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**JORDAN**

# USAID YOUTH POWER ACTIVITY Community Asset Mapping Analysis Report – Karak

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## ACRONYMS

CAM	Community Asset Mapping
CBO	Community Based Organization
MEL	Monitoring, Evaluation and Learning
USAID	U.S. Agency for International Development
YP	Youth Power

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# I. INTRODUCTION

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## PURPOSE

The community asset mapping (CAM) assessment uses a three-fold strategy. Firstly, an institutional mapping tool which consists of a survey that identifies stakeholders/entities, their role in the community, and their service provision. Secondly, a community mapping tool; a survey that aims to capture the community's needs and barriers. Thirdly, a focus group discussion with youth to digest the results from the two surveys, and identify unique opportunities and challenges in the community that may have not been fully captured. The process of mapping is guided by youth, designed to enhance their agency, self-efficacy, and initiative programming.

## METHODOLOGY

Community asset mapping tools were designed and developed on tablets, for mobile data collection, by the USAID YouthPower MEL team. Data is collected through two types of surveys, and a focus group. The surveys are framed around six main categories which aim to capture a holistic experience of the youth in the community:

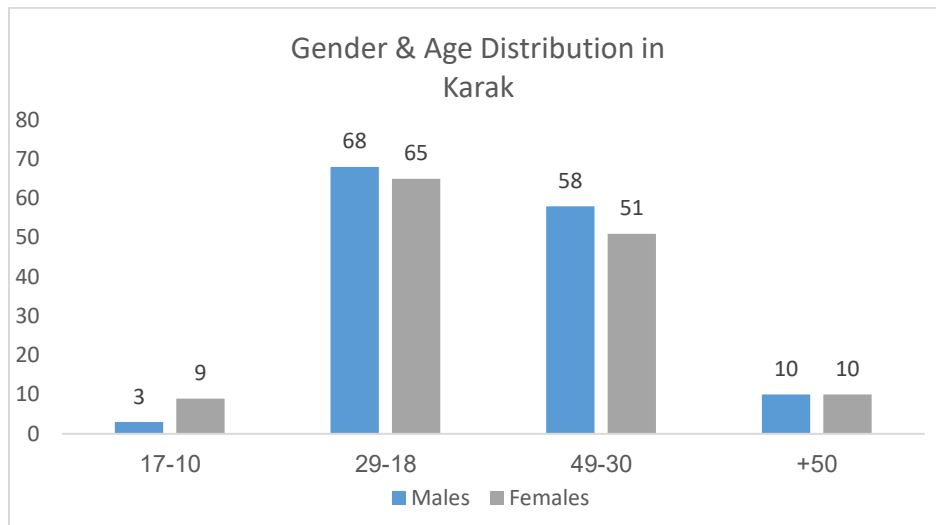
1. Youth development
2. Educational environment
3. Health
4. Social environment
5. Inclusion
6. Community services

The institutional mapping survey is used on any institution in the area to inquire about the their services, resources, and challenges. The second is a community mapping survey used to investigate the challenges, barriers, importance, and quality of services and resources in the community. This survey incorporated anyone from the community irrespective of their age.

33 youth from Karak City are trained on collecting data for the community asset mapping. After completing the training successfully, youth are split into groups of seven, with one youth leader functioning as a focal point for each team. The map of Karak City is then divided into blocks that identify which part of Karak that team will be mapping over the upcoming three days.

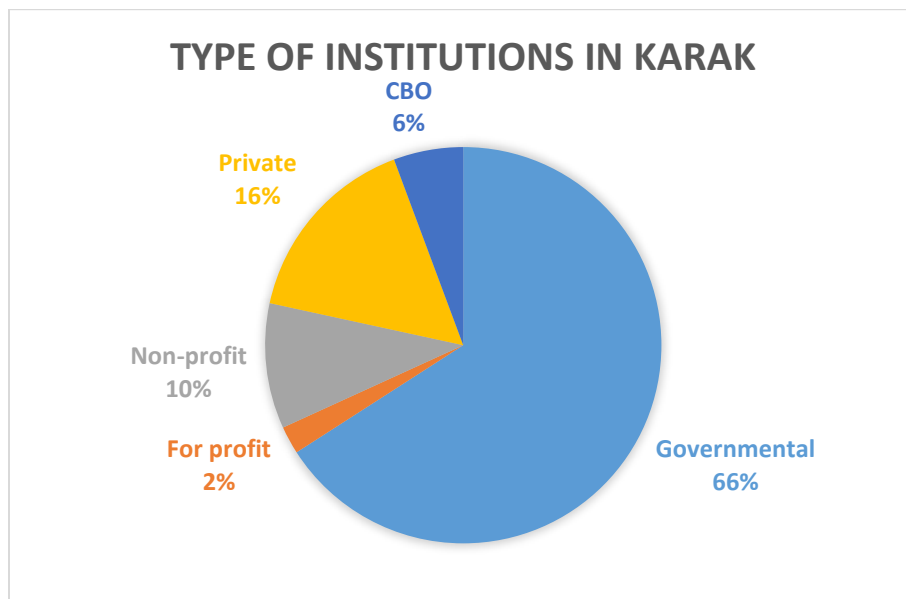
The results from the two surveys are preliminary analyzed to guide a focus group discussion with youth from the community, gaining deeper insight on their priority issues. The CAM report is a compilation of all these results and analysis.





A total of 88 institutions were found by the 33 mappers in Karak city.

Below is the distribution based on type:



### 3. Main Findings

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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**

The first section of the survey examines the opportunities for Youth Development within their community.

##### Question 1

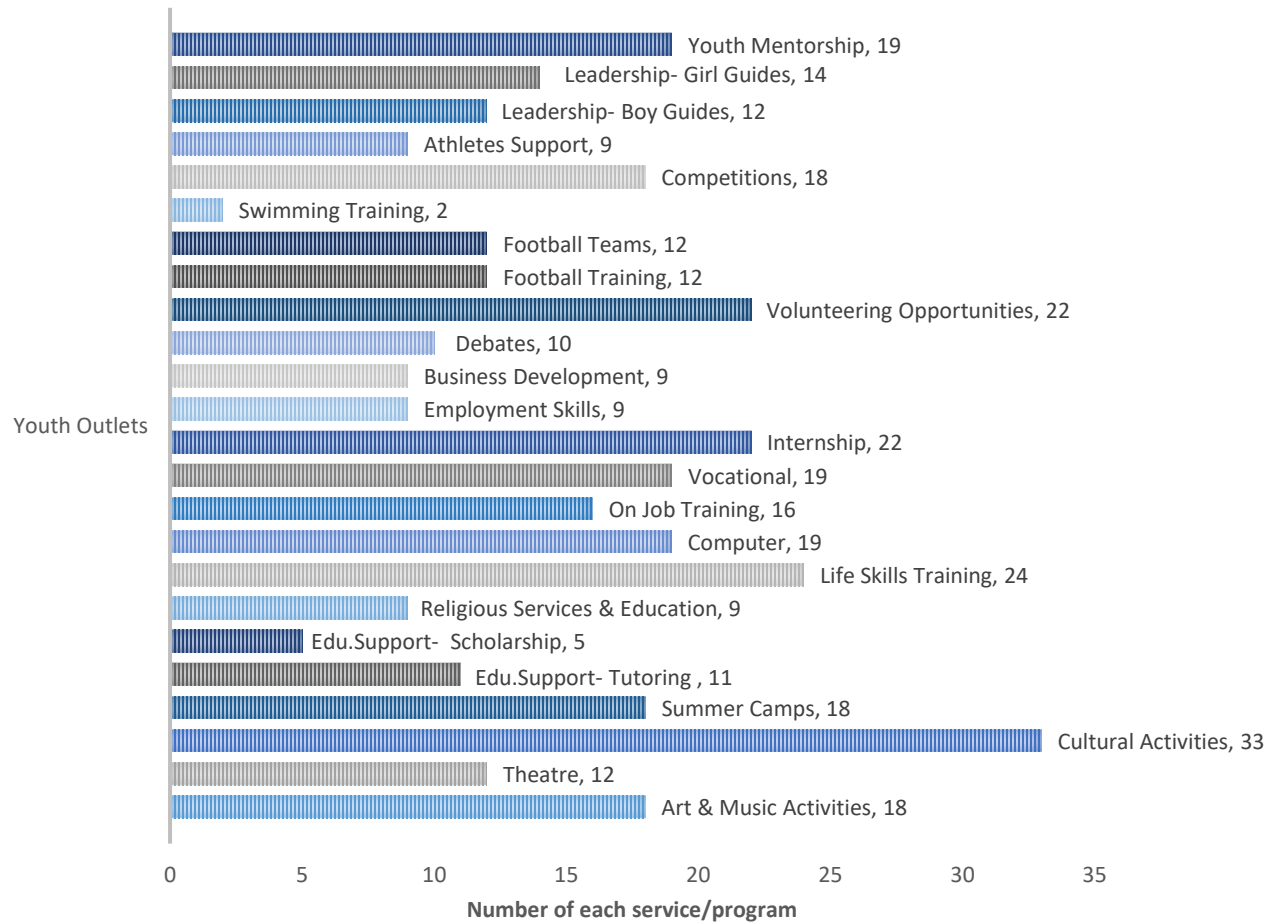
How would you rate the following youth outlets in your community? Participants had a three-point scale *bad*, *average*, and *good*, with the options of *I do not know*, and *does not exist*.

