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USAID Youth Power

Community Mapping Analysis Report – Rojom El Shami

ACRONYMS

CM Community 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**

**Brief Background**

YouthPower is a youth lead program, youth become educators in every element of the program and train other youth. The program empowers youth to become engaged citizens and productive members of society with the agency to advocate for themselves and to shape services designed to activate their role in their community. USAID YouthPower – Jordan partners with youth ages 10-29 from all backgrounds, and with national and local service providers to leave behind sustainable, community-based resources and avenues for civic engagement for youth in targeted partner communities.

The project builds key competencies of at-risk youth to identify assets, increase their confidence to design and manage solutions; connect them to each other and to youth-serving organizations, community and government leaders and resources to support their success; and foster character and caring by encouraging dialogue, and exploration and problem-solving.

YouthPower prepares 10,000 youth to engage in knowledge-based decision making. The USAID YouthPower is composed of three main components:

* Component 1: Transformational Learning and Gender Training, followed by a micro-initiative.
* Component 2: Community Mapping in 60 communities to identify challenges and analyze community resources.
* Component 3: Innovation Fund facilitates collaborative design of youth initiatives ranging from five to ten initiatives in each community.

**Purpose**

The USAID YouthPower team trains and engages at-risk youth by mapping their community. This report is the reflection of the results from component 2. It aims to identify existing resources and challenges, while increasing youth participation in civil society. The process of mapping is guided by youth, designed to enhance their agency, self-efficacy, and initiative programming.

**Methodology**

The community mapping (CM) assessment used a three-fold strategy:

1. An institutional mapping tool, a survey that identified stakeholders/entities, their role in the community, and their service provision. The survey was used on any institution in the area to inquire about the their services, resources, and challenges.
2. A service mapping tool that captured the community’s service needs and barriers. It investigated the challenges, barriers, importance, and quality of services and resources in the community. This survey included anyone from the community irrespective of their age.
3. A focus group discussion with youth that digested the results from the two surveys, and identified unique opportunities and challenges in the community that may have not been fully captured.

The two mapping surveys are designed and developed on tablets, for mobile data collection, by the USAID YouthPower Monitoring, Evaluation and Learning team. The surveys and the report 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

56 youth from Rojom El-Shami were trained on collecting data for community mapping. All the youth were trained how to conduct both mapping surveys. Youth were then split into five groups, with one youth leader functioning as a focal point for each team. Each team was assigned a section of their community to map over the upcoming three days. The training and data collection took place from the 10th – 12th of February, 2020.

The results from the two mapping surveys were preliminary analyzed to guide the focus group discussions with youth from the community, gaining deeper insight on their priority issues. One focus group was conducted on the 18th of February, 2020 for both males and females.

The CM report is a compilation of all the results and analysis.

1. **Demographic Information**

**Governorate**: Amman

**District**: Rojom El Shami

**Institutional sample size**: 14 institutions

**Community sample size**: 174 participants

**Number of mappers**: 56 participants

**Focus group size**: 14 participants

1. **Overview**

Below is a general overview of the community sample.

* The nationalities surveyedfor through the Community Mapping Survey:
	+ 142 Jordanians
	+ 16 Palestinians
	+ 10 Syrians
	+ 4 Other
* The age group surveyed ranged from 9 – 72 years, 46.5% of the sample were under than 29 years old.
* 58% males & 42% females.

Below are the sex & age distribution:

Figure 1 Community sample gender & age distribution in Rojom El-Shami.

A total of 14 institutions were found by the 56 mappers in Rojom El-Shami.

Below is the distribution of institutions based on type:

Figure 2 Types of institutions in Rojom El-Shami based on Institutional Questionnaire.

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

Figure 3 The needs of youth who have not completed their education, according to institutional feedback through the Institutional survey in Rojom El Shami.

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**

Youth development considers opportunities in the community for young people.

1. **Youth outlets**. The four youth outlets which received the lowest ratings for quality or availability are listed below.
* Art, music, theatre activities- 68% of the community sampled rated as non-existent or inaccessible.
	+ There used to be trainings eight years ago for music and dabkeh (a type of Arab cultural dancing). There was some responsiveness from the community, however the trainings were poorly marketed and lacked proper management, therefore coming to an end.
	+ Opportunities to learn a musical instrument is limited. Oud is a favored traditional instrument, having oud trainings was desired by youth.
	+ Artistic expression is non-existent. Youth noted that the only painting they were a part of were for community improvement projects like painting sidewalks. They expressed interest in creating wall murals.
	+ Schools have theatres, both males and females have used this theatre to act. Youth suggested creating a theatre club that creates plays about various topics that are relevant to the Rojom El-Shami community.
	+ There are people with talents but no support. Investing in female talent may be an additional challenge, and will require community acceptance.
* Library- 65% of the community sampled rated this as a poor service, or as non-existent.
	+ There is one library in the municipality building where the community can borrow books and return them. However many people are not aware that this library exists.
	+ The municipality library is big, but it is not quiet because it is an extension of the municipality building where people continuously enter and exist. In addition there is no designated space for youth to gather.
	+ The library is ill-equipped, there are no educational books to support university students, or children books, most books are outdated and in poor condition.
	+ The library is open form 8 – 3 pm.
* Entertainment (movie theater, public parks, café, internet café)- 62% of the community sampled rated this as a poor service, or as non-existent.
	+ There are no entertainment outlets for youth. There are only privately owned football fields.
	+ Billiard clubs and cafes have opened various times however they always close, due to a lack of effective business planning.
	+ Gathering spaces for females are non-existent. Parents in this community are against females having gathering spaces outside homes. Females themselves reject the idea of going to cafes, as it has a negative societal connotation.
	+ There are no hubs for university students, or competitions, debates, or conversations.
	+ Competition whether for students or open to all could bring the community together and create opportunities for activities and entertainment. An example of that would be basketball, football, reading or art competitions that are free of charge to join and perhaps have a prize for the top winners.
	+ The closest youth club is 9km away in Sahab however there is no public transportation available.
	+ There is one park but it is totally empty. The park or rather open green space is not disability friendly. In addition there are plans to transform this park into a center for celebrations.
	+ The current park, has no soft flooring or sand, there is no playground, lights, or even gates surrounding it.
	+ Youth suggested considering the municipality outdoor space to become a gathering space for youth, while considering the needs of persons with disabilities.

