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USAID Youth Power

Community Mapping Analysis Report – Um El Basateen

ACRONYMS

CM Community Mapping

CBO Community Based Organization

MEL Monitoring, Evaluation and Learning

USAID U.S. Agency for International Development

YP Youth Power

**Table of Contents**

[**Table of Contents** 3](#_Toc51775856)

[**1.** **Introduction** 4](#_Toc51775857)

[**Brief Background** 4](#_Toc51775858)

[**Purpose** 4](#_Toc51775859)

[**Methodology** 4](#_Toc51775860)

[**2.** **Demographic Information** 5](#_Toc51775861)

[**3.** **Overview** 6](#_Toc51775862)

[**4.** **Main Findings** 7](#_Toc51775863)

[**Youth Development** 7](#_Toc51775864)

[**School / Educational** **Environment** 10](#_Toc51775865)

[**Health** 12](#_Toc51775866)

[**Social Environment** 13](#_Toc51775867)

[**Inclusion** 13](#_Toc51775868)

[**Community Services** 14](#_Toc51775869)

[**5.** **Analysis Tables** 15](#_Toc51775870)

[**Community Survey Analysis** 15](#_Toc51775871)

[**Institutional Survey Analysis** 22](#_Toc51775872)

[**Focus group questions** 27](#_Toc51775873)

1. **Introduction**

**Brief Background**

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

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

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

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

**Purpose**

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

**Methodology**

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

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

The two mapping surveys are designed and developed on tablets, for mobile data collection, by the USAID YouthPower Monitoring, Evaluation and Learning team. The surveys and the report are framed around six main categories which aim to capture a holistic experience of the youth in the community:

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

32 youth from Um El Basateen were trained on collecting data for community mapping. All the youth were trained how to conduct both mapping surveys. Youth were then split into five groups, with one youth leader functioning as a focal point for each team. Each team was assigned a section of their community to map over the upcoming three days. The training and data collection took place from the 27th – 29th of January, 2019.

The results from the two mapping surveys were preliminary analyzed to guide the focus group discussions with youth from the community, gaining deeper insight on their priority issues. One focus group was conducted on the 3rd of February, 2019 for both males and females.

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

1. **Demographic Information**

**Governorate**: Amman

**District**: Um El Basateen

**Institutional sample size**: 11 institutions

**Community sample size**: 94 participants

**Number of mappers**: 32 participants

**Focus group size**: 25 participants

1. **Overview**

Below is a general overview of the results.

* The nationalities surveyedfor through the Community Mapping Survey:
  + 79 Jordanians
  + 9 Palestinians
  + 6 Syrians
* The age group surveyed ranged from 15 – 90 years, 50% of the sample were under than 29 years old.
* 72% males & 28% females.

Below are the sex & age distribution:

Figure 1 Community sample gender & age distribution in Um El-Basateen.

A total of 11 institutions were found by the 32 mappers in Um El-Basateen.

Below is the distribution of institutions based on type:

Figure 2 Types of institutions in Um El Basateen 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 The needs of youth who have not completed their education, according to institutional feedback through the Institutional survey in Um El Basateen.

1. **Main Findings**

This report uses the outline of the community mapping survey and inserting the relevant information from the institutional mapping results and the focus group discussion. It is broken down into six categories:

1. Youth Development
2. Educational Environment
3. Health
4. Social Environment
5. Inclusion
6. Community Services

**Youth Development**

Youth development considers opportunities in the community for young people.

1. **Youth outlets**. The four youth outlets which received the lowest ratings for quality or availability are listed below.

* Entertainment (movie theater, public parks, café, internet café)
  + Sport fields are the most used spaces for youth to gather. However, there are no free football fields in this community.
  + There is no public parks. Although the space is openly available.
  + The municipality has space that can also be used for entertainment, or to create a park for kids and the community.
  + There is a major horseback riding stadium, go-cart track, as well as various event venues, however the community cannot afford their services. They are based in their community as part of the airport road.
* Library
  + There is one library for kids however it is very small, there is no space to sit and read.
  + The library has no activities.
  + The book variety is very limited. The community has an interest in reading, however no space supports this hobby.
* Youth clubs and associations
  + There is a sports club but is not related to the municipality. This sports club is a good space however needs activities.
  + The greatest challenge for youth clubs is the lack of funding that allows their livelihood.
  + There are no official youth clubs. The closest youth club is in Naour which is half an hour away in another community. There is one youth club which is currently under construction.

