as a way to advertise themselves and do not provide the service to its fullest so that they could make money off follow-ups.
* There needs to be real free medical days that service those who cannot afford health care.
* In healthcare facilities there are no regular cleaning sessions, or enough use of cleaning detergents, or banners that promote cleanliness, or not even bins to throw trash.
1. Which of the following do you consider barriers to health care in (name of community) (choose 2-3).

**Top barriers to health care:**

* Financial barriers- 180 (57.1%) said financial restrictions are one of three top barriers to health care.
* Delays in receiving care- 172 (54.7%) said that delays in receiving care is one of three top barriers to health care.
* Services needed yet unavailable- 155 (49.2%) said that services are needed yet unavailable are one of three top barriers to health care.

**SOCIAL ENVIRONMENT**

1. Have you or has someone you know experience the following issues in your community?

**Most frequent community issues related to the social environment:**

* Bullying (neighborhood/work)- 156 reported that they/someone they know experienced bullying.
* Verbal/emotional/ psychological abuse (partner/family)- 124 reported that they/someone they know experienced a form of abuse.
* Gender bias (towards females)- 99 reported that they/someone they know experienced gender bias.

**INCLUSION**

1. Do you feel that in your community there equal access to activities/facilities for males & females?

57.8% said yes, males and females have equal access to activities/facilities.

1. Which of the following have you considered barriers to inclusion (persons with disabilities, refugees, women) in Jerash?

**Top barriers to inclusion:**

* Social norms is the most reported barrier to inclusion 61.6%.
* Local policies is the second most reported barrier to inclusion 46.3%.
* Racism/sexism is the third most reported barrier to inclusion 44.4%.
1. To what degree do you think the following groups are accepted in (name of community)?

**Least accepted groups in society:**

* Divorcees were the least accepted group with only 27.6% saying that they are rarely accepted.
* Children of divorced parents were the second least accepted group with only 25.1% saying that they are rarely accepted.
* Other tribes were the third least accepted group with only 20.3% saying that they are rarely accepted.

**Relevant institutions**

* 12 institutions noted providing women support.
* Eight provide family concern services.
* 11 provide family support services.

**COMMUNITY SERVICES**

1. How would you rate these municipal related services?

**The worst municipal services**

* 37.5% rated general municipal services as ‘bad’.
* 29.5% rated providing official documents as ‘bad’.

**Focus group**

* Corruption is a major issue, where certain people benefit and receive preferential treatment. The prerogative to power of some leads to unfair treatment.
1. Are there issues with the following services in your community?

**Worst services (including those who selected those services as non-existent)**

* Roads & Sidewalks- 193 noted that this service is either as problematic or does not exist.
* Cleanliness- 192 noted that this service is either as problematic or does not exist.
* Water- 185 noted that this service is either as problematic or does not exist.
* Elderly Services- 184 noted that this service is either as problematic or does not exist.

**Relevant institutions**

* Four institutions noted one of their services being street maintenance.
* Five institutions noted providing pollution control services.
* Five institutions said they provide services related to water safety.
* Nine organizations provide Sr. citizen services.

**Focus group**

* Roads are in very bad conditions. Ditches in certain streets do not get fixed unless nepotism is involved.
* There are no waste bins, people do not feel responsible to keep spaces clean, and cleanliness of the streets is an issue that no/few initiatives have addressed.
* Other governmental bodies are uninterested; not the tourism, agriculture, or municipal services
* The souq (city center) is one of the least clean spaces in Jerash.
1. How reliable and safe is the infrastructure in Jerash?

**Least reliable & safe forms of infrastructure**

* Bridges- 44.1% reported the bridges being unsafe and unreliable, making the biggest infrastructural problem in Jerash.
* Sewage/plumbing- 43.5% reported the sewage/plumbing being unsafe and unreliable, making the biggest infrastructural problem in Jerash.
* Water- 39.4% reported the water being unsafe and unreliable, making the biggest infrastructural problem in Jerash.

**Relevant institutions**

* Four institutions noted one of their services being street maintenance.
* Three institutions said they proved sewage control services.
* Five institutions said they provide services related to water safety.
1. Are these issues in your community?

