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USAID Youth Power

Community Asset Mapping Analysis Report – Sharhabeel

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 asset mapping (CAM) 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

38 youth from Sharbeel were trained on collecting data for community mapping. All the youth were trained how to conduct both mapping surveys. Youth were then split into seven 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 27th – 29th 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 6th of February, 2019 for both males and females.

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

1. **Demographic Information**

**Governorate**: Irbid

**District**: Sharhabeel

**Institutional sample size**: 21 institutions

**Community sample size**: 339 participants

**Number of mappers**: 38 participants

**Focus group size**: 26 participants

1. **Overview:**

Below is a general overview of the results:

* The nationalities surveyedfor through the Community Mapping Survey:
  + 89.1% (302) Jordanians
  + 7.5% (25) Palestinians
  + 2% (7) Syrians
  + 1.5% (5) Other
* The age group surveyed ranged from 8 – 70 years, 57% of the sample were under than 29 years old.
* 51% males & 49% females.

Below are the sex & age distribution:

Figure 1 Community sample gender & age distribution in Sharhabeel.

A total of 21 institutions were found by the 38 mappers in Sharhabeel.

Below is the distribution of institutions based on type:

Figure 2 Types of institutions in Sharhabeel based on Institutional Questionnaire.

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.

* Entertainment (movie theater, public parks, café)
  + There are no forms of entertainment for youth or the elderly population.
  + Public or private parks are not available in this community, although it is a critical gathering space as well as entertainment space.
* Art, theatre, and music
  + There are no creative outlets, in this community except inconsistent personal initiatives such as mural painting.
* Library
  + There is one library which has books for reading, in the social development building. However, there is no space to sit down and read, the books are extremely old. This library is more like a book storage space rather than a library.
* Spaces for youth to gather (CBOs, parks, municipality space)
  + The only time youth gather from both genders are during trainings.
  + Males only have one place to gather, cafes. While females gather pre-dominantly at each other houses, cafes are exclusive to males.

Figure 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.

* Internet knowledge station
  + There is no Internet Knowledge Station, in this community. Neighboring communities like Moath Bin Jabal, Kofranja, and Al-Wahdneh are were youth must go to receive trainings at a symbolic price.
* Debates/ Structured Youth Conversations
  + There are no debates or youth conversations that occur in this community or a regional initiatives.
  + This concept never existed except in town halls for elders.
* Education continuation resources (scholarship & application information)
  + Most youth do not know how to apply for online scholarships. The platforms that assist youth do not exist.
* Computer courses
  + The Women of Sharhabeel Institution has computers available. Some need repair, and although the institution is very active they do not have computer courses.
  + The trainings the youth underscored as important are ICDL, typing, effective researching, and data entry.

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
  + There is no community radio. However, it is not needed.
  + There is a community Facebook page that is used to raise awareness on a wide array of topics related to the community.
* NGO/CBO counselling activities
  + There are institutions what gave some psychosocial trainings. However, they were very short term and irregular.
  + Males specifically noted the importance of receiving life skills training.
  + There was awareness and counselling activities about under age marriage through schools.
  + There is a very effective initiative called Kuni Awaa meaning be more aware, addressing females by using female pronouns. This initiative has a Facebook group to spread awareness on cyber bullying and aids women in protecting themselves electronic crimes against them. The initiative also has a hotline where the female can call the Kuni Awaa team, to report someone who may have private material about her. They support the female in handling the situation anonymously, and possibly reporting the person the police, without the female being put in a potentially compromising situation.
  + Youth need assistance in career and life mentorship. How to conceptualize select their major, what courses they need, what parts of their personality needs further development, and what trainings would help land them a job.
* Mentorship (psychological)
  + Psychological mentorship is needed however another title is critical. There are youth who have depression, anxiety, need motivation, need assistance on how to be more effective participants in society.
  + The current psychological aids are parents, siblings, friends, and teachers. A few even noted religious community figures as sources of mentorship.
  + Youth agreed it is important to have someone with the appropriate background, and perhaps in a group setting.
* Girl scouts
  + Girl scouts have no real role in schools, their only duty is elevate the flag every morning. Unlike males who also have camping and hiking activities. However neither receive mentorship as scouts.
  + Youth suggested that these girl scouts could receive trainings to become ‘big sisters’ to the youth students who need a little mentorship or extra care.