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

1. Youth development opportunities that are **outside schools**. The least available youth services are listed below.

* Art, music, theatre activities
  + The two types of artistic expressions in this community are oud playing (a traditional Arab instrument), and poetry.
  + There is a theatre in this community however it is only used for celebrations.
  + Currently there are two practicums with Youth Power, where youth paint murals on the walls of schools and create promotional videos about their community.
* Other educational resources (scholarship & application info)
  + Most youth receive scholarships through the army.
  + There is a lack of awareness of how to apply online for scholarships. There is also lack of trust that the online scholarship system is fair, that nepotism is not involved.
  + Youth need a mechanism to become more aware of the current online resources available for educational opportunities, and scholarships. In addition they need to become more aware of non-formal educational platforms, that provide educational videos.
* Learning opportunities in the community (outside school)
  + Participants in the questionnaire reported that there are no computer courses nor computer access in this community. Upon further inquiry, a few were aware that there are some very old computers and irregular trainings in the municipality building.
  + An internet knowledge station is available however their working hours are limited; from 8am – 2pm.
  + There is a vocational training center which also provides a variety of trainings.
  + Youth noted that there needs to be a platform or Facebook page about the current activities in this community.
  + English language courses is the most needed yet unavailable training according to youth. Youth suggested an exchange of experiences or knowledge training, where youth provide trainings to each other that a symbolic price, to help support the community.

1. Youth receiving mentorship assist in improving mental-wellbeing. Generally none of the youth mentorship and guidance mechanisms are active. The below consider which types of youth consultation are least reported to be available.

* Community radio
  + There is no community radio, nor has there ever been. However, the majority of youth attending the focus group saw great value in having a community radio. The radio could become a source of rapid and continuous community awareness.
  + The radio was sought as a method to create positive perception of the community, as well as an employment opportunity for persons who studied media.
* NGO-CBO guidance/counselling activities
  + NGOs and CBOs have some guidance activities, however it is not counselling for life challenges. The counselling focused on is closer to awareness raising (for example raising awareness about drugs).
  + There was one influencer in the community that addressed issues in the community, and was able to mobilize them. However, this person stopped after external pressure.
  + There is also a person who has an active Facebook page, called Bilal who is able to be used as an influencer in the community.
* Mentorship (psychological)
* Scouts
  + Scouts are only a school resource.
  + Scouts in schools do not receive or provide any mentorship.
* Religious guidance/counselling
  + Mosques during Friday prayer provide some counselling, however there is no cadre that is specialized at mentorship and guidance.

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

* Job fairs
  + Job fairs have never been available in this community. youth noted going to surrounding communities to attend job fairs.
  + The tribal coccus is where people gather from each family to speak about employment and attempt to assist each other.
* Entrepreneurial support
  + Injaz is one institution which provided entrepreneurial support. The youth noted not needing to address this as an issue nor challenge.
* Career counseling
  + Career counseling was one topic youth were interested in introducing into their communities for other youth.
* Business resources (grants, business plan, financial guidance)

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

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

Figure 5 This graph indicates issues mentioned by the community, when asked about the ‘most important issues in schools’, without giving them topics to select from. 94 participants took part and could state a maximum of three issues.

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

1. A more specific breakdown of the **specific issues** that may be targeted are listed below:

* Poor learning conditions
  + Overcrowding is a major issue with over 40 students in one class room. Currently there is a new school being built to accommodate for the large number of students.
  + Poor quality of education is an issue youth face. In addition, a lack of diversity in topics. Youth noted that all the material in school were purely academic when many youth wanted technical options, such as tourism or hospitality training.
* Lack of tutoring
* Lack of mentoring/counseling (feeling connected to the school environment)
  + Mentors are ineffective in male schools. The male school has a volunteer teacher that covers the role of a mentor.
  + The is a need of career counselling not only for the youth outside school, but also students in school.
  + Career counseling should not be limited to giving direction for an educational root, but should also provide some type of job readiness training. From the CV, to confidence, to hygiene.