##### Summary

1. Entertainment (movie theater, public parks, café, internet café)- 121 (44%) rated this to be the worst youth outlet when combining those who described it as “bad” with those who said it is “non-existent”.
2. Disability-friendly public places- 103 (37.6%) rated this to be the second worst youth outlet when combining those who described it as “bad” with those who said it is “non-existent”.
3. Library- 91 (33%) rated this to be the third worst youth outlet when combining those who described it as “bad” with those who said it is “non-existent”.

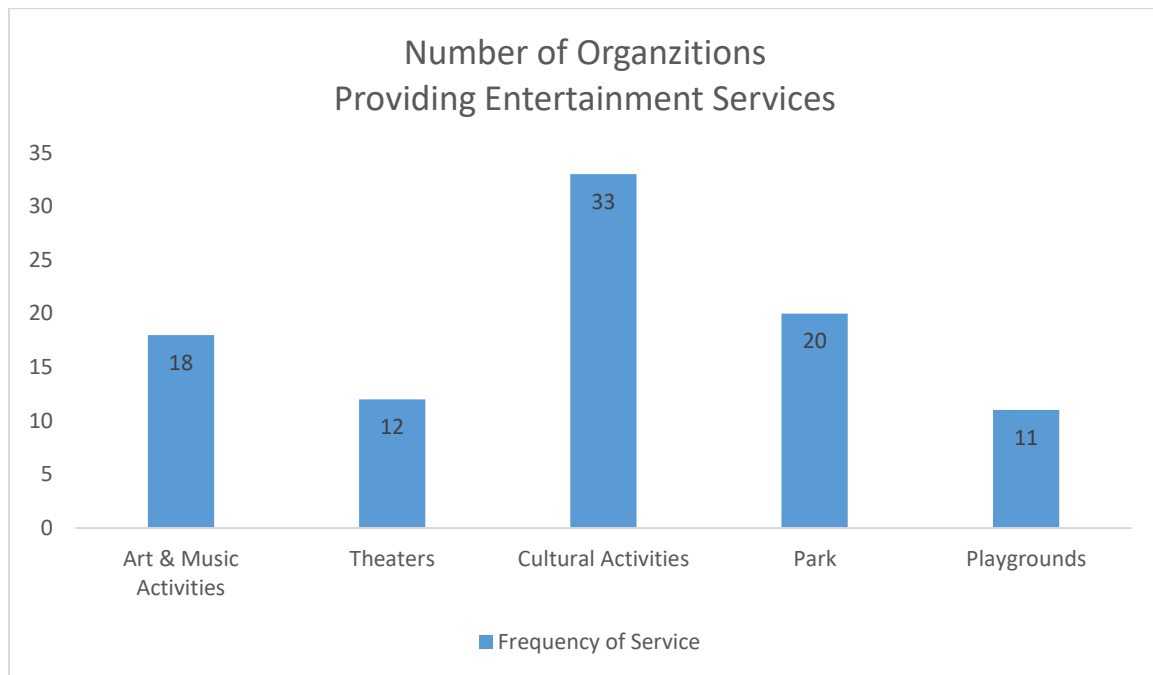
Below is a table with the results of the institution survey on youth opportunities & outlets:

## YOUTH OPPORTUNITIES IN KARAK



**Entertainment** refers to movie theatres, parks, cafes, and clubs. Entertainment received the lowest rating among youth outlets. It was rated as *bad* or *non-existent* by 44% of the community surveyed. The institutional mapping results indicate that the movie theaters, parks, and amusement parks are somewhat present infrequently.

### Institutional analysis:



- Apart from schools which exclusively cater to their students, only 4 institutions provided free art & music activities. Two were governmental and two were non-profits, their capacity seems limited:
  - One served 26-50 youth per month (females only)
  - Two served 201-500 youth per month
  - One served 500-1001 youth per month
- Apart from schools which exclusively cater to their students, only three institutions provided free theatres. Two non-profits and one governmental, however one is not very acceptable, the closest mode of transportation is a bus.
- Apart from schools which exclusively cater to their students, nine institutions provided free cultural activities. Two governmental institutions, one private, and the remaining are non-profits. Most of them served youth of all ages, and were accessible by walking.
- Apart from schools which exclusively cater to their students, 10 institutions noted having parks however, only two were free.
- Apart from schools which exclusively cater to their students, five institutions noted having playgrounds, none were truly open to public as they were either private, or part of governmental institutions that serve a specific municipality needs.

Focus group: The focus group provided more insight, in regards to youth struggles with entertainment in Karak.

- Youth noted that public places are very sparse and badly maintained, and those which are better maintained require a fee. Those that provide music, art, theatres, or cultural activities all require a fee to the event or institution. When asked about institutions which did provide those services for free, youth did not seem to be aware of those organizations or that those were not regular activities, but rather events that may occur one or two times a year.
- Youth noted that there are no public places for youth to interact, and if there are, it is typically male only spaces, like clubs. While there are no clubs for females. This was supported by the information collected through the mapping activities.
- Females also face cultural restrictions like not being allowed to go out at night or alone.
- There is ample potential in Karak to better develop public spaces for the community. Tourist areas within Karak are not well known even for the people living in Karak. The government does not care to improve these spaces.
  - Youth suggested cooperating with an institution to incorporate activities and courses for youth to learn about the historical spots and tourist attractions, that are not advertised. To also internally increase awareness about attractions in Karak.
  - In addition, youth underscored the importance of the attractions in Karak through the Jordan trail, if they can get it to pass through Karak.  
<https://jordantrail.org/about/>
- Entertainment venues are too few, and youth wished that they were not only linked to knowledge acquisition.

**Disability-friendly public places** relate to how well adapted are youth outlets for persons with disabilities, specifically, public spaces. It is the second lowest rated service in this category. 37.6% reported the service as *non-existent* or *bad*.

Institutional analysis:

- 59 out of 88 noted being inclusive to persons with disabilities.
- However, when inquiring if they provided their services were inclusive of persons with disabilities only 30 institutions said yes. Nine of which were schools, leaving 21 which serviced to persons with disabilities. None of the institutions specifically had resources and programs that catered for persons with disabilities.

Focus group discussion:

- Generally, geographic nature of Karak further limits the movement of persons with disabilities, it is very mountainous.
- There are no disability friendly places, infrastructure simply does not consider them.
- There is no mode of transportation for persons with disabilities. Therefore it is a struggle to get around.

- Youth centers are not easily accessible even for people in the community who do not have a disability, due to their locations.
- There are no opportunities for integration in the community or in schools. The only interaction opportunities for persons with disabilities are those in trainings that are open to them such as TOT.

**Library** is the next lowest rated outlet, 33% rated it as either *bad* or *non-existent*. 26 libraries were identified through the institutional mapping. However, none were public libraries per se; they were parts of greater organizations. None were open on weekends nor past 4pm. However, most were accessible via walking.

#### Focus group discussion:

- Library opening hours is from 9am- 2pm which means that most youth cannot use it, they would either be in school/university or asleep.
- Access to information is easier through the internet, therefore some believe a library is no longer relevant.
- Most people do not know that there is a public library in Karak.
- Being able to checkout a book is critical none of the libraries allow book checkout including the public library of Karak.

#### Question 2

How accessible are these following out of school services in your community? Participants had a four-point scale *never accessible*, *sometimes accessible*, & *always accessible*, as well as *doesn't exist*. Services will be ranked based on the percentage of participants that rated it *never accessible*.

#### Summary

##### **Out of school services that are least accessible or do not exist:**

1. Internet knowledge station- 112 (40.9%) said this does not exist or not accessible.
2. Computer center- 97 (35.4%) said this does not exist or not accessible.
3. Access to computers at computer center- 96 (34%) said this does not exist or not accessible.

**Internet knowledge station** are stations that are funded by government and provide trainings for a symbolic price open for the community to utilize. 112 (40.9%) said this *does not exist* or *not accessible*.

#### Focus group:

- There is one internet knowledge station in Karak- Princess Basma Center. 9 of the youth in the focus group said that they have used this resource. Youth were satisfied with its services, because it offers computer courses and a non-criminal certificate

service. The main issue was that it is not easily accessible. That explained why 24.1% said it was never accessible, while 16% did not even know it existed.

- Youth noted it was inaccessible to persons with disabilities. Starting with not being able to reach it, to its infrastructure.
- Other organizations do not have the resources or the governmental funding to provide such services like Princess Basma Center can.

**Computer center** was second least accessible service or was said to not exist, with 97 (35.4%) reports from the community. Access to computers at computer center refers to actual accessibility of computers within computer centers. Computers are sometimes locked, or only open at times when youth are at educational institutions or work. 96 (34%) said this does not exist or not accessible.