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

* Job fairs- 51% said it is not available.
* Career counseling- 45% said it is not available.
  + There were a couple CV writing skills trainings (Talal Abu Ghazaleh and the German Institution), however it is in Salt which is thirty minutes away from Sharhabeel.
  + There were other trainings for career support (Irada Organization) however again they were in other communities, such as Deir Alla.
  + Youth need online researching skills however there are no computers that are available to the community therefore their computer learning process is limited.
  + Youth should also learn about agricultural tourism, since there is community is constituted predominantly agricultural lands.
* Training for experience- 39% said it is not available.
  + There is a vocational training center that the youth benefit from however it is not based in Sharhabeel. They provide a wide variety of trainings, from beauty courses, to barber trainings, to sewing.
  + The challenge youth face when going to this vocational center, is that are often bullied as they are coming from another community.
  + There is no internet knowledge station for youth to get trainings that increase their experience.
  + There is more financial knowledge courses, and computer courses.
  + To increase tourism related skills youth underscored the importance of first aid trainings, and English. Youth noted that there is a nature reserve that they could leverage.
  + There is a need for marketing courses, to teach how they could bring in more tourism to their community, and market the current products they specialize in.
    - Crafts
    - Honey
    - Plants, fruits, and vegetable

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

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

Figure This graph indicates issues mentioned by the community, when asked about the ‘most important issues in schools’, without giving them topics to select from. 333 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:

* Lack of equipment (books, recreational equipment, computers)
  + Sport classes are swapped or cancelled due to the lack of sport equipment.
  + Computers available but do not work.
* Not enough space in classroom
  + The classrooms are very small. Around 40 students are in one classroom.
  + Students have diverse needs in the way they can best learn, in a classroom with 40 students, these difference in needs are not taken into consideration.
  + The Queen Rania Foundation provided trainings to teachers however, it is not enough to take trainings. The lack of space is a major issue. Students still consider teaching methods completely outdated.
  + Teachers are simply unable to control classes, some youth said it is due to classroom overcrowding, other said it is due to the lack of corporal punishment.
* Unhygienic
  + Student have a cleaning schedule. Most youth considered this a positive disciplinary element to public schools.
  + There needs to be a better student culture in keeping their school clean. Students continuously throw their trash on the floors.

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

* Bullying (physical/verbal)- 72% said this is a safety issue.
  + Inappropriate teacher conduct includes teachers hitting students outside school premises so it is not considered corporal punishment.
  + Other inappropriate conduct include teachers requesting that students to just go home if class attendance is low, or asking students to buy them cigarettes. This is not only inappropriate, it is also an exploitation of their power. Students who would want to report the teacher would self-jeopardize.
  + Parents have no awareness about the issues that surround their children.
* Physical abuse (by students and/or teachers)- 60% said this is a safety issue.
* Lack of respect and acceptance of others due to diverse living conditions, gender and disability- 59% said this is a safety issue.
  + Students who come from a poorer background are bullied for the way they look or smell. These students need more financial support, and the bullies need an intervention to better understand the consequences of their actions.
  + Populations in school that are bullied are refugees, persons with disabilities, females and those who are less economically well-off.
  + Syrian refugees are stigmatized as being diseased, or a bad influence.
* Harassment (from students &/or teachers)- 49% said this is a safety issue.
  + There is a general lack of management and interventions when any form of abuse, or bullying occurs. The victim gets punished just like, the bully.
  + There are two schools that were built next to each other by an institution attempting to decrease gender segregation. A males school called Othman Bin Affan and a female school called Haleemeh Al-Sadyeh. Youth reported a high degree of harassment occurring by the boys school towards the females.