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

* Safety issues to/from school
  + There are two schools which exist on main roads, both are female schools. Um El-Basateen school and Al-Baneen school. There schools do not have the infrastructural accommodations needed to keep students safe from the main road.
  + No signs exist around the school to bring the attention of oncoming traffic.
  + Students must take private buses to and from school, as no safe alternative exists. However, many families cannot afford private buses.
* Bullying (physical/verbal)
  + Most youth have not been talked to about bullying in schools, although it is a recurring issue in both male and female schools.
* Physical abuse (by students and/or teachers)
  + There is a law which prohibits teachers from using corporal punishment on students. Teachers have generally adhered to this law. However most male youth noted that this is the only disciplinary measure teachers have, and it is the only way to control students.

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

* Need to take care of siblings/children/elderly or support their family
  + This was selected as the greatest barrier to education.
  + The government provide the school uniforms however there are other basic needs for students that families cannot afford and no governmental or institutional schemes provide regular support.
* Lacks accessibility for persons with disabilities
  + Many families with a person with a disability do not have the financial means to support their child.
  + There is an educational center for persons with disabilities however the monthly membership is approximately 400 Jordanian Dinars per month, which is nearly the full salary of many parents per month.
  + In public schools students with disabilities are placed with students with learning difficulties. Two teachers teach this class, and are unable to meet the basic needs that each student may have.
  + Families still struggle with the stigma associated with having a child with a disability.
  + General infrastructure does not consider the needs of persons with disabilities, this poses even greater challenges for those persons to be better included into the community.
* No assistance for people with learning difficulties
  + Students are never formally diagnosed for a learning difficulty.
  + Teachers that are in the special needs classroom, do not focus on teaching students to work with their disability.
  + The high number of students does not allow them to cater to the various needs of students. Many reach the tenth grade and are still not literate.

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 Um El Basateen.

* Student-led extracurricular activities
* School improvement activities
  + Currently no activities exist after school.

**Health**

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

1. The most important **youth health topics** according to the community are:

* Smoking
  + Smoking is directly related to masculinity. Young males start smoking to adhere to the traditional concept that smoking cigarettes makes them a ‘man’.
  + With large stressors on this community and its youth, it is not unusual to see youth smoking to relieve stress. There is a lack of awareness on stress coping mechanisms.
* Drugs
  + Youth were frustrated about the negative stigma about their community being associated with drugs, and said it is a major priority to attempt to change this misconception.
  + Various views circulated about the availability of drugs in this community. Some underscoring that it is a major problem while others denouncing its importance completely.
  + Some reports noted the expansion of selling drugs, even to females.
* Alcohol

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)
  + Youth underscored the importance of having professional support in mental health. Currently the closest mental health facilities are in the capital.
* Low quality of service
* Lack of staff capacities

1. Many people also struggle to receive the healthcare needed, below are the **top barriers** **to healthcare** faced in Um El Basateen.

* Services needed yet unavailable
  + Living in a farming lands, youth underscored the prominence of having skin allergies as well as asthma. However there is no dermatologist nor pulmonologist in this community.
  + There is no dentist in this community. Although the health care facility in this community is ‘comprehensive’.
  + Primary equipment are missing therefore making services unavailable.
* Delays in receiving care
  + Health care facilities are unable to handle the number of patients, this leads to delays in health care.
  + Opening hours are not only limited by the center itself, but further limited by the staff which do not complete their required hours; coming in late and leaving early.

**Social Environment**

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

This section highlights the challenges that the society faces.

* Bullying (neighborhood/work)
* Verbal/emotional/ psychological abuse (partner/family)
* Gender bias (towards females)
* 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**.

* People with disabilities (13.5% said they are rarely accepted)
* Persons of other social classes (13% said they are rarely accepted)
* Other tribes (13% said they are rarely accepted)

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

* Social norms
  + One social norm is the lack of acceptance of having a space that joins males and females. Nor is it acceptable for there to be a female only space such as a café. Youth noted that social norms and religion are sometimes seen as one of the same, creating barriers to inclusion.
  + There is a stigma towards males and females that meet in the same spaces. This is slowly changing through society.
* Lack of community 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.