#### Institutional analysis:

- 15 organizations reported having internet access, six were free. All of which close by 3pm and do not open on weekends.
- 19 organizations reported having computer trainings, only seven of which had internet. Three of which were schools that only served their students. Four remained all of which were free of charge.

#### Focus group:

- When inquiring about computer centers and internet are not desirable and youth do not feel it is important, they feel outdated and irrelevant.

#### Question 3

This section groups support and guidance resources for youth. In many communities often do not have external forces to reach out to, and provide guidance.

Have you heard or been part of (participated in) the following programs in your community? Participants had a two-point scale option yes and no.

#### Summary

##### **Least heard/part of programs in the community:**

1. Girl scouts- 189 (69%) did not hear/were a part of it.
2. Boy scouts- 179 (65.3%) did not hear/were a part of it.
3. NGO-CBO guidance/counselling activities- 179 (65.3%) did not hear/were a part of it.

**Girl Scouts** is the least available program. This is gender separate to identify if it more available for one. Scouting provides not only outdoor activities but also is a form of guidance and personality development. 189 (69%) did not hear/were a part of girl scouts.

Institutional analysis:

- 13 institutions have girl scout services, seven were not part of a school program. The remaining six, together, serve from 631-1550 females per month.

Focus group:

- Most females saw cultural restrictions to being part of the girl scouts.
- None of the females had heard of any of the organizations that provided scouting activities for females. However, they did express that they want to be part of "Jordan Trail" and for it to not be limited to males only.

**Boy scouts** is the second least available mentoring service. 179 (65.3%) did not hear/were a part of it.

Institutional analysis:

- 12 organizations had a boy scout group. Eight of which were not schools, five of which were free.

Focus group:

- Four of the males were part of a scouting group. They noted that they were not well advertised.
- Generally they lacked awareness.
- Youth noted that scouting could integrate learning about attractions in Karak, that than being more about military drills.

**NGO-CBO guidance/counselling activities** meaning activities that supported youth in dealing with problems, making decisions, and 179 (65.3%) did not hear/were a part of it.

Institutional analysis:

- A total of eight NGOs/CBOs took part in the organizational questionnaire.
- Six of the NGOs/CBOs provided youth guidance/mentorship.
- The fifth most reported need by organizations that they could not provide for youth was guidance/counselling.

Focus group:

- Counseling services are available, but access to information and access to relevant programs is limited. In addition it is specific people who have paid memberships.
- Courses that are free and help guide youth are mainly supplied by the Ministry of Labor and are very limited.
- The organizations that reported to provide youth guidance, the youth said it may be through an indirect method. There is no employee that is designated for youth guidance.

- There are no youth guidance centers.

#### Question 4

Does your community provide the following to assist the process of entering the workforce?  
The answering options are *no/somewhat/yes/I don't know*.

#### Summary

1. **Job fairs-** 104 (38%) said that this service was not provided in Karak.
2. **Career counselling-** 94 (34.3%) said that this service was not provided in Karak.
3. **Entrepreneurial support-** 93 (34%) said that this service was not provided in Karak.

**Job fairs** 104 (38%) said that this service was not provided in Karak.

#### Institutional analysis:

- 24 organizations reported that one of the needs for youth, that they could not provide was work or skills that will certainly lead to employment, or at the very least employment guidance. This was the second most stated youth need by organizations in Karak.

#### Focus group:

- Most of the organized job fairs are not credible and organized through the service bureau must be paid for the opportunity to participate (10 JD for the application). In the event of such fairs, the aim is only to raise money by charging fees to attend.
- Most young people said that such fairs are for presentation purposes, they are ineffective, and are not linked to any actual job opportunities.
- Youth find their CVs on the floor and no one is contacted.
- Youth suggestion: The organization or service bureau should collect data from companies that need employees and let it be known to the community what those opportunities are so that if it is relevant, they would attend.
- Real job announcements is based on connection and friends.
- The Ministry of Labor does not have an effective role in employment activities, and if they do it is according to tribal bases.

**Career counseling-** 94 (34.3%) said that this service was not provided in Karak.

#### Focus group:

- In regards to guidance and counselling activities, there is no reference point with the exception of the director of Princess Basma Center in Karak.
- When youth were asked about the platform Edraak (an initiative that provides free trainings and job opportunities) majority of the youth in the focus group noted how

useful it is. They said that many youth do not know about it or do not have computers to use to fully utilize its' services.

**Entrepreneurial support-** 93 (34%) said that this service was not provided in Karak.

Institutional analysis:

- Eight organizations reported providing business development support. Four which are free, two are non-profits, one is private, and one is governmental, the remaining require a fee.

Focus group discussion:

- Youth noted no one provides entrepreneurial support. When further asked if any has searched for support for their ideas or if they know someone who has, none did.

Question 5

Which places do youth gather when in your community? The participants selected all the types of spaces youth gather in Karak.

Summary

1. The most selected space for youth gatherings are coffee shops or cafes with 143 selections.
2. Community/youth centers ranked second with 108 selections.
3. The least utilized space is municipal halls with 30 selections.
4. The second least used sport facilities, 32 selections.

**Coffee shops/cafes** was selected by 143 participants as one of the places youth gather. This was not further investigated, it usual for this to be the predominant space that youth choose to gather.

**Community/youth centers** were selected 108 making it the second greatest space for youth to gather.

Institutional analysis:

- 23 organizations reported providing community/youth centers, five of which were schools that used their centers strictly for their students. Only ten of which were organizations that did not require a fee for their services and were not schools.

Focus group:

- Community/youth centers have slowly become worse and worse, although it is the second greatest space for youth to gather. Most youth camps that were organized by these centers have been cancelled. Activities are now limited to activities within the center. Youth were uncertain why.

- The villages surrounding the central part of Karak Al-Qassabeh have nothing. The parents prevent their children, especially the females, from going to the central part of Karak Al-Qassabeh. An additional challenge for those villages is that they are not aware of the opportunities that community/youth centers provide, in addition, their areas are not serviced with public transportation.

**City/municipal halls** is the least utilized space for youth, 30 participants out of 274 selected them as one of the spaces for youth to gather.

Institutional analysis:

- There are ten organizations which reported having city/municipal halls, mixed between governmental and private entities. However, only one organization provided city/municipal halls for free.
- Three of the ten organizations that provide a hall and are not a school, are accessible by walking.

Focus group:

- City halls are only for rent, and youth do not have the money to rent halls to hold events.
- Distance is a major issue, they are far that they require a taxi or bus to reach them. or working hours limits access to free halls.

**Sport facilities** is the second least used space for youth to gather, with only 11.7% saying that youth gather in sport facilities.

Institutional analysis:

- 11 institutions noted having sport facilities, two non-profits, one private, and the remaining were governmental. There is a public sports facility that is open from 6-10pm.
- There are two pools, one is in a school and the other is in the teacher's association. The one for the school is not open to public, the other requires a fee.
- Five organizations stated that they have football fields, however all close by 4pm with the exception of one. However, none are open on weekends.

Focus group:

- There are no public sports facilities available. Some exist but are not accessible because they are rented by clubs which are responsible for their sustainability even though they are grants from the Royal Court.
- The monopoly of sports academies for certain sports teams does not allow others to use the spaces to train. They also reserve public stadiums and rent them and give no room for others. The places that allow the public have high prices.

- It was stressed that the private sector and different organizations do not have a role in the field of sports facilities.
- The Ministry of Youth and Culture does not exist in the south: no sports teams, no training.
- There are only two football fields in Karak.
- Another problem is lack of transportation to reach those halls or fields.
- Another issue is that the community culture is that sports are for males only. For example, the playgrounds are for males only; there are no playgrounds for females.
- With regards to the role of schools and universities, the local community members are not allowed to use sports facilities.
- There is no free swimming pools or any that take a nominal fee. The existing swimming pools are expensive. The only escape is Ain Sarah Stream however, it full of trash.
  - Youth suggested: Organizing cleaning campaigns and utilizing public services to clean up one of the attractions in Karak- Ain Sarah Stream. This would become a breather to the community.

## SCHOOL EDUCATIONAL ENVIRONMENT

The questions in this section are exclusive to the experience in schools.

### Question 6

In your opinion what are the three most important issues in schools Karak? It allows the community to give open answers, there are no set answers to select from.

### Summary

1. Attendance- 60% of the community said that attendance is one of three most important school issues.
2. Overcrowded- 43% of the community said that overcrowding is one of three most important school issues.
3. Violence/bullying- 39% of the community said that violence/bullying is one of three most important school issues.

**Lack of attendance** was the most stated issue. 166 community members mentioned this issue without being probed is very indicative of the degree of the problem.

### Focus group:

- Lack of belonging to the school due to the treatment of teachers.
- The teaching methods are so traditional and uninteresting to youth.
- Teachers are not qualified and do not have skills to be teachers.
- There are no advanced teacher training programs.

