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USAID YouthPower

Community Mapping Analysis Report Tabaqet Fahil

ACRONYMS

CM Community Mapping

CBO Community Based Organization

NGO Nongovernmental Organization

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 MEL 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

28 youth from Tabaqet Fahil are trained on collecting data for the community asset mapping. All the youth are trained on how to conduct both mapping surveys. Youth are then split into groups of five, with one youth leader functioning as a focal point for each team. Each team is assigned a section of their community to map over the upcoming three days. The training in Tabaqet Fahil took place from the 10th – 12th of Feb, 2020 and mapping surveys were conducted.

The results from the two mapping surveys are 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 16th of Feb, 2019 for males and females.

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

1. **Demographic Information**

**Governorate**: Irbid

**District**: Tabaqet Fahil

**Institutional sample size**: 13 institutions

**Community sample size**: 193 participants

**Number of mappers**: 28 participants

**Focus group size**: 26 participants

1. **Overview**

Below is a general overview of the results:

* The nationalities surveyedfor through the Community Mapping Survey:
	+ 95.5% Jordanian
	+ 3.5% Palestinian
	+ 1% Other
* The age group surveyed ranged from 12-95 years, 51.5% of the sample were under than 29 years old.
* 43.5% males & 56.5% females.

Below are the sex & age distribution:

Figure . Community sample gender & age distribution in Tabaqet Fahil.

A total of 13 institutions were found by the 28 mappers in Tabaqet Fahil.

Below is the distribution of institutions based on type:

Figure Types of institutions in Tabaqet Fahil 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 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 to activate the young people.

1. The first consideration in regards to youth development are the **youth outlets**. The four youth outlets which received the lowest ratings or quality or availability are:
* Entertainment (movie theater, public parks, café)
	+ This community has one park which was previously renovated. However, due to lack of monitoring the park was not well kept. There was a caravan which had recycling containers. This is now all gone.
	+ The Sharhabeel Dam area is where people go for entertainment. This is a nature reserve they have planted the area, and fixed it. There are cabins for people who come from other areas and want to stay overnight. The community does picnics and barbeques and the cost of entry is one JoD per car. Anyone entering is given trash bags to keep the area clean.
	+ The nature reserve also has various activities. They allow bicycle rentals, guided hikes, the middle east’s longest zip line, and even annual marathons. There are police monitoring the area. People are not allowed to swim in the dam, although many people do. The employees in the reserve have training to save people from drowning.
	+ The is a youth club for males, which has a football field. Females do not have a youth club.
* Art, Theatre, & Music
	+ There are various arts and craft opportunities produced by community based organizations and the social development institution. They teach women specifically how to create baskets, accessories, scarves, and other crafts, and give them 40 JoDs to start buying material and selling what they make.
	+ There used to be a theater in the community, that address issues such as early marriage, unemployment, gender discrimination. However due to poor management it came to an end.
	+ This community makes a unique wooden instrument called a dual flute (Yargool Mijwiz). However they need more marketing and to learn how to sell online.
	+ There are various cultural music bands, that sing and create songs about the culture.
	+ There is a dabkeh dance group (the traditional dance various Arab countries). They are talented but no resources to expand beyond the community. Their current form of marketing is through Facebook. They do not have a Youtube or Instagram page.
* Library
	+ There is a library in the municipal building however it is rarely used. Although the library is large, it is not active, has limited opening hours (8am – 3pm), and only has books for kids.
	+ The Makani initiative used to operate in this community, where they provide a safe space for youth to learn. This closed down a few years ago.
	+ It is important that there is a quiet space to find books and read, whether for leisure or for work. University and school students need subject based books, other youth noted the importance of religious topics. Engineering students said that they need equipment such as a canvas holder to be able to complete their university work.
	+ Youth unanimously agreed that having a portable library, would be an excellent initiative.
* Organized activities by CBOs, NGOs, youth leaders (hiking, bazaars, trainings)
	+ Organized activities are mostly based on income generating projects related to crafts.
	+ There is a monthly bazaar that is organized by Tamkeen ElUsar (Enabling Families) this is promoted through Facebook and Whatsapp, the bazaar is hosted in either Tabaqet Fahil or in Amman.
	+ Life skills trainings and better decision making trainings are given regularly.
	+ There is art and craft organized activities for women to learn to create and sell.
	+ Hiking and outdoor activities are rarely organized.
* Sports (basketball/football /swimming/ others)
	+ The Ministry of Youth has a place to play volleyball, football, basketball, and a space for celebrations. The ages allowed are from 10 – 16 years, and both genders are welcome. The challenges are: the trainers are all males which is often problematic for females, the opening time is until 2pm, and that older youth are not allowed. Youth suggested having female only days, and having evening opening times.
	+ Sports which youth wanted to see more of where badminton, chess, and martial arts.
	+ The sports are not inclusive to persons with disabilities. There are no activities for them.
	+ They want to have services in places where people can run. Such as toilets, and a caravan that sells water and other goods.
	+ The UNRWA is the only gym available. Youth noted that the Wakaleh Institution could be a good space to create a gym as well as a space for youth to gather.
	+ Youth noted that most athletes need financial support or sponsorship to allow them to continue.
* Spaces for youth to gather (CBOs, parks, municipality space)
	+ Youth noted the importance of having a safe and acceptable space to gather.
	+ Currently the only safe spaces to gather as youth are during activities that are organized by CBOs and NGOs. There are no regularly available spaces.
* Other needs
	+ ATM machines.
	+ A place for tourist to use as a pit-stop, and shop.

