

**Date:** 2/5/2020

USAID Youth Power

Community Mapping Analysis Report – Sahab

ACRONYMS

CM Community Mapping

CBO Community Based Organization

MEL Monitoring, Evaluation and Learning

USAID U.S. Agency for International Development

YP Youth Power

**Table of Contents**

[**Table of Contents** 3](#_Toc51774865)

[**1.** **Introduction** 4](#_Toc51774866)

[**Brief Background** 4](#_Toc51774867)

[**Purpose** 4](#_Toc51774868)

[**Methodology** 4](#_Toc51774869)

[**2.** **Demographic Information** 5](#_Toc51774870)

[**4.** **Main Findings** 7](#_Toc51774871)

[**Youth Development** 7](#_Toc51774872)

[**School / Educational** **Environment** 11](#_Toc51774873)

[**Health** 13](#_Toc51774874)

[**Social Environment** 14](#_Toc51774875)

[**Inclusion** 14](#_Toc51774876)

[**Community Services** 14](#_Toc51774877)

[**5.** **Analysis Tables** 16](#_Toc51774878)

[**Community Survey Analysis** 16](#_Toc51774879)

[**Institutional Survey Analysis** 23](#_Toc51774880)

[**Focus group questions** 28](#_Toc51774881)

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

17 youth from Sahab were trained on collecting data for community mapping. All the youth were trained how to conduct both mapping surveys. Youth were then split into four 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 13th – 15th of January, 2019.

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 19th of January, 2019 for both males and females.

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

1. **Demographic Information**

**Governorate**: Amman

**District**: Sahab

**Institutional sample size**: 15 institutions

**Community sample size**: 103 participants

**Number of mappers**: 17 participants

**Focus group size**: 9 participants

1. **Overview:**

Below is a general overview of the results:

* The nationalities surveyedfor through the Community Mapping Survey:
  + 85 Jordanians
  + 5 Palestinians
  + 11 Syrians
  + 2 Other
* The age group surveyed ranged from 12 – 70 years, 43% of the sample were under than 29 years old.
* 53.5% males & 46.5% females.

Below are the sex & age distribution:

Figure Community sample gender & age distribution in Sahab.

A total of 15 institutions were found by the 17 mappers in Sahab.

Below is the distribution of institutions based on type:

Figure Types of institutions in Sahab 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 Feedback from Institutions stating the top issues school drop-outs need.

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.

* Spaces for women to gather
  + Societal norms find it unacceptable for women to go to cafes and non-segregated spaces.
  + In Sahab however, there is a lack of spaces for females to gather.
  + The lack of options of places to gather leads females to go to Amman (the capital), this also serves as an escape societal judgement.
  + The most active spaces for females are Princess Basma Center and Sahab Youth Center.
  + There are also some activities conducted by NGOs that females participate in.
  + Females wanted a study space, perhaps considering CBOs and the spaces within them.
* Learning opportunities in the community (outside school)
  + Sahab is considered very close to the capital therefore such a service has always been only in Amman.
  + The only learning opportunities outside schools are through NGOs, however they are inconsistent.
  + There is a need for a special center for students in the community to satisfy their educational needs, whether for school subject support or general education. Youth noted that if the Internet Knowledge Center becomes active it could be a space that fulfils this need.
* Library
  + Two libraries exist however they are inactive and have outdated books.
  + One library is part of a park which is inactive, and the other library is near the municipality building.
  + There is the issue of limited working hours at libraries in the community, open from 8am until 3pm. On the weekend they are closed.
  + The books in these libraries require indexing. The books need to be reorganized alphabetically and according to topics.
  + There are no activities available.
  + Many people in the community are not aware these libraries exist. Half of the youth in the focus group were not aware of these libraries.
* Spaces for youth to gather (CBOs, parks, municipality space, schools)
  + Segregation is very prominent in this community.
  + 47% of the participants in the services questionnaire said that youth gather in parks. However these parks are not gathering spaces. Male youth violence and drug dealing activities have become their primary function.
  + Monitoring and control in these parks would re-attract the community to these spaces.
  + There is also a need for more parks are needed in the community, as the ones that exist are small.
  + 53% of the participants in the services questionnaire said that youth gather in community centers/youth centers. However, even these youth centers are not very active and do not have a space for youth to gather in them unless an activity is occurring.
  + 26.5% of the participants in the services questionnaire said that youth gather in municipal spaces/halls. The municipality may provide different services however there is no awareness about the activities that are relevant to youth.
* Sports (basketball/football /swimming)
  + 51% of the participants in the services questionnaire said that youth gather in football playground, while only 20.5% of youth gather in sports facilities.
  + Sport facilities are private and most youth cannot afford them.
  + Youth that play football cannot regularly pay for the private football fields. The only alternative is the public football space however it cannot accommodate the high demand. It is overcrowded and typically booked all year long.
  + Vast majority of youth resort to the streets to play football.
  + In addition to the financial challenges, reaching sport facilities is a challenges, due to lack of transportation.
  + Females have no sport options in this community. Sport awareness is needed.

