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# **FINAL PERFORMANCE EVALUATION OF THE PUBLIC ACTION FOR WATER, ENERGY AND ENVIRONMENT PROJECT (PAP)**

DECEMBER 1, 2015

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# FINAL PERFORMANCE EVALUATION OF THE PUBLIC ACTION FOR WATER, ENERGY AND ENVIRONMENT PROJECT (PAP)

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**USAID/Jordan Monitoring and Evaluation Support Project (MESP)**

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# ACRONYMS

AMEP	Activity Monitoring and Evaluation Plan
AQ-EDCO	Aqaba Electricity Company
AWC	Aqaba Water Company
CBO	Community Based Organization
DEC	Development Experience Clearinghouse
EDCO	Electricity Distribution Company
FGD	Focus Group Discussions
GOJ	Government of Jordan
IDECO	Irbid District Electricity Distribution Company
ISMP	Intensive Social Marketing Program
JFBPW	Jordanian Forum for Business and Professional Women
JGBC	Jordan Green Building Council
JOHUD	Jordanian Hashemite Fund for Human Development
JREDS	Jordan Royal Marine Conservation Society
JSMC	Jordan Social Marketing Center
KaMP	USAID/Jordan Knowledge Management Portal
KII	Key Informant Interview
MESP	Monitoring and Evaluation Support Project
M&E	Monitoring and Evaluation
MOE	Ministry of Education
MOWI	Ministry of Water and Irrigation
MSI	Management Systems International
NGO	Non-Governmental Organization
NSMC	National Social Marketing Center
PAP	Public Action for Water, Energy and the Environment Project
PIL	Project Implementation Letter
PIRS	Performance Indicator Reference Sheets
RMP	Recommended Management Practices
SM	Social Marketing
SME	Small- and Medium- Enterprise
SOW	Statement or Scope of Work

# **EXECUTIVE SUMMARY**

## **EVALUATION PURPOSE AND BACKGROUND**

The purpose of evaluating the Public Action for Water, Energy and Environment Project (PAP) is to assess its approach and outcomes in order to guide future program design. The evaluation considers effectiveness of mechanisms and implementation practices, lessons learned, sustainability of PAP relationships with counterparts, and behavior change among consumers and institutions relative to energy and water conservation, and solid waste management.

PAP was a \$20.5 million project implemented from 2009 through September 2014 by ECODIT. PAP's goal was to increase "efficiency and conservation in the use of water and energy, proper solid waste handling practices through public education and behavior change communication, and building the capacity of Jordanian institutions and organizations to use social marketing and communication as a tool to achieve behavior change." PAP's primary objective was to build capacity and professionalize social marketing practices, which would then lead to changes in behavior that conserved energy and water, and improved solid waste management.

In order to accomplish this, PAP conducted extensive market research to identify attitudes and practices among groups of stakeholders to design and implement activities with highly targeted approaches and messages. PAP provided direct technical assistance to ministries, municipalities, and utility companies in the areas of conservation and social marketing. PAP provided grants and technical assistance to a wide variety of organizations (universities, trade organizations, and Non-Governmental Organizations (NGOs)) to build capacity in social marketing and to work with Community Based Organizations (CBOs) and local entities to effect behavioral changes with youth, within households, and with commercial users of energy and water.

## **METHODOLOGY AND LIMITATIONS**

The wide variety of PAP counterparts, grantees, and beneficiaries in ten governorates necessitated a purposive sampling to represent the range of grants and target groups. Interviews, group discussions, and structured observation were conducted with 542 people from 14 grantees and 21 counterparts, and with 429 direct beneficiaries and 57 indirect beneficiaries. While the purposive sample allowed a range of data collection in a limited time period, this non-random sample could limit the representativeness of data. Data collected on capacity built and behavior changed is self-reported, which sometimes has the result of overstating outcomes.

## **SELECTED FINDINGS AND CONCLUSIONS**

Without a doubt, PAP built capacity in social marketing with the result of changing behavior in energy, water, and solid waste practices across a wide range of individuals and institutions. Under the best of circumstances capacity building and behavior change are challenging to measure; the dynamic, experimental, adaptive approach of PAP, and the multiple behaviors it intended to change (water, energy and solid waste) among populations who were sometimes exposed to multiple campaigns, present a large number of variables that further challenges measurement for the purpose of comparison and attribution. Nonetheless, the evaluation uncovers evidence, lessons, and practices that can be incorporated into future programs for social marketing and energy, water, and waste management.

**Evaluation Question I.a.:** What have been the achievements and/or deficiencies in outreach, communication, and social marketing capacity building (at government, utility company, and NGO levels)?

While capacity in social marketing, outreach, and communication has increased across all stakeholder groups, achievement appears more extensive with the NGO/CBO sector than among utilities, municipalities, and ministries. This may be attributed to two primary causes: the close alignment of NGO/CBO social development values with environmentalism; and the flexibility and ownership that NGOs and CBOs had with grant funds that were not available to utilities, municipalities, and ministries. Nonetheless, utilities and their customers tasted the benefits of improved customer services, and municipalities began to successfully address solid waste issues with the desire to expand.

As a result of PAP tailoring assistance to each stakeholder's unique situation and capacity, mechanisms and models for support are too numerous to make comparisons of relative effectiveness of capacity building approaches. Nonetheless, it would appear that PAP's flexibility to provide support tailored to each stakeholder need (with the exception of grant funding to government entities) contributed to effectiveness.

The effectiveness of conducting market research to first understand target audience attitudes and motivators in order to design campaigns that are highly targeted to each audience was widely recognized by stakeholders. As such, future social marketing initiatives conducted by these stakeholders are likely to follow this best practice and hence, be more effective. Examples of this effectiveness include appealing to housewives' motivation to save on household expenditures. While institutionalizing audience segmentation and target marketing is likely to increase effectiveness, it has the drawbacks of adding time to the campaign development process and increasing the challenges of comparing various approaches.

PAP established the Jordan Social Marketing Center (JSMC), an achievement in legitimizing and professionalizing social marketing practices. It is too early to determine JSMC's ability to thrive and propagate best practices in social marketing in other institutions.

**Evaluation Question I.b.:** What have been the achievements and/or deficiencies in producing behavior change in the population?

As a result of PAP messaging, 98 percent of indirect beneficiaries interviewed during the evaluation indicated their behavior changed while a vast majority of direct beneficiaries reported changing their own behavior and communicating conservation messages to others. However, linking behavior change to a specific campaign or form of assistance from PAP is difficult, particularly because some stakeholders were exposed to multiple PAP initiatives. However, the compounded effectiveness of multiple, simultaneous channels of communication that reinforce each other is in-line with best practices in communications.

Lessons learned from PAP are that conservation behavior can be jump-started when devices are provided at no charge; water-related behavior may be more difficult to change than energy-related behavior; and in-person communication was reported by beneficiaries at the community level as the most influential communications approach.

A significant achievement of PAP was in recognizing that an alternative approach may be needed to reach women, and designing an approach targeting women into the program from the beginning. *Waethat* (female religious leaders) were able to not only gain physical access to women in their homes, but to effectively appeal to their motivation to economize on household also expenditures. *Waethats'* messages had additional appeal as cultural and religious teachings were woven into them. With financial and religious motivation, women in Jordan exert influence over behavior of household members.

Achievements in behavior change are most extensive among target groups of students, community members, and preachers. While institutional consumers have adopted some conservation technology and practices, it is primarily with practices and technology that do not require significant investment.

**Evaluation Question 2:** How did the strategy and implementation approach enhance or weaken achievement of the anticipated tasks?

PAP's adaptive approach to implementation was effective in tailoring assistance, building foundational capacity among grantees, and ensuring targeted approaches. Nonetheless, the adaptive approach introduces challenges, as this iterative process takes time away from activity implementation, and by virtue of its continual change, adds complexity to measuring results. PAP experimented with a variety of stakeholder groups, mechanisms, approaches, and behaviors in water, energy, and solid waste; as such, it is impossible to isolate these variables to enable quantification and to compare relative effectiveness of capacity building and behavior change. By all measures, PAP outputs were substantial; however, an underlying premise of outputs leading to change is that outputs need to be of sufficient quantity and duration to result in outcomes. Following this logic, outcomes could have been amplified if activities continued for a longer period.

PAP's original implementation schedule overestimated the capacity of grantees to meet requirements for proposal design and grant management. PAP responded by providing capacity building; however, this extra step shortened the time available for activity implementation in order to build capacity to design and manage grants.

PAP's strategy to target women and youth is likely to have enhanced outcomes, as common wisdom (as well as USAID Policy) recognize them as effective agents of change when activities engage them.

While the research conducted by PAP was valuable in designing PAP's strategy and in determining grantees' target marketing, benefits may be limited unless the research and promotional materials are widely available online and actively promoted to those who could benefit. Materials produced by grantees represent significant investments in messaging and design that could be reprinted; and for multi-media, replayed in appropriate venues.

Although data reported for some indicators far exceeds targets, data that shows the number of people reached exceeding the population of Jordan calls into question the methods of collection and calculation. Data reported for these indicators were subject to double counting.

**Evaluation Question 3:** To what extent were project counterparts satisfied with technical assistance provided by PAP (i.e., stakeholders' buy-in and perceptions of PAP's effectiveness in water, energy, and waste)?

Counterparts' satisfaction with technical assistance from PAP is highly correlated with the extent to which the priorities and expectations of counterparts and PAP were aligned. Ministry, municipality and utility counterparts' generally lower level of satisfaction seems to stem from staff not fully understanding the parameters of USAID assistance; dissatisfaction with their own employer; a sense of entitlement; and jealousy of what they perceive to be more support for NGOs. This is compounded by staff realization that their employer does not have the human or financial resources that will allow them to use their newly developed capacity, in contrast to financial resources available with grants. While grant documents establish clear roles and responsibilities of PAP and the grantee, the lack of such definition of the relationships between PAP and government partners may have led to inflated expectations.