Figure 4 Youth outlets that were rated as least available or most in need of improvement by the community sample.

1. Youth development opportunities that are **outside schools**. The least available youth services along with topics youth discussed are listed below.
* Knowledge station- 70% of the community sampled rated this as unavailable.
	+ The knowledge station, is a governmental learning hub that provides trainings at a symbolic price.
	+ There used to be an knowledge station that is part of the social development institution. However, it was relocated to a place that is difficult to reach.
	+ The majority of the community is not aware that the knowledge station reopened, and many do not know the services it provides.
	+ Part of the community needs to start seeing the benefits of continuing to learn beyond school years.
	+ The knowledge station does not take into consideration persons with learning difficulties. The material is not designed to be accessible to all types of learners. Leaving only a select group of people benefiting from its services.
* Access to computers and computer courses- 66% of the community sampled rated this as unavailable.
	+ When youth are not provided access to computers, they are denied the opportunity to be progressive or even keep up with the times. This creates a major barrier between them and the rest of the world.
	+ Parents in the community see computers as a waste of time and do not understand the value of having computer skills. Continuously articulating to their children that they are useless.
	+ There used to be in computers in the municipality and in a center. The center was privately owned and would charge pay fifty cents for an hour. There isn’t enough income. Seven years ago they used to. The municipality does not have any functioning computers left.
	+ Youth would like to learn how to search the internet effectively to find the resources they need.
* Other educational resources (scholarship & application info)- 61% of the community sampled rated this as unavailable.
	+ The majority are unaware of the online resources available. The few that know of the online resources heard of them via word of mouth, rather than personal online research.
	+ Local scholarships are believed to be fabricated opportunities. Alleged nepotism is in selection of persons who receive the scholarships.
	+ Youth are not guided on how to apply to universities.
* English language courses- 59% of the community sampled rated this as unavailable.
	+ One major issue are English classes. No one in the community has perfect English, although it is required for employment.
* Debates/ Structured Youth Conversations- 55% of the community sampled rated this as unavailable.
	+ Opportunities for youth to shed opposing opinions in a constructive way is unavailable.
	+ Youth explained that this is an issue perceived in when problem solving is needed. The lack of debating skills often leads to arguments and not listening to other opinions.
1. Youth receiving mentorship assist in improving mental-wellbeing. Generally none of the youth mentorship and guidance mechanisms are active. The below consider which types of youth consultation are least reported to be available.
* Community radio- 78% of the community sampled said they do not have this service.
	+ Youth all agreed that community radio is no longer a relevant method of information distribution.
* NGO-CBO guidance/counselling activities- 69% of the community sampled said they have not heard of this service.
	+ Guidance and counselling is not provided in the community. The age group identified by the youth as those in greatest need for such services are those in 10th grade. They need to have clarity and awareness of themselves to decide what they would like to do with their education and moving forward.
	+ Youth noted that their needs to be more structured activities where they mix, communicate, and interact, these would act as a form of indirect counselling.
* Girl scouts- 69% of that community sampled said no they have not heard of this.
	+ Youth saw little acceptance of having girl scouts.
* Mentorship (psychological)- 66% of the community sampled said they have not heard of this.
	+ Youth said one type of mentorship needed is for parents. Parental discrimination between children is one topic youth wished that could be addressed.
	+ Anxiety, stress, and depression were also topics that youth did not have methods to cope with rather than suppression or outbursts.
* Boy scouts- 49% of the community sampled said that they have not heard of this.
	+ There are boy scouts in this community however their role is limited to physical military-like training. This is a good outlet, however does not provide mentorship and counselling.
	+ They are not taught about the importance of servicing their community and respect.
* Religious guidance/counselling- 43% of the community said they do not have this service.
	+ Religious institutions are predominantly Muslim. The Sheikhs (religious leaders) provide guidance during Friday prayer.
	+ The guidance provided after prayers by Sheikhs is not limited to religious script. Sheikhs also talk about everyday life situations and psychosocial topics.
	+ The issue is that youth still do not have one-to-one time or allocated time with sheikhs to receive guidance on personal or private topics.
1. This section considers the preparedness of services that assist in youth employment. Below are the least utilized services.
* Business resources (grants, business plan, financial guidance)- 62% of the community sampled rated this as unavailable.
	+ Many small businesses have opened the past years, however closed shortly after. A major reason is the lack of business planning skills and realization of the variables that need to be considered.
	+ 142 engineers came together in their community and wanted to work with the municipality to use lands for farming. However elders in the community did not see the value of this and dismissed it. If the engineers had business analysis resources this would have created structure to their plan and even a strong entity supporting them to move forward.
	+ The only business related service is one that provides loans. Tamweelcom gives people loans to start a business. This has been abused by some people that pretend to have businesses to use that money for other purposes such as paying for their wedding day, car, or basic family needs. Therefore more structure is needed even in loan services.
	+ There many people specifically women who take part in the creation of baskets, candles, soap, embroidery, and handicrafts. These are even sold in bazaars but the income is limited due to weak marketing. With a real plan these people could create actual businesses.
	+ Marketing courses are needed, especially how to promote and sell local produce as income generating projects.
* Employment skills training- 62% of the community sampled rated this as unavailable.
	+ Most people are unaware of what they need to learn to increase their employability and opportunities. The only intervention that youth receive is in 10th grade, where they are given a document to fill out about what they would like to continue their education in.
	+ Employment readiness courses or trainings are needed, as well as mentorship towards employment. Specifically, effective communication, research, and cv writing.
	+ There is a need in confidence building activities. Youth underscored their fear and anxiety while presenting in front of a crowd, or representing themselves and their capabilities to an employer.
* Job fairs- 54% of the community said no this service is not available.
	+ Youth said there are no job fairs in their community, however there is in neighboring communities.
* Entrepreneurial support- 48% of the community said no this service is not available.

