

Date: 4/1/2020

This publication was produced for review by the United States Agency for International Development (USAID).
It was prepared by Tala Mattar. The authors’ views expressed in this publication do not necessarily reflect the views of the USAID
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USAID Youth Power

Community Mapping Analysis Report – Moath Bin Jabal

ACRONYMS

CAM Community Asset Mapping

CBO Community Based Organization

USAID U.S. Agency for International Development

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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 service mapping tool—a survey that aims to capture the community’s needs and barriers; and 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 and designed to enhance their agency, self-efficacy, preparing them for the initiatives component.

Methodology

CAM tools were designed and developed on tablets, for mobile data collection, by the USAID Youth Power Monitoring, Evaluation and Learning team. Data is collected through the two types of surveys described above—institutional and service—and a focus group. Both 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 their services, resources, and challenges. The service mapping survey is used to investigate the challenges, barriers, importance, and quality of services and resources in the community, and included anyone from the community, irrespective of their age.

33 youth from Moath Bin Jabal were trained on collecting data for the community mapping component. They all trained on how to conduct both mapping surveys. For the field work phase, they were then split into seven groups, with one youth leader functioning as a focal point for each team. Each team was assigned a section in their community, and the following two days were used for data collection. The training and fieldwork took place from February 3 - 5, 2020.

The results from the two mapping surveys were analyzed to guide the focus group discussions with youth from the community, in order to gain deeper insight on their priority issues. One focus group—for males and females together—was conducted on February 11, 2020.

This CAM report is a compilation of all the results and analysis.

1. Demographic Information

**Governorate**: Irbid

**District**: Moath Bin Jabal

**Institutional sample size**: 17 institutions

**Community sample size**: 317 participants

**Number of mappers**: 33 participants

**Focus group size**: 20 participants

1. Overview

Below is a general overview of the results of the Community Mapping Survey:

* The **nationalities** surveyed:
* 87% Jordanian
* 10% Palestinian
* 1.5% Syrian
* 1.5% Other
* The **age group and sex distribution of those** surveyed:
* Ranged from 9-80 years, with 48.5% of the sample under than 29 years old
* 53% males & 47% females.

Figure 1 shows the **sex and age** distribution of the people surveyed:

 Figure . Community sample gender & age distribution in Moath Bin Jabal

A total of 17 institutions were identified by the 33 mappers in Moath Bin Jabal.

Figure 2 shows the distribution of institutions found in Moath Bin Jabal, based on type:

Figure Types of institutions in Moath Bin Jabal based on Institutional Questionnaire

The institutional mapping survey asked about the needs of youth who did not complete their education. Using cluster analysis, Figure 3 shows the main themes that emerged:

*Figure 3.* *Feedback from Institutions stating their perspective on the top needs of school dropouts.*

1. Main Findings

This report follows the outline of the community mapping survey, inserting the relevant information from the institutional mapping results and the focus group discussion. It is broken down into the six categories previously described: The comments from the youth focus groups are shown in the secondary bullet points below.

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

Youth Development

Youth development considers opportunities in the community for young people.