- There are no qualified counselors to help students address issues that are facing, so students end up just not attending.
- Students often sign the attendance sheet then they ditch school.
- Discrimination between students by teachers and administration based on either tribal or based on students' performance; where the high performing students get a special treatments where the average and weak performing are not so lucky.
- Parents welcome the decision of their children to drop out school for the cost of tutoring or parents simply do not value education.

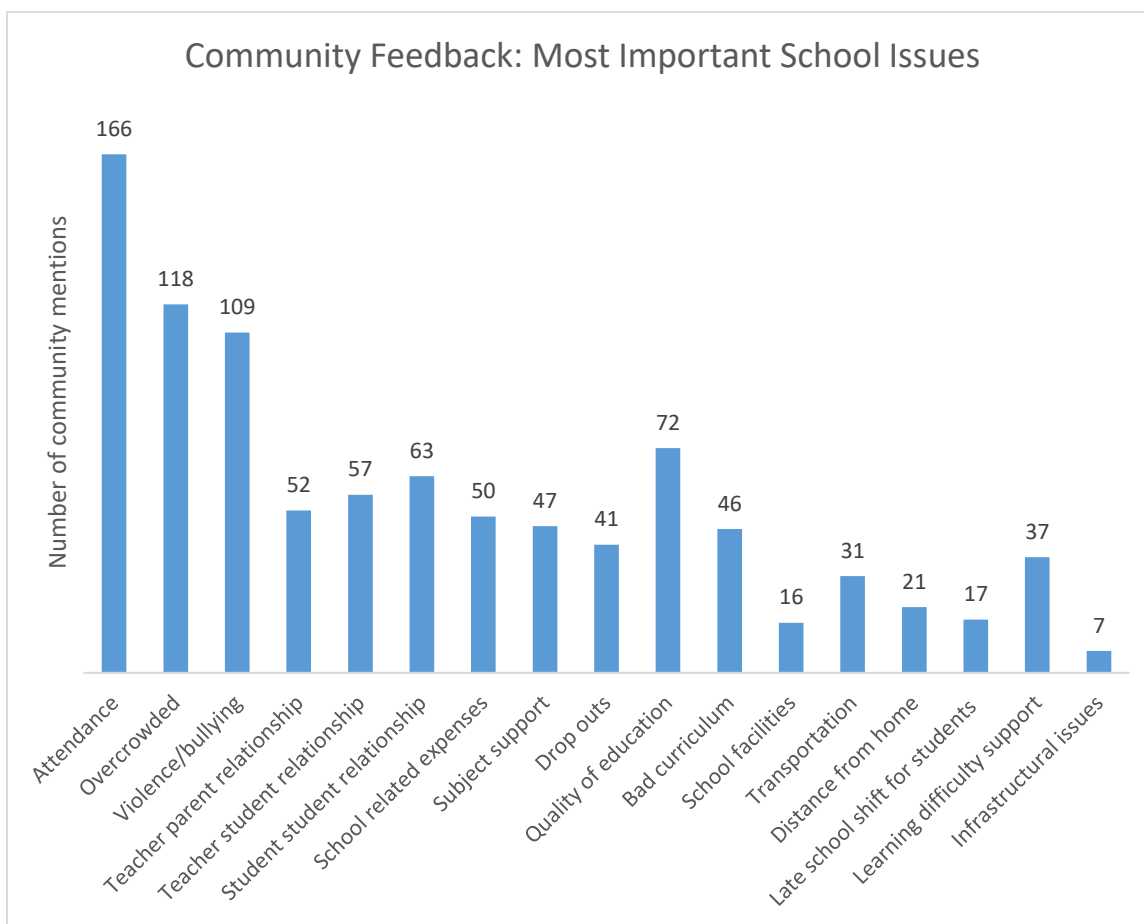
**Overcrowding** of schools is often a problem public schools face especially with the various surges of refugees adding pressure. It was mentioned 118 times.

Focus group:

- Overcrowding is very difficult, you cannot exercise or have classroom interaction.
- There aren't any arts or physical exercise classes due to the lack of resources and space.
- Schools are mostly rented buildings and classrooms are small and there is no playground and buildings are not maintained.
- There is no heating in the winter.
- Schools in villages are very poor and teachers are not qualified and the counselors are in large schools only.
- Aging school buildings.

**Violence/bullying** is the third most mentioned issue by participants, mentioned 109 times. Question 8 (xxx) will delve into this issue.

All other issues were not mentioned remotely as frequently as these issues.



Awareness about the importance of school, having mentorship, and positive youth leaders, could each be an independent initiative for youth. Youth could carry out awareness campaigns for youth in schools coming up with a fun activities like a play, role-play, a speaker, or selecting ten students a month as positive leaders as if an award. Youth may partner with various mentors to take part in a three week program where they come once a week to talk to youth about school and having a better future.

Another issue which was mentioned by one person is that teachers refer their students to private tutoring with them for money.

### Question 7

What do you consider the top three issues with school services in Karak?

Participants were given the following list of issues to select from: Poor learning conditions, after school activities, lack of subject choices, lack of mentoring/counseling, lack of sports, lack of tutoring, and lack of private student to teacher time.

## Summary

1. Poor learning conditions- 168 (61%) of the community selected this as one of the top three issues in school.
2. Lack of mentoring/counseling- 128 (46.7%) of the community selected this as one of the top three issues in school.
3. Lack of tutoring- 121 (44%) of the community selected this as one of the top three issues in school.

**Poor learning conditions** is the most stated issue in school services, 61% of participants stated it in their top three issues.

### Focus group:

- Overcrowding makes it hard to learn.
- Some schools are refurbished houses and others are rented buildings which have not been redesigned to cater to students.
- Teachers use paid private lessons to make extra money from the same students that they are meant to teach in classrooms. Rather than teaching them up to par inside the classroom.
- Traditional teaching methods have not changed.

**Mentoring/counselling** is the second most stated issue, with 46.7% selecting it.

### Institutional analysis:

- The need that was second most stated by organizations is that of employment opportunities, guidance, and skills.
- Guidance in general was stated eight times as a need for youth that organizations could not supply.
- Three schools reported having mentoring services, while the remaining 31 did not.

### Focus group:

- Youth noted that this is most relevant to career counselling. Not knowing which career path is actually on demand.
- General mentors are critical but public schools are not even able to have a proper building let alone mentoring and guidance.

**Lack of tutoring** was selected 121 (44%) by the community making it the third most stated issue in school.

### Institutional analysis:

- Only two institutions out 34 schools that were captured, provided tutoring as part of their school service.

### Focus group:

- Existence of some educational initiatives in the region such as Makani project, which works with youth between ages 12-17 years old. However, they are online platforms.
- The ACCESS program funded by the US Embassy, selects very weak and very distinguished students. They educate a total of 250 students for a year, ages between 12-17.
- The tutoring problem is caused by schools; due to some teachers' negligence of their educational duties. Parents become dependent on private tutoring and therefore students do not focus on learning or even attend school classes.

### Question 8

Have you or has someone you know experienced these safety related issues in school in your community? Participants could either answer *yes/no*.

### Summary

1. Bullying (physical/verbal)- 51% selected this as a frequently recurrent safety issue in schools.
2. Safety issues to/from school- 46.7% selected this as a frequently recurrent safety issue in schools.
3. Unsafe conditions (infrastructural )- 41.6% selected this as a frequently recurrent safety issue in schools.

**\*Bullying (physical/verbal)** is the highest ranking safety concern in Karak. It is also the third most important issue in schools (as seen in question 6).

Habits that are exhibited at school level very often carry over as citizens in society, hence the high **bullying** rates in society (question 15). Creating a clear moral climate in school where bullying is not tolerated is important.

### Focus group:

- The biggest bullies are students who feel they are important for example the son of the director or a teacher. Those students take other student's food and money and are never punished.
- Bullying associated with tribal power in the region occurs inside and outside schools.
- Students who are bullied are often due to their lower economic status.
- Another two major reasons why bullying occurs are low grades and being older than the rest of the class. Students who get poor grades are sent to the "special needs" room this immediately makes them target for bullies. Some of these students as a

mechanism become very aggressive. Another issue is when a student is older than his/her peers they are either bullied by their old class or they become bullies of the younger students.

- There is no psychological support through the special needs teacher. In addition, special needs ends at fifth grade.
- Bullying everywhere, especially for those who are exposed to bullying at home reflects that in the school and there is electronic bullying and there is teacher bullying, there is a need to spread awareness about bullying.
- Generally the issue continues due to an absence of deterrent penalties for bullies.

**Safety issues to/from school** 46.7% selected this as a frequently recurrent safety issue in schools.

#### Focus group:

- Stray dogs, the municipality has launched a campaign on the subject, but the animal welfare societies and the beneficiaries of the dogs stopped the municipality. This issue remains unaddressed and is a safety issue for students getting to and from school.
- Bad and unsafe transportation and kidnapping issues.
- Long distances between homes and schools and therefore many families cannot afford the bus.
- We want services that serve girls' needs to use transportation, most solutions do not take into consideration the strict traditions which leads to females not utilizing them. For example, it was suggested to communicate with Careem or Uber to work in the region, but the idea was rejected by the youth due to the society's view because it is not acceptable in the community that females use such services.