**School / Educational** **Environment**

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

Figure 5 This graph indicates issues mentioned by the community, when asked about the ‘most important issues in schools’, without giving them topics to select from. 172 participants took part and could state a maximum of three issues.

The figure above gives a general indication of the issues the community thinks of the most and is concerned about in schools. Attendance, overcrowding, and violence/bullying are the most mentioned school related issues.

1. A more specific breakdown of the **specific issues** that may be targeted are listed below:
* Poor learning conditions
	+ The educational system is outdated. There is no progress in curriculums or in equipment. Computers if available need to be updated/upgraded, science labs likewise. Youth recall
	+ Males feel unstimulated by the educational system. Teachers fail to capture the interest of students, particularly in male schools.
	+ Males see no value of receiving an education. Parental pressure is often the main reason they attend.
	+ There is corruption within schools which worsens the services the school is able to provide. A specific case is where the mentorship room had a budget of 15 thousand Jordanian Dinars to be built, instead only 3 thousand Jordanian Dinars was spent on it. The computer provided was also taken.
	+ Teachers implement collective punishment, if one student creates chaos all the students are punished. This is problematic especially in classrooms that have thirty plus students.
	+ Principals and students have a negative interaction.
	+ No parental role in schools. Parents have limited awareness of what goes on in schools.
	+ One female school principal invested energy in keeping parents updated as well as strong leadership. However when this principal left the school lost structure. This indicates that a major issue lays in the leadership, particularly school principals.
* Lack of tutoring
1. **Safety issues** in schools were also highlighted.

Greatest issues related to safety in schools:

* Bullying (physical/verbal)
	+ There is no protocol for how to dealing with bullying and bullies. Both students, the bully and their victim are punished.
	+ There is a lack of self-awareness in students, and lack of outlets for youth to release their energies, this combination contributes to a large number of bullies.
	+ In school persons with disabilities are not bullied, however persons with learning difficulties either become bullies or are bullied.
* Unsafe conditions (infrastructural)
* Safety issues to/from school
	+ Males often go around the female schools to impress females with car stunts. This creates a safety issue. Police used to petrol and then stopped.
	+ Stray animals are a problem for students walk to school. They are often chased by dogs and have no method to protect themselves.
	+ Students need to learn how to best handle stray dogs. There is a stray dogs service, if someone complains about a dog, they come and take them to a dog pound in an area called Al-Muwaqqar.
	+ Stray dogs used to be shot by an allocated person in the community, and buried, however this person is no longer in employment.
1. When investigating the specific **barriers to education**, the below were the most stated:
* Need to work to support their family
* No assistance for people with learning difficulties
	+ There are no special needs rooms in male schools.
	+ Females schools had teachers for persons with learning difficulties but then service came to an end abruptly.
* Parents/family situation (not allowed by family/spouse)
* Lacks accessibility for persons with disabilities
	+ The schools do not cater to persons with disabilities, whether physical or sensory or otherwise.
	+ Students with physical disabilities need other students to assist them to enter into school or go to classes on other floors.
	+ There is acceptance of persons with disabilities and no bullying against them, however there are simply no school services to assist.
* Need to take care of siblings/children/ elderly
1. The active role of students in their school supports **youth agency**. Below are the activities that students currently do not have available in many schools in Rojom El-Shami.
* Student-led extra-curricular activities
	+ The only current extracurricular activities are cleaning graves in their community as to pay respect for the dead. In addition to painting sidewalks, to make driving more safe.
* School improvement activities
	+ There used to be camps and football but these ended several years ago.