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

* Stray animals- 41% said this is frequently occurring.
  + The municipality does not allow the community to shoot/poison stray animals, as a form of animal protection. Youth noted that they can sometimes report the dog to animal protection services. However, often students on the way to school are attacked or chased by dogs and have no method of self-protection.
* Transportation/ location of the school- 35% said this is frequently occurring.
  + Fifth grade onwards use public transportation however there is no real protection for them.
* No assistance for people with learning difficulties- 31% said this is frequently occurring.
  + Persons with learning difficulties are ignored just like the students who are not considered the smartest or fastest learners.
  + There is no active ‘resource room’ which essentially is a classroom for students with learning disabilities.
  + The Ministry of Education does not permit for more than seven students to fail each year, therefore there are many students who reach 8th grade or even 12th grade who still have not learned to read.

**Other:**

* No assistance for persons with disabilities
  + Persons with disabilities are not taken into consideration in schools. Vocational training centers are not inclusive in their trainings.
  + Schools do not take them into consideration. Schools do not have the infrastructural considerations for persons with disabilities. Some schools still do not have ramps.
  + Persons with non-physical disabilities are never taken into consideration.
* Students who are not able to learn quickly in a school environment
  + Parents automatically take them to their farming fields.
  + Parents just wait until the student finished tenth grade so they can just enroll in the army.
  + The community and parents have reached a point where if their children are not good at school, also stop believing in them.

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 Sharhabeel.

* Student-led extra-curricular activities- 55% said this does not exist.
* School-led summer activities- 50% said this does not exist.
* Volunteering activities- 44% said this does not exist.
  + Activities suggested by the youth are chess, art, music, wall painting (currently not allowed by the municipality) and Taekwondo or kickboxing.
  + Youth could also be taught permaculture and more successful agricultural methods. As well as business methods, how to better market/brand/package their current produce.

**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:

* Smoking
  + Parents smoke cigarettes around their children. The habit is not heavily condemned by the community.
  + Teacher even send their students to buy them cigarettes on their behalf.
  + Smoking is tied to being ‘a man’. However, smoking is an addiction both males and females face in this community.
* Drugs
  + There are awareness conversations between the decision makers and community about drugs.
  + A group called friends of the police also provide trainings and awareness on drug use.
  + Youth need addiction success stories, of how someone used to be addicted and how they overcame the addiction.
* Alcohol
  + Alcohol to be more affordable is sold by the cup.
  + Alcohol consumption is a problem even within schools.
  + Some youth noted that religious figures should address this issue and use their platform for youth guidance.
* Nutrition
  + Better health awareness is needed. Obesity and stroke are major issues.
  + Persons with epilepsy also need greater guidance on the diet required to control the symptoms of their disorder.
  + There needs to be more awareness and monitoring of buying/selling expired goods.

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 pharmacy/medication- 60% said this is majorly problematic.
  + Epilepsy medication is only available in Amman which is an hour and a half away by car.
  + Basic medications continuously runout.
  + Youth may coordinate with doctors to create a list of critical medications that need to be available to communicate with the relevant stakeholders to continuously stock them.
  + Nepotism leads to pharmacists distributing the medications to their family and friends. While other patients continuously find the pharmacy out of stock.
* Quality of service- 58% said this is majorly problematic.
  + Doctor offices are full of other patients. There is no patient doctor confidentiality.
  + Surgery room is very unclean.
  + One person noted that while taking an X-ray a cockroach showed up in their X-ray as it was crawling on him.
  + The manager of the clinic is very supportive and ready to take action needed to improve the clinic, however patients do not raise their concerns and challenges to management.
* Availability of equipment- 56.5% said this is majorly problematic.
  + There is no comprehensive health center in this community.
* Waiting area- 54% said this is majorly problematic.
  + There is not enough space or chairs in the waiting area.
* Availability of specialized physicians- 53.5% said this is majorly problematic.
  + There are three health centers however there is a lack of specialists. There are dentists and a few others however many specialties are missing.
  + Being an agricultural area, breathing problems and skin reactions are frequent due to fertilizers and pesticides. However, there are no specialists in the community or general information provided to assist the many people who must deal with these issues.
* Availability of mental health services (psychologist, institute)- 53% said this is majorly problematic.
  + There are mental health services however, they only provide medical support, they only write medical prescriptions.