**Evaluation Question 4:** What technical results of the project can USAID expect to be sustainable (and which will be difficult to sustain)?

Many of PAP's technical results are likely to continue to provide benefits well into the future. Technical results in terms of capacity building, increased awareness, devices that save energy and water, equipment for solid waste management, and behaviors that have changed are likely to continue. Results in awareness raising from the exhibit at the Children's Museum and through school manuals, conservation from devices and solid waste management, and individual behavior change are likely to continue for some years without additional financial investment.

PAP worked through six grantees<sup>1</sup> to train current and future teachers within public schools and universities to integrate environmental education within their teaching programs and curricula, and expanded the initiative to reach more than 15,000 students.

Entities that report significant capacity building and enthusiastically embrace social marketing such as JSMC, the Ministry of Water and Irrigation (MOWI) and Miyahuna may possess technical capacity, but require funding to continue social marketing activities. While JSMC staff are likely to have sufficient donor savvy to attract funding to conduct and promote social marketing, ministries must rely on budget obligations and commitment at the highest levels of government. It will therefore be imperative for future initiatives to measure water and energy savings in concrete terms in order to justify financial support to government decision-makers.

The cadre of individuals trained and certified through PAP's Intensive Social Marketing Program (ISMP) are likely to continue to practice and promote effective behavior change interventions when funding is available. The demand for their services and the services of JSMC will be heavily influenced by continued financial support for this type of work, which will in turn play a significant role in them keeping their skills current. The success of JSMC will be dependent upon its ability to generate work with initiatives whose success hinges on social change, such as the *Jordan 2025* strategy, and activities to increase the engagement of youth and women in civic and economic activities.

Sustained technical results among commercial consumers and government entities are dependent upon external funding; in some cases, funding could potentially be internally generated if the cost/benefit (perceived or actual) is evident. Similarly, household consumers will be more likely to purchase energy and water conservation devices if a resultant cost savings can be clearly demonstrated.

Although a number of grantees and direct beneficiaries are continuing the activities started by PAP, many of the materials funded by PAP were high-quality and high cost; this may limit those who lack the imagination to conduct more modestly-funded activities, or who lack funding to conduct activities of the same caliber as that implemented by PAP.

**Evaluation Question 5:** What lasting benefits can be expected in terms of USAID's and the project's relationships with the main project counterparts<sup>2</sup>?

The most positive relationships were expressed by Miyahuna, Jerash Municipality<sup>3</sup>, MOWI, and the Ministry of Awqaf, all of whom are likely to welcome continued partnership with USAID, and to seek funding to continue social marketing. The expectations of counterparts for continued support is unclear; if counterparts' expectations are for continued support and these expectations are not met, particularly those counterparts whose initiatives were incomplete, benefits from these relationships may not last.

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<sup>1</sup> QRTA, MSD, Mabarrah umm al Hussein, SEES, RSS, UJ, Al Shariayah Faculty

<sup>2</sup> Counterparts are defined as ministries, municipalities and utility companies and do not include grantees or beneficiaries.

Expectations of continued support and satisfaction with support already provided are likely to define relationships in the future.

**Evaluation Question 6:** Which incomplete project activities should be prioritized for further investment?

As PAP has already invested significant amounts in designing websites, training staff to use websites to improve responsiveness to consumers, and beginning solid waste management, USAID support in completing these initiatives not only has the potential to improve conservation, but also would likely go a long way to preserving relationships and a positive perception of USAID assistance.

Although technically complete, the waste management initiative in Jerash built significant awareness and behavior change that could be capitalized upon through expansion to plastic and glass separation for recycling; the results could be used to demonstrate best practices to other municipalities. Similarly, replacing or repairing the waste bins in the municipality of Irbid could deliver measurable results in both improved solid waste management and USAID's relationship with government stakeholders.

Unless support is provided to assist JSMC to reach a point where it is sustainable, the social marketing movement and considerable investment that was made in it could lose momentum.

Unless an electronic repository for research, publications and promotional materials is established and actively promoted through counterparts, grantees, direct and indirect beneficiaries, the enormous investment made by USAID in these research and communications products will have limited return.

**Evaluation Question 7:** Were there any alternative or unexpected causes of documented results or outcomes?

The Disi water conveyance project was completed in 2013 and increased water supply to some areas of Jordan. Although research was not conducted, the increased availability of water could contribute to the perception that because water is more plentiful it does not need to be conserved, potentially undermining support for water savings. In addition, energy prices in Jordan increased dramatically during PAP's project timespan, which could have led people to increase energy-efficient behaviors. However, these issues were not researched for the evaluation.

**Evaluation Question 8:** Were there strategies or practices implemented that should be replicated in future projects in Jordan or elsewhere?

Practices that should be replicated are as follows:

1. Conduct and promote use of market research to define highly targeted approaches and messaging according to target markets;
2. Focus behavior change efforts on youth and women;
3. Document roles and expectations of USAID implementer and partners;
4. Work with partners who have some internal resources to continue activities;
5. Jump-start demand for low-cost devices by initially providing devices for free; and
6. Use low-tech, highly trusted personal approaches such as direct communication delivered by *Waethat* to reach women who have limited movement and relationships outside the home and family.

**Evaluation Question 9:** How were the main gender constraints in the project addressed?

PAP's approach to gender is aligned with USAID's Gender Equality and Female Empowerment Policy<sup>3</sup> to incorporate considerations for gender differentials into initial project designs and work plans, and to leverage opportunities to contribute to female empowerment. PAP's recognition that gender differentials went beyond issues of gender equity (such as reaching women through *Waethat*) resulted in the successful leveraging of gender differentials (such as household decision-making) to amplify results through gender-specific messaging (household cost-savings). Activities that acknowledge gender differentials can have the added benefit of contributing to women's empowerment and self-efficacy, such as with basic plumbing and letter writing.

## RECOMMENDATIONS

Based on the Findings and Conclusions, the following recommendations are offered to USAID in designing and managing future programming in social marketing, energy and water conservation, and solid waste management.

### Effectiveness

1. Prior to identifying counterparts (government, municipalities, and utilities) and providing assistance, ensure agreement on priorities, strategies, and implementation mechanisms, and clearly articulating expectations and roles. Conduct a counterpart conference (or smaller meetings with counterpart staff) to explain USAID assistance regulations and to define the terms of assistance. Use Project Implementation Letters (PILs) to document agreement.
2. Establish indicators that go beyond performance to provide guidance for evaluation and learning. For example, if an objective is capacity building, conduct a pre-and post-assessment of capacity, and an assessment of the availability of resources to use the capacity. If an objective is to determine which types of social marketing are most effective in achieving a particular result with a particular population, ensure data collection that allows correlation of the intervention, population, and results.
3. Ensure that activities have an Activity Monitoring and Evaluation Plan (AMEP) that includes Performance Indicator Reference Sheets (PIRS) to enable USAID, implementing partners, grantees, and evaluators to have a common understanding of the indicator definition, method of collection and calculation, and limitations.
4. When the objective of a campaign is to reduce consumption of water and energy through the adoption of particular technologies, behavior change campaigns should include distribution of inexpensive devices at no cost and equipment at subsidized costs, and should provide consumers with cost savings information (illustrative if actuals are not possible) to drive consumer interest and demand. To facilitate easy access to purchase additional devices, *Waethat*, CSOs and NGOs could sell devices door-to-door to generate income (similar to Girl Scouts selling cookies).
5. Social marketing activities that require widespread cultural changes across the population should heavily target youth and women with highly targeted approaches and messages.
6. When offering grants to local organizations, assess capability to design and manage grants according to USAID and activity requirements and anticipate the time needed to build capacity. Consider leveraging resources from other USAID capacity building projects such as CIS for practice-based learning to design and manage grants.

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<sup>3</sup> [http://www.usaid.gov/sites/default/files/documents/1865/GenderEqualityPolicy\\_0.pdf](http://www.usaid.gov/sites/default/files/documents/1865/GenderEqualityPolicy_0.pdf)

7. Any activity or intervention should to the extent possible be in line with local plans and visions and strategies, for example while working with schools and youth, ensure activities are aligned with the academic calendar.
8. “Develop a well-articulated Theory of Change that describes linkages between activities and outcomes, and clearly identifies assumptions and pre-existing conditions required in order for the project to achieve its objectives.”

## Sustainability

9. To the extent possible, support JSMC to expand social marketing in Jordan (whether for energy conservation/savings or for other causes of social change) in order to leverage the investment made in its technical and management capabilities. Consider support to JSMC through an endowment that will allow JSMC independence in management and creativity in programming, and sufficient funding for overhead costs to establish itself without operating only from grant-to-grant. Promote JSMC as a local partner to other USAID contractors and grantees working on issues that are predicated on social change such as Takamol, J-CAP, and Workforce Development.
10. Prior to conducting research and funding publications that have utility to individuals and entities in the population, develop a plan for dissemination and utilization beyond a stakeholder meeting. Include dissemination as an Activity deliverable.
11. Pro-actively promote the availability of research on motivators and sector best practices, and open-source promotional materials produced by PAP to appropriate audiences through JSMC, sector associations, MoE, and other donors.
12. Work with counterparts and grantees to develop metrics that can clearly demonstrate the financial benefit of purchase of and investment in devices, as sustainability and expansion is often dependent upon demonstrating cost/benefit.
13. Support government agencies and large consumers in institutionalizing practices and approaches to measure cost/benefits of the devices, and the cost/benefit of using various social marketing approaches to change behavior.
14. Support the Children’s Museum to become a change agent for environmentalism (and other social development issues) by providing them with reprints of youth-focused materials and technology to play videos produced by PAP grantees.