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

1. The following consideration for youth development opportunities are the **youth services outside schools**. The three least available youth services are:
* Knowledge station
	+ There is no Knowledge Station in this community. The closest station is 10 kilometers away and is not well publicized.
	+ The public transportation is only available until 3pm, which means that youth are not always able to attend trainings in fear of getting stuck.
	+ It is important to have transportation secured available during trainings that host various youth from Tabaqet Fahil. This could be organized with the Knowledge Station.
* Life skills/activities (communication, teamwork)
	+ There are life skills however the trainings are limited to certain people.
	+ Older women need more courses available to them beyond arts and crafts. For example creating a small industrial kitchen, and religion courses.
* Debates/ Structured Youth Conversations
	+ Youth noted that communication courses are critical for conflict resolution. Within such a course would be how to have healthy and structured debates.
* English language courses
	+ Although English is a major requirement for most jobs, there are currently no English courses available.
	+ There used to be strengthening courses which have ended two years ago.
* Education continuation resources (scholarship & application info)
	+ There are some financial challenges when it comes to continuing education. The Royal Bureau provides financial support to some exceptional youth.
	+ King Abdallah Foundation provide students with education loans, however students are unable to travel until they are paid back.
* Computer courses
	+ Youth stated the need for the following skills: How to use computers, how to use computer programs and how to research.
	+ Youth have no resources to learn how to market. Nor how to record podcasts or edit videos.
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. Currently it is mostly people of an older age that listen to the radio.
	+ Youth suggested municipal radio rather than community radio for the area of Shooneh. The problem is that the radio coverage is weak in this community.
* NGO/CBO counselling activities
	+ Parental guidance is necessary, how to support their kids, giving them space to express, red flags, and health awareness.
	+ Reproductive health is a topic that is not covered with no awareness about them.
* Mentorship (psychological)
	+ Topics that youth need psychological mentorship on are: depression, suicide, and anxiety.
	+ Cyber awareness is also needed.
	+ Personal hygiene to avoid any illnesses is an important topic to cover.
	+ Sheikhs may be mentors for this topic.
	+ There are some good sources of information online on the topic of family issues. One example is a speaker called ‘Radwa El-Sharabeeneh’.
1. This section considers the preparedness of services that assist in youth **employment**. Below are the least utilized services.
* Job fairs
	+ There was only one job fair but youth have no trust in such efforts, the concept of nepotism and corruption stops many youth from applying.
* Business resources (grants, business plan, financial guidance)
	+ Irada is an organization that does business trainings, however there is limited awareness about their trainings.
	+ There are vocational trainings such as electrician, plumbing, woodworks, mobile fixing, and more.
	+ Entering workforce there is no preparation. CV writing skills or work guidance are both needed.
* Other
	+ There is a cloth manufacturing factory, it used to predominantly employ Indians. They started to employ more of the community however their rights were limited and many were paid below minimum wage. In addition the factory became a place for drug circulation. The employees who worked there were automatically associated to having a bad reputation.
	+ The English language is a major problem for youth from this community.
	+ Employment guidance training is needed such as confidence, personal hygiene, and good communication skills.