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

* Financial barriers- 48% selected this barrier.
* Capacity of the center- 45% selected this barrier.
  + The entrance of the hospital is problematic. The entrance and exit are both from the same door.
* Delays in receiving care- 39% selected this barrier.

**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)
* Verbal/emotional/ psychological abuse (partner/family)
* Physical abuse (partner/family)
* Physical harassment (workplace/community)

**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**.

* Women
  + There are no spaces for females to gather. Females underscored the importance of a library. They mentioned the idea of a space for music, dance, and art that is female only.
  + Sports are only for males. Females wish there is a place for them to be active, play basketball or move around in comfort.
  + Females cannot move around freely after sundown.
* Children of divorced parents
* Orphans
  + Orphans are at a financial disadvantage.
  + Just like persons with divorced parents there is a preference to marry children to a person with known and alive parents.
* Divorcees

**Other**

* Persons with disabilities do not have equal opportunities
  + There are sign language trainings open to public at a symbolic price, however there is a lack of awareness/interest in them.
  + Persons with disabilities do not have any job market opportunities
  + Families who have a member with a disability are stigmatized as genetically flawed, impacting the marital opportunities of their other children.
  + They are bullied and abused.
  + Persons with physical disabilities need mobility strengthening sessions, however no institution provides such support nor do they have the cadre or equipment needed.
  + Youth noted the need for the community to better respect persons with disabilities, and need to hear more of their success stories. As well as how they overcame communal stigma and challenges.
* Refugees
  + The community takes great precaution from refugees. Since they come from a war zone disease concerns are high. Many institutions have come to try to raise awareness of refugees about disease control, this lead to a stigma about refugees.
  + They are seen as possible ex-convicts.
  + They are bullied and stigmatized.

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

* Social norms- 65% selected this as a barrier.
  + Early marriage is a consequence of social norms.
  + Gender segregation sometimes lead to the exclusion of female participation in mixed trainings, depending on how conservative the family is.
* Lack of community awareness- 50% selected this as a barrier.
* Local policies- 43% selected this as a barrier.

**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.

* Garbage collection- 69% of the participants said this is majorly problematic.
  + There needs to be more active effort from the community itself to throw their trash in bins.
  + Stray dogs continuously create a mess around trash bins.
  + Bins are also taken by the community to hold plants.
* Public Transportation- 65% of the participants said this is majorly problematic.
  + There are two bus gathering points, the routes do not enter the community, they only pass the main road.
  + People who sell on the street without a permit cause traffic jams.
  + One youth suggested creating an application that provides pick up and drop off options for persons who live in the community, like Uber.
* Water- 58% of the participants said this is majorly problematic.
  + Municipal water services only come two times a week. All youth noted having their water cut off once a week at least.
  + It is unsuitable for drinking or any use. The water damages hair, skin, and cloths due to high chlorine and other chemicals.
* Elderly Services- 52% of the participants said this is majorly problematic.
  + There are no spaces for elderly to gather.
  + Although elderly are respected and seen for their wisdom, and authoritative family figures there are no activities that allow communal activities. There are no story telling activities, or fun activities were elderly could interact with other generations.
  + Youth suggested an activity where they assist elderly become more integrated with technology. Creating workshops to educate them on how to use their phones. It could be part of a greater activity that fixes computers and give computer literacy courses to youth in the community.
* Electricity- 52% of the participants said this is majorly problematic.
  + The overload on electricity poles leads to fires, many wires are clearly worn out.
  + Some people in the community steal electricity, one youth noted that the electricity company splits the bill of the electricity that is stolen by others to everyone in the community.
* Sustainable energy- 50% of the participants said this is majorly problematic.
  + Solar power is used by nearly half of the community.
  + There is an initiative called Seed in another community that installs solar heating for free. Youth said it is important to bring this initiative to their community as it saves a lot of money, however the families cannot afford instillation fees.
  + Permaculture awareness is needed and better farming techniques that are more sustainable for the land.