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 the **youth services outside schools**. The four least available youth services are listed below.

* Art, music, theatre activities
  + Art, music, and theatre activities are completely nonexistent, part of the reason is that the community has not come to fully accept and appreciate the arts. There are misconceptions in regards to people who take part in art, music and theatre.
  + Youth underscored the importance of pushing the status quo, and giving these talented members in the community the opportunity to develop their artistic talents. Even though there is a high resistance to change in the community.
  + There is a cultural center in Sahab with a theater however it is completely inactive.
* Other educational resources (scholarship & application info)
  + Scholarships are nearly nonexistent. The few available scholarship opportunities are limited to education within Jordan only.
  + Youth however are not aware of online opportunities to apply for scholarships.
* Internet knowledge station
  + A knowledge station exists but it is inactive and not useful in terms of IT.
  + Some IT-related activities took place in the past.

1. Youth receiving mentorship assists 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
  + It does not exist for Sahab.
  + Youth said they see a community radio as an important awareness and entertainment mechanism.
  + Many youth graduated with a degree would benefit from a community radio.
* Girl scouts
  + Girl scouts exist exclusively in schools. They need to be more active even in schools. More scouting activities are needed.
  + The feedback from the focus group was mixed between whether or not female scouting outside schools is acceptable in the community.
  + Youth noted that it would be acceptable if the female is allowed to bring a guardian with her.
* Mentorship (psychological) and NGO-CBO guidance/counselling activities
  + The cultural perspective is that only insane people need psychological counselling. There is stigma surrounding psychological support.
  + People with abnormal behavior are taken to religious leaders to be read upon, the alternative of seeking psychological support is still not considered.
  + Youth underscored that the following categories require specific attention and support in Sahab:
    - Youth with anxiety and depression
    - Victims of violence and physical abuse
    - Divorced females and their children
    - Parents with children with disorders or disabilities
    - Marriage counselling
  + Family mentorship and parental support are needed. Parents need more tools to guide their children, and support them through life challenges. Tools that will lead to less stress on parents and healthier children.

1. This section considers the preparedness of services that assist in youth employment. Below are the least utilized services.

* Entrepreneurial support and business resources (grants, business plan, financial guidance)
  + Organizations irregularly conduct business related trainings, however even those are poorly advertised.
  + The selection criteria for NGO trainings related to business, does not target the relevant beneficiaries. Most of the people that attend only want the transportation fee they are paid and the free lunch.
* Career counseling
  + There is a need to learn CV writing skills, and how to best represent oneself in a job interview.
  + There is some awareness about how to apply online however they are not fully familiar and comfortable with the process.
* Job fairs
  + There are no job fairs in this community.
  + Youth doubt the usefulness of job fairs, noting that employment is based on nepotism, or selection of candidates is rigged.

**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. 103 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, violence/bullying, and overcrowding 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 & hygiene
  + Labs are very few and they’re mostly inactive within schools
  + The teachers do not have the knowledge or capacity to teach the subjects they teach.
  + Othman Bin Affan school for males suffers from a high dropout rate and high illiteracy rates.
  + The quality education is also problematic, a major reason is overcrowding.
  + School also needs to provide a more hygienic environment.
  + Some students (mainly refugees) are supposed to take classes on Saturdays. These classes are often cancelled or require the students to clean the school instead of taking classes.
* Lack of tutoring
* Lack of mentoring/counseling (feeling connected to the school environment)
  + Mentorship classes are substituted with other classes (the same applies for arts and sports classes).
  + There are high rates of bullying and abuse, and the lack of appropriate mentorship exasperates the problem.
* Poor maintenance and inadequate bathrooms
  + Raising students’ awareness on methods to maintain personal hygiene, and how to prevent likelihood of becoming sick. In addition students need to learn how to keep their bathrooms clean.
  + Bathrooms are very bad in most schools.
  + Water is dirty in part because the water tanks are not locked.