* Transportation
  + Buses are a challenging mode of transportation.
* Electricity
  + This community has an electricity generator which often hits maximum capacity, creating inconsistent electric supply.
* Elderly Services
  + Youth said that elderly do not need any services.
* Roads & Sidewalks
* Government Services
* Water
  + Water is unclean and the supply is inconsistent leading to water shortages.
  + When there is a water shortage, tanks that supply water to the community increase their prices.
* Promotion of tourist places
  + There is historic prison that was built by the Turks. This space could be rebuilt to become a tourist attraction.
  + Youth noted that their community produces a large number of fruits and vegetables. It was suggested that a regular market should be organized with sponsors to attract more people to their community as regular visitors.
* Sustainable energy

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

* Litter
  + There is a need for more bins to keep the community more clean.
* Water scarcity
* Waste Management (sewage, chemicals, contaminants)

1. **Analysis Tables**

**Community Survey Analysis**

|  |  |
| --- | --- |
| **% 29 & under** | **% 30 & over** |
| **50%** | **50%** |
| **%Males** | **%Females** |
| 72.5% | 27.5% |

|  |  |  |  |
| --- | --- | --- | --- |
| **Jordanian** | **Palestinian** | **Syrian** | **Other** |
| 79 | 9 | 6 | 0 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **1. How would you rate the following youth outlets in your community?** | | | | | |
| **Options** | Good | Average | Bad | I don’t know | Doesn’t exist |
| Disability-friendly public spaces | 18 | 16 | 15 | 5 | 37 |
| Entertainment (movie theater, public parks, café, internet café) | 13 | 16 | 21 | 11 | 31 |
| Library | 14 | 9 | 18 | 9 | 20 |
| Youth clubs and associations | 13 | 18 | 22 | 14 | 27 |
| Learning opportunities in the community (outside school) | 20 | 13 | 12 | 13 | 31 |
| Sports (basketball/football /swimming) | 21 | 19 | 16 | 14 | 22 |
| Organized activities (@CBOs, @NGOs, youth leaders) | 23 | 16 | 13 | 15 | 24 |
| Sport teams/competitions (football team/basketball/swimming) | 17 | 22 | 17 | 15 | 18 |
| Spaces for youth to gather (CBOs, parks, municipality space, schools) | 20 | 21 | 11 | 13 | 24 |
| Spaces for women to gather (houses, mosques, café, clubs) | 33 | 20 | 10 | 12 | 18 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **2. How accessible are these following out of school educational services in your community?** | | | | |
| **Options** | **Always accessible** | **Sometimes** | **Never accessible** | **Doesn’t exist** |
| Art, music, theatre activities | 11 | 24 | 19 | 38 |
| Business resources (grants, business plan, financial guidance) | 10 | 23 | 24 | 29 |
| Other educational resources (scholarship & application info) | 13 | 24 | 23 | 32 |
| Access to computers at computer center | 11 | 25 | 20 | 32 |
| Employment skills training | 17 | 19 | 20 | 31 |
| Internet knowledge station | 13 | 26 | 18 | 35 |
| English language courses | 8 | 32 | 18 | 32 |
| Computer courses | 14 | 27 | 19 | 32 |
| Computer center | 13 | 28 | 13 | 35 |
| Debates/ Structured Youth Conversations | 14 | 29 | 18 | 29 |
| Life skills/activities (communication, teamwork) | 21 | 28 | 17 | 23 |

|  |  |
| --- | --- |
| **3. Have you heard or been part of (participated in) the following programs in your community?** | |
| Options | Yes |
| Community radio | 20 |
| NGO-CBO guidance/counselling activities | 23 |
| Mentorship (psychological, career) | 26 |
| Girl scouts | 31 |
| Religious guidance/counselling | 38 |
| Boy scouts | 42 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **4. Does your community provide the following to assist the process of entering the workforce?** | | | | |
| Options | Yes | Somewhat | No | I don’t know |
| Job fairs | 6 | 16 | 39 | 32 |
| Entrepreneurial support | 4 | 25 | 38 | 25 |
| Career counseling | 12 | 20 | 35 | 25 |
| Internships | 16 | 20 | 34 | 22 |
| Training for job placement | 14 | 23 | 32 | 23 |
| Vocational training | 19 | 25 | 29 | 19 |
| Volunteering in the workforce | 11 | 27 | 29 | 27 |