**Top three pollution/resource related issues in the community:**

* Water scarcity- 234 rated this as one of top three pollution/resource issues in Jerash.
* Litter- 223 rated this as one of top three pollution/resource issues in Jerash.
* Waste management- 189 rated this as one of top three pollution/resource issues in Jerash.

**Relevant institutions**

* Five institutions noted providing pollution control services.
* Five institutions said they provide services related to water safety.

**Focus group**

* Water is a major issue, every two-three weeks water is supplied to homes. Nepotism plays a role in how water supply is distributed.
* People need an awareness campaign how to save water.
1. **Analysis Tables:**

**Community Survey Analysis**

|  |  |
| --- | --- |
| **% 29 & under** | **% 30 & over** |
| 65% |  35% |
| **%Males** | **%Females** |
| 47.30% | 52.70% |

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| --- | --- | --- | --- | --- |
| **Jordanian** | **Syrian** | **Palestinian** | **Iraqi** | **Other** |
| 225 (71.4%) | 46 (14.6%) | 41 (13%) | 1 (0.3%) | 2 (0.6%) |

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| **Q1: How would you rate the following youth outlets in your community?** |
| **Options** | Good | Average | Bad | I don’t know | Doesn’t exist |
| **Entertainment (movie theater, public parks, café, internet café)** | 87 | 118 | 72 | 19 | 19 |
| **Organized activities (@CBOs, @NGOs, youth leaders)** | 107 | 128 | 42 | 29 | 9 |
| **Sports (basketball/football /swimming)** | 119 | 120 | 49 | 13 | 14 |
| **Sport teams/competitions (football team/basketball/swimming)** | 110 | 131 | 42 | 17 | 15 |
| **Youth clubs and associations** | 122 | 124 | 52 | 11 | 6 |
| **Spaces for youth to gather (CBOs, parks, municipality space, schools)** | 125 | 121 | 50 | 12 | 7 |
| **Spaces for women to gather (houses, mosques, café, clubs)** | 118 | 114 | 66 | 11 | 6 |
| **Spaces for men to gather (streets, houses, café, mosques, clubs)** | 150 | 111 | 36 | 14 | 4 |
| **Disability-friendly public places** | 93 | 110 | 72 | 25 | 15 |
| **Learning opportunities in the community (outside school)** | 106 | 126 | 51 | 17 | 15 |
| **Library** | 106 | 111 | 62 | 15 | 21 |

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| **Q2: How accessible are these following out of school services in your community?** |
| Options | Always accessible | Sometimes | Never accessible | Doesn’t exist |
| Internet knowledge station | 103 | 141 | 51 | 20 |
| Computer center | 117 | 152 | 34 | 12 |
| Access to computers at computer center | 109 | 155 | 40 | 11 |
| Computer courses | 112 | 150 | 41 | 12 |
| English language courses | 109 | 159 | 33 | 14 |
| Employment skills training | 96 | 154 | 47 | 18 |
| Business resources (grants, business plan, financial guidance) | 80 | 146 | 68 | 21 |
| Other educational resources (scholarship & application info) | 86 | 136 | 64 | 29 |
| Debates/Structured Youth Conversations | 87 | 154 | 52 | 22 |
| Life skills/activities (communication, teamwork) | 89 | 160 | 47 | 19 |
| Art, music, theatre activities | 88 | 149 | 56 | 22 |

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| **Q3: Have you heard or been part of (participated in) the following programs in your community?** |
| Options | Yes |
| Girl scouts | 205 |
| Boy scouts | 224 |
| Religious guidance/counselling | 223 |
| Mentorship (psychological, career) | 194 |
| Community radio | 146 |
| NGO-CBO guidance/counselling activities | 172 |

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| **Q4: Does your community provide the following to assist the process of entering the workforce?** |
| Options | Yes | Somewhat | No | I don’t know |
| Job fairs | 105 | 91 | 90 | 29 |
| Career counseling | 98 | 125 | 69 | 23 |
| Internships | 115 | 114 | 63 | 23 |
| Volunteering in the workforce | 143 | 96 | 60 | 16 |
| Training for job placement | 141 | 97 | 58 | 19 |
| Vocational training | 153 | 92 | 48 | 22 |
| Entrepreneurial support | 96 | 108 | 78 | 33 |