**Health**

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

1. The most important **youth health topics** according to the community are:
* Drugs
	+ Some persons who use drugs are isolated and become outcastes. There are no drug rehabilitation centers/services to assist them with their addiction.
	+ Drug distributers after leaving jail, are often welcomed back into the community. This occurs when families recognize that drugs generate income.
	+ Youth are susceptible to use drugs because they have no alternative outlets, or spaces to gather and interact safely.
* Alcohol
	+ Drinking alcohol is less problematic than using drugs.
	+ Alcohol is difficult to find and purchase.
* Nutrition
	+ There needs to be awareness on what healthy nutrition is, especially with social media platforms easily circulating information. There is no nutritional expert in the community, that can be a resource to falsify and provide authoritative guidance.
	+ People lack awareness about various health topics because many are newer issues:
		- Taking precautions against germs
		- Information regarding personal hygiene especially the younger age groups. Especially that water availability is often limited.
		- Managing and preventing frequent diseases
		- Cholesterol
		- Nutritional information regarding different diets for different diseases (ex. tomatoes are acidic, and can cause acid reflex)
		- The importance of drinking water is ignored leading to many kidney problems. There is misinformation about teas, and coffee being considered part of the daily water intake.
	+ There is a culture of eating ready meals, and fast food.
	+ None of the restaurants sell healthy food.
	+ Most people find recipes through social media platforms.
	+ Youth wanted to create nutritional content and educate through visual experiments that are food related. In general pushing for education that is not traditional.
1. Health care providers often have various issues which need to be addressed. Below are the most highly rated **problems within health care centers.**
* Availability of mental health services (psychologist, institute)
	+ There is no awareness on the importance of mental health care nor is there experts on the topic in the community.
	+ Health care facilities do not take into consideration the psychological needs of people. Understaffing often contributes to the cadre bring dismissive of patient needs.
* Low quality of service
	+ There is no comprehensive health care center in Rojom El-Shami.
	+ Medication for patients that is beyond basic medication, is rarely available. Nepotism in the health center’s pharmacy, allows staff to take all the medication to their families before it is even placed on the shelf.
	+ Medication supply is a major problem. For persons who cannot afford privately owned pharmacy prices must drive to the Amman to receive their medication. The hospital in Amman, however only provides the dose required for two weeks. Meaning patients must drive to the hospital twice a month receive their medication which is needed on a chronic monthly basis.
		- Heart medication is never available. Patients must drive to another health care center which is 13 km away, to get their monthly dose of heart medication.
		- Lanzoteic which is needed for ulcers is also never available.
* High number of patients
1. Many people also struggle to receive the healthcare needed, below are the **top barriers** **to healthcare** faced in Rojom El-Shami.
* Services needed yet unavailable
	+ Maternal machine for moms stopped working took for maintenance never returned like an ultra sound.
	+ There is no eye doctor.
	+ The center is not comprehensive, so many needs are not available.
* Unable to reach the health facility
	+ The health care facility is close however, the hospital is in another city (Sahab). Sahab is not very far, however requires public transportation, which is currently unavailable.
	+ The Sahab hospital does not accept all cases, leaving many to go to Amman to receive health support.
* Financial barriers

**Social Environment**

The social environment section looks briefly at the possible challenges in the social environment.

This section highlights the challenges that the society faces.

* Bullying (Neighborhood/work)
	+ Bulling not seen as a wide-spread issue in the community.
	+ The main type of discrimination in treatment is that towards persons from other countries.
	+ Bullying against persons with different educational levels as well as discrimination in treatment is an issue.
	+ Tribal power may be seen as a form of bullying. Allowing certain privileges for persons from certain tribes but not others’.
	+ There is a need to increase awareness about equality in treatment and opportunities as well as, the different forms of bullying.
* Verbal/emotional/ psychological abuse (partner/family)
* Gender bias (towards females)
	+ Occupational bias against females.
	+ Educational opportunities.
	+ Females have no public or allocated private spaces to gather unless in houses.
	+ Gender inequality is an issue and gender is often seen as an opportunity to bully.
* Physical abuse (partner/family)
* Physical harassment (workplace/community)
* Sexual harassment (workplace/community)
	+ There is no protocol for persons to follow, if they have been harassed.