1. **Safety issues** in schools were also highlighted.

* Bullying (physical/verbal)
  + Khawla Bint Alazwar school for females suffers from bullying, violence, physical abuse against other nationalities and refugees, favoritism and bias towards Jordanian students over other nationalities. *Need inclusion activities*.
  + The issue of violence in schools is a very common one (whether between students or teachers and students).
* Safety issues to/from school
  + The locations of the schools create a safety challenge. Some are located on main roads in Sahab.
  + The speed bumps need repainting and new signs around schools.
* Physical abuse (by students and/or teachers)
* Unsafe conditions (infrastructural)
  + The water in the school is very unclean, water tanks need to be locked.
  + There is no fencing around schools.

1. When investigating the specific **barriers to education**, the below were the most stated:

* Financial reasons (uniform, books, tuition)
* No assistance for people with learning difficulties
  + The resource room is where students with learning difficulties are taught. 20 students are in this room, coming from various grades with differences that stretch from autism to dyslexia. Only two teachers educate these 20 students.
* Need to work to support family
* Lacks accessibility for persons with disabilities
  + Parents are ignorant towards relevant issues that their children face.
  + Only a limited number of schools are able to accommodate persons with disabilities. Some schools still do not have ramps to assist persons with wheelchairs.

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 Sahab.

* Student-led extracurricular activities
* School leadership (student council)
* School improvement activities
  + There are activities that the schools said that they conducted in the institutional questionnaire however but they never actually happen.
  + Schools do not have activities for youth, they only cover basic subjects.

**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
  + Drugs are widely distributed in Sahab.
  + Students use drugs in schools.
  + Police do not interfere.
  + There is an influencer in this community called Anas Santawi that could be used to raise awareness about drugs.
* Nutrition
  + Food that is being sold in schools is not healthy.
  + There is lack of knowledge on good nutritional practices.
* Smoking

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 specialized physicians
  + There is a need for specialists as well as a general practitioner in this community.
  + Doctors in the community do not have the capacity and pretty much lack humanity when dealing with patients
* Availability of equipment
  + There are not enough equipment due to the overload of patients, exceeding the capacity of the health centers.
* High number of patients
  + There are many more patients in need of medical services compared to the number of health practitioners.
  + There are very short working hours at the public health centers.
* Lack of staff capacities
  + The medical cadre needs to be more professional, and attentive to care methods. Some youth described their treatment to patients as inhuman.
* Availability of pharmacy/medication

1. Many people also struggle to receive the healthcare needed, below are the **top barriers** **to healthcare** faced in Sahab:

* Financial barriers
* Delays in receiving care
* Services needed yet unavailable

**Other**

* *Some refugees have extra blood that they must remove from their bodies. Health facilities refuse to allow them to donate blood.*

**Social Environment**

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

This question highlights the challenges that the society faces.

* Bullying in the neighborhood or at work
* Verbal/emotional/ psychological abuse (partner/family)
* Physical abuse (partner/family)
* Gender bias

**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 is important for the social fabric of the community. Below are the **groups which require greater social inclusion**.

* Divorcees and children of divorced parents
  + No entity has worked on raising awareness on why divorced women (specifically) and their children should not be stigmatized.
  + Women and families do not have institutions that provide support to them after divorce.

### Persons of other educational backgrounds

* + People are judged based on their education not background and experience.
  + Youth feel intrinsically disadvantaged because they were unable to afford a higher education. Developing their personality and skills still does not impact the way they are perceived through society.

1. There were various barriers to inclusion that were selected by the community that require attention.

* Lack of community awareness
* Social norms
  + Societal norms and concerns over female reputation prevents females from getting a good education and job opportunities.
* Infrastructure (disabilities)
  + There is a lack of awareness in how poorly attended to persons of disabilities are.
  + Stigma surrounding families who may have someone with a disability persists. Concerns extend to how the existence of someone with a disability in a family may impact marital opportunities.