## Learning

15. Fund the completion of Aqaba and Amman EDCO websites and replace or repair the malfunctioning solid waste equipment in Irbid.
16. Build upon the momentum in Jerash and provide support in extending its solid waste management activities.
17. Ensure that research and promotional materials produced with PAP resources are publicly available and *promoted* to trade organizations, ministries, utility companies, municipalities, educational institutions, and community organizations. Electronic materials should be available through open sources for organizations to publish. JSMC, the University of Jordan, and the Children’s Museum of Jordan could be considered as entities to house/manage/promote resources appropriate to their audiences.
18. Leverage low-tech, highly trusted local structures and personal communications approaches using *Waethat* to reach women who may have limited relationships and mobility outside the home, and who use messaging based upon culturally familiar and trusted religious verses.
19. Invest in collecting metrics of the cost/benefits of household-level devices through baseline and follow-up surveys to use as evidence in developing approaches that will resonate with consumers.
20. Design activities so that ample time and financial resources are invested on the front-end to conduct baseline surveys and research for highly targeted marketing.

21. Conduct gender analyses prior to designing project workplans and activities in order to anticipate and specifically identify ways to leverage gender differentials in ways that will amplify results.

# EVALUATION PURPOSE & EVALUATION QUESTIONS

## EVALUATION PURPOSE

As described in the evaluation Statement of Work (SOW), the purpose of the end-of-project performance evaluation of the Public Action for Water, Energy and Environment Project (PAP) (which was implemented under Prosperity, Livelihoods and Conserving Ecosystems (PLACE) IQC Task Order #5) is to assess the process, outcomes, and lessons learned. Furthermore, it will serve to measure the sustainability of PAP achievements in energy and water conservation and behavior change resulting from social marketing relative to project beneficiaries. The evaluation is intended to provide recommendations to USAID/Jordan on how to improve project design, in order to achieve success and sustainability in similar projects in the future. The evaluation is summative, synthesizing and reflecting on activities and outcomes from the project inception in September 2009 through the project closure in October 2014.

## EVALUATION QUESTIONS

The evaluation questions from the SOW are as follows:

### Effectiveness

1. What have been the achievements and/or deficiencies in:
  - a. Outreach, communication, and social marketing capacity building (at government, utility company, and NGO levels)?
  - b. Producing behavior change in the population?
2. How did the strategy and implementation approach enhance or weaken achievement of the anticipated tasks?
3. To what extent were project counterparts satisfied with technical assistance provided by PAP (i.e., stakeholders' buy-in and perceptions of PAP's effectiveness - in water, energy, waste)?

### Sustainability

4. What technical results of the project can USAID expect to be sustainable (and which will be difficult to sustain)?
5. What lasting benefits can be expected in terms of USAID's and the project's relationships with the main project counterparts?

### Learning

6. Which incomplete project activities should be prioritized for further investment?
7. Were there any alternative or unexpected causes of documented results or outcomes?
8. Were there strategies or practices implemented that should be replicated in future projects in Jordan or elsewhere?
9. How were the main gender constraints in the project addressed?<sup>4</sup>

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<sup>4</sup> Subsequent to SOW finalization USAID moved this question from the "Effectiveness" section to the "Learning" section.

# PROJECT BACKGROUND AND CONTEXT

The \$20.5 million Public Action for Water, Energy and Environment project (PAP) was implemented by the consulting firm ECODIT from September 1, 2009 – October 15, 2014. In essence, PAP was a public education and behavior change communications program whose ultimate goals were to increase “efficiency and conservation in the use of water and energy, proper solid waste handling practices, and the introduction of policy changes.” PAP was designed to achieve these goals by building the capacity of Jordanian institutions and organizations to use social marketing as a tool to achieve behavior change in the general population.<sup>5</sup> PAP’s Technical Proposal describes an approach in which government agencies, educational institutions, equipment and service providers, and Community Based Organizations (CBOs) would work together to effect behavior change among institutional energy users, individual energy consumers, and energy providers.<sup>6</sup>

For many years, Jordan has been challenged by unpredictable influxes of refugees from neighboring countries that have exacerbated the country’s existing water scarcity. The accelerating regional insecurity since PAP’s inception has contributed to a donor-rich environment, which has led to shifting priorities of Jordanian counterparts, uneven political will to change, and limited absorption capacity of NGOs and CBOs. Among the general population is a prevalent belief that the government alone is responsible for inadequate water and energy, and that it is incumbent upon the government to resolve the problem; few Jordanians have had the social awareness that would compel them to change behavior for societal benefit. While changing behavior among the general public is critical to water and energy conservation, there is a parallel need for public and private custodians as well as providers of water, energy, and solid waste sectors to change their behavior.

PAP was designed to be implemented in three phases:

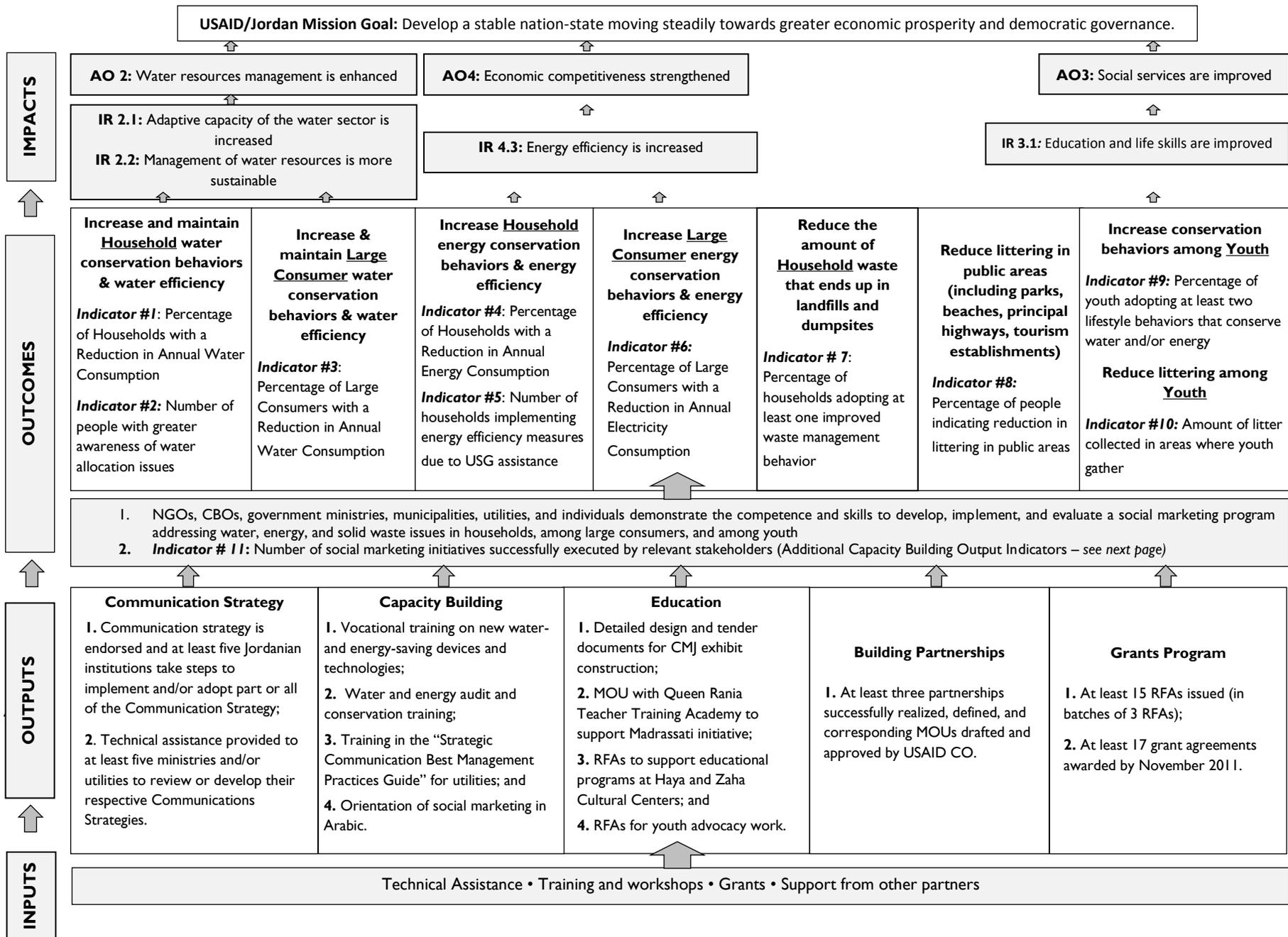
1. Phase I: research, data collection, and assessments (nine months, ended July 31, 2010);
2. Phase II: design interventions to address issues identified through Phase I research (three months, ended October 31, 2010); and
3. Phase III: implement the interventions designed in Phase II (four years, ended October 15, 2014).

Using inputs of technical assistance, training, and grants, PAP’s results framework leads to outputs of local institutions implementing communications strategies; increased capacity in a variety of areas; bringing environmentalism to educational institutions; building partnerships; and issuing grants. The outcome for all of these outputs is Jordanian entities demonstrating the competence and skills to develop, implement, and evaluate social marketing programs addressing water, energy, and solid waste. According to the results framework (below), behavior changes among households, large consumers, and youth were higher-level outcomes.

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<sup>5</sup> PAP Monitoring and Evaluation Plan, 2011.

<sup>6</sup> ECODIT, PAP Technical Proposal, April 22, 2009, p. 5.



In Phase I PAP conducted research to identify interventions and approaches with a wide variety of target groups and subsequently designed technical assistance, training and capacity building activities, and a grants program to address behavior change among the various target groups. Table I below describes PAP interventions.

**Table I: PAP Interventions<sup>7</sup>**

<b>PAP Intervention Areas</b>	<b>Description</b>
Technical Assistance	Focus on developing an enabling environment for conservation and efficiency behaviors and building government capacity. Organized by sector (water, energy, and solid waste) including an over-arching program targeting youth between the ages of 14 and 29. Interventions include direct technical assistance and mentoring to national and local governments, utilities, and those with decision-making authority to influence resource stewardship.
Grants Program	Grants awarded to Jordanian organizations to conduct communications, advocacy, and social marketing activities to change behavior among the targeted audience through eight types of behavior change campaigns. The value of grants ranges from \$28,000 to \$289,000.
Training and Capacity Building	Direct training and capacity building to Jordanian public and private sector entities, NGOs, and educational institutions to implement social marketing and behavior change programs. Focused on improving internal communications between functional units within the same organization (such as a utility company) and practical techniques to improve relations with the public and consumer base.
Research	Research conducted by PAP, its grantees and sub-contractors on issues, practices and behavior according to narrow sectors and target populations relative to water, energy, and environment.