**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. Opportunities for greater inclusion are important for the social fabric of the community. Below are the **groups which require greater social inclusion**.
* Other tribes
* People with disabilities
* Refugees
	+ Elderly sometimes treat refugees discriminately.
	+ Paperwork is much more challenging for refugees, as institutions that provide refugee services are limited.
	+ Healthcare is nearly non-existent for refugees who are unable to afford it.
1. There were various barriers to inclusion that were selected by the community that require attention.
* Infrastructure (disabilities)
	+ Disability-friendly public spaces- 52% of the community sampled rated this as a poor service, or as non-existent.
	+ Familial considerations lead parents not wanting their children with a disability being known or going out, as to not impact the marital opportunities of their other children. There is a genetic stigma that comes to families with a person who has a disability. Discouraging them to disclose that they have a child with a disability.
	+ There are some organizations and persons that provide basic needs of persons of disabilities. However beyond the basic needs the opportunities for inclusion and consideration for persons with disabilities are non-existent.
	+ The community lacks exposure on persons with disabilities and their achievements, often doubting their capabilities. This also often leads to families not being interested in investing in their children.
	+ While other families with a person with a disability wish there are open spaces and opportunities for better integration of their children or family members into the community.
* Laws & legal framework
	+ Refugees legally have different rights that may challenge communal inclusion.
	+ Refugees legally through NGOs and humanitarian support often receive assistance that the local people need, which promotes the community to discriminate against them.
* Other
	+ Traditions are often confused for religion, the two are often inter-webbed.

**Community Services**

Community services provide an overview of the services that are managed by the municipality or the government.

1. The **governmental/municipality services in greatest need of attention** are listed below.
* Cleanliness
	+ Some areas have better access to have trash cans than others. Nepotism thought to be involved in the frequency of trash collection.
	+ Municipal employees that clean the streets are said to not be efficient in their job, nor completing their work hours.
	+ All main roads have a good supply of bins. Residential roads are problematic because families dislike and refuse to have a bin in front of their home.
	+ There is inadequate distribution of small bins around Rojom El-Shami.
	+ The community needs better awareness about the importance of never littering even with a cigarette bud on the street.
	+ One idea is changing the street cleaning system mimicking an idea implemented in Germany. Outcasts and drug addicts are assisted to be reintegrated into the community by cleaning streets for money. Helping them become for effective citizens.
* Water
	+ Some areas have water for four days a week then they are cut off for the remainder of the week. Some areas are even worse off, with less water supply.
	+ Many families cannot afford bottled water, so they drink from the tap. This also leads to problems with their kidneys because the water does not meet drinking water quality standards.
	+ Families opt out of getting filters either due to price, or do to most water filters wasting large amounts of water through the filtration process.
* Roads & Sidewalks
	+ Many complaints exist about the roads however the action taken is limited.
	+ The greater municipality of Amman (Amaneh) has the duty and financial capabilities to fix the sidewalks however have been inconsistent.
	+ The municipality of Rojom (Baladiyeh) once provided the paint needed for the sidewalks and allowed volunteers as well as students to repaint.
	+ They were meant to build a roundabout that received 20 thousand Jordanian Dinars of funding, however it was never built.
* Sustainable energy
	+ Very few have homes are able to afford solar energy.
* Transportation
	+ Transportation is actually not an issue in this community.
* Electricity
	+ The generator in this community is from the eighties. This has led to continuous electricity shortages, due to the heavy load. However, there is a new generator which should be in place soon.
	+ Some families steal electricity.
	+ People are dealing with municipal shortcomings, where they have registered to build on a piece of land, but upon building are supplied with any electricity services.
* Street lights
	+ People do not have street lights one neighborhood called Ghadeer. The main roads are well lit however after the cemetery, although the electricity poles exist, they are not switched on as a method of saving money.
* Tourism
	+ The only possible attraction in this community are the two castles however they are severally damaged.
* Other
	+ People who were dissatisfied about the municipal services or other issues regarding the municipality have been sent to jail. People are threatened to not complain.
1. The services that impact the environment were considered, below are the top issue(s).
* Waste Management (sewage, chemicals, contaminants)
	+ There is a sewage treatment facility that creates smells in the community. The west and east parts of the community are effected by the smell.
	+ Three schools are located next to the treatment facility. This has been making students sick.
	+ Cancer in this area is widely spread, due to the chemicals they release into the air.
	+ Many people in the community benefit the employment that this treatment facility provides.
	+ There is also an industrial cleaning company is next to them, which contributes to more toxins.
1. **Analysis Tables**

**Community Survey Analysis**

|  |  |
| --- | --- |
| **% 29 & under** | **% 30 & over** |
| **47%** | **53%** |
| **%Males** | **%Females** |
| 58.0% | 42.0% |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Jordanian**  | **Palestinian** | **Syrian** | **Iraqi** | **Other** |
| 142 | 16 | 10 | 0 | 4 |

|  |
| --- |
| **1. How would you rate the following youth outlets in your community?** |
| **Options** | Good | Average | Bad | I don’t know | Doesn’t exist |
|  Library | 13 | 12 | 27 | 7 | 32 |
|  Entertainment (movie theater, public parks, café, internet café) | 19 | 28 | 72 | 18 | 32 |
|  Learning opportunities in the community (outside school) | 30 | 31 | 49 | 14 | 40 |
| Disability-friendly public spaces | 34 | 31 | 52 | 14 | 34 |
| Spaces for youth to gather (CBOs, parks, municipality space, schools) | 32 | 37 | 53 | 14 | 28 |
| Youth clubs and associations | 31 | 44 | 45 | 15 | 31 |
| Organized activities (@CBOs, @NGOs, youth leaders) | 27 | 40 | 46 | 23 | 27 |
|  Spaces for women to gather (houses, mosques, café, clubs) | 46 | 32 | 45 | 15 | 28 |
| Sport teams/competitions (football team/basketball/swimming) | 46 | 43 | 44 | 10 | 24 |
| Spaces for men to gather (streets, houses, café, mosques, clubs) | 61 | 33 | 45 | 13 | 13 |
| Sports (basketball/football /swimming) | 58 | 40 | 43 | 14 | 13 |