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| **Q5: Which places do youth gather when in your community? Select all that apply.** |
| **Options** | **Count** |
| Community centers / Youth center | 126 |
| Coffee shops or cafes | 214 |
| Parks | 148 |
| Football playgrounds | 135 |
| Sports facilities | 102 |
| CBOs | 87 |
| Municipal spaces/halls | 67 |
| Private homes | 115 |
| On the street | 119 |
| Clubs | 88 |
| None | 2 |

SCHOOL EDUCATION ENVIRONMENT

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| **Q6: In your opinion what are the three most important issues in schools (in your community)?** |
| **Options** | **Count** |
| Attendance | 214 |
| Overcrowded | 183 |
| Teacher-parent-relationship | 78 |
| Teacher-student-relationship | 81 |
| Student-to-student-relationship | 83 |
| Too-many-school-related-expenses | 79 |
| Violence/-bullying | 140 |
| No-additional-subject-support | 65 |
| Drop-outs | 69 |
| Poor-quality-education | 87 |
| Bad-curriculum | 64 |
| Limited-or-no-access-to-school-facilities-(locked) | 50 |
| Limited-or-restricted-transportation | 48 |
| Distance-from-my-home-or-community | 44 |
| Late-school-shift-for-students- | 56 |
| No-support-for-people-with-learning-difficulties | 45 |
| Infrastructural-issues | 26 |

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| **Q7: What do you consider the top three issues with school services in your community?** |
|  | **Count** |
| Poor-learning-conditions | 194 |
| After-school-activities | 118 |
| Lack of subject matter choices (Vocational training, computer, English) | 150 |
| Lack of mentoring/counseling (feeling connected to the school environment) | 142 |
| Lack of sports | 125 |
| Lack of tutoring | 159 |
| Lack of private student to teacher time | 87 |

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| **Q8: Have you or has someone you know experienced these safety related issues in school in your community?** |
|  | **yes** |
| Bullying (physical/verbal) | 257 |
| Physical abuse (by students and/or teachers) | 200 |
| Unsafe conditions (infrastructural ) | 199 |
| Safety issues to/from school | 179 |
| Harassment (from students &/or teachers) | 152 |

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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) | 112 | 134 | 47 | 22 |
| Inadequate bathrooms | 96 | 150 | 62 | 7 |
| Poor maintenance | 104 | 148 | 54 | 9 |
| Unhygienic | 119 | 146 | 43 | 7 |
| Unsafe conditions (bad wiring, infrastructure) | 89 | 144 | 72 | 10 |
| Violence, bullying, harassment | 118 | 138 | 51 | 8 |
| Not enough space in classroom | 108 | 145 | 55 | 7 |
| Understaffed | 83 | 145 | 75 | 12 |
| Low quality education | 91 | 142 | 77 | 5 |
| Disconnectedness to school environment | 87 | 161 | 61 | 6 |
| Teachers lacking experience | 76 | 148 | 84 | 7 |

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| **10. Have you or has someone you know experienced these barriers to schools in your community?** |
|  | Frequently | Sometimes | Rarely | I don’t know |
| Transportation/ location of the school | 107 | 139 | 58 | 11 |
| Security  | 60 | 156 | 91 | 8 |
| Financial reasons (uniform, books, tuition) | 89 | 142 | 77 | 7 |
| Parents/family situation (not allowed by family/spouse) | 91 | 137 | 76 | 11 |
| Stray animals | 84 | 125 | 90 | 16 |
| Need to take care of siblings/children/ elderly | 86 | 140 | 84 | 5 |
| Need to work to support family | 81 | 142 | 81 | 11 |
| Lacks accessibility for persons with disabilities | 92 | 150 | 67 | 6 |
| No assistance for people with learning difficulties | 96 | 139 | 67 | 13 |

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| **11. Do the following exist in schools in your community?** |
|  | Yes |
| School leadership (student council) | 237 |
| Student-led extra -curricular activities | 193 |
| Volunteering activities  | 232 |
| School improvement activities | 192 |

HEALTH

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| **12. Please select three of the following that you consider the most important for youth**  |
|  | **Frequency** |
| Nutrition | 187 |
| Environmental-problems | 143 |
| Health-education | 125 |
| Alcohol | 123 |
| Physical-activity | 114 |
| Drugs | 147 |
| Smoking | 179 |
| Obesity | 48 |
| **Other**  | Psychological wellbeing |