1. **Youth outlets**. The youth outlets which received the lowest ratings for quality or availability are listed below.
* Entertainment (movie theater, public parks, café)- 58% of the community sampled rated this service non-existent or of poor quality.
	+ There is one public park, but needs to be renovated. It is in a perfect location- the Mudaraj area but it is missing places to sit, and a playground for kids.
	+ Other open green spaces, are require an entrance fee.
	+ There are cafes, but they are only for males.
	+ The only sport that is available is football, it is only for males.
	+ Youth also suggested having more teams, such as a debate team, or arts. Incorporating volunteerism, such as reading to orphans.
* Library- 53% of the community sampled rated this service non-existent or of poor quality.
	+ The municipality has a library with books, as well as a space to read. Their opening hours are from 8am until 2pm. The issues with this library are the limited books, no borrowing of books is allowed, early closing time, and loud noise coming in from the municipal building,
	+ The younger youth enjoy reading. This is seen through school reading activities which have been very successful. However, they need a convenient space, an
	+ Youth centers are a great alternative space for a library. The library could allow borrowing of books, and could create reading related activities such as a book club.
* Spaces for youth to gather- 50% of the community sampled rated this service non-existent or of poor quality.
	+ There are few activities that bring youth together. Some institutions have spaces, but no continuous activities.
	+ The knowledge station is very new and still did not begin giving trainings. Many youth do not know it exists. However, it has spaces for youth to gather.
	+ UNRWA has spaces for youth to gather but they close early and the rooms are small.
	+ The youth centers/clubs in this community are inactive. Most youth were not aware of the youth clubs that exist. The female club used to be active then stopped. The male club was never active.
1. **Youth services outside schools**. The least-available youth services are below.
* Art, Theatre, & Music- 58% of the community sampled rated this service non-existent or of poor quality.
	+ There are no art or music outlets in this community.
	+ Theatres are only available in schools. However are used for celebrations, not for acting.
	+ A folklore group used to exist, created by the community. They would perform in celebrations and weddings, and even competed. The lack of administrative organization caused it to come to an end.
	+ This creative community is filled with talents. They make candles, baskets, murals and glass paint. Their work gets sold in bazaars.
	+ Some youth began an acting initiative to raise awareness on drugs, they further trained in Amman. They now act out sketches with music but no words. These skits could expand with more support. It was suggested that these acts could address new topics such as treatment of doctors after disagreements or mistakes.
* Education continuation resources (scholarships, programs, application information)- 46% of the community sampled rated this as not accessible or non-existent.
	+ Awareness of online opportunities are limited, mostly from social media sites. Such as a Facebook page called Scholarships Everywhere.
	+ Scholarships have many requirements that often that they cannot meet them all. Most international scholarships require $20,000 in the bank, high grades, and fluency in English.
	+ Major tribes provide scholarships to their youth through the Diwan.
	+ JUHOD is a nationwide organization that also provides scholarships.
	+ The main challenge is in the fear of applying online and not having guidance from someone from the community.
* Debates/Structured Youth Conversations- 46% of the community sampled rated this as not accessible or non-existent.
	+ There are no institutions or activities that facilitate conversations or debates among youth or adults.
	+ This is important for youth as it teaches them many essential skills. Acceptance and active listening of other opinions, communication skills, research skills, confidence, and promoting reading.
	+ A great space for youth to conduct debates are in schools in the theatre.
* Life skills/activities (communication, teamwork)- 40% of the community sampled rated this as not accessible or non-existent.
	+ There are few life skill activities. Not just taking the training but having it translated into groups, competitions, and mini-communities. Such as the previously stated, debate team.
1. **Mentorship.** While mentorship is known to assist in improving mental wellbeing, none of the youth mentorship and guidance mechanisms seem to be active. The activities listed below are the types of youth activities that are least reported to be available.
* Community radio
	+ There is no community radio. This was seen as an important method to hear stories relevant, and resolve community issues. One broadcaster in Amman, receives calls from the community, listens to their problems, and connects them to the right people in leadership.
	+ Community radio could provide employment opportunities for those who studied media.
	+ It could serve as an promotion mechanism for activities, programs, and spot light on distinguished persons.
* NGO/CBO counselling activities & psychological mentorship
	+ There is a stigma surround needing any type of psychological support.
	+ There are no counselling activities.
	+ Mental support is needed for youth. Many will not be ready to accept counselling, therefore having a casual setting where it is more general information rather than personal could be beneficial. For example how to deal with depression.
1. **Employment.** Below are the least utilized services that assist in youth employment.
* Job fairs
	+ There were never any job fairs.
	+ There used to be a dairy company in the community however this closed down.
* Career counseling
	+ There is a national program called IRADA what provide trainings to prepare youth for the work environment. The initiative was called Zamala however it came to an end.
	+ Ministry of Employment is expected to give direction, however there is no program that guides youth.
	+ One topic that needs to be addressed is the culture of shame surrounding certain careers.
* Business resources (grants, business plan, financial guidance)
	+ IRADA provides business support through their trainings.
	+ The municipality provides planning support for businesses. However many people do not know.
	+ Inhad is a national program that connects entrepreneurs to banks providing loan from 100 JDs to 5,000 JDs and take a percentage. They support the business for a year.
	+ An important missing resource is learning business promotion skills, specifically how to market online.
	+ There are various reasons that hinder youth from becoming entrepreneurs. The fear of failure and the process stops many people. Unable to take such a risk many do not pursue their ideas. There is not enough business support, or people who have gone through the process to guide them.
	+ Self-doubt and doubt of others is a major issue. With no success stories highlighted in the community, the confidence disappears.
	+ Unsure how to research, and come up with creative topics.

School/Educational Environment

School/educational environment gives an indication of the social situation and the challenges the community faced in schools.