**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. 193 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. Dropouts, violence/bullying, and overcrowding are the most mentioned school related issues, with dropouts being the only issue that is unanimously mentioned.

1. A more specific breakdown of the **specific issues** that may be targeted are listed below:
* Unsafe conditions (bad wiring, fencing, and building infrastructure)
	+ The topic most stated as frequently recurring are unsafe school conditions, with 24% of the community sample selecting it. This, in comparison to other communities is not a very high percentage.
	+ General schools infrastructure was recently fixed by an organization called Nijma, those who selected this may have not been aware of this new initiative.
* Lack of equipment (books, recreational equipment, computers)
	+ There are computers in schools, however students are only allowed to use them during classes, which last for 45 mins once or twice a week. For many students these are the only computers they have access to, to learn on. When it comes time for employment these youth are unable to compete with youth who have had the opportunity to practice.
	+ Students not having computer access also puts them at an academic disadvantage where they are unable to complete certain school assignments.
	+ Classes are only written with no practical application. No activities are even incorporated, making their education a single method approach. This puts students who need other methods to learn at a major disadvantage, causing great frustration.
	+ Equipment are also needed for Physical Education (P.E.). There are no sports equipment. So during their P.E. class students only run.
	+ Classrooms have no fans. Temperatures reaching 35 degrees Celsius or more students are unable to comprehend what the teachers are saying.
* Not enough space in classroom
	+ One teacher reported that the school for males, in fifth grade has 50 students in one classroom. At an age that it is critical build a strong educational foundation, no one is even able to hear the teacher.
	+ Students are split into morning and evening classes.
	+ Due to one of the schools being under maintenance the boys have to go the female school in the evening. This leaves the females having to clean up the mess the boys made the day before.
* Poor maintenance
	+ The school is unable to keep up with maintenance due to students frequently releasing their energy by breaking school property. This issue is due to youth not having enough outlets.
	+ Additionally, youth do not have the feeling of ownership over things in their school.
* Disconnectedness to school environment
	+ There are numerous contributors to the feeling of connectedness. Injustice is a major contributor. Nepotism towards students who have parents that are teachers. These students receive preferential treatment, for example, they are the students who are able to conduct the morning broadcast.
	+ Bullying is another contributor to disconnectedness. This will be addressed in the next section.
	+ Some teachers do not appreciate the responsibility they hold, and ask students to buy them things from the supermarket, even during class.
	+ Youth noted the importance of teachers making students feeling connected. However the challenge of overcrowding makes it extremely challenging for students to just cover the basic material of the class.
	+ Students are not seen or heard or catered to, these are essential in feeling connected. Having teachers assist with goal setting, hearing about other student success stories, and general support are critical for belonging.
* Unhygienic
	+ The cleaning staff in schools consists of one person, which leaves the bathrooms specifically unhygienic.
	+ Good habits by students are critical. Lack of awareness of how each plays a role in keeping their school clean is important, this related to the topic of connectedness as well as the feeling of ownership.
* Other
	+ Students also need workshops that promote continuing their education through understanding why a university education is worth their time and money. Most youth find that university does not increase their likelihood for employment.
1. **Safety issues** in schools were also highlighted.
* Physical/verbal bullying and physical abuse
	+ 63% of the community sampled said that physical/verbal bullying is a safety issue in schools.
	+ Females bully mostly verbally, where they find females who are labelled as unintelligent, or are quiet and pushing them to a point where they cry.
	+ The school process punishes both the bully and the bullied the same way. Therefore reporting is limited so that they are not punished.
	+ New students especially students that transfer from private schools to public schools, are very often attacked. This is due to students feeling insecure about what they have versus what these youth from private schools have. The have an anger towards these youth who may have better opportunities. This is observed worldwide, and youth need support healing these emotions before re-entering their communities as young adults.
	+ Most of the time teachers do not raise awareness about the importance of not bullying.
	+ Teachers sometimes single out students accidently making them targets for bullies by the way they speak to them.
	+ If someone reports a teachers using corporal punishment, the school management de-escalates the problem and repercussions are taken. Teachers often hold a grudge against the student and this places them at an academic disadvantage.
	+ School mentors must play an active role in teaching about bullying.
* Lack of respect and acceptance of others due to diverse living conditions, gender and disability
	+ There is some abuse against students who are disabled.
	+ There is no real inclusion for persons with disabilities.
	+ Students from public schools transferring into private schools are discriminated against.
	+ Youth discriminate based on social status, those who appear to have financial limitations are bullied.
1. When investigating the specific **barriers to education**, the below were the most stated:
* Safety from/to school
	+ There are accidents that occur on the way from/to school, risking the lives of schools kids walking to their schools.
	+ There are no speed bumpers in front of the school to slow down cars.
	+ Although there is public transportation available it is not safe for kids due to the possibility of children getting kidnapped by organ harvesters.
	+ There are stray animals on the way from/to school.
* Stray animals
* No assistance for people with learning difficulties
	+ There is no support for students with learning difficulties in the male school.
	+ Only the female school has a teacher that helps students with learning difficulties.
	+ Students who are sent to the special needs classroom, as seen as unintelligent and are bullied.
	+ Parents must take an active role in supporting their kids when entering the special needs classroom, but academically and emotionally.
* Transportation/ location of the school
* Financial reasons (uniform, books, tuition, activities)
	+ The only students who receive support are orphans, who may be provided with shoes, books, etc.
	+ There are community good doers that also support unprivileged students.
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 Tabaqet Fahil.
* Student-led extra-curricular activities
	+ The extra-curricular activities used to be conducted by Red Cross, where they would support students, have sports and activities. However initiative ended.
	+ Students currently do not have regular activities. Once a year they plant trees, sometimes they clean the community, and when invited they partake in community celebrations.
* School-led summer activities
	+ The summer activity organized by the school is a camping trip organized nationally.
	+ Summer schools, they to go camping.
	+ Youth noted that it would be great to have an initiative that teaches religion in a fun way to students during summer. Currently they only do competitions for students that are of a very young age,