#### Question 9

Have you or someone you know experience the following school issues in your community? This question considers recurring problems found in schools that negatively impact a student's learning experience. The options for participants were *frequently/sometimes/rarely recurring*, or *they do not know*.

#### Summary

1. Inadequate toilets were reported as a *frequently occurring issue* by 63%.
2. Disconnectedness to school environment was reported by 170 (62%) participants, making this the second most frequently occurring issue in schools.
3. Low quality education was selected 169 times (61.7%), making it the third most frequently occurring issue in schools.

**Inadequate toilets** is greatest infrastructural problem with 63% of participants noting it as problematic.

This issue is seen in public schools everywhere. Too often there is no budget or policy that helps maintain bathrooms in public schools. However, an advocacy campaign may make policy level changes that better maintain bathrooms, and requesting a budget:

**Disconnectedness to school environment** was reported by 170 (62%) participants, making this the second most frequently occurring issue in schools.

#### Focus group:

Refer to question seven page 19.

#### Question 10

Have you or has someone you know experienced these barriers to schools in your community? Four possible answers were provided to participants: *always/frequently*, *sometimes*, *rarely/never*, and *I don't know*.

#### Summary

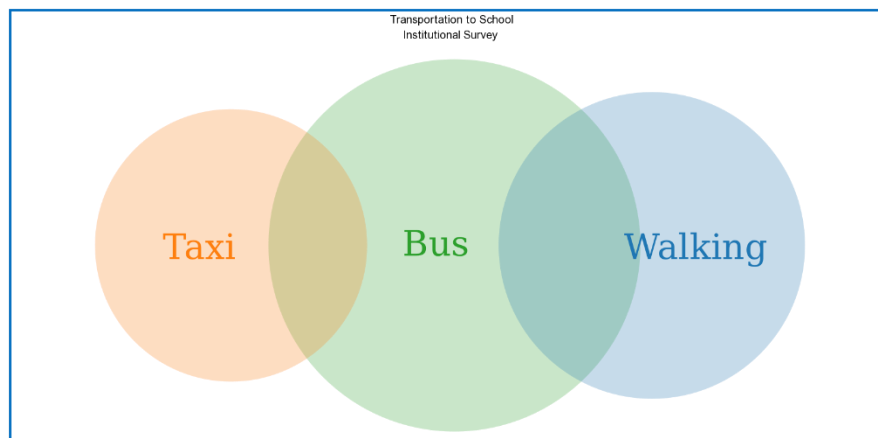
- Transportation/ location of the school- 184 selections for this being in the top three barriers to education.
- Financial reasons (uniform, books, tuition)- 162 selections for this being in the top three barriers to education.
- No assistance for people with learning difficulties- 157 selections for this being in the top three barriers to education.

**Transportation/ location of the school-** 184 selections for this being in the top three barriers to education.

#### Institutional analysis:

27 schools out of 34 rely on buses as one of their main sources of transport to reach their school.

Below is the transport distribution:



Focus group:

- Refer to safety issues from/to school page 21.

**Financial reasons (uniform, books, tuition)** was said to be a barrier by 162 of participants. Not being able to pay for children's education is a major issue.

Institutional analysis:

- 16 out of the 34 educational institutions reported some fees, while the remaining did not.

**No assistance for students with learning difficulties** is the most frequently recognized barrier 157 of participants reported it as a barrier.

Institutional analysis:

- One school is specialized for learning difficulties.
- Nine schools provide early childhood support for children with learning difficulties.
- Only six schools provided support for students with learning difficulties.

Focus group:

- Teachers are not eligible to teach students with learning difficulties. Only one teacher gives all subjects to those students. Moreover, students often do not attend classes.
- Not integrating them into schools with their peers results in their exclusion and bullying.
- Sense of shame for these students by parents and teachers. Educating students on the nature of the resource room; that it is not for students who are unintelligent, which is the general stereotype.
- Youth talked about the teachers' incompetence regarding the methods used when dealing with people with learning difficulties.

Question 11

Do the following exist in schools in your community? This question investigates whether there are activities in school that assist in student growth and involvement. Yes and *no* are the answering options.

Summary

Top two least existing student developing activities in schools:

- Student-led extra-curricular activities- 164 said this does not exist.
- School improvement activities- 152 said this does not exist.
-

#### Institutional analysis:

16 institutions reported having after school activities.

#### Focus group:

- There is no open space for students to use after school. The school closes. However, some schools have introduced two extracurricular classes per week during school time.
- Youth said that in the past that in the past schools would give students activities after recess on Thursday (it is the last day of the week in Jordan). However, this practice ended, now students carry on with regular classes.

## **HEALTH**

This section looks at health services, and what is most important to youth in regards to health.

#### Question 12

Please select three of the following that you consider the most important for youth. This question is in regards to the most important topics for youth health. Participants selected their top 3.

#### Summary

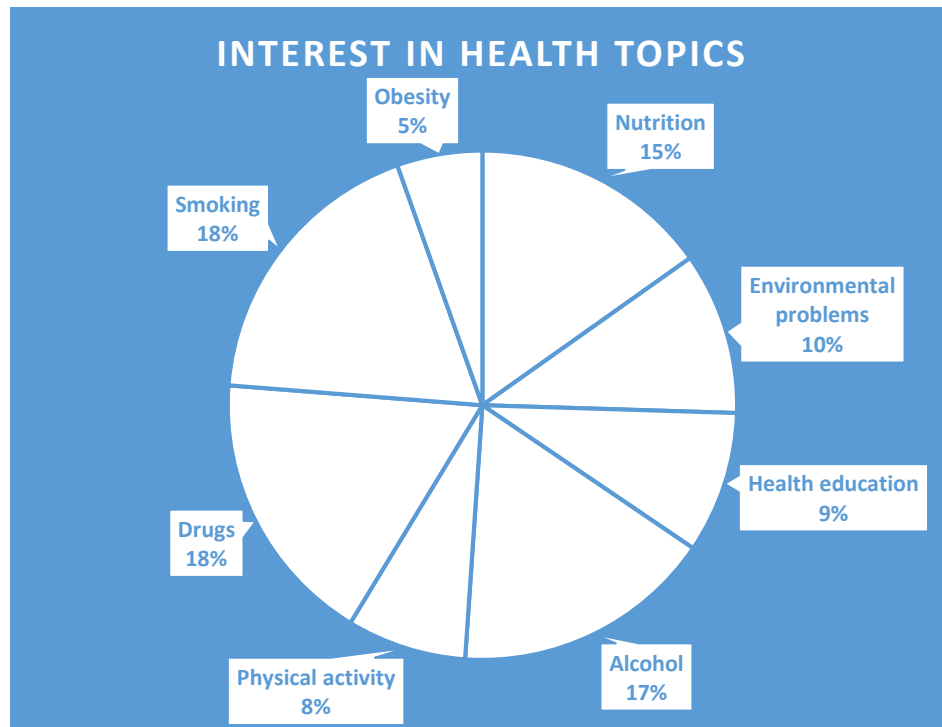
- Smoking- 169 rated this in their top most important health issues.
- Drugs- 162 rated this in their top three most important issues.
- Alcohol- 153 rated this in their top three most important issues.
- Nutrition- 140 rated this in their top three most important issues.

#### Institutional analysis:

36 institutional take part in health awareness campaigns, mixed between schools, health institutions, and others.

#### Focus group:

- Youth consider smoking in public places a problem and society empathizes with the youth regarding smoking, which they consider to be an outlet for problems.
- The youth discussed the existence of places that sell illegal drugs in kiosks or restrooms. Such places are known to the local community and only those who want to get cannabis or drugs approach. Girls are vulnerable to addiction this way because they do not know, in Ghaira it is sold everywhere.
- It is such a major problem that youth work just to buy drugs.
- Drug abusers fear going to rehabilitation centers because it affects the reputation of their family and the community's image of the abuser.



### Question 13

Do you consider the following to be problems in your local health facilities? Participants have three options; *majorly problematic*, *not problematic*, and *I don't know*.

### Summary

1. Availability of equipment- 136 rated this as majorly problematic.
2. Availability of specialized physicians- 136 rated this as majorly problematic.
3. Availability of Pharmacy/medication- 128 rated this as majorly problematic.
4. Availability of mental health services (psychologist, institute)- 127 rated this as majorly problematic.

**Availability of equipment** is the most problematic, 136 participants said it was majorly problematic. Perceived shortages of equipment may not be the root cause of why equipment is not apparently available; it may be linked to lack of training on some equipment, or hoarding of equipment.

### Focus group:

- Radiology and diabetes screening are not available.
- Equipment are damaged and doctors are not specialists. In the event of the presence of the equipment either be disabled or there is no technician or expert working on the operation of this equipment.

- Hospitals that may have the equipment needed are extremely far away.
- Lack of equipment is not only in hospitals it is also in health centers, comprehensive or subsidiary.
- There is a lack of essential of medicines in the hospital, which means patients will be forced to buy from private pharmacies, which are not partly subsidized.