*Figure 4 The issues the community think of the most and is concerned about in schools. Dropouts, violence/bullying, and overcrowding are the most mentioned school related issues.*

1. The **three most important issues in with school classes** in Moath Bin Jabal.
* Use of class time for reasons other than the class itself.
* Lack of creative activities (arts/sports)
	+ Teachers often take creative classes to catch up students on a core subjects. Classes that aren’t in the science stream are seen as secondary.
	+ Teachers educate in a traditional way. Often reciting information rather than teaching. This indicates the limited level of creativity that students experience in classes.
	+ In the male school, sport classes are often cancelled due to lack of equipment or used as an opportunity to get students to collect trash.
	+ The female school use sport classes properly.
* Lack of tutoring
	+ Let’s Learn (Yala Nitaalam) is an initiative created by the head of municipality. It provides the opportunity for students with learning difficulties to have additional support after school during certain week days.
	+ Most teachers don’t tutor or support students as part of a school program.
	+ Additional educational support is provided outside school for a monetary exchange.
* General environment
	+ In summer the class rooms become too hot, some classrooms do not have curtains, or ACs, making the classroom extremely hot.
	+ Overcrowding places a lot of pressure on teachers, and learning is a challenge for students. Many youth do not read at the level they should for their grade, some even graduate and are not fully literate.
	+ School management have little control over students. The parental role does not allow the school to take action towards students. If a teacher punishes for rudeness, parents go to the school and complain about the teacher.
	+ Students leave school early, and parents rarely follow-up.
	+ Parents are challenged when trying to talk to their teenagers, creating a gap in what is experienced in the school and what they are told.
1. **Safety issues** in schools were also highlighted.
* Bullying (physical/verbal), physical abuse (by students and/or teachers), and harassment (from students &/or teachers)
	+ 77% of the community sampled said yes this is a safety issue.
	+ School mentors are not all active, and rarely have the experience to properly deal with bullying.
	+ Bullying is influenced by familial disputes in the community.
	+ Youth have so much energy and no outlets, this is translated into aggression.
	+ Children of teachers become bullies as no one is able to say anything to them. Often receiving preferential treatment.
	+ The school principal plays a major role in how disciplined the youth are.
* Lack of respect and acceptance of others due to diverse living conditions, gender and disability.
	+ A major reason for lack of respect or acceptance is income. Students who appear to be from a lower income family are bullied.
	+ Intelligence is another reason for lack of acceptance. If a student has learning difficulties is less accepted.
	+ Students who wear glasses. Persons with disabilities are also bullied.
	+ This occurs because students are not aware of their impact. Youth suggested creating sketches, and theatre. In addition to having activities that allow youth team up with students who are not from their circle of friends, giving them an opportunity to interact with others, who they usually may not.
	+ Persons with disabilities do not have no assistance, or infrastructural preparations, except in the UNRWA school.
* Infrastructure
	+ Fence about to fall in one school.
	+ In a school called El-Ekla’at the wall is falling.
	+ Schools need signs allowing drivers the opportunity to slow down and take precaution of walking students.
	+ Some schools do not have speed bumpers, to slow down driving cars. One suggested drawing on the street 3D speed bumpers, this has been shown to slow down drivers, without having to add a speed bumper.
	+ Poor lighting from/to school. Some students must walk 3-4 kilometers to reach their school and there is no lighting specifically an area known as Khet El-Mot. One school does not have lighting around it, called Manshieh Al-Thanawiyeh.
* Stray animals
	+ Students walking to their school, often have to deal with stray dogs.
	+ Currently the municipality poisons the dogs.
1. **Youth agency.** Playing an active role in their schools supports youth agency. Below are some activities that are currently available in many schools in Moath Bin Jabal.
* Summer school activities
	+ One school used to have summer school, however they stopped.
	+ Youth did not take initiative to return it, and the school has willingness to reintroduce summer school.
* Student-led extra-curricular activities
	+ Most youth have no interest in being in school due to all the environmental elements.
	+ The school never promotes students becoming leaders in their school by creating activities or bringing in change.

Health

Healthcare services and equipment, as well as health-related topics, all require attention to understand the challenges a community faces, and their health priorities.