|  |
| --- |
| **2. How accessible are these following out of school educational services in your community?** |
| **Options** | **Always accessible** | **Sometimes** | **Never accessible** | **Doesn’t exist** |
| Internet knowledge station  | 16 | 36 | 48 | 71 |
| Art, music, theatre activities | 14 | 38 | 54 | 55 |
| Access to computers at computer center  | 22 | 31 | 45 | 60 |
| Computer courses | 18 | 44 | 44 | 59 |
| Business resources (grants, business plan, financial guidance) | 27 | 34 | 46 | 54 |
| Employment skills training  | 18 | 42 | 40 | 57 |
| Computer center  | 21 | 43 | 39 | 60 |
| Other educational resources (scholarship & application info) | 22 | 45 | 38 | 59 |
| English language courses | 22 | 52 | 33 | 56 |
| Debates/ Structured Youth Conversations | 29 | 49 | 45 | 45 |
| Life skills/activities (communication, teamwork) | 33 | 50 | 39 | 41 |

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| **3. Have you heard or been part of (participated in) the following programs in your community?** |
| Options | Yes |
| Community radio | 36 |
| NGO-CBO guidance/counselling activities | 50 |
| Girl scouts  | 51 |
| Mentorship (psychological, career) | 54 |
| Boy scouts | 80 |
| Religious guidance/counselling | 92 |

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| **4. Does your community provide the following to assist the process of entering the workforce?** |
| Options | Yes | Somewhat | No | I don’t know |
| Job fairs | 16 | 24 | 93 | 39 |
| Entrepreneurial support | 23 | 37 | 79 | 26 |
| Training for job placement | 28 | 38 | 78 | 24 |
| Career counseling  | 32 | 42 | 70 | 21 |
| Internships | 38 | 38 | 71 | 21 |
| Volunteering in the workforce | 28 | 43 | 72 | 28 |
| Vocational training | 39 | 37 | 65 | 27 |

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| **5. Which places do youth gather when in your community? Select all that apply.** |
| **Options** | **Count** |
| Coffee-shops-or-cafes | 117 |
| On-the-street | 65 |
| Community-centers-/-Youth-center | 56 |
| Football-playgrounds | 56 |
| Private-homes | 47 |
| Parks | 42 |
| Sports-facilities | 18 |
| CBOs | 15 |
| Clubs | 13 |
| University | 11 |
| Municipal-spaces/halls | 10 |
| None | 1 |
| Other | 0 |

SCHOOL EDUCATION ENVIRONMENT

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| **6. In your opinion what are the three most important issues in schools Rojom El-Shami?** |
| **Options** | **Count** |
| Attendance | 140 |
| Overcrowded | 86 |
| Violence/-bullying | 70 |
| Teacher-parent-relationship | 41 |
| Poor-quality-education | 35 |
| Teacher-student-relationship | 29 |
| Student-to-student-relationship | 25 |
| Bad-curriculum | 22 |
| No-additional-subject-support | 18 |
| Drop-outs | 16 |
| Too-many-school-related-expenses | 10 |
| Limited-or-no-access-to-school-facilities-(locked) | 10 |
| Infrastructural-issues | 10 |
| Limited-or-restricted-transportation | 9 |
| Distance-from-my-home-or-community | 8 |
| No-support-for-people-with-learning-difficulties | 7 |
| Late-school-shift-for-students- | 2 |
| Other | 2 |

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| **7. What do you consider the top three issues with school services in your community?** |
|  | **Count** |
| Poor learning conditions | 120 |
| Lack of tutoring | 69 |
| After school activities | 62 |
| Lack of subject matter choices (Vocational training, computer, English) | 60 |
| Lack of sports | 51 |
| Lack of mentoring/counseling (feeling connected to the school environment) | 49 |
| Lack of private student to teacher time | 37 |
| Other | 4 |

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| **8. Have you or has someone you know experienced these safety related issues in school in your community?** |
|  | **Yes** |
| Bullying (physical/verbal) | 105 |
| Unsafe conditions (infrastructural ) | 91 |
| Safety issues to/from school | 81 |
| Physical abuse (by students and/or teachers) | 65 |
| Harassment (from students &/or teachers) | 64 |

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| **9. Have you or someone you know experience the following school issues in your community?** |
|  | Frequently | Sometimes | Rarely | I don’t know |
| Poor maintenance | 66 | 54 | 26 | 11 |
| Unsafe conditions (bad wiring, infrastructure) | 62 | 56 | 26 | 16 |
| Unhygienic | 59 | 64 | 25 | 10 |
| Not enough space in classroom | 59 | 62 | 23 | 15 |
| Inadequate bathrooms | 56 | 57 | 44 | 8 |
| Low quality education | 53 | 55 | 31 | 18 |
| Lack of equipment (books, recreational equipment, computers) | 52 | 47 | 38 | 31 |
| Disconnectedness to school environment | 50 | 65 | 31 | 19 |
| Understaffed | 46 | 67 | 33 | 14 |
| Violence, bullying, harassment | 44 | 74 | 27 | 16 |
| Teachers lacking experience | 40 | 71 | 32 | 17 |