**Availability of specialized physicians** also tied as the most problematic issue for the community with health facilities. It is unclear why specialized physicians are not present in Karak.

Institutional analysis:

- Five institutions reported providing specialized health services. However, after further investigation only one health institutions actually did.

Focus group:

- Doctors lack experience, they are inefficient and perform poorly; especially in health sub-centers, where most of them are fresh graduates.
- Governmental labs often lose the results of patients.
- After 2 pm all patients must go to the ER where the staff is tired and service is poor, and there is no psychiatrist there or on call.
- The Health Directorate is not very cooperative and rejects youth initiatives and even training pharmacists.

**Availability of Pharmacy/medication-** I28 rated this as majorly problematic.

Focus group:

- Difficulty in obtaining medication, especially for chronic diseases and cancer. Nepotism impacts who obtaining these drugs.
- Unavailability of basic medication in pharmacies.
- Medications are not given based on each prescription.
- Regularly, the pharmacy is not sticking to the official working hours and there are many cases where the pharmacy is closed when it should not be.

**Availability of mental health services (psychologist, institute)-** I27 rated this as majorly problematic.

Institutional analysis:

- Eight institutions said that provide mental health services.

Focus group:

- A Psychiatric department was recently created in the public hospital, although limited to certain days of the week. The issue is that clinic employees give patients strong drugs

without asking for doctors prescriptions or diagnosis. In addition, there is also a culture of shame and the community view of the patients of the psychiatrist's clinic.

- Misconception on psychiatric help, there is no understanding among youth about depression. Youth often do not know they are depressed.
- Medications are not given based on prescription.

#### Question 14

Which of the following do you consider barriers to health care in Karak. Participants were asked to choose 2-3.

#### Summary

1. Services needed yet unavailable- 133 (48.5%) said that services are needed yet unavailable are one of three top barriers to health care.
2. Financial barriers- 126 (46%) said financial restrictions are one of three top barriers to health care.
3. Delays in receiving care- 122 said that delays in receiving care is one of three top barriers to health care.

#### Focus group discussion:

- In most cases negligence is the first characteristic in health centers and hospitals but your attention as a patient is when you attend the medium.
- Poor performance and efficiency of nursing staff and doctors.

## **SOCIAL ENVIRONMENT**

The following questions consider the social environment in Karak.

#### Question 15

Have you or has someone you know experience the following issues in your community? This question addresses social challenges and how recurrent each issue is. Participants had the options *yes/sometimes/no*.

#### Summary

1. Bullying (neighborhood/work)- 177 reported that they/someone they know experienced bullying.
2. Verbal/emotional/ psychological abuse (partner/family)- 173 reported that they/someone they know experienced a form of abuse.
3. Gender bias (towards females)- 166 reported that they/someone they know experienced gender bias.

**Bullying** is once again one of the top problems, its' reappearance indicated that it is not only limited to schools. Please refer to question 8 (pg 21). It is also grouped with **verbal/emotional/psychological abuse**, 173 participants said that they/someone they know experienced a form of abuse.

Focus group:

- Mercy Core, IMC, is working on bullying outside school
- Youth believe that it is necessary to work on students in schools in adolescence 11-15 years of age.
- Bullying is linked to external appearance, socio-economic status, and tribes.

**Gender bias (towards females)** is the second most reported social environment problem, 166 participants reported that they/someone they know experienced gender bias.

Focus group:

- Males have significantly more freedom than females. Although there is a coffee shop for girls, parents often still refuse to allow them to go out.
- An escape for females, is work, where she is better able to experience life.
- The youth discussed that the community still favors the male over the female. Males are still seen as the breadwinners. However, female youth argued that male nowadays, when searching for a companion are looking for working females to support financially.

## INCLUSION

This category considers persons in the community that are typically treated unequally/marginalized.

Question 16

Do you feel that in your community there equal access to activities/facilities for males & females? This question is about equal access to activities/facilities for males & females. Participants had two options *yes/no*.

58.8% said yes, males and females have equal access to activities/facilities.

Youth may create more activities that are female inclusive/exclusive, whether it is a football group, book reading, or any other topic that they are interested in.

Question 17

Which of the following have you considered barriers to inclusion (persons with disabilities, refugees, women) in Karak? Participants were able to select all the topics the saw as barriers to inclusion.

### Summary

1. Social norms is the most reported barrier to inclusion 63.9%.
2. Local policies is the second most reported barrier to inclusion 46%.
3. Lack of community awareness is the third most reported barrier to inclusion 38%.

Overcoming **social norms** is a long and multifaceted issue, many negative social norms were investigated in previous questions.

### Focus group:

- The focus for youth was about the discrimination against females in society as the major issue with social norms.
- There is a lack of freedom of entertainment for females as it is reserved for males only.
- Females do not have the choice to complete their education. Parents prefer that females get married at an early age instead.
- The female's movement (in and out of the house) is restricted by the parents.
- There is a culture of shame, and major concerns about how their daughter is perceived.
- The bad community view of the divorced woman.
- Youth discussed the reasons for divorces: the mother's influence on her daughter, and traditional marriages.

**Local policies** often hinder the process of inclusion. This community has identified it as an issue. Youth could lobby for a change in policy, or talk to leadership about specific policies that they believe should be changed.

**Lack of community awareness** is the third most reported barrier to inclusion 38%.

### Institutional analysis:

- Interestingly, four institutions without probing noted awareness as one of the needs for youth that they could not provide.
- Six organizations reported self-development and guidance as another one of the needs for youth that they could not provide.

### Question 18

To what degree do you think the following groups are accepted in Karak? Participants had to choose the level of acceptance from the following choices: *frequently, sometimes, rarely, and I do not know*.

### Summary:

1. Other tribes were the least accepted group with only 56% saying that they are frequently accepted.

2. Children of divorced parents were the second least accepted group with only 57% saying that they are frequently accepted.
3. Divorcees were the third least accepted group with only 59% saying that they are frequently accepted.

**Other tribes** was the least accepted group. This further underscores the role of tribalism, extending beyond nepotism and bullying.

**Children of divorced parents** were the second least accepted group with only 57% saying that they are frequently accepted. While **divorcees** were the third least accepted group with only 59% saying that they are frequently accepted.

Institutional analysis:

- 22 institutions noted providing women support.
- 26 provide family support services.

Focus group:

- The society has a negative view of divorced women and their children are faced with the greatest discrimination. This also impacts specifically the daughter when they become of age to marry.
- Society blames the female for the divorce and is seen as a form of failure. Often females after a divorce are uneasy about going out and dealing with people.
- There is no psychological support and empowering women after divorce.

## COMMUNITY SERVICES

This section considers the community services in Karak.

Question 19

How would you rate these municipal related services? Participants had four options: *good*, *neutral*, *bad*, and *I don't know*.

Summary

1. 33% rated general municipal services as 'bad'.
2. The other services were rated relatively well.

Focus group:

- Lack of warning signs and traffic signs on the streets.

- Weak knowledge of the services provided by the municipality. Most youth talked about the municipalities role being only in collecting waste and collecting taxes. Citizens are not aware of the services required of the municipality and the rights of citizens.
- Youth were not aware of the local community development roles available.

### Question 20

Are there issues with the following community services in Karak? Participants had the answering options of *yes/no/I don't know/doesn't exist*.

### Summary

The score for the following services is a combination of those who said this is an issue and those who said the service *doesn't exist*.

1. Garbage collection- 178 noted that this service is either bad or does not exist.
2. Transportation- 160 noted that this service is either bad or does not exist.
3. Roads & Sidewalks- 144 noted that this service is either bad or does not exist.
4. Elderly Services- 139 noted that this service is either bad or does not exist.
5. Sustainable energy- 139 noted that this service is either bad or does not exist.

**Garbage collection** is the most problematic community service in Karak.

### Focus group:

- Collection of waste is done at an inconvenient time, when there is traffic congestion. Specifically one of the main streets in Karak.
- There are no large trucks and number of waste containers that are used alternative to trucks is very low- a total of ten. The number of waste containers is small in comparison with the growing population.
- Lack of awareness about hygiene.
- Pollution caused from the landfill affects the production of agricultural crops.
- The youth discussed the Karak landfill issue, and suggested moving it to the Amman-Karak road in order to solve the pollution issue.

**Elderly Services-** 139 noted that this service is either bad or does not exist.

### Institutional analysis:

20 organizations provide Sr. citizen services.

### Focus group:

- There are no spaces for the elderly, no one is concerned for them, often leaving them without desire to live.
- There is an increasing issue of youth forgetting or disregarding their elders.
- There are no activities with grandparents.

- There is no effectiveness in dealing with the elderly. In the past, the older person was considered a source of wisdom, now they are seen as “out of touch”.
- One of the attendees said that she was working on an idea to try to find an initiative to take care of senior citizens for a full day but she could not find an entity to support her idea.

Sustainable energy- 139 noted that this service is either bad or does not exist.