**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:

* Elderly Services
  + Some training courses were conducted for children of the senior citizens on how to treat their parents.
  + Generally, senior citizens receive little attention, and are sidelined in society.
* Cleanliness
  + Litter and lack of care for the public environment is a community-wide issue.
  + Qamar organization is working on waste recycling in Sahab.
  + A suggestion: to distribute paper bags to car drivers in order to avoid waste throwing.
* Government Services
* Transportation
  + There is a lack of public transportation within Sahab’s areas.
  + The existing public transportation do not follow the official routes because its less profitable for the drivers. The lack of monitoring of those drivers and companies leave many areas without access to public transportation.
* Water
  + Water is scarce and municipal water is insufficient.
  + Water consumption is high in Sahab. People need more awareness on how to save water.
* Children Daycare

1. Infrastructure reliability & safety was also assessed:

* Sewage/ Plumbing
  + Some areas do not have the required infrastructure for proper waste management.
  + The municipality has not been able to improve the sewage issues that are related to infrastructure. They have worked on awareness campaigns about the sewage system and how to not block it.
* Roads
* Bridges

1. The services that improve the environment were considered, below are the top four issues.

* Desertification (lack of green spaces)
  + It is critical to focus on green spaces to combat the air pollution produced by the neighboring industrial city.
* Litter
* Water scarcity
* Waste Management (sewage, chemicals, contaminants)
  + There is a battery factory and chemical cleaning factory, which heavily pollute Sahab.
  + Air pollution from the factories is a major issue to the residential areas as they are in very close proximity to the factories.
  + These companies are meant to place filters based on the legal regulations, however due to corruption the companies have been able to pollute freely.
  + Lung cancer and other diseases have spread through the community due to the pollution produced by the industrial city.
  + The community suffers the health consequences of the industrial city, however do not reap the employment benefits, to justify the harm caused.
  + *Advocacy is critical to insure that companies fulfil their legal requirements in protecting the community and environment.*

1. **Analysis Tables**

**Community Survey Analysis**

|  |  |
| --- | --- |
| **% 29 & under** | **% 30 & over** |
| 42.72% | 57.28% |
| **%Males** | **%Females** |
| 53.40% | 46.60% |

|  |  |  |  |
| --- | --- | --- | --- |
| **Jordanian** | **Palestinian** | **Syrian** | **Other** |
| 85 | 5 | 11 | 2 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Q1: How would you rate the following youth outlets in your community?** | | | | | |
| **Options** | Good | Average | Bad | I don’t know | Doesn’t exist |
| Disability-friendly public spaces | 30 | 25 | 27 | 13 | 6 |
| Spaces for women to gather (houses, mosques, café, clubs) | 37 | 31 | 20 | 8 | 5 |
| Learning opportunities in the community (outside school) | 33 | 28 | 17 | 14 | 7 |
| Sports (basketball/football /swimming) | 47 | 27 | 12 | 7 | 9 |
| Spaces for youth to gather (CBOs, parks, municipality space, schools) | 35 | 34 | 20 | 10 | 1 |
| Library | 32 | 32 | 15 | 14 | 6 |
| Entertainment (movie theater, public parks, café, internet café) | 28 | 41 | 15 | 13 | 5 |
| Sport teams/competitions (football team/basketball/swimming) | 41 | 30 | 10 | 11 | 7 |
| Youth clubs and associations | 40 | 37 | 13 | 9 | 3 |
| Organized activities (@CBOs, @NGOs, youth leaders) | 41 | 30 | 6 | 17 | 7 |
| Spaces for men to gather (streets, houses, café, mosques, clubs) | 52 | 26 | 12 | 10 | 1 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Q2: How accessible are these following out of school services in your community?** | | | | |
| Options | Always accessible | Sometimes | Never accessible | Doesn’t exist |
| Art, music, theatre activities | 25 | 30 | 26 | 18 |
| Other educational resources (scholarship & application info) | 17 | 41 | 23 | 18 |
| Internet knowledge station | 15 | 48 | 23 | 14 |
| Business resources (grants, business plan, financial guidance) | 25 | 38 | 19 | 16 |
| Debates/ Structured Youth Conversations | 23 | 42 | 19 | 15 |
| Access to computers at computer center | 22 | 41 | 16 | 15 |
| Employment skills training | 29 | 36 | 24 | 6 |
| English language courses | 27 | 42 | 24 | 5 |
| Computer center | 26 | 48 | 10 | 14 |
| Life skills/activities (communication, teamwork) | 36 | 42 | 16 | 7 |
| Computer courses | 35 | 47 | 12 | 7 |