The core element of PAP implementation was the provision of \$4.5 million in grants (36 grants of up to \$289,000<sup>8</sup>) to local NGOs, CBOs, and the private sector that focused on changing one or more behaviors related to energy and water conservation and solid waste practices. As such, the grants implemented a vast array of approaches and activities. Cornerstone strategies included professionalizing and institutionalizing social marketing practices, targeting households, and targeting youth as agents of change through youth centers, programs, and educational institutions (schools and universities). In fact, USAID considered the Youth Component of PAP sufficiently important to add \$1.5 million to the project in order to design and produce a permanent exhibit at the Children’s Museum of Jordan.

Based on research conducted in Phase I PAP designed eight types of behavior change campaigns (as described in Table 2 below) that were implemented through grants by NGOs, educational

<sup>7</sup> PAP Final Report, November 2014.

<sup>8</sup> With the exception of the grant to the Children’s Museum in the amount of \$1.5 million.

institutions, and the private sector. While grants were grouped by objective, grant activities ranged dramatically based upon the grantee and its target audience (a list of grant descriptions is contained in Annex IX). Furthermore, grants targeted two levels of target groups:

1. *Direct beneficiaries* such as community preachers, schools, small business owners, hotel management, construction companies and engineers, youth centers, reporters, and universities; and
2. *Indirect beneficiaries* such as individuals and households who were reached by some groups of direct beneficiaries through social marketing efforts.

**Table 2: PAP Behavior Change Campaigns**

Sector	Behavior Change Objective
Water	1. Increase household water efficiency in new and existing homes
	2. Increase and maintain water-conserving behaviors among households
	3. Increase and maintain water efficiency (and energy efficiency as related to water use) among large consumers including iconic buildings
	4. Increase and maintain water-conserving behaviors (and energy conservation as related to water use) among large consumers including iconic buildings
Energy	5. Increase smarter energy use (conservation and efficiency) in new and existing homes
Solid waste	6. Reduce the amount of household waste that ends up in landfills and dumpsites
	7. Reduce littering in public spaces
Cross-cutting	8. Increase conservation knowledge and behaviors and foster an environmental ethic among youth in the three thematic areas

Despite a wide variety of interventions, all activities followed a common communication strategy<sup>9</sup>:

- Improve organizational outreach and communication in and among institutions (NGOs, government, utilities, etc.);
- Improve staff competencies and capabilities at these institutions to achieve behavior change;
- Achieve desired priority behavior change within reasonable timeframes;
- Equip the public and non-profit sector with the tools to identify the behavior change that is needed; and
- Improve coordination among different agencies and stakeholders in their outreach effort.

<sup>9</sup> PAP Final Report, November 2014.

# METHODOLOGY AND LIMITATIONS

## METHODOLOGY

Given the complexity of PAP with multiple types of stakeholders and interventions spread across the country, extensive data collection was required. As such, the evaluation was conducted in three phases: 1) evaluation and instrument design, and key informant interviews; 2) field data collection; and 3) data analysis and reporting. During the first phase, the evaluation team interviewed 75 people through key informant interviews (KIIs) and in-depth group discussions with ECODIT, government ministries, utility companies, municipalities, and grantees in Amman, Jerash, Ajloun, Irbid, and Aqaba governorates. Simultaneously, a document review was conducted of PAP documents and reports, grant information, grantee-produced marketing materials and media spots, and M&E data. The first phase of the evaluation was conducted from August 9 – September 19, 2014; the second phase from September 20 – November 15; the third phase from November 16 – December 31, 2014.<sup>10</sup>

A purposive sampling plan was designed to elicit input that reflected the three project focus areas: grants, technical assistance, and capacity building. As the grant aspect was quite large, complex, and diverse, a purposive sample of seventeen grantee projects was identified that covered the breadth of grants across geographic regions, target groups, campaigns, and other factors identified by PAP as being of importance. Grantees were selected to include those that started early enough to have complete performance data. In an attempt to gather responses from beneficiaries of grantees, beneficiaries were selected by grantees and their direct beneficiaries. (A full list of interviewees is contained in Annex III.) To answer the evaluation questions, survey instruments, discussion guides and structured observation checklists were created for the various groups of stakeholders: grantees; ‘change agents’ or direct beneficiaries who received technical assistance from grantees; and indirect beneficiaries who were contacted by change agents in an attempt to change behavior at the household and community level. Field data collection tools are contained in Annex V.

**Table 3: People Interviewed**

	<b>Total Interviewed</b>	<b>Male</b>	<b>Female</b>
Ministries	10	5	5
Utility Companies	6	5	1
Municipalities	5	3	2
Grantees	35	19	16
Direct Beneficiaries	429	263	166
Indirect Beneficiaries	57	7	50
Overall Total	542	302	240

Interviews were designed to be semi-structured as a way to collect both quantitative and qualitative

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<sup>10</sup> MESP staff met with PAP prior to the arrival of external consultants.

data. A local sub-contractor, Mindset, conducted field data collection with direct and indirect beneficiaries during the period of September 20 - October 4. Structured observation of conservation devices and practices in universities, SMEs, hotels and other sites was conducted simultaneously with interviews. The third phase of evaluation, data analysis, was anticipated to be completed during October. As data analysis began, however, it became apparent that the rich qualitative data from open-ended questions and FGDs required more extensive recoding than anticipated. The task was delayed by translation-related issues that required additional data cleaning. This additional step in analysis occurred over the Eid holiday (October 3-7); the combination of factors resulted in an extended time frame for analysis and subsequent delays in finalization of the evaluation report.<sup>11</sup>

The evaluation design, data analysis approach and evaluation tools are included in the Evaluation Design Report in Annex II.

The evaluation was conducted by an independent, external team of consultants that included Team Leader Kathleen Webb, water sector expert Barney Popkin (who worked on the first phase of the evaluation), local water expert Saleh al Qur'an, and MESP Technical Specialist Manal Shahrouri. All electronic source data files are on the MESP file server and hard copies are warehoused with MESP. Upon request from USAID or closure of MESP, both electronic and hard-copy data files will be transferred to USAID as per USAID Data Policy. Prior to conducting the evaluation, all evaluation team members signed Conflict of Interest forms indicating that they had no conflicts of interest related to the evaluation; these forms are on file with Management Systems International (MSI) home office and are available upon request.

## LIMITATIONS

The most prominent limitation facing the evaluation was the complexity of PAP, with multiple layers of stakeholders and interventions across three different technical sectors. While the evaluation attempted to link behavior change with specific campaigns, the linkage at the community level was difficult to isolate as some community members were exposed to multiple campaigns implemented by PAP. Sampling relied upon respondents selected by grantees and their direct beneficiaries, limiting the extent to which results are truly representative.

Further limitations were resource-oriented. MESP encountered challenges in recruiting team members as the subject area of social marketing as applied to issues of water, energy, and solid waste is relatively new in international development. One of the experts originally identified became unavailable shortly before inception. Due to the impending close-out of the PAP activity, MESP and USAID decided to go forward with the available team. The duration required for recruitment shortened the time of overlap between PAP staff in Jordan. Recruitment challenges expanded over the period of the evaluation implementation as the team leader had to leave the country during the data collection process, which hindered the continuity of the evaluation supervision.

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<sup>11</sup> It was originally an intention to implement a national survey but due to time constraints effecting the evaluation as well as the impending close-out of the PAP activity, the plans were amended.

# FINDINGS, CONCLUSIONS & RECOMMENDATIONS

## FINDINGS: EFFECTIVENESS

Evaluation questions for effectiveness consider four aspects of PAP:

1. Achievements in increasing capacity for social marketing;
2. Achievements in behavior change in the population;
3. Strategy and implementation; and
4. Counterpart satisfaction.

### Capacity Building with Grantees, Government Agencies, and Utility Companies

Across stakeholder groups, PAP’s achievements are most evident in the following areas:

1. The breadth of reach – sheer numbers and types – of individuals and organizations whose capacity in social marketing was built; and
2. Professionalizing approaches to social marketing, most notably through demonstrating the effectiveness of research-based market segmentation and targeting.

As illustrated in Table 4, PAP far exceeded its target in training for social marketing and related skills, and in grants management/M&E, while training in technical issues is very close to target. PAP reported indicators, targets, and achievements for capacity building with stakeholders are as follows:

**Table 4: PAP Indicators for Capacity Building with Stakeholders**

PAP Indicator	Target	Cumulative Indicator Data Reported
1. Number of stakeholders trained in social marketing, advocacy, public relations and behavior change	673	1,618
2. Number of stakeholders trained in grant management and M&E	650	1,022
3. Number of stakeholders trained in technical issues involving water and/or solid waste	1,174	985
4. Number of stakeholders trained in issues involving energy	995	945

PAP approached behavior change through diverse entry points of the population, a best practice when attempting to shift attitudes, practices, and behavior of an entire population of individuals and institutions. While entry points may be described in a variety of ways, the table below illustrates some of these diverse points:

**Table 5: PAP Population Entry Points**

Entry Point	Number
Waethat	250-300
Schools	637
Engineers	154
Water and Energy Companies	6
Municipalities	2

Ministries	4
Universities	6
CBOs/NGOs	25
Hotels	88
Media	18
SMEs	390
Construction Companies	93
Youth Centers	18

According to its final report, PAP far surpassed targets for numbers of people reached by water, solid waste, and energy initiatives, as shown in Table 6 below. In fact, the reported number of individuals reached by water conservation initiatives actually exceeds the 2015 population of Jordan.<sup>12</sup> Data reported for these indicators were subject to double counting. As defined by the indicator, the number of people reached refers to the number of individuals exposed to a social marketing initiative<sup>13</sup>, initiatives that may be carried out directly by PAP or by a grantee, and it includes communication campaigns utilizing mass media or social media as well as face-to-face, interpersonal interactions. Furthermore, the indicator also counts individuals involved in efforts geared towards policy changes and people trained with derivative materials in social marketing produced by PAP (e.g., social marketing manual in Arabic).