#### Institutional analysis:

5 organizations work on projects related to renewable energy.

#### Focus group:

- There is no knowledge of sustainable energy. The community does not know its importance and usefulness (at the individual level).
- There must be an initiative that educates the local community on the use of renewable energy and reducing the usage of electricity or fuel. For example by urging the community to use solar heaters.

#### Question 21

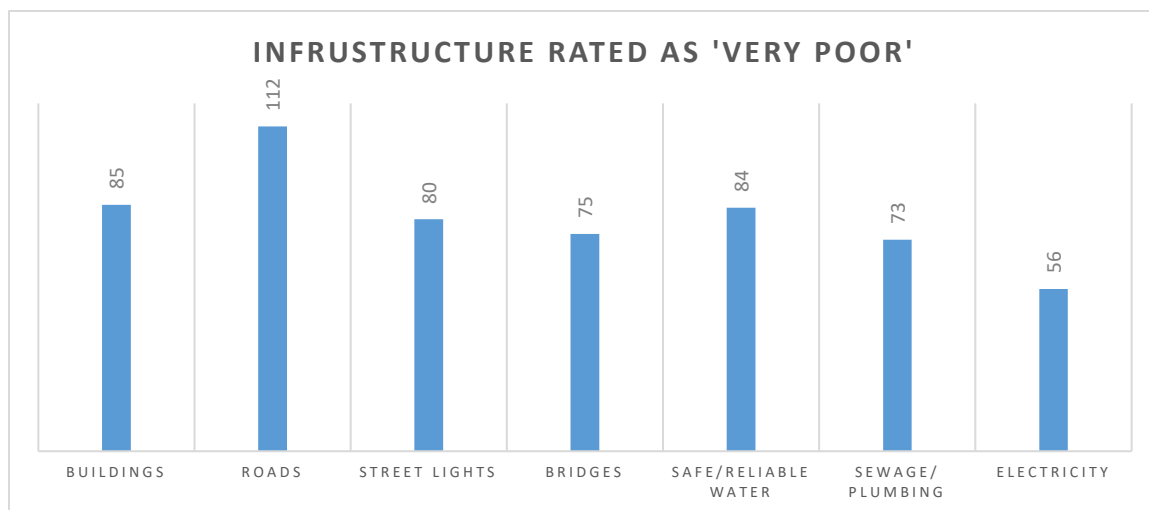
How reliable and safe is the infrastructure in Karak? This questions investigated the reliability and safety of the infrastructure in Karak. Participants had four choices, *very poor*, *average*, *excellent*, and *doesn't exist*.

#### Summary:

Roads- 122 reported the roads being unsafe and unreliable, making the biggest infrastructural problem in Karak. The remaining infrastructural were rated *average* by the majority of participants.

#### Organizational analysis:

14 institutions noted one of their services being street maintenance.



## Question 22

Are these issues in Karak? This question looks at types of pollution and environmental damage caused by low quality community services. Participants had three options answering if something is an issue; yes, *no*, and *I don't know*.

1. Litter- 146 rated this as one of top three pollution/resource issues in Karak.
2. Air pollution- 129 rated this as one of top three pollution/resource issues in Karak.
3. Water scarcity- 129 rated this as one of top three pollution/resource issues in Karak.

**Air pollution** was rated second greatest pollution/resource issue in Karak, with 129 participating noting that it is a problem.

### Institutional analysis:

24 institutions had services related to pollution control.

### Focus group:

The purification plant in Karak contaminates the air, and needs strong policies to control how much pollution they produce.

**Water scarcity** tied for second greatest pollution/resource issue in Karak, with 129 participants selecting this as a problem for their community.

### Institutional analysis:

27 institutions had services related to water safety. Youth may leverage those institutions to support initiatives related to water scarcity.

### Focus group:

- Water comes twice a week and most areas once a week.
- The community must buy bottled water, to drink.
- There is a consensus among the youth that there is a culture among the community that consumes water that is leading to the exploitation of water resources.
- The use of polluted water to irrigate crops and thus produce contaminated products that harm health.

## 4. Analysis Tables:

### COMMUNITY SURVEY ANALYSIS

Demographics				
Age	% 29 & under	% 30 & over		
	53%	47%		
Sex	%Males	%Females		
	51%	49%		
Nationality	Jordanian	Syrian	Palestinian	Other
	229 (83%)	25 (9%)	16 (6%)	4 (2%)

#### Youth Development

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, internet café)	60	67	75	26	46
Organized activities (@CBOs, @NGOs, youth leaders)	86	66	59	32	31
Sports (basketball/football /swimming)	86	61	61	43	23
Sport teams/competitions (football team/basketball/swimming)	82	61	60	44	27
Youth clubs and associations	92	71	52	39	20
Spaces for youth to gather (CBOs, parks, municipality space, schools)	91	64	52	37	30
Spaces for women to gather (houses, mosques, café, clubs)	89	66	49	42	28
Spaces for men to gather (streets, houses, café, mosques, clubs)	99	65	47	36	27
Disability-friendly public places	81	60	66	30	37
Learning opportunities in the community (outside school)	99	56	57	36	26
Library	89	64	55	30	36

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	65	97	66	46
Computer center	75	102	57	40
Access to computers at computer center	75	103	58	38
Computer courses	89	95	52	38
English language courses	78	110	49	37
Employment skills training	74	118	50	32

<b>Business resources (grants, business plan, financial guidance)</b>	78	106	55	35
<b>Other educational resources (scholarship &amp; application info)</b>	70	117	48	39
<b>Debates/Structured Youth Conversations</b>	82	105	49	38
<b>Life skills/activities (communication, teamwork)</b>	84	115	44	31
<b>Art, music, theatre activities</b>	90	90	52	42

<b>Q3: Have you heard or been part of (participated in) the following programs in your community?</b>		
<b>Options</b>	<b>yes</b>	<b>no</b>
<b>Girl scouts</b>	85	189
<b>Boy scouts</b>	95	179
<b>Religious guidance/counselling</b>	106	168
<b>Mentorship (psychological, career)</b>	101	173
<b>Community radio</b>	97	177
<b>NGO-CBO guidance/counselling activities</b>	95	179

<b>Q4: Does your community provide the following to assist the process of entering the workforce?</b>				
<b>Options</b>	<b>Yes</b>	<b>Somewhat</b>	<b>No</b>	<b>I don't know</b>
<b>Job fairs</b>	64	65	104	41
<b>Career counseling</b>	65	78	94	37
<b>Internships</b>	91	69	84	30
<b>Volunteering in the workforce</b>	91	82	71	30
<b>Training for job placement</b>	99	72	70	33
<b>Vocational training</b>	103	80	58	33
<b>Entrepreneurial support</b>	68	65	93	48

<b>Q5: Which places do youth gather when in your community? Select all that apply.</b>	
<b>Options</b>	<b>Count</b>
<b>Community centers / Youth center</b>	108
<b>Coffee shops or cafes</b>	143
<b>Parks</b>	89
<b>Football playgrounds</b>	64
<b>Sports facilities</b>	32
<b>CBOs</b>	50
<b>Municipal spaces/halls</b>	30
<b>Private homes</b>	47
<b>On the street</b>	91
<b>Clubs</b>	75
<b>None</b>	0
<b>Other</b>	

School Educational Environment

<b>Q6: In your opinion what are the three most important issues in schools (in your community)?</b>	
<b>Options</b>	<b>Count</b>
Attendance	166
Overcrowded	118
Teacher parent relationship	52
Teacher student relationship	57
Student to student relationship	63
Too many school related expenses	50
Violence/ bullying	109
No additional subject support	47
Drop outs	41
Poor quality education	72
Bad curriculum	46
Limited or no access to school facilities (locked)	16
Limited or restricted transportation	31
Distance from my home or community	21
Late school shift for students	17
No support for people with learning difficulties	37
Infrastructural issues	7
Other	3
Please specify other:	No problems/ the curriculum lacks real life examples

<b>Q7: What do you consider the top three issues with school services in your community?</b>	
<b>Options</b>	<b>Count</b>
Poor learning conditions	168
After school activities	102
Lack of subject matter choices (Vocational training, computer, English)	88
Lack of mentoring/counseling (feeling connected to the school environment)	128
Lack of sports	89
Lack of tutoring	121
Lack of private student to teacher time	80
Other	1
Please specify other:	High turnover of students

<b>Q8: Have you or has someone you know experienced these safety related issues in school in your community?</b>		
	<b>yes</b>	<b>no</b>

<b>Bullying (physical/verbal)</b>	141	133
<b>Physical abuse (by students and/or teachers)</b>	93	181
<b>Unsafe conditions (infrastructural )</b>	114	160
<b>Safety issues to/from school</b>	128	146
<b>Harassment (from students &amp;/or teachers)</b>	85	189