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| **13. Do you consider the following to be problems in your local health facilities?** |
|  | Majorly problematic | Not problematic | Do not know |
| Low quality of service | 220 | 68 | 27 |
| Availability of specialized physicians  | 178 | 123 | 14 |
| Availability of mental health services (psychologist, institute) | 189 | 108 | 18 |
| Limited operating hours | 193 | 104 | 18 |
| Lack of staff capacities | 190 | 109 | 16 |
| Availability of equipment | 184 | 117 | 14 |
| Availability of Pharmacy/medication  | 183 | 121 | 11 |
| Lack of hygiene | 199 | 103 | 13 |
| High number of patients | 217 | 79 | 19 |

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| **14. Which of the following do you consider barriers to health care in (name of community) (choose 2-3)** |
|  | **Frequency** |
| Unable to reach the health facility | 122 |
| Services needed yet unavailable | 155 |
| Financial barriers | 180 |
| Female related health challenges | 86 |
| Capacity of the center | 131 |
| Delays in receiving care | 172 |
| Discrimination (gender, tribe, origin) | 105 |
| Unsure what services are available | 12 |

SOCIAL ENVIRONMENT

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| **15. Have you or has someone you know experience the following issues in your community?**  |
|  | Yes | Sometimes | No |
| Bullying (Neighborhood/work) | 156 | 132 | 27 |
| Physical abuse (partner/family) | 92 | 181 | 42 |
| Verbal/emotional/ psychological abuse (partner/family) | 124 | 156 | 35 |
| Gender bias (towards females) | 99 | 172 | 44 |
| Sexual harassment (workplace/community) | 86 | 159 | 70 |
| Physical harassment (workplace/community) | 88 | 160 | 67 |

INCLUSION

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| **16. Do you feel that in your community there equal access to activities/facilities for males & females?**  |
| **Yes** |
| 182.0 |

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| **17. Which of the following have you considered barriers to inclusion (persons with disabilities, refugees, women) in (name community)?**  |
|  | **Count** |
| Local-policies | 146 |
| Laws-&-legal-framework | 107 |
| Infrastructure-(disabilities) | 122 |
| Social-norms | 194 |
| Individual-perceptions-and-biases | 111 |
| Racism/sexism | 140 |
| Lack-of-community-awareness | 126 |
| None-of-the-above | 5 |

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| **18. To what degree do you think the following groups are accepted in (name of community)?** |
|  | Frequently | Sometimes | Rarely | I don’t know  |
| Other tribes | 151 | 81 | 64 | 19 |
| Other Religions  | 169 | 93 | 45 | 8 |
| People with disabilities | 141 | 110 | 58 | 6 |
| Refugees | 138 | 116 | 54 | 7 |
| Other nationalities | 155 | 88 | 65 | 7 |
| Orphans | 184 | 79 | 44 | 8 |
| Persons of other social classes  | 155 | 102 | 47 | 11 |
| Persons of other educational backgrounds | 161 | 102 | 41 | 11 |
| Divorcees | 128 | 94 | 87 | 6 |
| Children of divorced parents | 152 | 77 | 79 | 7 |

COMMUNITY SERVICES

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| **19. How would you rate these municipal related services?** |
|  | Good | Neutral | Bad | I don't know |
| General municipal services | 58 | 126 | 118 | 13 |
| Providing municipal licenses (building, business, sidewalks) | 65 | 153 | 78 | 19 |
| Providing official documents | 69 | 135 | 93 | 18 |

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| **20. Are there issues with the following services in your community?** |
|  | Yes | No | Doesn't exist | I don’t know |
| Transportation | 160 | 107 | 17 | 31 |
| Garbage collection | 150 | 113 | 7 | 45 |
| Water | 178 | 97 | 7 | 33 |
| Cleanliness | 185 | 90 | 7 | 33 |
| Roads & Sidewalks | 186 | 92 | 7 | 30 |
| Government Services | 146 | 118 | 3 | 48 |
| Elderly Services | 174 | 90 | 10 | 41 |
| Children Daycare | 169 | 89 | 8 | 49 |
| Electricity | 129 | 142 | 9 | 35 |
| Sustainable energy | 128 | 117 | 19 | 51 |
| Access to Internet | 121 | 148 | 14 | 32 |