**Other**

* Internet is continuously disconnected. Youth therefore face many struggles trying to keep up with the external world.
* Tourism is a major topic that needs more awareness. They have the longest zip-line in the Middle East, as well as a lake, and a nature reserve. In addition they create honey, have beautiful farm lands that could be used to bring people from the city center to pick, then cook as a cultural experience. It could also be a family friendly activity.
* Many people drown from the King Abdallah channel, this is an issue which needs to be considered. There are signs however every year someone drowns in the dam.

1. Infrastructure reliability & safety was also assessed.

* Sewage/plumbing- 49% said that it is unreliable and safe
* Buildings- 43% said that it is unreliable and safe
* Streetlights- 43% said that it is unreliable and safe
  + Children continuously break lightbulbs of streetlights
  + There are major areas without streetlights

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

* Litter- 80% said this is a pollution problem.
* Air pollution and chemicals- 54% said this is a pollution problem.
  + Farming land creates an air pollution problem however farmland is the main source of income for this community.
  + Asthma is a major issue in this community.
  + Bugs also are a problem due to fertilizers which spread diseases.

1. **Analysis Tables**

**Community Survey Analysis**

|  |  |
| --- | --- |
| **% 29 & under** | **% 30 & over** |
| 57% | 43% |
| **%Males** | **%Females** |
| 51% | 49% |

|  |  |  |  |
| --- | --- | --- | --- |
| **Jordanian** | **Palestinian** | **Syrian** | **Other** |
| 302 | 25 | 7 | 5 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Q1: How would you rate the following youth outlets in your community?** | | | | | |
| **Options** | Good | Average | Bad | I don’t know | Doesn’t exist |
| Entertainment (movie theater, public parks, café) | 14 | 65 | 112 | 32 | 116 |
| Art, Theatre, & Music | 42 | 43 | 103 | 37 | 114 |
| Library | 48 | 61 | 101 | 36 | 93 |
| Spaces for youth to gather (CBOs, parks, municipality space) | 50 | 63 | 82 | 46 | 98 |
| Spaces for women to gather (female youth center, clubs, sport facility) | 75 | 71 | 74 | 44 | 75 |
| Organized activities by CBOs, NGOs, youth leaders (hiking, bazaars, trainings) | 66 | 70 | 75 | 55 | 73 |
| Volunteering Opportunities | 80 | 89 | 69 | 48 | 53 |
| Sports (basketball/football /swimming/ others) | 78 | 122 | 61 | 28 | 50 |
| Youth clubs and centers | 76 | 105 | 59 | 48 | 51 |
| Spaces for men to gather (Male youth center, clubs, sport facilities) | 92 | 87 | 62 | 50 | 48 |
| Entertainment (movie theater, public parks, café) | 14 | 65 | 112 | 32 | 116 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Q2:How accessible are these following out of educational services in your community?** | | | | |
| **Options** | **Always accessible** | **Sometimes** | **Never accessible** | **Doesn’t exist** |
| Internet knowledge station | 33 | 77 | 103 | 126 |
| Debates/ Structured Youth Conversations | 54 | 115 | 77 | 93 |
| Education continuation resources (scholarship & application info) | 55 | 117 | 78 | 89 |
| Computer courses | 68 | 120 | 70 | 81 |
| Life skills/activities (communication, teamwork) | 64 | 125 | 81 | 69 |
| English language courses | 70 | 135 | 74 | 60 |
| Study support/tutoring | 126 | 127 | 52 | 34 |

|  |  |
| --- | --- |
| **Q3: Have you heard or been part of (participated in) the following programs in your community?** | |
| Options | Yes |
| Community radio | 67 |
| NGO/CBO counselling activities | 112 |
| Mentorship (psychological) | 142 |
| Girl scouts | 172 |
| Boy scouts | 176 |
| Religious guidance/counselling | 225 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Q4: Does your community provide the following to assist the process of entering the workforce?** | | | | |
| Options | Yes | Somewhat | No | I don’t know |
| Job fairs | 39 | 40 | 173 | 87 |
| Career counseling | 51 | 58 | 153 | 77 |
| Training for experience | 87 | 68 | 132 | 52 |
| Business resources (grants, business plan, financial guidance) | 41 | 93 | 131 | 74 |
| Volunteering in the workforce | 69 | 83 | 128 | 59 |
| Entrepreneurial support | 56 | 88 | 128 | 67 |
| Training on labor market skills | 70 | 79 | 128 | 62 |