**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:
* Alcohol
	+ It is not allowed to sell alcohol in this community, so it is sold from homes.
	+ Students gather their money to be able to buy alcohol.
	+ Youth have found ways to stop it from being detected in their bloodstream by taking birth control pills.
* Smoking
	+ Kids smoke at a very young age, because it is directly related to being a man, and masculinity.
	+ Youth also associated smoking with stress relief.
* Drugs
	+ Police are pressing on the topic of drugs.
	+ The influence of families stops police from being able to control drug selling.
	+ There is a lack of awareness about the influence of drugs.
	+ Students and manual workers become so addicted to using captagon that they are unable to work or study unless they are using.
	+ There are families that plant marijuana and distribute.
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)
	+ They need mental health support, and the community itself already accepts the concept.
* Availability of pharmacy/medication
	+ No oxygen sets are rarely available.
	+ Essential medication is missing, such as voltaren, allergy medication, antibiotics,
	+ The medication arrive and a few days later they are all gone, especially medication that is expensive.
	+ Prices of medication is sometimes increased and taken to the pockets of the employees.
	+ Pharmacists do not give the patient the full dose written in the prescription. They take part of it for themselves, for family or to sell.
	+ There are an insufficient number of dentist kit.
	+ The pharmacy does not provide a good service, other than medication often being missing. Patients must find their own change.
* Availability of specialized physicians
	+ Dentists are irregular and only remove teeth, there are no nerve operations.
	+ There is no female gynecologist.
	+ There is no pediatrician.
* Availability of equipment
	+ The health center is meant to be comprehensive however essential aspects are missing.
	+ The hospital is 12 km away and is in a different community. Many members of the community cannot afford to be treated outside.
	+ There used to be an analysis lab however their contract ended and never re-opened.
1. Many people also struggle to receive the healthcare needed, below are the **top barriers** **to healthcare** faced in Tabaqet Fahil:
* Financial barriers
	+ Most families do not have health insurance however, a large portion of the community is in the military, therefore they are able to have their families and children treated.
	+ Most of the community cannot afford health care if it is not provided for free or at a low cost.
	+ The community has no awareness about how they can benefit from health insurance.
* Services needed yet unavailable
* Unable to reach the health facility
	+ The health care facility is accessible, however the hospital is not as accessible.
	+ The ambulance takes an hour to arrive to this community. Children often call as a prank.