<b>Q9: Have you or someone you know experience the following school issues in your community?</b>				
	Frequently	Sometimes	Rarely	I don't know
<b>Lack of equipment (books, recreational equipment, computers)</b>	53	104	82	35
<b>Inadequate bathrooms</b>	55	119	75	25
<b>Poor maintenance</b>	54	110	88	22
<b>Unhygienic</b>	67	91	94	22
<b>Unsafe conditions (bad wiring, infrastructure)</b>	50	104	93	27
<b>Violence, bullying, harassment</b>	58	97	93	26
<b>Not enough space in classroom</b>	48	116	88	22
<b>Understaffed</b>	40	108	94	32
<b>Low quality education</b>	48	121	86	19
<b>Disconnectedness to school environment</b>	59	111	79	25
<b>Teachers lacking experience</b>	51	110	89	24

<b>10. Have you or has someone you know experienced these barriers to schools in your community?</b>				
	Frequently	Sometimes	Rarely	I don't know
<b>Transportation/ location of the school</b>	80	104	68	22
<b>Security</b>	34	111	115	14
<b>Financial reasons (uniform, books, tuition)</b>	45	117	100	12
<b>Parents/family situation (not allowed by family/spouse)</b>	44	98	110	22
<b>Stray animals</b>	42	102	101	29
<b>Need to take care of siblings/children/ elderly</b>	35	98	118	23
<b>Need to work to support family</b>	46	105	101	22
<b>Lacks accessibility for persons with disabilities</b>	41	105	101	27
<b>No assistance for people with learning difficulties</b>	48	109	91	26

<b>11. Do the following exist in schools in your community?</b>		
	Yes	No
<b>School leadership (student council)</b>	138	136
<b>Student-led extra-curricular activities</b>	110	164
<b>Volunteering activities</b>	154	120
<b>School improvement activities</b>	122	152

## Health

12. Please select three of the following that you consider the most important for youth	
	Frequency
Nutrition	140
Environmental problems	95
Health education	83
Alcohol	153
Physical activity	70
Drugs	162
Smoking	169
Obesity	50

13. Do you consider the following to be problems in your local health facilities?			
	Majorly problematic	Not problematic	Do not know
Low quality of service	121	109	44
Availability of specialized physicians	136	95	43
Availability of mental health services (psychologist, institute)	127	108	39
Limited operating hours	113	123	38
Lack of staff capacities	123	124	27
Availability of equipment	136	106	32
Availability of Pharmacy/medication	128	115	31
Lack of hygiene	114	127	33
High number of patients	110	122	42

14. Which of the following do you consider barriers to health care in (name of community) (choose 2-3)	
	Frequency
Unable to reach the health facility	118
Services needed yet unavailable	133
Financial barriers	126
Female related health challenges	72
Capacity of the center	120
Delays in receiving care	122
Discrimination (gender, tribe, origin)	67
Unsure what services are available	6

## Social Environment

15. Have you or has someone you know experience the following issues in your community?			
	Yes	Sometimes	No

<b>Bullying (neighborhood/work)</b>	85	92	97
<b>Physical abuse (partner/family)</b>	55	106	113
<b>Verbal/emotional/ psychological abuse (partner/family)</b>	59	114	101
<b>Gender bias (towards females)</b>	65	101	108
<b>Sexual harassment (workplace/community)</b>	44	103	127
<b>Physical harassment (workplace/community)</b>	46	99	129

#### Inclusion

<b>16. Do you feel that in your community there equal access to activities/facilities for males &amp; females?</b>	
<b>Yes</b>	<b>% yes</b>
161.0	58.8

<b>17. Which of the following have you considered barriers to inclusion (persons with disabilities, refugees, women) in (name community)?</b>	
	<b>Count</b>
<b>Local policies</b>	<b>126</b>
<b>Laws &amp; legal framework</b>	<b>86</b>
<b>Infrastructure limitations (disabilities)</b>	<b>85</b>
<b>Social norms</b>	<b>175</b>
<b>Individual perceptions and biases</b>	<b>88</b>
<b>Racism/sexism</b>	<b>94</b>
<b>Lack of community awareness</b>	<b>104</b>
<b>None of the above</b>	<b>4</b>

<b>18. To what degree do you think the following groups are <u>accepted</u> in (name of community)?</b>				
	Frequently	Sometimes	Rarely	I don't know
<b>Other tribes</b>	154	59	31	30
<b>Other Religions</b>	178	62	21	13
<b>People with disabilities</b>	175	68	21	10
<b>Refugees</b>	173	61	27	13
<b>Other nationalities</b>	170	69	21	14
<b>Orphans</b>	177	58	22	17
<b>Persons of other social classes</b>	169	75	18	12
<b>Persons of other educational backgrounds</b>	178	64	20	12
<b>Divorcees</b>	157	71	35	11
<b>Children of divorced parents</b>	162	63	40	9

#### Community Services

19. How would you rate these municipal related services?				
	Good	Neutral	Bad	I don't know
General municipal services	60	93	91	30
Providing municipal licenses (building, business, sidewalks)	73	85	76	40
Providing official documents	80	83	66	45

20. Are there issues with the following services in your community?				
	Yes	No	Doesn't exist	I don't know
Transportation	147	72	13	42
Garbage collection	119	90	59	6
Water	111	106	3	54
Cleanliness	112	102	11	49
Roads & Sidewalks	137	77	7	53
Government Services	107	83	17	67
Elderly Services	107	72	32	63
Children Daycare	95	77	42	60
Electricity	96	111	7	60
Sustainable energy	88	73	51	62
Access to Internet	79	116	17	62

21. How reliable and safe is the infrastructure in (name of community)?				
	Excellent	Average	Very poor	Doesn't exist
Buildings	36	139	85	14
Roads	42	110	112	10
Street lights	57	125	80	12
Bridges	38	89	75	72
Safe/reliable water	41	134	84	15
Sewage/ Plumbing	48	131	73	22
Electricity	72	141	56	5

22. Are these issues in your community?			
	Yes	No	I don't know
Litter	146	100	28
Air pollution	129	112	33
Water scarcity	129	116	29
Desertification	94	119	61
Waste Management (sewage, chemicals, contaminants)	94	132	48

## INSTITUTIONAL SURVEY ANALYSIS

<b>Youth Development</b>	
Art & Music Activities	18
Theatre	12
Cultural Activities	33
Summer Camps	18
Edu.Support- Tutoring	11
Edu.Support- Financial Aid	12
Edu.Support- Scholarship	5
Religious Services & Education	9
Life Skills Training	24
Computer	19
On Job Training	16
Vocational	19
Internship	22
Employment Skills	9
Business Development	8
Debates	10
Volunteering Opportunities	22
Football Training	12
Football Teams	12
Swimming Training	2
Competitions	18
Athletes Support	9
Leadership- Boy Guides	12
Leadership- Girl Guides	14
Youth Mentorship	19
<b>Spaces for Youth Development</b>	
Community/Youth Centers	23
Club	16
Football Field	14
Playground	11
Parks	20

Pool	2
Sports Facilities	11
Library	26
Movie Theater	4
Museum/Cultural Centers	3
Amusement Park	0
Restaurants	3
Coffee Shops/Café's	2
Municipal Spaces/Halls	10
Meeting Space	13
<b>Educational Environment</b>	
After School Programs	16
Education- Secondary/Middle School	19
Alternative High Schools	3
Colleges/Universities	4
Computer Training	9
Learning Difficulties in Early Childhood	14
Learning Difficulties	13
Person with Disability	13
Tutoring	6
Student Exchange	11
Other	3
<b>Health</b>	
Family Planning	26
Dental Clinic	36
Family Health Clinic	16
Specialized Health Clinic	14
Public Hospital	5
Mental Health Services	7
Pediatric Care	8
Pre Natal Care	10
Health Insurance	12
Drugs Rehabilitation Centers	12

Other	8
<b>Social Environment</b>	
Women support	22
Anti-Corruption Association	11
Family Support Services	26
Family Concern's Centers	30
Charity	36
Other	
<b>Inclusion</b>	
Sr. Citizens Services	20
Orphan Shelters	22
Refugee Services	22
Persons with Disability Services	30
Learning Support Person w/Disability	14
Learning Support Learning Difficulties Services	25
<b>Community Services</b>	
Water Safety	27
Pollution Control	24
Street Maintenance	14
Sewage Control	13
Farming	22
Sustainable Agriculture	10
Renewable energy	5
Internet Access	15
Public Officials and Offices	20
Community Development	34
Other	1
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<b>Other Programs Services</b>	
Daily Nurseries	9
Day Care Kindergarten	9

Day Care School Age	7
Parenting Assistance	8
Sponsor Special Events/Activities	14
Event Organizing	29
Other	1
Specify	Community days
<b>Services for education incompleters</b>	
Reading, writing and math skills	21
Developing practical and vocational skills	22
Providing job opportunities	23
Youth Counseling	37
Life Skills	36
We don't offer any services for youths who didn't complete their education	38
Other	1
	Health assistance
<b>No. of beneficiaries/month</b>	
1-25	7
26-50	4
51-100	14
101-200	11
201-500	24
501-100	8
1001+	10
<b>Do you have adequate facilities and resources to meet the demands of all youth who seek services from your organization?</b>	
Yes	58
No	7
Does not offer any youth services	23