|  |  |
| --- | --- |
| **5. Which places do youth gather when in your community? Select all that apply.** | |
| **Options** | **Count** |
| Community centers / Youth center | 18 |
| Coffee shops or cafes | 60 |
| Parks | 27 |
| Football playgrounds | 38 |
| Sports facilities | 19 |
| CBOs | 7 |
| Municipal spaces/halls | 9 |
| Private homes | 38 |
| On the street | 34 |
| Clubs | 5 |
| University | 17 |
| None | 3 |
| Other | 0 |

SCHOOL EDUCATION ENVIRONMENT

|  |  |
| --- | --- |
| **6. In your opinion what are the three most important issues in schools Um El Basateen?** | |
| **Options** | **Count** |
| Attendance | 70 |
| Violence/bullying | 46 |
| Teacher-parent relationship | 27 |
| Overcrowded | 24 |
| No additional subject support | 24 |
| Student to student relationship | 22 |
| Teacher student relationship | 18 |
| No support for people with learning difficulties | 18 |
| Poor quality education | 17 |
| Drop outs | 13 |
| Too many school related expenses | 12 |
| Limited or no access to school facilities (locked) | 12 |
| Bad curriculum | 11 |
| Infrastructural issues | 11 |
| Limited or restricted transportation | 4 |
| Distance from my home or community | 4 |
| Late school shift for students | 1 |
| Other | 2 |

|  |  |
| --- | --- |
| **7. What do you consider the top three issues with school services in your community?** | |
|  | **Count** |
| Poor learning conditions | 61 |
| Lack of tutoring | 51 |
| Lack of mentoring/counseling (feeling connected to the school environment) | 42 |
| Lack of sports | 31 |
| After school activities | 29 |
| Lack of subject matter choices (Vocational-training, computer, English) | 25 |
| Lack of private student to teacher time | 21 |
| Other | 8 |

|  |  |
| --- | --- |
| **8. Have you or has someone you know experienced these safety related issues in school in your community?** | |
|  | **Yes** |
| Safety issues to/from school | 55 |
| Bullying (physical/verbal) | 56 |
| Physical abuse (by students and/or teachers) | 50 |
| Unsafe conditions (infrastructural ) | 39 |
| Harassment (from students &/or teachers) | 35 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **9. Have you or someone you know experience the following school issues in your community?** | | | | |
|  | Frequently | Sometimes | Rarely | I don’t know |
| Poor maintenance | 22 | 32 | 18 | 18 |
| Violence, bullying, harassment | 21 | 30 | 22 | 16 |
| Low quality education | 19 | 36 | 17 | 17 |
| Inadequate bathrooms | 19 | 38 | 21 | 13 |
| Not enough space in classroom | 17 | 32 | 21 | 17 |
| Teachers lacking experience | 17 | 35 | 21 | 15 |
| Lack of equipment (books, recreational equipment, computers) | 17 | 37 | 17 | 18 |
| Unhygienic | 17 | 34 | 23 | 15 |
| Unsafe conditions (bad wiring, infrastructure) | 15 | 32 | 18 | 23 |
| Disconnectedness to school environment | 15 | 38 | 19 | 17 |
| Understaffed | 9 | 32 | 30 | 18 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **10. Have you or someone you know experience the following school issues in your community?** | | | | |
|  | Frequently | Sometimes | Rarely | I don’t know |
| Transportation/ location of the school | 19 | 32 | 23 | 17 |
| Financial reasons (uniform, books, tuition) | 8 | 33 | 31 | 18 |
| Parents/family situation (not allowed by family/spouse) | 12 | 35 | 23 | 20 |
| Stray animals | 28 | 26 | 18 | 17 |
| Need to take care of siblings/children/ elderly | 10 | 46 | 21 | 10 |
| Need to work to support family | 10 | 42 | 23 | 16 |
| Lacks accessibility for persons with disabilities | 17 | 39 | 18 | 17 |
| No assistance for people with learning difficulties | 19 | 35 | 22 | 15 |

|  |  |
| --- | --- |
| **11. Do the following exist in schools in your community?** | |
|  | Yes |
| School leadership (student council) | 50 |
| Student-led extra -curricular activities | 30 |
| Volunteering activities | 41 |
| School improvement activities | 36 |