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

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**.
* Refugees
	+ There are few refugees from Syria in this community.
	+ It is unclear why refugees were selected as a group in need of greater inclusion.
* Other Religions
* Other nationalities

Figure The percentage of the sampled community members who rated each population group as 'rarely accepted'.

1. There were various barriers to inclusion that were selected by the community that require attention.
* Social norms
	+ Early marriage occurs often
	+ Dropping out of school to help the family
	+ Females have roles that limit them to marriage and children.
	+ Lack of acceptance of persons with disabilities
	+ Females going out alone is not acceptable
	+ Other nationality marriages or different areas is not acceptable.
* Laws & legal framework
	+ Refugees prior Syrians, still do not have the same rights. Palestinians cannot own the same way Jordanians can.
	+ Jordanian pay lower school fees.
* Lack of community awareness
	+ Lack of political awareness
	+ Lack of health awareness

**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:
* Sustainable energy
	+ There is rarely any renewable energy. It is too expensive.
	+ Solar energy panels are expensive to install.
* Public Transportation
	+ To go to Irbid it is a major challenge, with many stops in the way.
	+ There is no center for public transportation.
	+ The lack of transportation decreases chances of employment outside the community. It is also a major issue for university students who must leave the community to reach their school.
	+ There needs to be small buses that circulate, because larger buses refuse to move until they are full.
* Elderly Services
	+ There are no services for the elderly.
	+ The elderly need to be better integrated.
	+ There needs to be more awareness on the needs of the elderly population.
	+ An initiative which allows elderly to talk about their experiences could be beneficial for the elderly and for the youth.
	+ The elderly currently gather them to solve community issues.
	+ There should be a center to assist the health of the elders.
* Access to Internet
	+ The internet connection is very weak especially when the weather is bad.
	+ People are afraid of the harms of the network poles.
	+ Israeli network effects Jordanian network.
* Governmental Service
* Electricity
	+ In summer it is electricity bills are extremely high.
	+ The ACs are a major problem because they require large amounts of electricity. There is a limit of electricity available for each community and with temperatures reaching over 35 degrees Celsius it becomes a major challenge.
	+ There are frequent electricity shortages this burns devices due the sudden and frequent switching on and off.
	+ People need precautions and awareness about electricity and how to save it.
* Close Dumpsite
	+ There is one new dumpsite, however the community may not be aware of it yet.
* Tourism promotion
	+ This community is rarely advertised through Facebook.
	+ Word of mouth is the main method of marketing.
	+ Sharhabeel reserve is a great tourist attraction.
	+ There is a lack of awareness about the areas in this community both to outsiders as well as the community members..
	+ Hijayjeh is a spring in this community.
	+ Pella is one of the major attractions.
	+ There are religious sites for religious figures.
	+ The youth would like to promote goods that are produced. Such as the honey. They can teach others how to make honey. They could also start an agriculture school where they teach agricultural techniques.
* Garbage collection
	+ UNDP pay for persons to give recycled material. This encourages people to not through extra waste and instead to recycle when they can.
1. Infrastructure reliability & safety was also assessed:
* Sewage/plumbing
	+ Very few people throw on the streets.
* Street lights
	+ Streetlights are not a major issue. Tal El Arbe’en does not have lighting.
* Other
	+ Bridges have no protection and are not safe. There is a valley on one side and cars on the other.
	+ Buildings often do not use enough cement.
	+ There needs to be a shade and shelter on the main road for people waiting on the bus and police officers.
	+ The roads have many holes, and need repair.
1. The services that improve the environment were considered, below are the top two issues.
* Litter
	+ Some parents still burn their trash. Therefore there needs to be more awareness.
* Air pollution
	+ They spray to kill bugs on plantations are not effective, and also pollute the air.
	+ The air is polluted by the trash burning.
	+ The smell of fertilizer used for agriculture affects the breathing of people.
1. **Analysis Tables:**