**Table 6: Data Reported for Indicators 9–11**

Indicator No.	PAP Indicator	Target cumulative	Achieved	
		Y2-Y5	Y2-Y5	Y5 Only
9	# of individuals <i>reached</i> by a PAP water conservation or efficiency initiative	1,493,000	9,829,498	7,954,174
10	# of individuals <i>reached</i> by a PAP solid waste and/or litter control initiative	125,000	2,421,817	2,295,222
11	# of individuals <i>reached</i> by a PAP energy conservation or efficiency initiative	575,000	4,910,748	3,177,667

### Capacity Building with Grantees

PAP’s 2011 M&E plan defines its intended objective in building institutional capacity for social marketing as: “NGOs, CBOs, government ministries, municipalities, utilities, and individuals demonstrate the competence and skills to develop, implement and evaluate a social marketing

<sup>12</sup> According to the World Fact Book published by the U.S. Central Intelligence Agency, the population of Jordan in 2015 is 7,930,491. <https://www.cia.gov/library/publications/the-world-factbook/geos/jo.html>

<sup>13</sup> An Initiative is a social marketing activity aimed to effect changes in behavior

program...”<sup>14</sup> and provides an example that “a grant recipient successfully leads a social marketing campaign that increases the adoption of low-flow shower heads.”<sup>15</sup> PAP assumed a baseline of zero competence in social marketing capacity. A review of grantee documents and interviews with a range of stakeholders indicate that stakeholders demonstrate some level of competence and skill in social marketing as a result of PAP assistance. Absolute measures of competence and skill were not intended or captured within PAP’s M&E framework. However, some grantees offered examples of their increased capacity, describing activities they conducted beyond the scope of their grants, such as establishing linkages with media and working with the Ministry of Education to get water and energy conservation topics introduced in school curricula.

PAP contributed to professionalizing social marketing by introducing and demonstrating the effectiveness of narrow market segmentation and targeting based on attitudes, practices, and motivators of behavior. PAP targeted each stakeholder with approaches tailored to their particular situation. For example, PAP introduced the idea of improved outreach and customer service for municipalities and utility companies as entry points for behavior change based on research that revealed a poor public image, lack of trust, and disinterest among the public to engage with these entities. As a result, these entities have launched web sites to streamline customer service interactions, and have conducted community events to make themselves more accessible and approachable. Customers are more likely to report water leaks and water diversion if they feel that utility companies are approachable and they have an easy way to report problems. Similarly, Waethat were armed with water saving devices and water and energy audits to appeal to housewives’ motivation to save money on household expenses.

Consistent with target market research, PAP identified behaviors and motivation of narrow segments of youth, a critical audience for mass population behavior change. For example, youth aged 5-10 are much more susceptible to sensitization on environmental issues and development of an environmental ethic, whereas out-of-school youth aged 15-25 exhibit negative behaviors such as littering and vandalism. As a result of its work with grantees, hundreds of teachers at schools and universities have been trained to incorporate ideas of environmentalism into primary and secondary school lessons, and the University of Jordan, Faculty of Shari’ah Studies, has integrated environmentalism into its coursework on Qur’anic studies. Grantees interviewed specifically highlight the positive aspects of PAP technical support in participatory community planning and participation to get buy-in, researching target markets for targeted messaging, and requiring clear articulation of campaign rationale to ensure that their activities aligned with their objectives.

Beyond general capacity building of a wide range of stakeholders, PAP institutionalized social marketing practices through the Intensive Social Marketing Program (ISMP). Based on a certified course through the National Social Marketing Center based in the United Kingdom, PAP produced a cadre of social marketing professionals through three cohorts of training. The first cohort attended a six-month course, which was perceived to be of more value than the second course, which was truncated (due to the limited time remaining for PAP) and did not include a final project for attendees to apply skills. Course participants were eligible for the U.K. Chartered Institute of Marketing certification course from which more than 90 percent of participants received diplomas. One grantee reported that ISMP “helped us understand the concept of social marketing and after

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<sup>14</sup> ECODIT, PAP 2011 M&E Plan, 2011, p. 6. Although indicators were changed in Year 2 to better reflect activities, and targets were changed in Year 5, the full M&E Plan was not revised after 2011.

<sup>15</sup> Ibid. p. 8.

taking the course we had to change the whole strategy we formulated in the proposal, as we had a better understanding of the whole process of conducting a study, design, and M&E.”

### **Capacity Building of Ministries, Municipalities, and Utility Companies**

Representatives of all PAP counterparts, four ministries,<sup>16</sup> five utility companies, and two municipalities,<sup>17</sup> were interviewed, and all were able to provide at least one example of how PAP built their capacity in one of the following areas; social marketing, customer service, outreach, solid waste management, and/or youth advocacy. Several counterparts initiated activities beyond their work with PAP, such as the Ministry of Water and Irrigation (MOWI) Customer Day for customers to meet staff, build personal connections with MOWI, and in turn, develop a level of commitment to MOWI’s conservation messages. The Ministry of Awqaf expressed significant gains in capacity building through its work with the PAP grantee Jordanian Forum for Business and Professional Women Jordan (JFBPW) to conduct social marketing at the community level through *Waethat*, (women religious lecturers). This program recruited and trained more than 300 *Waethat* on water and energy conservation and efficiency measures, who then transferred this knowledge to 880,000 rural and urban women in their communities at the mosque, at community centers, and at their homes.

The municipality of Jerash gave PAP a “five out of five” rating for its assistance in managing solid waste that included awareness campaigns, training garbage collectors and traders to separate cartons, and revising collection times. The initiative was so successful that the municipality wants to expand to glass and plastic separation (noting that funding will be required to do so). Three municipalities declined to provide proposals to work with PAP citing a lack of funding and staffing that would be required to implement what was learned through capacity building.

PAP’s work with water companies in Aqaba and Amman to improve their customer service resulted in websites that are built and staff who report that they are motivated to use the sites to respond to consumers and provide conservation information. Nonetheless, PAP assistance ended prior to the websites becoming operational, and remained so at the time of the evaluation. While the responsibility for operationalizing the sites would reasonably rest with the water companies, interviews revealed that counterparts felt otherwise.

As described in the examples above, interviews with stakeholders highlighted that while social marketing capacity was built, counterparts were sometimes unable to realize the full benefit of this capacity due to insufficient budgets.

### **Producing Behavior Change in the Population**

PAP had two indicators measuring the number of households adopting “new water and energy conservation or efficiency behavior.” PAP collected baseline and periodic indicator data through random sampling with an Omnibus survey. Survey results reveal a higher percentage of the population changing energy- rather than water-related behavior. Energy-related behavior change was at 84-85 percent for changing a practice only, but dropped to 14-15 percent for practices requiring a purchase. The highest percentage of water-related behavior change (51) was with water-saving

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<sup>16</sup> Ministries interviewed include the Water Demand Unit and Communications Support Unit of MOWI, Ministry of Energy and Mineral Resources, Ministry of Environment, and Ministry of Awqaf and Islamic Affairs.

<sup>17</sup> Utility companies and municipalities interviewed include Miyahuna (Amman), EDCO (Amman), AQ-EDCO (Aqaba), and IDECO (Irbid), Irbid Municipality Environment Directorate, Jerash Municipality Environment Directorate.

devices (possibly due to free distribution of devices) and the lowest percentage (33) of behavior change was for taking shorter showers.<sup>18</sup>

Data collected by the PAP evaluation reveals a lower percentage of respondents changing behavior than what was reported in the Omnibus; however, the evaluation sample was neither random nor statistically significant, and reported behavior *did* change. The chart below lists the specific types of behavior changes reported by direct beneficiaries.

Focus group attendees (housewives, *Waethat*, teachers, students, and youth) overwhelmingly reported changing their own behavior by using electricity saving light bulbs, turning off lights in unused rooms, using low-flow water devices, turning water taps off while brushing teeth, using buckets instead of a hose for car washing, decreasing shower time, fixing water leaks, and recycling paper. In addition, the majority of these individuals not only changed their behavior but also communicated their newly learned practices with others. As a female respondent explained, “We had to change our behavior in order to influence the behavior of others.”<sup>19</sup> Both grantees and direct beneficiaries observed that working with *Waethat* enabled outreach to housewives in conservative communities that would otherwise have been very difficult to reach. They also observed that due to communities’ trust in the *Waethat*, influencing people to change their behavior was considerably more effective than through mass media. Similarly, both direct and indirect beneficiaries observed that messaging based upon Qur’anic text was highly effective as the source is foundational to their culture.

Some grantees distributed water savings devices in an effort to demonstrate cost savings of water and energy conservation, with the ultimate goal of driving demand to purchase devices<sup>20</sup>. The devices distributed were within the financial capability of households (JD 1-2 for water saving devices, and JD 3-4 for energy saving bulbs). According to PAP, importers of the devices reported a dramatic increase in demand for devices over the period of PAP implementation, although a study was not conducted to determine whether demand was from grantees, the general public, or due to PAP’s effort. Nonetheless, grantees whose campaigns had the objective of increasing the use of these devices (as well as other larger pieces of equipment and technology) claim that campaigns were more effective when technology was provided at no charge or subsidized, as compared to technology that required purchasing at full price, thus corroborating results of PAP’s Omnibus survey.