1. **Youth health topics.** According to the community the most important are the following.
* Drugs
	+ Drugs have been addressed as an issue through officials however this has had little impact.
	+ One group of youth have created skits without words addressing the topic of drugs.
	+ The main issue is the lack of youth outlets and opportunities.
* Nutrition
	+ Obesity is a problem, it was suggested that healthy cooking methods need to be further promoted and shared.
	+ A book of natural remedies is needed. People living in agricultural areas and the suburbs are faced with allergies/eczema/reactions to fertilizers, there are many herbs that help assist, that need to be researched and shared.
* Alcohol
1. **Health care centers.** Health care providers often have various issues which need to be addressed. Below are the most often mentioned ratedproblems within health care centers.
* Number of patients
	+ There is a high number of patients in comparison to the number of staff.
	+ Although patients must be referred from a health center to get treated in the hospital there is still a high number of patients.
	+ The hospital is very small, which increases chances of patients making each other ill.
	+ There is only one doctor in the emergency room.
* Pharmacy/medication
	+ There is a lack of availability of medication.
	+ Medication for hormonal imbalances, and vitamins are never available.
	+ Doctors often do not prescribe medication, instead they ask the patient what medication they want.
	+ There are is limited anesthetics available in the hospital. People with disc herniation are unable to have the pain medication they need.
* Availability of equipment
	+ There is no comprehensive health care facility, there is a small hospital.
	+ There is lack of medical equipment and machines, which requires patients to come and go, or for medical assistance to take longer. This further stresses the understaffed health facilities.
	+ First aid kits are needed to be available in institutions and schools.
* Quality of service
	+ There are very few doctors, often patients are only seen by nurses.
	+ Due to the various problems with health care systems there needs to be more information available for people to treat common issues.
	+ Prevention measures for common medical issues and awareness are needed.
	+ These various factors lead to patients becoming very angry and attacking doctors. To a degree that this has become a real problem for the community.
* Availability of mental health services (psychologist, institute)
	+ There is a psychiatrist which is available once a week in the hospital, and is not from Moath Bin Jabal.
* Availability of specialized physicians
	+ Many specialists are not available in this hospital.
	+ In addition it is not easy to be referred to a bigger hospital often needing doctors to pull strings to be able to send a patient to a big hospital.
	+ There is only one doctor in the ICU, and only three beds are available.
1. **Barriers to healthcare.** Many people also struggle to receive the healthcare they need. Below are the top barriers to healthcare faced in Moath Bin Jabal.
* Financial barriers
	+ Most families do not have health insurance, and therefore cannot afford health care.
* Services needed yet unavailable
	+ There is an MRI machine available, however no one in the hospital knows how to use it.
* Capacity of the center

Social Environment

Social environment refers to the possible social challenges.

**Social environment challenges.** Below are some of the challenges that the society faces.

* Bullying (Neighborhood/work)- 87% of the community sampled rated this is an issue at least sometimes.
	+ Cyber bullying is a major issue that needs youth to learn how to better handle. Even bullying through chat groups.
* Verbal/emotional/psychological abuse (partner/family)- 81% of the community sampled rated this is an issue at least sometimes.
* Physical abuse (partner/family)- 79% of the community sampled rated this is an issue at least sometimes.
* Physical harassment (workplace/community)- 68% rated of the community sampled rated this is an issue at least sometimes.
* Sexual harassment (workplace/community)- 65% rated of the community sampled rated this is an issue at least sometimes.
	+ The community currently has no programs for persons who need assistance.
	+ Police reporting is the only mechanism available.
	+ Although the community ratings were high, youth insisted that the tribal system does not allow people to harass or abuse, because everyone knows everyone.
	+ Solutions discussed should these be an issue is social officer that receives cases and relays that information to the right persons in authority. Self-defense classes could also assist.

Inclusion

All the communities have at least one form of diversity. Insuring inclusion for all the people who belong to that community is critical.

1. **Greater social inclusion.** Opportunities for greater inclusion is important for the social fabric of the community. Below are the groups which require greater social inclusion.
* Other tribes
	+ Persons do not vote for a parliament member unless they are from their tribe.
* Refugees
	+ Persons from Syria and Egypt do not benefit of from health care free medical day.
	+ Work employment.
* People with disabilities
* Other Religions
* Other nationalities
* Divorcees
	+ Early marriage has drastically decreased. Females are more aware.
	+ After finishing their education parents often do not allow their daughters to work, this makes females more likely to get married sooner.
	+ Females who are divorced have a negative reputation and the community does not reintegrate them. Often blaming the female for the end of the marriage.
* Children of divorced parents
* Orphans
* Women
* Personal/individualistic difference

Figure 5 Groups who are rated to have less opportunities than other members in the community, based on community feedback.

1. **Barriers to social inclusion.** The community mentioned various barriers to inclusion that that require attention, including:
* Lack of community awareness- 66% of the community sampled selected this barrier to inclusion.
* Social norms- 65% of the community sampled selected this barrier to inclusion.
* Infrastructure (disabilities/ old age)- 49% of the community sampled selected this barrier to inclusion.
	+ The community lacks infrastructural preparedness to include persons with disabilities.
	+ Trainings rarely accommodate the needs of persons with disabilities.

Community Services

Community services includes the services that are managed by the municipality or the government.