SCHOOL EDUCATION ENVIRONMENT

|  |  |
| --- | --- |
| **Q5: In your opinion what are the three most important issues in schools Sharhabeel?** | |
| **Options** | **Count** |
| Dropouts | 246 |
| Violence/ bullying | 167 |
| Overcrowding | 83 |
| Infrastructural issues | 71 |
| Quality of education/curriculum | 69 |
| Teacher-student/ student-student relationship | 63 |
| Teacher-parent relationship | 57 |
| School related expenses | 50 |
| Transportation/ Location of the school | 38 |
| Access to school facilities (locked) | 30 |
| No educational support tutoring | 28 |
| Accessibility to youth with disabilities | 26 |
| Support for students with learning difficulties | 23 |
| Other | 10 |
| School shift system | 9 |

|  |  |
| --- | --- |
| **Q6: What do you consider the top three issues with school services in your community?** | |
|  | **Count** |
| Lack of equipment (books, recreational equipment, computers) | 116 |
| Not enough space in classroom | 102 |
| Unhygienic | 93 |
| Unsafe conditions (bad wiring, infrastructure) | 90 |
| Lack of creative activities (arts/ sports) | 90 |
| Disconnectedness to school environment | 88 |
| Use of class time of other than the class itself | 86 |
| Lack of tutoring | 85 |

|  |  |
| --- | --- |
| **Q7: Have you or has someone you know experienced these safety related issues in school in your community?** | |
|  | **Yes** |
| Bullying (physical/verbal) | 243 |
| Physical abuse (by students and/or teachers) | 202 |
| Lack of respect and acceptance of others due to diverse living conditions, gender and disability | 200 |
| Harassment (from students &/or teachers) | 166 |
| Bullying (physical/verbal) | 243 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Q8: Have you or has someone you know experience these barriers to schools in your community?** | | | | |
|  | Frequently | Sometimes | Rarely | I don’t know |
| Stray animals | 140 | 104 | 84 | 11 |
| Transportation/ location of the school | 119 | 117 | 78 | 25 |
| No assistance for people with learning difficulties | 107 | 127 | 76 | 29 |
| Financial reasons (uniform, books, tuition, activities) | 102 | 120 | 94 | 23 |
| Need to work to support family | 102 | 121 | 89 | 27 |
| Parents/family situation (not allowed by family/spouse) | 92 | 142 | 82 | 23 |
| Lacks accessibility for persons with disabilities | 89 | 138 | 82 | 30 |
| Need to take care of siblings/children/ elderly | 88 | 138 | 94 | 19 |
| Safety from/to school | 85 | 140 | 92 | 22 |

|  |  |
| --- | --- |
| **11. Do the following exist in schools in your community?** | |
|  | Yes |
| Student-led extra-curricular activities | 153 |
| School-led summer activities | 170 |
| Volunteering activities | 190 |
| School leadership (student council) | 210 |

HEALTH

|  |  |
| --- | --- |
| **12. Please select three of the following that you consider the most important for youth** | |
|  | **Frequency** |
| Smoking | 201 |
| Drugs | 188 |
| Alcohol | 158 |
| Nutrition | 131 |
| Environmental problems | 90 |
| Health education | 79 |
| Disease awareness | 67 |
| Obesity | 37 |
| Physical activity | 35 |
| Other | 5 |

|  |  |  |  |
| --- | --- | --- | --- |
| **13. Do you consider the following to be problems in your local health facilities?** | | | |
|  | Majorly problematic | Not problematic | Do not know |
| Availability of pharmacy/medication | 193 | 103 | 25 |
| Quality of service | 190 | 97 | 42 |
| Availability of equipment | 182 | 115 | 25 |
| Number of patients | 184 | 110 | 33 |
| Waiting area | 175 | 118 | 32 |
| Availability of specialized physicians | 173 | 122 | 29 |
| Availability of mental health services (psychologist, institute) | 173 | 89 | 65 |
| Hygiene | 163 | 141 | 26 |
| Staff capacities | 140 | 146 | 40 |
| Operating hours | 128 | 161 | 41 |