**Community Survey Analysis**

|  |  |
| --- | --- |
| **% 29 & under** | **% 30 & over** |
| **51%** | **49%** |
| **%Males** | **%Females** |
| 43.5% | 56.5% |

|  |  |  |
| --- | --- | --- |
| **Jordanian**  | **Palestinian** | **Syrian** |
| 184 | 7 | 2 |

|  |
| --- |
| **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) | 18 | 40 | 41 | 15 | 79 |
| Art, Theatre, & Music | 24 | 28 | 47 | 25 | 69 |
| Library | 31 | 27 | 44 | 21 | 70 |
| Organized activities by CBOs, NGOs, youth leaders (hiking, bazaars, trainings) | 41 | 39 | 36 | 15 | 62 |
| Sports (basketball/football /swimming/ others) | 31 | 46 | 38 | 18 | 60 |
| Spaces for youth to gather (CBOs, parks, municipality space) | 32 | 46 | 31 | 17 | 67 |
| Spaces for men to gather (Male youth center, clubs, sport facilities) | 41 | 42 | 32 | 15 | 63 |
| Spaces for women to gather (female youth center, clubs, sport facility) | 39 | 40 | 34 | 20 | 60 |
| Youth clubs and centers  | 39 | 49 | 31 | 21 | 53 |
| Volunteering Opportunities  | 36 | 52 | 27 | 22 | 56 |

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| **Q2: How accessible are these following out of school services in your community?** |
| Options | Always accessible | Sometimes | Never accessible | Doesn’t exist |
| Internet knowledge station | 14 | 42 | 78 | 59 |
| Life skills/activities (communication, teamwork) | 28 | 43 | 57 | 65 |
| Debates/ Structured Youth Conversations | 35 | 45 | 60 | 53 |
| English language courses | 23 | 60 | 63 | 47 |
| Education continuation resources (scholarship & application info) | 27 | 57 | 50 | 59 |
| Computer courses | 39 | 49 | 58 | 47 |
| Study support/tutoring | 45 | 58 | 50 | 40 |

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| **Q3: Have you heard or been part of (participated in) the following programs in your community?** |
| Options | Yes |
| Community radio | 54 |
| NGO/CBO counselling activities | 83 |
| Mentorship (psychological) | 104 |
| Girl scouts  | 111 |
| Religious guidance/counselling | 113 |
| Boy scouts | 121 |

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| **Q4: Does your community provide the following to assist the process of entering the workforce?** |
| Options | Yes | Somewhat | No | I don’t know |
| Job fairs | 9 | 49 | 68 | 67 |
| Business resources (grants, business plan, financial guidance) | 26 | 44 | 68 | 55 |
| Volunteering in the workforce | 36 | 42 | 67 | 48 |
| Career counseling  | 24 | 56 | 62 | 51 |
| Training for experience | 24 | 67 | 61 | 41 |
| Entrepreneurial support | 32 | 47 | 60 | 54 |
| Training on labor market skills | 35 | 55 | 54 | 49 |
| Vocational training | 52 | 60 | 47 | 34 |

SCHOOL EDUCATION ENVIRONMENT

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| **Q5: In your opinion what are the three most important issues in schools Tabaqet Fahil?** |
| **Options** | **Count** |
| Dropouts | 126 |
| Violence/ bullying | 84 |
| Overcrowding | 70 |
| Infrastructural issues | 52 |
| Teacher-parent relationship | 42 |
| Teacher-student/ student-student relationship | 37 |
| Quality of education/curriculum | 33 |
| School related expenses | 29 |
| No educational support tutoring  | 18 |
| Transportation/ Location of the school | 13 |
| Support for students with learning difficulties | 8 |
| Accessibility to youth with disabilities | 6 |
| Access to school facilities (locked) | 6 |
| School shift system | 3 |
| Other | 3 |

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| **Q6: What do you consider the top three issues with school services in your community?** |
|  | **Count** |
| Unsafe conditions (bad wiring, infrastructure) | 47 |
| Lack of equipment (books, recreational equipment, computers) | 46 |
| Not enough space in classroom | 43 |
| Poor maintenance | 42 |
| Disconnectedness to school environment | 42 |
| Unhygienic | 41 |
| Low quality education | 40 |
| Lack of creative activities (arts/ sports) | 37 |
| Lack of tutoring | 36 |
| Understaffed | 34 |
| Lack of mentorship/counselling | 34 |
| Teachers lacking experience | 33 |
| Use of class time of other than the class itself | 33 |