1. **Services in g****reatest need of attention.** The governmental/municipality services in greatest need of attention are listed below:
* Care Centers
	+ The elderly specifically those who remained unmarried need housing and centers.
	+ An orphan center is needed.
* Garbage collection & cleanliness
	+ The issue is more related to the community needing to put greater effort in keeping the streets clean.
	+ Awareness campaigns are needed about keeping the community clean.
	+ There are enough bins in the community, except the Ameer Hassan Dam area.
	+ This community experiences internal tourism. Often people have picnics and barbeques and leave their trash behind, polluting the area.
	+ This community even started recycling.
* Public Transportation
	+ Public transportation is a challenge. It takes seven buses to get to Irbid city.
	+ This issue has been raised numerous times however, there is no follow through.
	+ Advocacy needed by the families in this area, to have a new route created by the Ministry of Transportation from this community to other communities.
* Elderly Services
	+ There are no activities for the elderly.
	+ No shaded areas for elderly to sit and enjoy.
* Tourism promotion
	+ There is a spring in an area called El-Himmeh that has greater benefits than the most notorious spring in Jordan. Most people do not know about it.
	+ There is a historic bridge from the Ottoman period.
	+ There are various religious shrines that need preservation and promotion.
* Sustainable energy
	+ Solar panels need to be further supported in this community. Currently, installation fees are too high.
* Water
	+ Kids play with broken water pipes, and sometimes break them.
	+ There needs to be more awareness on water preservation.
* Governmental Service
* Electricity
	+ Electricity is running in households all day, from the fan, to the all the equipment. The community needs an alternative because the bills are much too high. Or find an a way to bring down the price of electricity.
	+ There are no electricity generators, therefore in snow electricity gets shut down.
* Close Dumpsite
* Access to Internet
	+ There is a need for spaces with internet.
	+ A decrease in internet prices may make it more accessible to the community.
	+ The networks in this community are weak. When a company came to install new polls, various families refused due to its high correlation with cancer cases.
1. **Infrastructure reliability and safety.**
* Sewage/plumbing
* Roads/sidewalks
1. **Environment.** Below are the top two issues mentioned as services that improve the environment.
* Litter- 74% of the community sampled said yes this is a major issue.
* Air pollution- 61% of the community sampled said yes this is a major issue.
	+ The fires that are in summer cause a lot of air pollution, effecting the health of the community.
	+ The chemicals used for agriculture also pollute the air and exasperate asthma symptoms.
* Waste Management (chemicals, contaminants)- 53% of the community sampled said yes this is a major issue.
1. Analysis Tables

Community Survey Analysis

|  |  |
| --- | --- |
| **% 29 & under** | **% 30 & over** |
| **49%** | **51%** |
| **%Males** | **%Females** |
| 53% | 47% |

|  |  |  |  |
| --- | --- | --- | --- |
| **Jordanian** | **Palestinian** | **Syrian** | **Other** |
| 279 | 31 | 5 | 5 |

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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 |
| Art, Theatre, & Music | 34 | 73 | 122 | 25 | 63 |
| Entertainment (movie theater, public parks, café) | 33 | 81 | 133 | 20 | 50 |
| Library | 48 | 73 | 108 | 28 | 60 |
| Spaces for youth to gather (CBOs, parks, municipality space) | 40 | 79 | 118 | 41 | 39 |
| Organized activities by CBOs, NGOs, youth leaders (hiking, bazaars, trainings) | 61 | 76 | 99 | 39 | 42 |
| Spaces for women to gather (female youth center, clubs, sport facility) | 64 | 112 | 81 | 31 | 29 |
| Sports (basketball/football /swimming/ others) | 82 | 107 | 77 | 30 | 21 |
| Youth clubs and centers  | 84 | 112 | 70 | 26 | 25 |
| Spaces for men to gather (Male youth center, clubs, sport facilities) | 80 | 104 | 67 | 42 | 24 |
| Volunteering Opportunities  | 85 | 121 | 64 | 35 | 12 |
| Art, Theatre, & Music | 34 | 73 | 122 | 25 | 63 |

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| **Q2: How accessible are these following out of educational services in your community?** |
| Options | Always accessible | Sometimes | Never accessible | Doesn’t exist |
| Debates/ Structured Youth Conversations | 54 | 116 | 91 | 56 |
| Education continuation resources (scholarship & application info) | 53 | 119 | 96 | 49 |
| Internet knowledge station | 49 | 128 | 90 | 50 |
| Life skills/activities (communication, teamwork) | 67 | 124 | 77 | 49 |
| English language courses | 74 | 127 | 83 | 33 |
| Computer courses | 80 | 132 | 68 | 37 |
| Study support/tutoring | 115 | 115 | 61 | 26 |

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| **Q3: Have you heard or been part of (participated in) the following programs in your community?** |
| Options | Yes |
| Community radio | 83 |
| NGO/CBO counselling activities | 143 |
| Mentorship (psychological) | 147 |
| Religious guidance/counselling | 199 |
| Boy scouts | 204 |
| Girl scouts  | 216 |