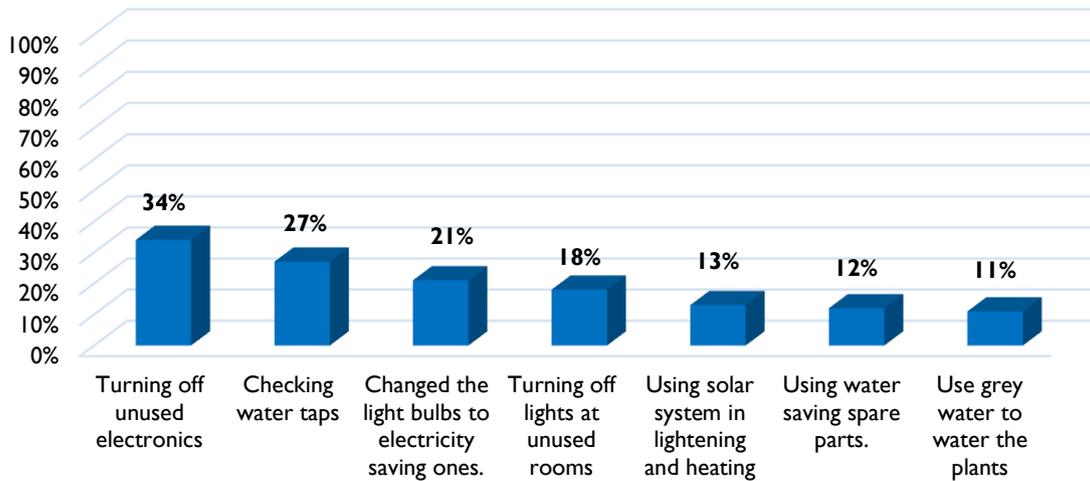
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<sup>18</sup> PAP Omnibus Survey 2014 of 1.2 million households.

<sup>19</sup> Due to differences in the sampling and data collection methodologies used by PAP and MESP, the data presented should not be used as a comparison or verification of data reported by PAP or its grantees.

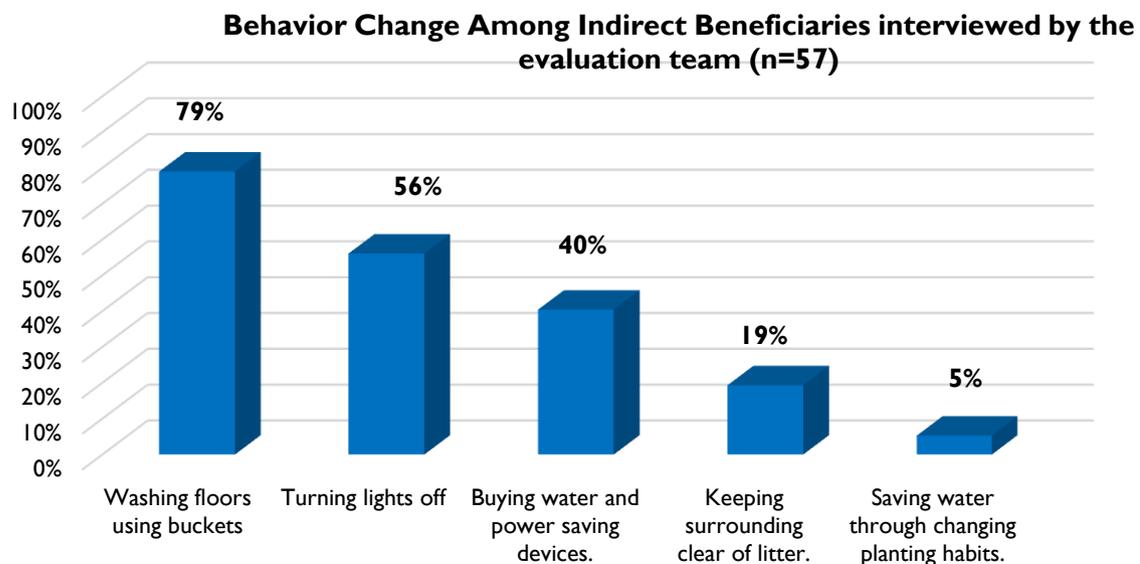
<sup>20</sup> JFPBW PAP’s grantee distributed over 6500 aerators (water saving device) and 6396 CFL bulbs (energy saving device) for free in six governorates by preachers (as mentioned by the JFPBW grant manager)

### Behavior Change Among Direct Beneficiaries interviewed by the evaluation team (n=172)



Sixty-eight percent of the 172 *direct beneficiaries* interviewed report that individual knowledge was built through training programs in topics such as saving and re-using water, sorting and recycling paper and plastic, repurposing solid waste such as soft drink containers, and learning energy conservation techniques. Among the 172 direct beneficiaries interviewed, 151 people stated that they communicated their learning/new practices to others.

Almost all of the 57 indirect beneficiaries interviewed stated that they changed their behaviors as a result of grantees' activities, citing direct communication, pamphlets, videos, and home visits. The most prevalent behaviors adopted by indirect beneficiaries as a result of their interaction with direct beneficiaries was reducing water consumption and energy through behavior change and through the use of power and water saving devices.



The method of communication most widely used by surveyed beneficiaries was direct, in-person communications at 93 percent, with printed communications trailing at 29 percent. Direct communications was cited as the most effective by both direct beneficiaries (87 percent) and indirect beneficiaries (91 percent) while both groups most often cited printed materials as least effective. While it is likely that the effectiveness of the communications vehicle differs among stakeholders and target audiences, the number of responses for each type of stakeholder surveyed through the evaluation is too small to draw specific conclusions.

### **How Strategy and Implementation Enhanced or Weakened Achievements**

PAP's adaptive approach to management and implementation is likely to have enhanced its achievements. The exhaustive research it conducted during the first year on knowledge, attitudes and practices relative to energy, water, and waste usage, and practices by industry sectors, government agencies, narrow segments of youth and communities fed the design of highly targeted campaigns that employed combinations of media, free and subsidized products and equipment. (A full list of reports is contained in Annex VI.)

Some PAP staff commented that PAP's selection of well-established partners with high levels of credibility within communities was critical to achieving results. Despite being well established, grant proposals submitted to PAP had significant deficiencies in design and management. In response, PAP provided intensive assistance to applicants to revise proposals to ensure better management and outcomes. As a result of this need for capacity building, the beginning of grant program implementation was delayed by over three months, thus cutting into project implementation time to achieve results. Although grantees were frustrated with the delay, more than one grantee voiced the opinion that the delay was worthwhile, as the assistance they received built their capacity to think through grant implementation and grant management processes.

A strategic approach that is likely to have strengthened PAP achievements and significantly affected behavior change was PAP's focus on youth as agents of change, for their own behavior and as promoters of these behaviors to others. The positive impact of engaging youth is well documented and recognized in USAID's Youth in Development Policy (2012) which confirms that youth "know

how to reach other youth in ways that can improve knowledge, shift attitudes, and ultimately change behaviors.” In fact, USAID’s Youth Assessment in Jordan (2014) confirms a high level of motivation among youth to be involved in civic activities, particularly when it makes them feel useful.<sup>21</sup> A total of 12 PAP grants (30 percent of the total number of grants) targeted youth. Recognizing the importance of youth in population behavior change, USAID allocated \$1.5 million to PAP to establish a permanent, interactive exhibit at the Children’s Museum of Jordan. While museum staff are effusive about the exhibit and claim that it has increased visits, particularly from school groups, the museum does not track the number of visitors.

Another approach that may have strengthened PAP’s achievements was its focus on women in changing behavior at the household level. According to female focus group participants, women dictate household behavior of family members. They said that by enforcing water and energy saving behavior in the home, they saw their water and energy bills drop.



*I Am Change*, a permanent exhibit at the Children’s Museum of Jordan established by PAP.

Grantees’ perception of PAP’s implementation varies, although most grantees interviewed were able to identify specific areas where PAP support and training were positive for their institution. Most of the grantees interviewed reported receiving extensive training in grant management and reporting for PAP, some of whom felt that training was too focused on meeting PAP requirements rather than on skills in social marketing or conservation. While PAP staff echoed these concerns, the frequency of reporting, as well as the requirement to report in English, were cited as posing significant challenges to grantees, and required the additional training. Despite the additional support, most grantees commented on challenges with grant implementation resulting from complications in submitting comprehensive and fully supported financial claims in line with the USAID ADS

<sup>21</sup> USAID/Jordan National Youth Assessment, Amman. 2014.

<https://dec.usaid.gov/dec/GetDoc.axd?ctlID=ODVhZjk4NWQzM2YyMi00YjRmLTkxNjktZTcxMjM2NDBmY2Uy&pID=NTYw&attchmnt=VHJI ZQ==&rID=MzU5MDU1>

regulations, as well as the PAP Grants Manual. While PAP worked with grantees to complete accurate claims and collect the necessary supporting documents, in some cases, the resulting delays in PAP paying grantee's invoices lasted up to two months. As PAP staff who were interviewed also recognized the effect of this situation, stating that "cash flow was a burden on them...reimbursement was a month or two late. Most don't have the cash flow and if they don't get funds in a timely manner they will be reluctant to participate." Both grantees and PAP staff noted that the combination of delays due to additional training in proposal design and management, combined with the complications in submitting financial claims that lead to delays in payment may have shortened the amount of time that grantees had to implement projects, particularly projects that worked with youth and were dependent upon the school year. Two grantees commented on the overlap of activities among grantees, explaining that they would have preferred to have had closer communication with other grantees working in similar areas.

A strategy that may have weakened PAP results was its attempt to address the water, energy, and solid waste sectors simultaneously. As a project experimenting to identify successful approaches in social marketing, the attempt to cover all areas may have diluted results. Common wisdom in behavior change communication is to focus on one behavior rather than several at once. Attempting to change multiple behaviors at once also presents challenges in identifying relative effectiveness of each approach.