HEALTH

|  |  |
| --- | --- |
| **12. Please select three of the following that you consider the most important for youth** | |
|  | **Frequency** |
| Smoking | 66 |
| Drugs | 56 |
| Alcohol | 50 |
| Nutrition | 37 |
| Health-education | 34 |
| Environmental-problems | 33 |
| Physical-activity | 17 |
| Obesity | 17 |
| Other | 5 |

|  |  |  |  |
| --- | --- | --- | --- |
| **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 | 40 | 36 | 17 |
| Availability of specialized physicians | 28 | 44 | 19 |
| Availability of mental health services (psychologist, institute) | 47 | 25 | 16 |
| Limited operating hours | 26 | 47 | 19 |
| Lack of staff capacities | 37 | 39 | 15 |
| Availability of equipment | 30 | 34 | 25 |
| Availability of Pharmacy/medication | 24 | 47 | 20 |
| Lack of hygiene | 16 | 55 | 20 |
| High number of patients | 25 | 45 | 21 |

|  |  |
| --- | --- |
| **14. Which of the following do you consider barriers to health care in (choose 2-3)** | |
|  | **Frequency** |
| Services needed yet unavailable | 44 |
| Delays in receiving care | 44 |
| Capacity of the center | 32 |
| Financial barriers | 30 |
| Unable to reach the health facility | 27 |
| Female related health challenges | 19 |
| Discrimination (gender, tribe, origin) | 13 |
| Unsure what services are available | 10 |
| Other | 4 |

SOCIAL ENVIRONMENT

|  |  |  |  |
| --- | --- | --- | --- |
| **15. Have you or has someone you know experience the following issues in your community?** | | | |
|  | Yes | Sometimes | No |
| Bullying (Neighborhood/work) | 31 | 44 | 16 |
| Verbal/emotional/ psychological abuse (partner/family) | 29 | 41 | 22 |
| Gender bias (towards females) | 25 | 41 | 26 |
| Physical abuse (partner/family) | 25 | 40 | 26 |
| Sexual harassment (workplace/community) | 19 | 38 | 36 |
| Physical harassment (workplace/community) | 17 | 34 | 41 |

INCLUSION

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

46.8% said yes males and females have equal access to activities/facilities.

|  |  |
| --- | --- |
| **17. Which of the following have you considered barriers to inclusion (persons with disabilities, refugees, women) in Um El Basateen?** | |
|  | **Count** |
| Social norms | 47 |
| Lack of community awareness | 46 |
| Racism/sexism | 34 |
| Infrastructure (disabilities) | 33 |
| Local policies | 31 |
| Laws & legal framework | 23 |
| Individual perceptions and biases | 22 |
| None of the above | 5 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **18. To what degree do you think the following groups are accepted in Um El Basateen?** | | | | |
|  | Frequently | Sometimes | Rarely | I don’t know |
| People with disabilities | 49 | 23 | 12 | 5 |
| Persons of other social classes | 45 | 26 | 12 | 7 |
| Other tribes | 44 | 28 | 12 | 8 |
| Refugees | 47 | 27 | 11 | 4 |
| Children of divorced parents | 42 | 27 | 11 | 11 |
| Divorcees | 44 | 28 | 10 | 7 |
| Other Religions | 49 | 25 | 9 | 7 |
| Orphans | 54 | 19 | 9 | 8 |
| Persons of other educational backgrounds | 47 | 28 | 7 | 7 |
| Other nationalities | 54 | 28 | 3 | 6 |