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| **10. Have you or someone you know experience the following school issues in your community?** |
|  | Frequently | Sometimes | Rarely | I don’t know |
| Stray animals | 64 | 61 | 22 | 16 |
| Need to work to support family | 35 | 76 | 37 | 15 |
| No assistance for people with learning difficulties | 45 | 63 | 28 | 24 |
| Parents/family situation (not allowed by family/spouse) | 32 | 71 | 43 | 14 |
| Lacks accessibility for persons with disabilities | 42 | 61 | 41 | 19 |
| Need to take care of siblings/children/ elderly | 34 | 62 | 36 | 24 |
| Transportation/ location of the school | 41 | 51 | 40 | 34 |
| Financial reasons (uniform, books, tuition) | 18 | 66 | 68 | 10 |

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| **11. Do the following exist in schools in your community?** |
|  | Yes |
| Student-led extra-curricular activities | 62 |
| School improvement activities | 71 |
| Volunteering activities  | 85 |
| School leadership (student council) | 91 |

HEALTH

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| **12. Please select three of the following that you consider the most important for youth**  |
|  | **Frequency** |
| Drugs | 93 |
| Alcohol | 92 |
| Nutrition | 85 |
| Smoking | 80 |
| Health-education | 57 |
| Environmental-problems | 51 |
| Physical-activity | 19 |
| Obesity | 12 |
| Other | 1 |

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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 |
| Availability of mental health services (psychologist, institute) | 101 | 31 | 23 |
| Low quality of service | 101 | 27 | 35 |
| High number of patients | 83 | 56 | 19 |
| Availability of Pharmacy/medication  | 82 | 53 | 26 |
| Availability of specialized physicians  | 82 | 59 | 21 |
| Availability of equipment | 80 | 49 | 30 |
| Lack of staff capacities | 76 | 60 | 23 |
| Limited operating hours | 70 | 61 | 28 |
| Lack of hygiene | 66 | 69 | 24 |

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| **14. Which of the following do you consider barriers to health care in (choose 2-3)** |
|  | **Frequency** |
| Services needed yet unavailable | 83 |
| Unable to reach the health facility | 80 |
| Financial barriers | 80 |
| Capacity of the center | 60 |
| Delays in receiving care | 52 |
| Discrimination (gender, tribe, origin) | 36 |
| Female related health challenges | 34 |
| Unsure what services are available | 3 |
| Other | 2 |

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) | 74 | 52 | 37 |
| Verbal/emotional/ psychological abuse (partner/family) | 59 | 62 | 38 |
| Gender bias (towards females) | 36 | 83 | 43 |
| Physical abuse (partner/family) | 20 | 87 | 48 |
| Physical harassment (workplace/community) | 38 | 54 | 66 |
| Sexual harassment (workplace/community) | 36 | 56 | 70 |

INCLUSION

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

51.8% said yes males and females have equal access to activities/facilities.

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| **17. Which of the following have you considered barriers to inclusion (persons with disabilities, refugees, women) in Rojom El-Shami?**  |
|  | **Count** |
| Infrastructure (disabilities) | 76 |
| Laws & legal framework | 68 |
| Local policies | 54 |
| Individual perceptions and biases | 54 |
| Racism/sexism | 46 |
| Social norms | 37 |
| Lack of community awareness | 5 |

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| **18. To what degree do you think the following groups are accepted in Rojom El-Shami?** |
|  | Frequently | Sometimes | Rarely | I don’t know  |
| Other tribes | 51 | 42 | 47 | 23 |
| People with disabilities | 48 | 56 | 34 | 12 |
| Refugees | 55 | 53 | 30 | 19 |
| Divorcees | 62 | 54 | 25 | 15 |
| Children of divorced parents | 65 | 49 | 24 | 17 |
| Persons of other educational backgrounds | 57 | 55 | 24 | 20 |
| Other nationalities | 51 | 64 | 23 | 21 |
| Other Religions  | 46 | 69 | 22 | 24 |
| Orphans | 67 | 55 | 21 | 15 |
| Persons of other social classes  | 51 | 68 | 20 | 23 |

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 | 15 | 41 | 79 | 28 |
| Providing municipal licenses (building, business, sidewalks) | 38 | 56 | 57 | 10 |
| Providing official documents | 29 | 51 | 65 | 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 |
| Children Daycare | 77 | 33 | 30 | 13 |
| Cleanliness | 77 | 42 | 21 | 14 |
| Water | 75 | 44 | 20 | 11 |
| Roads & Sidewalks | 58 | 44 | 38 | 14 |
| Garbage collection | 68 | 53 | 26 | 10 |
| Sustainable energy | 64 | 36 | 27 | 26 |
| Transportation | 60 | 58 | 30 | 12 |
| Government Services | 59 | 48 | 28 | 24 |
| Access to Internet | 47 | 49 | 26 | 27 |
| Elderly Services | 57 | 48 | 15 | 37 |
| Electricity | 50 | 51 | 20 | 32 |