Best practices in project design in general point to the value of a well-articulated Theory of Change that describes linkages between activities and outcomes, and clearly identifies assumptions and pre-existing conditions required in order for the project to achieve its objectives. The simple process of articulating the linkages during the design stage often lead to identification of pre-existing conditions (such as grantees' ability to produce grant proposals that meet requirements), or assumptions such as stability in prices and availability of energy and water. PAP's M&E Plan has a section entitled assumptions that lists water and energy supply and prices, government decisions and infrastructure as issues that could affect performance but does not fully articulate the Theory of Change.

### **Counterpart Satisfaction with Technical Assistance<sup>22</sup>**

Counterparts report varying levels of satisfaction with PAP ranging from some who cite tremendous gains in knowledge and capacity from PAP technical assistance and training that "completely changed the way we work" to others (particularly within government) being disgruntled because they felt entitled to more direct assistance (such as direct funding) and felt left out of other benefits. Unlike NGO and CBOs, government entities were not able to receive grants from PAP (based on USAID regulations); PAP support to government was limited to technical assistance and in some cases equipment (such as waste bins in Irbid) rather than direct funding. Staff of some government counterparts interviewed voiced resentment about what they perceived as unfair treatment and in fact, voiced the opinion that they should have received more support than grantees, as they are more permanent entities with de facto sustainability.

Among the five utility counterparts PAP worked with, two expressed satisfaction, two expressed dissatisfaction, and one was ambivalent. Miyahuna, the Amman water company, was very satisfied with PAP technical assistance in establishing a communications unit and in improving its communications with customers. Miyahuna also participated in the ISMP, which they credit with

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<sup>22</sup> Counterparts are defined as ministries, municipalities and utility companies and do not include grantees or beneficiaries.

substantially improving their capacity: “We did campaigns and awareness raising before PAP but the ones after the social marketing training were different and now Miyahuna has an excellent reputation.” The Irbid Electricity Company (IDECO) and Aqaba Electricity Company (AQ-EDCO) were dissatisfied with PAP assistance, referencing training in customer relations that was only given to department heads and not to customer service representatives. The Aqaba Water Company (AWC) was generally satisfied with training in social marketing but claimed that they needed more training to enhance employees’ capacity in customer service and problem solving. However, AWC also expressed dissatisfaction with the overall approach of PAP and USAID as being too directive and not corresponding to their priorities: “USAID must act as a donor only and USAID shouldn’t identify the approach, SOW and the mechanisms/tools to achieve goals in terms of water efficiency use and water conservation. AWC and other utility companies know better how to select an approach for achieving their goals.” A common theme among those who expressed dissatisfaction was the failure of their own organization to conduct situation analyses and get proposals funded, and their organization’s limited human resources and capacity.

The Ministry of Awqaf and Islamic Affairs’ Qur’an Teaching Centre reported satisfaction with PAP. The grant allowed the Ministry to build upon its past experience with the Jordanian Forum for Business and Professional Women (JFBPW) and Energy Commission using *Waethat* to reach people at the household level, and training that assisted them in drawing messages from the Qur’an as an angle to increase water and energy conservation.

Interviews with some ministries reflected priorities and expectations that were not part of PAP’s mandate, such as large infrastructure projects and direct funding. For example, MoWI’s Communication Support Unit expressed dissatisfaction with the technical assistance provided by PAP; in their view, PAP support should have worked in parallel with their strategy and activities with a focus on large-scale programs such as water harvesting and grey water agriculture projects. Nonetheless, one of their staff who attended ISMP was on a team that was recognized for the best example of a solid marketing program. Satisfaction with PAP among Ministry of Environment staff varied depending on the level of the interviewee in the Ministry’s hierarchy. In general, Ministry representatives expressed dissatisfaction with PAP support for social marketing capacity building alone if other barriers such as the Ministry’s human resources and infrastructure constraints could not be addressed at the same time.

At the municipality level, interviewees reported satisfaction with PAP training, which they claim assisted them to work at the community level to overcome barriers to solid waste management. The Jerash Municipality expressed a particularly high level of satisfaction in supporting its cardboard box solid waste management problems. While PAP was able to respond to the municipality of Irbid’s request for 250 waste bins to augment its waste management initiative, interviewees reported that the bins were “defective” as the lids were extremely difficult to open. Nonetheless, bin specifications were determined by the Irbid municipality in an attempt to mitigate scavengers from rifling through the trash and leaving it on the ground. Unfortunately, this intention was not widely communicated by the municipality, resulting in a public relations issue.

## **CONCLUSIONS: EFFECTIVENESS**

**Evaluation Question 1.a.:** What have been the achievements and/or deficiencies in outreach, communication, and social marketing capacity building (at government, utility company, and NGO levels)?

While capacity in social marketing, outreach, and communication has increased across all stakeholder groups, achievement appears more extensive across the NGO sector and more limited among utilities, municipalities, and ministries. This may be attributed to two primary causes: the close alignment of NGOs' own social development values with environmentalism, and the flexibility and ownership that NGOs had with grant funds that were not available to utilities, municipalities, and ministries.

The utility companies, municipalities, and ministries with resources for staff to continue to utilize their new capacity appear to be those who most fully participated and benefited from PAP.

The variations among stakeholders, mechanisms, and models for support are too numerous to make comparisons of relative effectiveness. Nonetheless, it would appear that PAP's flexibility to provide support tailored to each stakeholder need (with the exception of grant funding to government entities) contributed to effectiveness.

The effectiveness of conducting market research to understand target audience attitudes and motivators in order to design highly targeted campaigns was widely recognized by stakeholders. As such, future social marketing initiatives conducted by these stakeholders are likely to include this practice and hence, be more effective. While institutionalizing audience segmentation and target marketing is likely to have increased effectiveness, it also renders comparisons among target audiences and approaches impossible in the absence of highly controlled monitoring techniques.

Establishing JSMC is an achievement in legitimizing and professionalizing social marketing, however it is too early to determine its ability to thrive and propagate best practices in social marketing in other institutions.

The resentment voiced by some government counterparts relative to the lower level of support they received (funding and technical assistance) in comparison to grantees may contribute to limiting PAP achievements with and through this target group.

**Evaluation Question 1.b.:** What have been the achievements and/or deficiencies in producing behavior change in the population?

The trade-off between PAP's comprehensive approach across stakeholder groups, entry points, and approaches is the challenge of measuring and comparing effectiveness in order to learn which interventions are the most successful and why; nonetheless, some conclusions may be drawn. For example, conservation behavior can be jump-started when devices are provided at no charge. Water-related behavior may be more difficult to change than energy-related behavior, although this was not studied, attributable to reasons of culture, cost, or other factors. In-person communication is recognized as the most influential at the community level; the compounded effectiveness of multiple, simultaneous channels of communication is in-line with best practices in communications.

Recognizing that an alternative approach was required with women not only enabled PAP to access them, but to effectively appeal to their values through religious messages and through economizing on household expenditures. This approach can be credited for the multiplier effect of changing behavior in the household.

These achievements in behavior change appear to be most extensive among target groups of students, community members, and preachers. While institutional consumers have adopted some conservation technology and practices, it is primarily with practices and technology that do not

require significant investment. If the objective of conservation programming is to reduce consumption, ensuring the availability of detailed supportive cost/benefit information and providing devices and equipment at a subsidized cost to both institutional and household consumers appear go a long way to increasing initial use, with continued use reinforced through behavior change messaging.

Attribution of behavior change is challenging, however, given the absence of other activities directed toward changing water, energy, and waste behavior, it is likely that PAP was in large part responsible for such change.

**Evaluation Question 2:** How did the strategy and implementation approach enhance or weaken achievement of the anticipated tasks?

Most grantees interviewed were able to identify specific areas where PAP support and training were positive for their institution. PAP's adaptive management approach to implementation was effective in tailoring assistance, building foundational capacity among grantees, and ensuring targeted approaches but raises challenges as this iterative process takes time from activity implementation, and by virtue of its continual change, creates challenges in measuring results. As a large pilot project experimenting with a variety of stakeholder groups, mechanisms, approaches, and behaviors in water, energy and solid waste, it is impossible to quantify and compare relative effectiveness of capacity building and behavior change related to each of these variables. By all measures, PAP outputs were significantly large; however, an underlying premise of outputs leading to change is that outputs must be both numerous enough and continued for a sufficient duration to result in outcomes. Following this logic, results could be further amplified if activities continued for a longer period. It is also worth noting that indicators without PIRS that clearly defined how and what is being reported will be substantially limited in their ability to inform management and learning.

Realistic understanding of local capacity is critical. By overestimating the capacity of grantees' ability to meet requirements for proposal design and grant management, the duration of activity implementation was shortened in order to build capacity to design and manage grants.

PAP's strategy to target women and youth is likely to have enhanced outcomes, as common wisdom and USAID Policy recognize them as effective agents of change.

While the research conducted by PAP was valuable in designing PAP's strategy and grantees' target marketing, benefits may be limited unless the research and promotional materials are widely available online and actively promoted to those who could benefit. Materials produced by grantees represent significant investments in messaging and design that could be reprinted and, for multi-media, replayed in appropriate venues.

Most grantees mentioned the challenges with grant implementation resulting from complications in submitting comprehensive and fully supported financial claims in line with the USAID ADS regulations, as well as the PAP grants' manual.

**Evaluation Question 3:** To what extent were project counterparts satisfied with technical assistance provided by PAP (i.e., stakeholders' buy-in and perceptions of PAP's effectiveness in water, energy, and waste)?

Counterparts' satisfaction with technical assistance from PAP is highly correlated with the extent to which the priorities and expectations of counterparts and PAP were aligned. Ministry, municipality and utility counterparts' generally lower level of satisfaction seems to stem from staff not fully

understanding the parameters of USAID assistance; dissatisfaction with their own employer; a sense of entitlement; and jealousy of what they perceive to be more support for NGOs. This is compounded by staff realization that their employer does not have the human or financial resources that will allow them to use their newly developed capacity, in contrast to financial resources available with grants for NGOs. While grant documents establish clear roles and responsibilities of PAP and each grantee, the lack of such definition of the relationships between PAP and government partners may have led to inflated expectations.