COMMUNITY SERVICES

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **19. How would you rate these municipal related services?** | | | | |
|  | **Good** | **Neutral** | **Bad** | **I don't know** |
| General municipal services | 20 | 35 | 28 | 10 |
| Providing municipal licenses (building, business, sidewalks) | 32 | 33 | 17 | 10 |
| Providing official documents | 32 | 32 | 20 | 10 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **20. Are there issues with the following services in your community?** | | | | |
|  | Yes | No | Doesn't exist | I don’t know |
| Transportation | 53 | 22 | 11 | 8 |
| Electricity | 45 | 23 | 15 | 6 |
| Elderly Services | 42 | 25 | 18 | 9 |
| Children Daycare | 38 | 26 | 18 | 8 |
| Roads & Sidewalks | 40 | 29 | 15 | 7 |
| Government Services | 38 | 32 | 16 | 4 |
| Water | 42 | 32 | 9 | 7 |
| Promotion of tourist places | 33 | 20 | 17 | 21 |
| Sustainable energy | 32 | 25 | 15 | 20 |
| Access to Internet | 32 | 30 | 14 | 16 |
| Cleanliness | 24 | 51 | 13 | 5 |
| Garbage collection | 22 | 51 | 12 | 7 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **21. How reliable and safe is the infrastructure in Um El Basateen?** | | | | |
|  | Excellent | Average | Very poor | Doesn't exist |
| Buildings | 19 | 45 | 19 | 10 |
| Roads | 19 | 42 | 22 | 7 |
| Street lights | 18 | 44 | 24 | 5 |
| Bridges | 16 | 18 | 16 | 39 |
| Safe/reliable water | 28 | 41 | 15 | 7 |
| Sewage/ Plumbing | 23 | 42 | 18 | 9 |
| Electricity | 17 | 40 | 26 | 8 |

|  |  |  |  |
| --- | --- | --- | --- |
| **22. Are these issues in your community?** | | | |
|  | Yes | No | I don’t know |
| Water scarcity | 36 | 42 | 14 |
| Desertification | 28 | 52 | 11 |
| Litter | 43 | 40 | 9 |
| Air pollution | 23 | 57 | 9 |
| Waste Management (sewage, chemicals, contaminants) | 31 | 51 | 10 |

**Institutional Survey Analysis**

Number of Institutions in Um El Basateen: 11

|  |  |
| --- | --- |
| **Types of Organizations** | |
| Governmental | 5 |
| CBO | 0 |
| Non-Profit | 1 |
| Private | 3 |
| Religious | 0 |
| For-Profit | 2 |

|  |  |
| --- | --- |
| **Closest type of transportation** | |
| Walking | 4 |
| Taxi | 3 |
| Bus | 2 |
| Walk & Bus | 2 |

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

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

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

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

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

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

|  |  |
| --- | --- |
| **Inclusion** | |
| Sr. Citizens Services | 1 |
| Orphan Shelters | 0 |
| Refugee Services | 0 |
| Persons with Disability Services | 2 |
| Learning Support Person with Disability | 3 |
| Learning Support Learning Difficulties Services | 3 |
| Other | 2 |

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

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

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

|  |  |  |
| --- | --- | --- |
| **Needs of youth that did not complete their education** | | |
| **Need 1** | **Need 2** | **Need 3** |
| Mentorship and support | Employment support | Vocational training |
| Mentorship and support | Community support | Women Empowerment |
| Community support | Leadership support | Family support |
| Awareness | Financial support | Mentorship and support |
| Develop youth | Outlets | Talent development |
| Horseback riding | Gathering space | Employment |
| Awareness | Mentorship and support | Mentorship and support |
| Craftsmanship | Awareness centers |  |
| Educational training | Entrepreneurial support | Employment support |
| Employment support | Training for employment | Mentorship and support |

|  |  |
| --- | --- |
| **No. of beneficiaries/month** | |
| 1 to 25 | 4 |
| 26 to 50 | 2 |
| 51 to 100 | 2 |
| 101 to 200 | 2 |
| 201 to 500 | 2 |
| 501 to 1000 | 3 |
| 1001 & more | 1 |
| Do not provide services to youth | 3 |

|  |  |
| --- | --- |
| **Do you have adequate facilities and resources to meet the demands of all youth who seek services from your organization?** | |
| Yes | 15 |
| No | 1 |
| Does not offer any youth services | 3 |

**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?