|  |  |
| --- | --- |
| **Q3: Have you heard or been part of (participated in) the following programs in your community?** | |
| Options | Yes |
| Community radio | 30 |
| Girl scouts | 50 |
| Mentorship (psychological, career) | 51 |
| NGO-CBO guidance/counselling activities | 54 |
| Boy scouts | 56 |
| Religious guidance/counselling | 62 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Q4: Does your community provide the following to assist the process of entering the workforce?** | | | | |
| Options | Yes | Somewhat | No | I don’t know |
| Entrepreneurial support | 25 | 31 | 30 | 17 |
| Career counseling | 33 | 25 | 29 | 14 |
| Job fairs | 23 | 37 | 28 | 15 |
| Training for job placement | 42 | 30 | 26 | 4 |
| Internships | 43 | 26 | 25 | 5 |
| Volunteering in the workforce | 42 | 33 | 19 | 7 |
| Vocational training | 56 | 27 | 14 | 5 |

|  |  |
| --- | --- |
| **Q5: Which places do youth gather when in your community? Select all that apply.** | |
| **Options** | **Count** |
| Coffee-shops-or-cafes | 76 |
| Community-centers-/-Youth-center | 54 |
| Football-playgrounds | 52 |
| On-the-street | 50 |
| Parks | 48 |
| Private-homes | 36 |
| CBOs | 33 |
| Clubs | 30 |
| University | 28 |
| Municipal-spaces/halls | 27 |
| Sports-facilities | 21 |
| None | 0 |
| Other | 0 |

SCHOOL EDUCATION ENVIRONMENT

|  |  |
| --- | --- |
| **Q6: In your opinion what are the three most important issues in schools Sahab?** | |
| **Options** | **Count** |
| Attendance | 79 |
| Violence/-bullying | 59 |
| Overcrowded | 54 |
| Teacher-student-relationship | 29 |
| Poor-quality-education | 27 |
| Teacher-parent-relationship | 20 |
| Bad-curriculum | 18 |
| No-support-for-people-with-learning-difficulties | 18 |
| Student-to-student-relationship | 15 |
| Drop-outs | 13 |
| Too-many-school-related-expenses | 12 |
| No-additional-subject-support | 10 |
| Limited-or-no-access-to-school-facilities-(locked) | 9 |
| Infrastructural-issues | 9 |
| Limited-or-restricted-transportation | 8 |
| Distance-from-my-home-or-community | 8 |
| Late-school-shift-for-students- | 7 |
| Other | 0 |

|  |  |
| --- | --- |
| **Q7: What do you consider the top three issues with school services in your community?** | |
|  | **Count** |
| Poor learning conditions | 79 |
| Lack of tutoring | 59 |
| Lack of mentoring/counseling (feeling connected to the school environment) | 54 |
| Lack of subject matter choices (Vocational training, computer, English) | 50 |
| After school activities | 27 |
| Lack of private student to teacher time | 27 |
| Lack of sports | 16 |
| Other | 5 |