|  |  |
| --- | --- |
| **14. Which of the following do you consider barriers to health care in (choose 2-3)** | |
|  | **Frequency** |
| Financial barriers | 115 |
| Capacity of the center | 108 |
| Delays in receiving care | 93 |
| Services needed yet unavailable | 76 |
| Unable to reach the health facility | 74 |
| Female related health challenges | 48 |
| Discrimination (gender, tribe, origin, etc) | 48 |
| Unsure what services are available | 36 |
| Nationality | 26 |
| Other | 3 |

SOCIAL ENVIRONMENT

|  |  |  |  |
| --- | --- | --- | --- |
| **13. Have you or has someone you know experience the following issues in your community?** | | | |
|  | Yes | Sometimes | No |
| Bullying (Neighborhood/work) | 170 | 121 | 48 |
| Verbal/emotional/ psychological abuse (partner/family) | 145 | 130 | 64 |
| Physical abuse (partner/family) | 111 | 150 | 78 |
| Physical harassment (workplace/community) | 105 | 119 | 115 |
| Sexual harassment (workplace/community) | 91 | 123 | 125 |

INCLUSION

|  |  |
| --- | --- |
| **17. Which of the following have you considered barriers to inclusion (persons with disabilities, refugees, women) in Sharhabeel?** | |
|  | **Count** |
| Social norms | 155 |
| Lack of community awareness | 119 |
| Local policies | 102 |
| Individual perceptions and biases (racism/sexism) | 72 |
| Laws & legal framework | 68 |
| Infrastructure (disabilities/ old age) | 63 |
| The excluded groups are not aware of their rights | 35 |
| None of the above | 4 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **15. To what degree do you think the following groups have equal opportunities in (name of community)?** | | | | |
|  | Frequently | Sometimes | Rarely | I don’t know |
| Women | 115 | 118 | 74 | 32 |
| Children of divorced parents | 109 | 118 | 80 | 32 |
| Orphans | 107 | 127 | 83 | 22 |
| Divorcees | 102 | 115 | 86 | 36 |
| Refugees | 93 | 119 | 93 | 34 |
| Other nationalities | 93 | 123 | 83 | 40 |
| People with disabilities | 88 | 101 | 106 | 44 |
| Other Religions | 81 | 103 | 92 | 63 |
| People with personal/individualistic differences | 81 | 137 | 79 | 42 |
| Other tribes | 80 | 87 | 127 | 45 |

COMMUNITY SERVICES

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **16. Are there issues with the following services in your community?** | | | | |
|  | Yes | No | Doesn't exist | I don’t know |
| Garbage collection | 223 | 69 | 11 | 36 |
| Public Transportation | 200 | 91 | 22 | 26 |
| Water | 184 | 105 | 14 | 36 |
| Governmental Service | 174 | 82 | 15 | 68 |
| Children Daycare | 150 | 87 | 28 | 74 |
| Elderly Services | 159 | 82 | 18 | 80 |
| Electricity | 170 | 108 | 7 | 54 |
| Close Dumpsite | 154 | 86 | 18 | 81 |
| Sustainable energy | 139 | 93 | 32 | 75 |
| Access to Internet | 128 | 106 | 26 | 79 |
| Tourism promotion | 116 | 93 | 31 | 99 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **17. How reliable and safe is the infrastructure in Sharhabeel?** | | | | |
|  | Excellent | Average | Very poor | Doesn't exist |
| Sewage/plumbing | 36 | 92 | 164 | 47 |
| Buildings | 30 | 136 | 147 | 26 |
| Street lights | 52 | 130 | 146 | 11 |
| Roads/sidewalks | 43 | 140 | 140 | 16 |

|  |  |  |  |
| --- | --- | --- | --- |
| **18. Are these issues in your community?** | | | |
|  | Yes | No | I don’t know |
| Litter | 272 | 39 | 28 |
| Air pollution | 183 | 125 | 31 |
| Waste Management (chemicals, contaminants) | 160 | 115 | 64 |
| Desertification (lack of green spaces) | 134 | 144 | 61 |