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| **Q7: Have you or has someone you know experienced these safety related issues in school in your community?** |
|  | **Yes** |
| Bullying (physical/verbal) | 122 |
| Physical abuse (by students and/or teachers) | 111 |
| Lack of respect and acceptance of others due to diverse living conditions, gender and disability | 91 |
| Harassment (from students &/or teachers) | 84 |

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| **Q8: Have you or has someone you know experience these barriers to schools in your community?** |
|  | Frequently | Sometimes | Rarely | I don’t know |
| Safety from/to school | 51 | 76 | 56 | 10 |
| Stray animals | 48 | 72 | 54 | 19 |
| No assistance for people with learning difficulties | 46 | 72 | 55 | 20 |
| Transportation/ location of the school | 44 | 77 | 47 | 25 |
| Financial reasons (uniform, books, tuition, activities) | 43 | 83 | 49 | 18 |
| Need to work to support family | 41 | 80 | 52 | 20 |
| Lacks accessibility for persons with disabilities | 40 | 79 | 59 | 15 |
| Parents/family situation (not allowed by family/spouse) | 34 | 87 | 52 | 20 |
| Need to take care of siblings/children/ elderly | 33 | 84 | 53 | 23 |

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| **9. Do the following exist in schools in your community?** |
|  | Yes |
| Student-led extra-curricular activities | 111 |
| School-led summer activities  | 115 |
| Volunteering activities | 120 |
| School leadership (student council) | 126 |

HEALTH

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| **10. Please select three of the following that you consider the most important for youth**  |
|  | **Frequency** |
| Alcohol  | 121 |
| Smoking | 120 |
| Drugs | 112 |
| Environmental problems | 54 |
| Nutrition | 50 |
| Health education | 47 |
| Disease awareness | 35 |
| Physical activity | 18 |
| Obesity  | 11 |
| Other  | 2 |

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| **11. 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) | 97 | 55 | 35 |
| Availability of pharmacy/medication  | 89 | 77 | 22 |
| Availability of specialized physicians | 81 | 84 | 22 |
| Availability of equipment | 78 | 82 | 28 |
| Operating hours | 77 | 87 | 26 |
| Staff capacities | 77 | 76 | 37 |
| Quality of service | 74 | 78 | 38 |
| Number of patients | 71 | 81 | 34 |
| Hygiene | 59 | 103 | 24 |
| Waiting area | 65 | 94 | 29 |

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| **12. Which of the following do you consider barriers to health care in Tabaqet Fahil (choose 2-3)** |
|  | **Frequency** |
| Financial barriers | 112 |
| Services needed yet unavailable  | 82 |
| Unable to reach the health facility  | 69 |
| Capacity of the center | 61 |
| Female related health challenges | 53 |
| Delays in receiving care  | 47 |
| Discrimination (gender, tribe, origin, etc) | 25 |
| Unsure what services are available | 19 |
| Nationality | 17 |

SOCIAL ENVIRONMENT

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| **13. Have you or has someone you know experience the following issues in your community?**  |
|  | Yes | Sometimes | No |
| Bullying (Neighborhood/work) | 69 | 63 | 61 |
| Verbal/emotional/ psychological abuse (partner/family) | 72 | 59 | 62 |
| Physical abuse (partner/family) | 56 | 67 | 70 |
| Sexual harassment (workplace/community) | 35 | 72 | 86 |
| Physical harassment (workplace/community) | 47 | 54 | 92 |
| Bullying (Neighborhood/work) | 69 | 63 | 61 |

INCLUSION

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| **14. Which of the following have you considered barriers to inclusion (persons with disabilities, refugees, women) in Tabaqet Fahil?**  |
|  | **Count** |
| Social norms | 108 |
| Laws & legal framework | 76 |
| Lack of community awareness | 74 |
| Local policies | 67 |
| Infrastructure (disabilities/ old age) | 65 |
| Individual perceptions and biases (racism/sexism) | 41 |
| None of the above  | 23 |
| The excluded groups are not aware of their rights | 13 |