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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 | 49 | 52 | 188 | 28 |
| Career counseling  | 63 | 66 | 160 | 28 |
| Business resources (grants, business plan, financial guidance) | 52 | 56 | 156 | 53 |
| Entrepreneurial support | 61 | 73 | 151 | 32 |
| Training on labor market skills | 82 | 60 | 136 | 39 |
| Volunteering in the workforce | 87 | 69 | 131 | 30 |
| Training for experience | 101 | 70 | 122 | 24 |
| Vocational training | 127 | 66 | 97 | 27 |

**SCHOOL EDUCATION ENVIRONMENT**

|  |
| --- |
| **Q5: Which places do youth gather when in your community? Select all that apply.** |
| **Options** | **Count** |
| Dropouts | 221 |
| Violence/ bullying | 178 |
| Overcrowding | 121 |
| Infrastructural issues | 82 |
| Teacher-parent relationship | 66 |
| Quality of education/curriculum | 57 |
| School related expenses | 50 |
| Teacher-student/ student-student relationship | 41 |
| Support for students with learning difficulties | 27 |
| No educational support tutoring  | 22 |
| Accessibility to youth with disabilities | 20 |
| School shift system | 18 |
| Transportation/ Location of the school | 17 |
| Access to school facilities (locked) | 12 |

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| **Q6: What do you consider the top three issues with school services in your community?** |
|  | **Frequently** | **Sometimes** | **Rarely** | **I don’t know** |
| Use of class time of other than the class itself | 129 | 110 | 57 | 21 |
| Lack of creative activities (arts/ sports) | 128 | 104 | 60 | 25 |
| Lack of tutoring | 108 | 112 | 77 | 20 |
| Not enough space in classroom | 104 | 112 | 82 | 19 |
| Disconnectedness to school environment | 101 | 119 | 75 | 22 |
| Lack of equipment (books, recreational equipment, computers) | 100 | 119 | 78 | 20 |
| Unhygienic | 96 | 145 | 59 | 17 |
| Lack of mentorship/counselling | 88 | 122 | 80 | 27 |
| Poor maintenance | 83 | 137 | 81 | 16 |
| Unsafe conditions (bad wiring, infrastructure) | 80 | 115 | 98 | 24 |
| Understaffed | 77 | 108 | 113 | 19 |
| Low quality education | 73 | 127 | 92 | 25 |
| Teachers lacking experience | 68 | 136 | 94 | 19 |

|  |  |  |
| --- | --- | --- |
|  | **yes** | **no** |
| Bullying (physical/verbal) | 243 | 74 |
| Physical abuse (by students and/or teachers) | 201 | 116 |
| Harassment (from students &/or teachers) | 171 | 146 |
| Lack of respect and acceptance of others due to diverse living conditions, gender and disability | 146 | 171 |

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| **Q8: Have you or has someone you know experience these barriers to schools in your community?** |
|  | Frequently | Sometimes | Rarely | I don’t know |
| Stray animals | 120 | 96 | 88 | 13 |
| No assistance for people with learning difficulties | 108 | 121 | 76 | 12 |
| Safety from/to school | 108 | 120 | 67 | 22 |
| Financial reasons (uniform, books, tuition, activities) | 91 | 123 | 93 | 10 |
| Transportation/ location of the school | 90 | 119 | 97 | 11 |
| Need to take care of siblings/children/ elderly | 86 | 142 | 71 | 18 |
| Need to work to support family | 85 | 132 | 87 | 13 |
| Lacks accessibility for persons with disabilities | 82 | 139 | 83 | 13 |
| Parents/family situation (not allowed by family/spouse) | 77 | 131 | 96 | 13 |

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| **Q9: Do the following exist in schools in your community?**  |
|  | Yes | No |
| School-led summer activities  | 166 | 151 |
| Student-led extra-curricular activities | 181 | 136 |
| Volunteering activities | 214 | 103 |
| School leadership (student council) | 223 | 94 |

**HEALTH**

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| **10. Please select three of the following that you consider the most important for youth (feel free to show participant the choices).**  |
|  | **Frequency** |
| Drugs | 180 |
| Nutrition | 160 |
| Alcohol  | 159 |
| Smoking | 150 |
| Environmental problems | 92 |
| Disease awareness | 71 |
| Health education | 70 |
| Physical activity | 62 |
| Obesity  | 22 |