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| **21. How reliable and safe is the infrastructure in (name of community)?** |
|  | Excellent | Average | Very poor | Doesn't exist |
| Buildings | 33 | 170 | 100 | 12 |
| Roads | 32 | 176 | 105 | 2 |
| Street lights | 34 | 173 | 107 | 1 |
| Bridges | 24 | 152 | 116 | 23 |
| Safe/reliable water | 33 | 158 | 116 | 8 |
| Sewage/ Plumbing | 29 | 149 | 123 | 14 |
| Electricity | 70 | 149 | 91 | 5 |

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| **22. Are these issues in your community?**  |
|  | Yes | No | I don’t know |
| Litter | 223 | 69 | 23 |
| Air pollution | 184 | 114 | 17 |
| Water scarcity | 234 | 59 | 22 |
| Desertification | 130 | 134 | 51 |
| Waste Management(sewage, chemicals, contaminants) | 189 | 81 | 45 |

**Institutional Survey Analysis**

Number of Institutions in Jerash 44

|  |
| --- |
| **Headquarter locations**  |
| Amman | 7 |
| Jerash | 36 |
| Sweileh | 1 |

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| **Types of Organizations** |
| CBO | 2 |
| For-Profit | 5 |
| Governmental  | 23 |
| Non-Profit | 9 |
| Private | 5 |

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| **Closest type of transportation** |
| Walking | 9 |
| Taxi | 9 |
| Bus | 4 |
| Walking & Taxi | 2 |
| Taxi & Bus | 1 |
| Walking & Taxi & Bus | 17 |
| Others | 2 |

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| **Fees for services** |
| Yes  | 10 |
| For some services | 8 |
| No | 26 |

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| **Youth Development** |
| Art & Music Activities | 12 |
| Theatre | 10 |
| Cultural Activities | 20 |
| Summer Camps | 13 |
| Edu.Support- Tutoring  | 4 |
| Edu.Support- Financial Aid | 8 |
| Edu.Support- Scholarship | 4 |
| Religious Services & Education | 10 |
| Life Skills Training | 11 |
| Computer | 9 |
| On Job Training | 6 |
| Vocational | 8 |
| Internship | 7 |
| Employment Skills | 6 |
| Business Development | 3 |
|  Debates | 2 |
| Volunteering Opportunities | 8 |
| Football Training | 0 |
| Football Teams | 2 |
| Swimming Training | 0 |
| Competitions | 9 |
| Athletes Support | 3 |
| Leadership- Boy Guides | 1 |
| Leadership- Girl Guides | 6 |
| Youth Mentorship | 10 |

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| **Spaces for Youth Development** |
| Community/Youth Centers | 13 |
| Club | 9 |
| Football Field | 7 |
| Playground | 9 |
| Parks | 8 |
| Pool | 4 |
| Sports Facilities | 7 |
| Library  | 6 |
| Movie Theater | 4 |
| Museum/Cultural Centers  | 5 |
| Amusement Park | 6 |
| Restaurants | 2 |
| Coffee Shops/Café's | 0 |
| Municipal Spaces/Halls | 1 |
| Meeting Space | 3 |

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| **Educational Environment** |
| After School Programs | 8 |
| Education- Secondary/Middle School | 9 |
| Alternative High Schools | 2 |
| Colleges/Universities | 5 |
| Computer Training | 6 |
| Learning Difficulties in Early Childhood | 4 |
| Learning Difficulties | 5 |
| Person with Disability | 10 |
| Tutoring | 0 |
| Student Exchange | 2 |
| Other | 0 |

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| **Health** |
|  Family Planning | 12 |
| Health Awareness Campaigns | 18 |
|  Dental Clinic | 7 |
|  Family Health Clinic | 4 |
|  Specialized Health Clinic | 7 |
|  Public Hospital | 8 |
|  Mental Health Services | 5 |
|  Pediatric Care | 5 |
|  Pre Natal Care | 2 |
|  Health Insurance | 7 |
|  Drugs Rehabilitation Centers | 6 |
|  Other | 0 |

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| **Social Environment** |
|  Women support | 12 |
|  Anti-Corruption Association | 5 |
|  Family Support Services | 11 |
|  Family Concern's Centers | 8 |
|  Charity | 12 |
|  Other | 2 |
|  Specify | Clean-up around schools & mosques |
| Supporting youth in different clubs |