|  |  |
| --- | --- |
| **Q8: Have you or has someone you know experienced these safety related issues in school in your community?** | |
|  | **Yes** |
| Bullying (physical/verbal) | 85 |
| Safety issues to/from school | 65 |
| Physical abuse (by students and/or teachers) | 61 |
| Unsafe conditions (infrastructural) | 60 |
| Harassment (from students &/or teachers) | 48 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Q9: Have you or someone you know experience the following school issues in your community?** | | | | |
|  | Frequently | Sometimes | Rarely | I don’t know |
| Inadequate bathrooms | 37 | 38 | 19 | 6 |
| Unhygienic | 36 | 37 | 21 | 8 |
| Poor maintenance | 35 | 25 | 31 | 9 |
| Violence, bullying, harassment | 35 | 40 | 21 | 5 |
| Not enough space in classroom | 34 | 39 | 23 | 5 |
| Understaffed | 29 | 27 | 38 | 7 |
| Low quality education | 29 | 36 | 32 | 5 |
| Disconnectedness to school environment | 28 | 37 | 27 | 8 |
| Teachers lacking experience | 22 | 39 | 31 | 9 |
| Lack of equipment (books, recreational equipment, computers) | 22 | 45 | 29 | 6 |
| Unsafe conditions (bad wiring, infrastructure) | 15 | 39 | 31 | 12 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **10. Have you or has someone you know experienced these barriers to schools in your community?** | | | | |
|  | Frequently | Sometimes | Rarely | I don’t know |
| Financial reasons (uniform, books, tuition) | 31 | 47 | 20 | 4 |
| No assistance for people with learning difficulties | 32 | 45 | 21 | 5 |
| Need to work to support family | 26 | 50 | 23 | 4 |
| Lacks accessibility for persons with disabilities | 40 | 35 | 21 | 5 |
| Transportation/ location of the school | 20 | 50 | 28 | 4 |
| Parents/family situation (not allowed by family/spouse) | 23 | 47 | 28 | 3 |
| Need to take care of siblings/children/ elderly | 19 | 42 | 31 | 6 |
| Stray animals | 26 | 26 | 36 | 14 |

|  |  |
| --- | --- |
| **11. Do the following exist in schools in your community?** | |
|  | Yes |
| School leadership (student council) | 59 |
| Student-led extracurricular activities | 42 |
| Volunteering activities | 69 |
| School improvement activities | 61 |

HEALTH

|  |  |
| --- | --- |
| **12. Please select three of the following that you consider the most important for youth** | |
|  | **Frequency** |
| Drugs | 76 |
| Nutrition | 57 |
| Smoking | 57 |
| Alcohol | 45 |
| Environmental-problems | 40 |
| Health-education | 32 |
| Physical-activity | 19 |
| Obesity | 13 |
| Other | 0 |

|  |  |  |  |
| --- | --- | --- | --- |
| **13. Do you consider the following to be problems in your local health facilities?** | | | |
|  | Majorly problematic | Not problematic | Do not know |
| Availability of specialized physicians | 60 | 35 | 5 |
| Availability of equipment | 58 | 40 | 3 |
| High number of patients | 56 | 35 | 8 |
| Lack of staff capacities | 54 | 34 | 11 |
| Availability of Pharmacy/medication | 53 | 37 | 11 |
| Lack of hygiene | 50 | 40 | 11 |
| Availability of mental health services (psychologist, institute) | 48 | 38 | 13 |
| Low quality of service | 45 | 44 | 13 |
| Limited operating hours | 38 | 55 | 9 |

|  |  |
| --- | --- |
| **14. Which of the following do you consider barriers to health care in (choose 2-3)** | |
|  | **Frequency** |
| Financial barriers | 56 |
| Delays in receiving care | 47 |
| Services needed yet unavailable | 46 |
| Discrimination (gender, tribe, origin) | 42 |
| Unable to reach the health facility | 40 |
| Capacity of the center | 39 |
| Female related health challenges | 22 |
| Unsure what services are available | 2 |
| Other | 2 |

SOCIAL ENVIRONMENT

|  |  |  |  |
| --- | --- | --- | --- |
| **15. Have you or has someone you know experience the following issues in your community?** | | | |
|  | Yes | Sometimes | No |
| Bullying (Neighborhood/work) | 42 | 48 | 10 |
| Verbal/emotional/ psychological abuse (partner/family) | 39 | 42 | 18 |
| Physical abuse (partner/family) | 25 | 47 | 26 |
| Gender bias (towards females) | 28 | 37 | 33 |
| Physical harassment (workplace/community) | 24 | 35 | 42 |
| Sexual harassment (workplace/community) | 19 | 36 | 46 |