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| **15. To what degree do you think the following groups do not have equal opportunities in Tabaqet Fahil?** |
|  | Frequently | Sometimes | Rarely | I don’t know  |
| Refugees | 31 | 65 | 62 | 35 |
| Other Religions | 44 | 62 | 59 | 28 |
| Other nationalities | 30 | 67 | 58 | 38 |
| People with disabilities | 33 | 73 | 55 | 32 |
| Other tribes | 35 | 61 | 54 | 43 |
| Divorcees | 41 | 65 | 50 | 37 |
| Children of divorced parents | 48 | 64 | 50 | 31 |
| Women | 46 | 71 | 49 | 27 |
| Orphans | 46 | 73 | 46 | 28 |
| People with personal/individualistic differences | 38 | 73 | 46 | 36 |

COMMUNITY SERVICES

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| **16. Are there issues with the following services in your community?** |
|  | Yes | No | Doesn't exist | I don’t know |
| Sustainable energy | 68 | 44 | 35 | 46 |
| Public Transportation | 75 | 83 | 25 | 10 |
| Elderly Services | 83 | 67 | 17 | 26 |
| Access to Internet | 79 | 60 | 15 | 39 |
| Governmental Service | 82 | 66 | 11 | 34 |
| Children Daycare | 75 | 63 | 15 | 40 |
| Electricity | 75 | 74 | 14 | 30 |
| Close Dumpsite | 66 | 64 | 22 | 41 |
| Tourism promotion | 67 | 63 | 20 | 43 |
| Garbage collection | 74 | 83 | 9 | 27 |
| Water | 63 | 101 | 13 | 16 |

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| **17. How reliable and safe is the infrastructure in Tabaqet Fahil?** |
|  | Excellent | Average | Very poor | Doesn't exist |
| Sewage/plumbing | 12 | 84 | 73 | 24 |
| Street lights | 22 | 105 | 58 | 8 |
| Buildings | 12 | 104 | 53 | 24 |
| Roads/sidewalks | 31 | 106 | 52 | 4 |

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| **18. Are these issues in your community?**  |
|  | Yes | No | I don’t know |
| Litter | 99 | 70 | 24 |
| Air pollution | 74 | 98 | 21 |
| Waste Management (chemicals, contaminants) | 71 | 77 | 45 |
| Desertification (lack of green spaces) | 48 | 108 | 37 |

**Institutional Survey Analysis**

Number of Institutions in Tabaqet Fahil: 11

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| **Types of Organizations** |
| Governmental  | 3 |
| Non-Profit | 6 |
| Private | 1 |
| For-Profit | 1 |

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| **Closest type of transportation** |
| Walking | 1 |
| Taxi | 1 |
| Bus | 7 |
| Walking & Bus | 2 |

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| **Fees for services** |
| Yes  | 7 |
| No  | 3 |
| Some programs | 1 |

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

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

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

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

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| **Social Environment** |
|  Women support | 3 |
|  Anti-Corruption Association | 0 |
|  Family Support Services | 2 |
|  Family Concern's Centers | 0 |
|  Charity | 4 |
|  Other | 3 |

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

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| **Community Services** |
| Water Safety | 2 |
| Pollution Control | 4 |
| Street Maintenance | 3 |
| Sewage Control | 1 |
| Farming | 4 |
| Sustainable Agriculture | 0 |
| Renewable energy | 1 |
| Internet Access | 1 |
| Public Officials and Offices | 2 |
| Community Development | 1 |
| Services Related to Tourism | 1 |
| Other | 3 |

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

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| **Services for Education Incompleters** |
| Reading, writing and math skills | 5 |
| Developing practical and vocational skills | 4 |
| Providing job opportunities | 3 |
| Youth Counseling | 4 |
| Life Skills | 4 |
| We don't offer any services for youths who didn't complete their education | 3 |

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| **Needs of youth that did not complete their education** |
| **Need 1** | **Need 2** | **Need 3** |
| Psychological support | Educational support | Employment skills |
| Employment support |  |  |
| Employment support | Educational support | Funding |
| Educational awareness | Life skills | Funding |
| Educational awareness | Mentorship | Community Awareness |
| Employment support | Educational support | Car maintenance training |
| Educational support | Life skills | Mentorship |

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

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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 | 6 |
| No | 2 |
| Does not offer any youth services | 1 |

**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?