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| **11. Do you consider the following to be problems in your local health facilities?** |
|  | Highly problematic | Not problematic | Do not know |
| Number of patients | 173 | 109 | 29 |
| Availability of pharmacy/medication  | 170 | 109 | 27 |
| Availability of equipment | 167 | 112 | 31 |
| Quality of service | 168 | 122 | 24 |
| Availability of mental health services (psychologist, institute) | 163 | 110 | 33 |
| Availability of specialized physicians | 157 | 139 | 14 |
| Waiting area | 145 | 134 | 33 |
| Operating hours | 143 | 142 | 29 |
| Staff capacities | 128 | 152 | 32 |
| Hygiene | 122 | 164 | 27 |

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| **12. Which of the following do you consider barriers to health care in (name of community) (choose 2-3)** |
|  | **Frequency** |
| Financial barriers | 145 |
| Services needed yet unavailable  | 132 |
| Capacity of the center | 128 |
| Delays in receiving care  | 120 |
| Unable to reach the health facility  | 112 |
| Discrimination (gender, tribe, origin, etc) | 96 |
| Female related health challenges | 95 |
| Unsure what services are available | 47 |
| Nationality | 16 |

**SOCIAL ENVIRONMENT**

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| **13. Have you or has someone you know experience the following issues in your community?** |
|  | Yes | Sometimes | No |
| Bullying (Neighborhood/work) | 170 | 105 | 42 |
| Verbal/emotional/ psychological abuse (partner/family) | 135 | 123 | 59 |
| Physical abuse (partner/family) | 106 | 145 | 66 |
| Physical harassment (workplace/community) | 87 | 128 | 102 |
| Sexual harassment (workplace/community) | 67 | 140 | 110 |

**INCLUSION**

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| **14. Which of the following have you considered barriers to inclusion (persons with disabilities, refugees, women, and men) in (name community)? Choose as many as you think apply.**  |
|  | **Count** |
| Lack of community awareness | 208 |
| Social norms | 205 |
| Infrastructure (disabilities/ old age) | 156 |
| Laws & legal framework | 110 |
| Local policies | 109 |
| Individual perceptions and biases (racism/sexism) | 89 |
| The excluded groups are not aware of their rights | 41 |
| None of the above  | 5 |

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| **15. To what degree do you think the following groups have equal opportunities in (name of community)?**  |
|  | Frequently | Sometimes | Rarely | I don’t know |
| Refugees |  |  |  |  |
| Other tribes |  |  |  |  |
| Other Religions  |  |  |  |  |
| Divorcees |  |  |  |  |
| Children of divorced parents |  |  |  |  |
| Other nationalities |  |  |  |  |
| People with disabilities |  |  |  |  |
| Persons of other social classes  |  |  |  |  |
| Persons of other educational backgrounds |  |  |  |  |
| Orphans |  |  |  |  |

**COMMUNITY SERVICES**

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| **16. Are there issues with the following services in your community?** |
|  | Yes | No | Doesn't exist | I don’t know |
| Children Daycare | 181 | 71 | 26 | 39 |
| Garbage collection | 191 | 90 | 15 | 21 |
| Public Transportation | 182 | 107 | 18 | 10 |
| Elderly Services | 170 | 81 | 23 | 43 |
| Tourism promotion | 162 | 63 | 26 | 66 |
| Sustainable energy | 153 | 67 | 31 | 66 |
| Water | 169 | 103 | 14 | 31 |
| Governmental Service | 165 | 100 | 16 | 36 |
| Electricity | 156 | 101 | 24 | 36 |
| Close Dumpsite | 141 | 111 | 31 | 34 |
| Access to Internet | 122 | 125 | 26 | 44 |

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| **17. How reliable and safe is the infrastructure in Moath Bin Jabal?** |
|  | Excellent | Average | Very poor | Doesn't exist |
| Sewage/plumbing | 39 | 106 | 153 | 19 |
| Roads/sidewalks | 39 | 128 | 146 | 4 |
| Buildings | 30 | 155 | 120 | 12 |
| Street lights | 55 | 138 | 117 | 7 |

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| **18. Are these issues in your community?**  |
|  | Yes | No | I don’t know |
| Litter | 234 | 76 | 7 |
| Air pollution | 193 | 109 | 15 |
| Desertification (lack of green spaces) | 137 | 137 | 43 |
| Waste Management (chemicals, contaminants) | 171 | 78 | 68 |
| Litter | 234 | 76 | 7 |

Institutional Survey Analysis

Number of Institutions in Moath Bin Jabal: 17

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| **Types of Organizations** |
| Governmental  | 9 |
| CBO | 0 |
| Non-Profit | 5 |
| Private | 2 |
| Religious | 0 |
| For-Profit | 1 |

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| **Closest type of transportation** |
| Walking | 1 |
| Taxi | 3 |
| Bus | 9 |
| Taxi & Bus | 1 |
| Walking & Bus & Taxi | 1 |
| Other | 2 |