INCLUSION

|  |
| --- |
| **16. Do you feel that in your community there equal access to activities/facilities for males & females?** |
| **Yes %** |
| 54.5% |

|  |  |
| --- | --- |
| **17. Which of the following have you considered barriers to inclusion (persons with disabilities, refugees, women) in Sahab?** | |
|  | **Count** |
| Lack of community awareness | 63 |
| Social norms | 62 |
| Infrastructure (disabilities) | 51 |
| Racism/sexism | 47 |
| Local policies | 43 |
| Laws & legal framework | 36 |
| Individual perceptions and biases | 18 |
| None of the above | 0 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **18. To what degree do you think the following groups are accepted in Sahab?** | | | | |
|  | Frequently | Sometimes | Rarely | I don’t know |
| Divorcees | 40 | 29 | 25 | 5 |
| Children of divorced parents | 43 | 30 | 21 | 6 |
| Persons of other educational backgrounds | 44 | 26 | 19 | 11 |
| Refugees | 49 | 28 | 17 | 6 |
| Persons of other social classes | 42 | 34 | 17 | 7 |
| Other tribes | 44 | 26 | 17 | 14 |
| Orphans | 61 | 21 | 14 | 2 |
| People with disabilities | 57 | 24 | 11 | 5 |
| Other Religions | 43 | 28 | 11 | 16 |
| Other nationalities | 45 | 35 | 11 | 8 |

COMMUNITY SERVICES

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **19. How would you rate these municipal related services?** | | | | |
|  | Good | Neutral | Bad | I don't know |
| General municipal services | 56 | 34 | 7 | 3 |
| Providing municipal licenses (building, business, sidewalks) | 58 | 26 | 9 | 7 |
| Providing official documents | 45 | 30 | 13 | 12 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **20. Are there issues with the following services in your community?** | | | | |
|  | Yes | No | Doesn't exist | I don’t know |
| Elderly Services | 46 | 24 | 18 | 7 |
| Cleanliness | 53 | 29 | 11 | 6 |
| Government Services | 48 | 29 | 15 | 6 |
| Transportation | 56 | 27 | 7 | 9 |
| Water | 50 | 34 | 10 | 4 |
| Children Daycare | 42 | 30 | 16 | 7 |
| Roads & Sidewalks | 47 | 34 | 11 | 5 |
| Promotion of tourist places | 34 | 21 | 23 | 19 |
| Garbage collection | 43 | 38 | 15 | 3 |
| Electricity | 46 | 38 | 7 | 9 |
| Sustainable energy | 27 | 31 | 22 | 14 |
| Access to Internet | 29 | 42 | 14 | 14 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **21. How reliable and safe is the infrastructure in Sahab?** | | | | |
|  | Excellent | Average | Very poor | Doesn't exist |
| Sewage/ Plumbing | 15 | 45 | 37 | 2 |
| Roads | 12 | 51 | 35 | 1 |
| Bridges | 12 | 37 | 35 | 15 |
| Street lights | 17 | 47 | 30 | 4 |
| Safe/reliable water | 13 | 57 | 25 | 3 |
| Buildings | 15 | 57 | 24 | 2 |
| Electricity | 21 | 55 | 21 | 1 |

|  |  |  |  |
| --- | --- | --- | --- |
| **22. Are these issues in your community?** | | | |
|  | Yes | No | I don’t know |
| Desertification | 83 | 15 | 3 |
| Litter | 67 | 24 | 2 |
| Water scarcity | 68 | 29 | 2 |
| Waste Management (sewage, chemicals, contaminants) | 57 | 30 | 11 |
| Air pollution | 42 | 41 | 15 |

**Institutional Survey Analysis**

Number of Institutions in Sahab: 15

|  |  |
| --- | --- |
| **Types of Organizations** | |
| Governmental | 10 |
| Non-Profit | 4 |
| Private | 1 |

|  |  |
| --- | --- |
| **Closest type of transportation** | |
| Walking | 0 |
| Taxi | 0 |
| Bus | 2 |
| Bus & Walking | 2 |
| Bus & Other | 2 |
| Walking & Other | 1 |
| Walking & Bus & Taxi | 5 |
| Others | 3 |

|  |  |
| --- | --- |
| **Fees for services** | |
| Yes | 3 |
| No | 3 |
| Some programs | 6 |