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| **Inclusion** |
|  Sr. Citizens Services | 9 |
|  Orphan Shelters | 8 |
|  Refugee Services | 10 |
|  Persons with Disability Services | 15 |
|  Learning Support Person w/Disability | 13 |
|  Learning Support Learning Difficulties Services | 14 |
|  Other | 0 |

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| **Community Services** |
| Water Safety | 5 |
| Pollution Control | 5 |
| Street Maintenance | 4 |
| Sewage Control | 3 |
| Farming | 5 |
| Sustainable Agriculture | 4 |
| Renewable energy | 3 |
| Internet Access | 9 |
| Public Officials and Offices | 4 |
| Community Development | 18 |
| Other | 0 |

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| **Other Programs Services** |
|  Daily Nurseries | 1 |
|  Day Care Kindergarten | 4 |
|  Day Care School Age | 3 |
|  Parenting Assistance | 4 |
|  Sponsor Special Events/Activities | 4 |
|  Event Organizing | 12 |
|  Other | 0 |

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| **Services for Education Incompleters** |
| Reading, writing and math skills | 15 |
| Developing practical and vocational skills | 18 |
| Providing job opportunities | 15 |
| Youth Counseling | 21 |
| Life Skills | 15 |
| We don't offer any services for youths who didn't complete their education | 10 |
| Other | 2 |
| Specifically  | Loans for youth to complete their education. Services relevant to the Ministry of Youth. |

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| **Needs of youth that did not complete their education** |
| **Need 1** | **Need 2** | **Need 3** |
| Project assistance | Supporting females |   |
| Development projects | Support females |   |
| Self-reliance | Work opportunities | Increase awareness |
| Life Skills Training | Awareness |   |
| Literacy | Awareness about current problems | Entrepreneurship |
| Awareness | Work | Responsibility |
| Literacy | Guidance | Developing the skill of youth |
| Production project | Craftsmanship | Development |
| Life Skills Training | Communication skills | Religious guidance |
| Literacy | Life skills | Guidance |
| Preparation for work force | Communication & dialogue skills | Craftsmanship |
| Literacy | Skill development | Employment opportunities |
| Life Skills Training | Support small businesses ideas | Craftsmanship in coordination with Labor ministry |
| Moral guidance | Prepare for employment  | Guidance |
| Support youth | Encouragement  | Employment opportunities |
| Psychological support | Guidance for work market | Employment opportunities |
| Guidance for work | Motivating youth | Financial assistance  |
| Guidance | Guidance  | Financial assistance  |
| Preparation for work force | Supporting & motivating youth |   |
| Vocational training | Scouts |   |
| Work opportunities | Fellowship training | Entrepreneurial feasibility studies |
| Volunteering work | First aid | Family planning |
| Competitions | Poetry competitions | Quraan competitions  |
| Trainings | Computer center to serve youth | Employment agencies |
| Work opportunities | Supporting projects |   |
| Opportunities | Financial assistance | Financial assistance  |
| Work opportunities | Financial assistance |   |
| Training | Craftsmanship | Keep youth active |
| Training  | Bazaars  |   |
| Trainings | Providing employment |   |
| Work opportunities | Projects for employment |   |

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| **No. of beneficiaries/month** |
| 1-25 | 7 |
| 26-50 | 4 |
| 51-100 | 14 |
| 101-200 | 11 |
| 201-500 | 24 |
| 501-100 | 8 |
| 1001+  | 10 |

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| **Do you have adequate facilities and resources to meet the demands of all youth who seek services from your organization?** |
| Yes | 58 |
| No | 7 |
| Does not offer any youth services | 23 |

**Focus group questions**

1. Which of these are a priority for your community?

2. Why does this happen/exist?

3. Why is this important?

4. What are the other things happening (issues by this) because of this?

5. Who else is responsible for this?

6. What has been done in the past to resolve/address this?

Probe:

* Are the activities/initiatives that addressed this issue? Why did they not work?
* If yes, what parts were effective, and what parts were not effective?
* Are there reasons why this service/resource does not exist that you are aware of?
* What are more specific barriers?
* Are there any other ideas?