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| **Fees for services** |
| Yes  | 2 |
| No  | 11 |
| Some programs | 4 |

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| **Youth Development** |
| Art & Music Activities | 1 |
| Cultural Activities | 3 |
| Theatre | 2 |
| Summer Camps | 3 |
| Educational Support—Tutoring  | 3 |
| Educational Support—Financial Aid | 1 |
| Educational Support—Scholarship | 1 |
| Religious Services & Education | 1 |
| Life Skills Training | 2 |
| Computer | 5 |
| On-the-job Training | 4 |
| Vocational | 3 |
| Internship | 5 |
| Employment Skills | 5 |
| Business Development | 1 |
| Debates | 2 |
| Volunteering Opportunities | 5 |
| Football Training | 4 |
| Football Teams | 2 |
| Swimming Training | 1 |
| Competitions | 2 |
| Athletes Support | 2 |
| Leadership—Boy Guides | 2 |
| Leadership—Girl Guides | 4 |
| Youth Mentorship | 4 |

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

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| **Educational Environment** |
| After-school Programs | 4 |
| Education—Secondary/Middle School | 3 |
| Alternative High Schools | 0 |
| Colleges/Universities | 0 |
| Computer Training | 4 |
| Learning Difficulties in Early Childhood | 2 |
| Learning Difficulties | 1 |
| Person with Disability | 2 |
| Tutoring | 1 |
| Student Exchange | 1 |
| Other | 5 |

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| **Health** |
| Family Planning | 6 |
| Health Awareness Campaigns | 6 |
| Dental Clinic | 3 |
| Family Health Clinic | 5 |
| Specialized Health Clinic | 1 |
| Public Hospital | 2 |
| Mental Health Services | 1 |
| Pediatric Care | 2 |
| Prenatal Care | 1 |
| Health Insurance | 1 |
| Drug Rehabilitation Centers | 1 |
|  Other | 5 |

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| **Social Environment** |
| Support for Women | 8 |
| Anti-Corruption Association | 1 |
| Family Support Services | 3 |
| Family Concern's Centers | 2 |
| Charity | 6 |
| Other | 4 |

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| **Inclusion** |
| Elderly Services | 4 |
| Orphan Shelters | 4 |
| Refugee Services | 3 |
| Persons with Disability Services | 4 |
| Learning Support Person w/Disability | 2 |
| Learning Support Learning Difficulties Services | 2 |
|  Other | 7 |

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| **Community Services** |
| Water Safety | 3 |
| Pollution Control | 4 |
| Street Maintenance | 4 |
| Sewage Control | 1 |
| Farming | 4 |
| Sustainable Agriculture | 3 |
| Renewable energy | 1 |
| Internet Access | 2 |
| Public Officials and Offices | 2 |
| Community Development | 3 |
| Services Related to Tourism | 2 |
| Other | 2 |

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| **Other Programs Services** |
|  Daily Nurseries | 0 |
|  Day Care Kindergarten | 1 |
|  Day Care School Age | 1 |
|  Parenting Assistance | 1 |
|  Sponsor Special Events/Activities | 1 |
|  Event Organizing | 1 |
|  Other | 2 |

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| **Services for Education Dropouts** |
| Reading, writing and math skills | 4 |
| Developing practical and vocational skills | 6 |
| Providing job opportunities | 6 |
| Youth Counseling | 9 |
| Life Skills | 7 |
| We don't offer any services for youths who didn't complete their education | 4 |

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| **Needs of youth that did not complete their education** |
| **Need 1** | **Need 2** | **Need 3** |
| Guidance  | Employment support | Volunteering |
| Educational awareness | Financial support | Craftsmanship |
| Training | Networking | Employment support |
| Life skills training | Safety | Employment support |
| Training | Volunteering | Employment support |
| Training | Educational awareness |  |
| Training | Craftsmanship | Guidance |
| Training | Employment support |  |
| Employment support | Educational awareness | Trainings |
| Life skills training | Entrepreneurial support | Networking |
| Employment support | Trainings |  |
| Employment support | Educational awareness | Outlets |
| Guidance  | Employment support | Educational support |
| Training | Networking | Employment support |

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| **No. of beneficiaries/month** |
| 1 to 25 | 5 |
| 26 to 50 | 2 |
| 51 to 100 | 1 |
| 101 to 200 | 2 |
| 201 to 500 | 2 |
| 501 to 1000 | 1 |
| 1001 & more | 4 |
| Do not provide services to youth | 0 |

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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 |  |
| No | 10 |
| Does not offer any youth services | 5 |
| N/A | 2 |

Focus group questions

**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?