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| **21. How reliable and safe is the infrastructure in Rojom El-Shami?** |
|  | Excellent | Average | Very poor | Doesn't exist |
| Electricity | 12 | 59 | 72 | 12 |
| Street lights | 14 | 61 | 74 | 12 |
| Buildings | 13 | 59 | 62 | 26 |
| Roads | 25 | 67 | 60 | 6 |
| Safe/reliable water | 31 | 66 | 47 | 12 |
| Sewage/ Plumbing | 36 | 67 | 46 | 8 |
| Bridges | 20 | 45 | 47 | 49 |

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| **22. Are these issues in your community?**  |
|  | Yes | No | I don’t know |
| Water scarcity | 111 | 26 | 23 |
| Waste Management (sewage, chemicals, contaminants) | 95 | 40 | 20 |
| Litter | 91 | 49 | 17 |
| Desertification | 79 | 59 | 19 |
| Air pollution | 77 | 61 | 23 |

**Institutional Survey Analysis**

Number of Institutions in Rojom El-Shami: 14

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| **Types of Organizations** |
| Governmental  | 4 |
| CBO | 3 |
| Non-Profit | 2 |
| Private | 5 |

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| **Closest type of transportation** |
| Walking | 1 |
| Taxi | 3 |
| Bus | 6 |
| Taxi & Bus | 2 |
| Walking & Other | 1 |
| Walking & Taxi | 1 |

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| **Fees for services** |
| Yes  | 5 |
| No  | 5 |
| Some programs | 4 |

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| **Youth Development** |
| Art & Music Activities | 2 |
| Cultural Activities | 3 |
| Theatre | 2 |
| Summer Camps | 2 |
| Educational Support Tutoring  | 2 |
| Educational Support Financial Aid | 1 |
| Educational Support Scholarship | 2 |
| Religious Services & Education | 1 |
| Life Skills Training | 0 |
| Computer | 2 |
| On Job Training | 0 |
| Vocational | 1 |
| Internship | 0 |
| Employment Skills | 2 |
| Business Development | 1 |
| Debates | 0 |
| Volunteering Opportunities | 2 |
| Football Training | 0 |
| Football Teams | 2 |
| Swimming Training | 1 |
| Competitions | 0 |
| Athletes Support | 1 |
| Leadership Boy Guides | 0 |
| Leadership Girl Guides | 0 |
| Youth Mentorship | 0 |

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

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

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| **Health** |
|  Family Planning | 1 |
| Health Awareness Campaigns | 2 |
|  Dental Clinic | 3 |
|  Family Health Clinic | 0 |
|  Specialized Health Clinic | 0 |
|  Public Hospital | 0 |
|  Mental Health Services | 0 |
|  Pediatric Care | 2 |
|  Pre Natal Care | 1 |
|  Health Insurance | 1 |
|  Drugs Rehabilitation Centers | 2 |
|  Other | 2 |

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

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| **Inclusion** |
| Sr. Citizens Services | 1 |
| Orphan Shelters | 4 |
| Refugee Services | 2 |
| Persons with Disability Services | 2 |
| Learning Support Person with Disability | 1 |
| Learning Support Learning Difficulties Services | 2 |
| Other | 0 |

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| **Community Services** |
| Water Safety | 4 |
| Pollution Control | 4 |
| Street Maintenance | 4 |
| Sewage Control | 4 |
| Farming | 3 |
| Sustainable Agriculture | 2 |
| Renewable energy | 0 |
| Internet Access | 2 |
| Public Officials and Offices | 0 |
| Community Development | 4 |
| Services Related to Tourism | 0 |
| Other | 0 |

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| **Other Programs Services** |
|  Daily Nurseries | 0 |
|  Day Care Kindergarten | 3 |
|  Day Care School Age | 0 |
|  Parenting Assistance | 0 |
|  Sponsor Special Events/Activities | 2 |
|  Event Organizing | 2 |
|  Other | 1 |

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| **Services for Education Incompleters** |
| Reading, writing and math skills | 6 |
| Developing practical and vocational skills | 1 |
| Providing job opportunities | 5 |
| Youth Counseling | 3 |
| Life Skills | 2 |
| We don't offer any services for youths who didn't complete their education | 3 |
| Other | 1 |

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| **Needs of youth that did not complete their education** |
| **Need 1** | **Need 2** | **Need 3** |
| Technical training | Educational support | Mentorship & guidance |
| Financial support | Employment support | Educational awareness |
| Employment opportunities | Technical Training | Volunteering |
| Employment opportunities | Educational support | Social stigma |
| Educational support | Employment support | Marriage |
| Employment opportunities | Volunteering |  |
| Literacy  |  |  |
| Employment Experience | Educational support | Life skills |
| Outlets | Talent development |  |
| Theater | Outlets | Cultural center |

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| **No. of beneficiaries/month** |
| 1 to 25 | 8 |
| 26 to 50 | 2 |
| 51 to 100 | 2 |
| 101 to 200 | 1 |
| 201 to 500 | 0 |
| 501 to 1000 | 0 |
| 1001 & more | 1 |
| 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 | 11 |
| No | 3 |
| Does not offer any youth services | 0 |

**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?