**Institutional Survey Analysis**

Number of Institutions in Sharhabeel: 21

|  |  |
| --- | --- |
| **Types of Organizations** | |
| CBO | 2 |
| Religion | 1 |
| Governmental | 10 |
| Non-Profit | 5 |
| Private | 1 |
| For-Profit | 2 |

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| --- | --- |
| **Closest type of transportation** | |
| Walking | 3 |
| Taxi | 3 |
| Bus | 10 |
| Walking & Bus & Taxi | 5 |

|  |  |
| --- | --- |
| **Fees for services** | |
| Yes | 5 |
| No | 13 |
| Some programs | 3 |

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

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

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

|  |  |
| --- | --- |
| **Health** | |
| Family Planning | 5 |
| Health Awareness Campaigns | 7 |
| Dental Clinic | 3 |
| Family Health Clinic | 2 |
| Specialized Health Clinic | 2 |
| Public Hospital | 4 |
| Mental Health Services | 1 |
| Pediatric Care | 3 |
| Pre Natal Care | 2 |
| Health Insurance | 3 |
| Drugs Rehabilitation Centers | 2 |
| Other | 2 |

|  |  |
| --- | --- |
| **Social Environment** | |
| Women support | 3 |
| Anti-Corruption Association | 2 |
| Family Support Services | 6 |
| Family Concern's Centers | 1 |
| Charity | 2 |
| Other | 0 |

|  |  |
| --- | --- |
| **Inclusion** | |
| Sr. Citizens Services | 1 |
| Orphan Shelters | 4 |
| Refugee Services | 4 |
| Persons with Disability Services | 5 |
| Learning Support Person w/Disability | 4 |
| Learning Support Learning Difficulties Services | 5 |
| Other | 1 |

|  |  |
| --- | --- |
| **Community Services** | |
| Water Safety | 4 |
| Pollution Control | 3 |
| Street Maintenance | 4 |
| Sewage Control | 1 |
| Farming | 4 |
| Sustainable Agriculture | 2 |
| Renewable energy | 4 |
| Internet Access | 5 |
| Public Officials and Offices | 4 |
| Community Development | 3 |
| Services Related to Tourism | 1 |
| Other | 3 |

|  |  |
| --- | --- |
| **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 |
| Other | 2 |

|  |  |  |
| --- | --- | --- |
| **Needs of youth that did not complete their education** | | |
| **Need 1** | **Need 2** | **Need 3** |
| مصانع | شركة | ونادي |
| توفير فرص عمل دائمة | ترفيهي | تدريب |
| حاضنات شبابيه | تأمين فرص عمل وتاهيلهم | مشاريع تشبيك الشباب بفرض عمل |
| دعم معنوي | دعم مادي | ارشادهم |
| التاهيل لسوق العمل | التدريب | دعم معنوي وارشاد |
| عمل سيفي | دورات متدربين |  |
| خدمه علاجيه | خدمه تثقيفه | اعطاءمحاظرات |
| مهارات حياتيه | فرص عمل | توجيه وارشادات |
| تعليم القراءه | تخييم | برنامج بصمه |
| تعليم القراءة | تعليم الكتابة | تعليم الحساب |
| صعوبات تعلم |  |  |

|  |  |
| --- | --- |
| **No. of beneficiaries/month** | |
| 1 to 25 | 8 |
| 26 to 50 | 1 |
| 51 to 100 | 1 |
| 101 to 200 | 0 |
| 201 to 500 | 3 |
| 501 to 1000 | 4 |
| 1001 & more | 1 |
| Do not provide services to youth | 3 |

|  |  |
| --- | --- |
| **Do you have adequate facilities and resources to meet the demands of all youth who seek services from your organization?** | |
| Yes | 12 |
| No | 1 |
| Does not offer any youth services | 7 |

**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?