|  |  |
| --- | --- |
| **Youth Development** | |
| Art & Music Activities | 5 |
| Cultural Activities | 6 |
| Theatre | 4 |
| Summer Camps | 3 |
| Edu.Support Tutoring | 6 |
| Edu.Support Financial Aid | 5 |
| Edu.Support Scholarship | 2 |
| Religious Services & Education | 4 |
| Life Skills Training | 4 |
| Computer | 5 |
| On Job Training | 5 |
| Vocational | 6 |
| Internship | 5 |
| Employment Skills | 4 |
| Business Development | 4 |
| Debates | 4 |
| Volunteering Opportunities | 5 |
| Football Training | 4 |
| Football Teams | 4 |
| Swimming Training | 2 |
| Competitions | 3 |
| Athletes Support | 3 |
| Leadership Boy Guides | 3 |
| Leadership Girl Guides | 4 |
| Youth Mentorship | 6 |

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

|  |  |
| --- | --- |
| **Educational Environment** | |
| After School Programs | 6 |
| Education- Secondary/Middle School | 8 |
| Alternative High Schools | 7 |
| Colleges/Universities | 4 |
| Computer Training | 6 |
| Learning Difficulties in Early Childhood | 3 |
| Learning Difficulties | 4 |
| Person with Disability | 4 |
| Tutoring | 3 |
| Student Exchange | 2 |
| Other | 1 |

|  |  |
| --- | --- |
| **Health** | |
| Family Planning | 4 |
| Health Awareness Campaigns | 7 |
| Dental Clinic | 4 |
| Family Health Clinic | 4 |
| Specialized Health Clinic | 3 |
| Public Hospital | 4 |
| Mental Health Services | 1 |
| Pediatric Care | 5 |
| Pre Natal Care | 4 |
| Health Insurance | 7 |
| Drugs Rehabilitation Centers | 1 |
| Other | 0 |

|  |  |
| --- | --- |
| **Social Environment** | |
| Women support | 6 |
| Anti-Corruption Association | 3 |
| Family Support Services | 3 |
| Family Concern's Centers | 3 |
| Charity | 8 |
| Other | 0 |

|  |  |
| --- | --- |
| **Inclusion** | |
| Sr. Citizens Services | 6 |
| Orphan Shelters | 4 |
| Refugee Services | 7 |
| Persons with Disability Services | 6 |
| Learning Support Person w/Disability | 3 |
| Learning Support Learning Difficulties Services | 3 |
| Other | 3 |

|  |  |
| --- | --- |
| **Community Services** | |
| Water Safety | 7 |
| Pollution Control | 6 |
| Street Maintenance | 5 |
| Sewage Control | 5 |
| Farming | 5 |
| Sustainable Agriculture | 4 |
| Renewable energy | 6 |
| Internet Access | 4 |
| Public Officials and Offices | 5 |
| Community Development | 8 |
| Services Related to Tourism | 4 |
| Other | 0 |

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

|  |  |
| --- | --- |
| **Services for Education Incompleters** | |
| Reading, writing and math skills | 5 |
| Developing practical and vocational skills | 7 |
| Providing job opportunities | 7 |
| Youth Counseling | 8 |
| Life Skills | 9 |
| We don't offer any services for youths who didn't complete their education | 3 |

|  |  |  |
| --- | --- | --- |
| **Needs of youth that did not complete their education** | | |
| **Need 1** | **Need 2** | **Need 3** |
| Vocational training | Employment skills | Job opportunities |
| Vocational training | Remove shame from jobs | Equal opportunities |
| Vocational training | Job opportunities | Career counselling |
| Vocational training | Volunteering opportunities | Employment skills |
| Vocational training | Life skills | Youth counselling |
| Vocational training | Vocational training |  |
| Vocational trainings | Career counselling | Public safety |
| Literacy | writing skills | Skill development |
| Education | Educational opportunities | Job networking |
| Work opportunities | Financial support | Leadership skills |
| Education | Work opportunities | Field work |
| Entrepreneurial support | Trainings | Small business financing |
| Work opportunities | Vocational training | Trainings |
| Literacy | Guidance | Work opportunities |

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

|  |  |
| --- | --- |
| **Do you have adequate facilities and resources to meet the demands of all youth who seek services from your organization?** | |
| Yes | 11 |
| No | 2 |
| Does not offer any youth services | 2 |

**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?