## **FINDINGS: SUSTAINABILITY**

### **Sustainability of Technical Results**

Through interventions with educational institutions, hundreds of thousands of youth have been exposed to positive environmental conservation messages through a variety of behavior change techniques. PAP took a number of steps to internalize approaches and results with counterparts, grantees, and beneficiaries. Among these steps were having youth sign pledges of commitment to practicing and promoting environmentalism and conservation, and establishing a permanent interactive exhibit at the Children’s Museum of Jordan. Research into human behavior demonstrates the increase in commitment when signing one’s name, and the heightened effectiveness of learning when it is interactive.

Working through six grantees, PAP implemented the “Integrating Environmental Education” initiative to integrate environmental education into public schools and universities, with a particular focus on promoting and enhancing youth attitudes and behaviors of water conservation, energy saving, and solid waste management. The initiative began by offering training designed to build the capacity of current teachers, as well as university students training to become teachers, by integrating approaches to environmental sustainability as part of their teaching programs. QRTA directly influenced the knowledge and awareness of 100 teachers from 25 schools in the Zarqa and Balqa governorates, and the overall extent of the teachers training indirectly impacted approximately 15,702 students from 25 Network schools. As part of the training, participating teachers developed 10 professional lesson plans to be shared with teachers in other schools. Furthermore, the University of Jordan received direct funding from PAP to build the capacity of students of Al Shari’ah Faculty who will enter the work force as school teachers specialized in interactive learning techniques. The teachers will utilize these techniques to educate students on the topic of water and

Mabarrat Um Al Hussein, a Green Community Environment Education Center in Marka. The Center installed solar panels with PAP assistance and currently educates residents on the environmental and economic benefits of adopting energy and water conservation technologies.



environment based on Islamic sources, instill the Islamic values of water and energy conservation in school students; and foster good behaviors towards the environment. As part of this collaboration with the faculty, a curriculum based upon spiritual texts (from Qura'an and Sunna) related to water and environment was developed and 500 copies were printed and distributed to Al Shari'ah students as well as all interested stakeholders. The curriculum targeted university students and was intended to be adopted by all *Shariah* faculties in Jordan.

In fulfilling its mandate to create a center of excellence for social marketing and behavior change in Jordan, PAP contributed to establishing the Jordan Social Marketing Center (JSMC). PAP provided JSMC with an office and has financed legal and administrative costs for a limited period. With its founding members coming from PAP staff, JSMC has the advantage of PAP's technical knowledge of social marketing as well as the complexities of managing donor grants, and has established professional affiliations with organizations in the U.K., U.S., and New Zealand. While JSMC possesses technical know-how, it has no endowment and continues to be dependent upon donor funding.

The Jordan Green Building Council (JGBC), Jordanian Royal Marine Conservation Society (JREDS), and Greentech developed and deployed stickers and labels in universities, hotels, and SMEs as continuous reinforcement to conserve energy and water resources. Other grants also produced durable reminders, such as durable signs that are still in place to encourage intended environmental outcomes. The effectiveness of stickers and labels was not assessed during the evaluation.

While much of PAP's work with large consumers has the potential to provide sustained benefits, some financial barriers hinder the full realization of this potential. PAP conducted research, training and capacity building directed towards large consumers in the hospitality business, developing recommended practices for water and energy consumption and conservation practices. The activity entailed a detailed analysis of hotels' energy profiles (systems, consumption trends, maintenance needs, and staff roles) followed by implementation of a detailed energy pilot audit of the Kempinski Hotel in Aqaba. A Recommended Management Practices (RMP) Guide in Energy for Hotels and training curriculum was produced based on the energy profile and audit findings. To encourage adoption of the practices, PAP trained hotels in Aqaba, Wadi Mousa, the Dead Sea, and Amman in energy management. According to PAP, large consumers are reluctant to adopt technologies such as energy-efficient heating and cooling systems, as they require significant investment.

A sample of 62 institutions (universities, hotels, camps, SMEs, parks, natural reserves and school buildings) identified by PAP as having installed energy, water conservation and solid waste devices and equipment were visited to gauge use. Ninety percent of those visited were verified as still using the devices. Among the institutions visited, 68 percent agreed that the devices were a good investment by their institution; however, 58 percent did not feel that the grantee's work with them was an effective approach to accomplish the intended results of conservation, citing a lack of follow-up by grantees.

Among the direct beneficiaries interviewed, 117 (68 percent) reported that they continue to produce the technical results (conservation behavior) initiated by PAP as shown in the table below.

**Table 7: Type of Technical Results Sustained by Direct Beneficiaries interviewed by the evaluation team (N=117)**

Intervention	Percent
Spread information about water and power saving	62%
Still using power saving methods	20%
Still save energy (turn off unused lights and electrical devices)	19%

Sustainability of technical results among ministries, municipalities, and utilities is contingent upon funding. One PAP staff member observed that unless social marketing activities are funded from outside, government entities will not continue.

PAP's extensive research on water, energy and waste behaviors, best practices, motivation of target groups and sectors, guides, brochures, booklets and videos, do not appear to be readily available in the public domain for future use and benefit. Although PAP conducted stakeholder workshops to discuss reports, the audience is necessarily limited. The contract modification #6 issued to PAP by USAID (September 2013) requires reports and materials produced by PAP to be published on USAID's Development Experience Clearinghouse (DEC) portal subsequent to Contracting Officer Representative (COR) approval. A cursory search of the portal reveals a number of PAP reports available on the site (although an exhaustive search was not done). Even so, DEC is not an ideal repository for the nature of most materials produced by PAP; their continued availability and utility for other users may therefore be limited.

### **Relationships with Main Project Counterparts**

The Ministry of Water and Irrigation (Water Demand Unit), Ministry of Awqaf (religious Endowments) and Islamic Affairs, Ministry of Environment, Miyahuna, EDCO and Jerash report good relationships with PAP. These same counterparts report that their priorities were in alignment with those of PAP. Other ministries, utility companies and municipalities whose priorities were not aligned and whose expectations of technical assistance were not met report less positive relationships with PAP.

## **CONCLUSIONS: SUSTAINABILITY**

**Evaluation Question 4:** What technical results of the project can USAID expect to be sustainable (and which will be difficult to sustain)?

Technical results in terms of capacity building, increased awareness, devices that save energy and water, equipment for solid waste management, and behaviors that have changed are likely to continue. Results in increased awareness from the exhibit at the Children's Museum and through educational manuals, conservation from devices and solid waste management, and individual behavior change are likely to continue for some years without additional financial investment. Both conservation and social marketing curricula incorporated into schools and universities hold tremendous potential for sustainability, as they require little in the way of funding.

Entities that report significant capacity building and enthusiastically embrace social marketing such as JSMC, MOWI and Miyahuna may possess technical capacity, but require continued funding to continue social marketing activities. While JSMC staff are likely to have sufficient donor savvy to attract funding to conduct and promote social marketing, ministries must rely on budget obligations and commitment at the highest levels of government, which could possibly be leveraged if they are able to measure water and energy savings in concrete terms in order to persuade financial decision-makers.

The cadre of individuals trained and certified through the ISMP are likely to continue to practice and promote effective behavior change interventions when funding is available. The demand for their services and the services of JSMC will be heavily influenced by continued financial support for this type of work, which will in turn play a significant role in them keeping their skills current. The

success of JSMC will be dependent on it being able to generate work, which will require aggressive promotion to activities that are focused on social change, such as the *Jordan 2025* strategy, and activities to increase the engagement of youth and women in civic and economic activities.

Sustained results among commercial consumers and government entities are dependent upon external funding, or in some cases, may be internally funded if the cost/benefit (perceived or actual) is evident. Similarly, household consumers will be more likely to purchase energy and water conservation devices if a resultant cost savings can be clearly demonstrated.

**Evaluation Question 5:** What lasting benefits can be expected in terms of USAID's and the project's relationships with the main project counterparts?

The most positive relationships were expressed by Miyahuna, Jerash, MOWI, and the Ministry of Awqaf who are likely to welcome continued partnership with USAID, and seek funding to continue social marketing. The expectations of counterparts for continued support is unclear; if counterparts' expectations are for continued support and these expectations are not met, particularly those counterparts whose initiatives were incomplete, benefits from these relationships may not last. Expectations of continued support and satisfaction with support provided (already discussed) are likely to define relationships in the future.

## **FINDINGS: LEARNING**

### **Incomplete Activities that should be prioritized for Further Investment**

PAP assisted EDCO in Amman and Aqaba to develop web sites; however, the sites were not launched by the time PAP closed. PAP provided training to 18 staff in the utilities' complaints centers that had anticipated using the sites to expedite responding to complaints and fostering cooperation with consumers for conserving resources. Although internal funding will eventually be required for continued operations, launching the sites could contribute to the ultimate objective of conservation.

The Municipality of Irbid's solid waste management initiative to separate organic and inorganic waste could not be fully realized due to the bins having tightly sprung lids, which, although specified by the municipality to mitigate trash on the ground, required considerable physical strength to open and could not be used by the target audience, housewives. Assisting the Municipality to make the bins more user-friendly could contribute to the ultimate objective of improved waste management.

Many of PAP's 40+ research reports are available on [www.dec.usaid](http://www.dec.usaid), and reports were published on PAP's website <http://www.jordanpap.com/en/our-reports>, however the site is no longer live. Grantees conducted research and produced a significant collection of high-quality brochures, pamphlets, and other informational and promotional materials; it is unknown if these are easily accessible for use by others. Dissemination of information is a persistent challenge for donor projects, particularly when stakeholders are as diverse as PAP's. One grantee in the construction sector reported that their activity could have achieved more if they had received PAP research on solar water systems in new home construction. The materials could be made available to stakeholders through the planned USAID/Jordan Knowledge Management Portal (KaMP) or similar publically-available websites.

### **Unexpected Causes of Documented Results or Outcomes**

Nothing of note related to any alternative or unexpected causes was observed in the documented results during the evaluation.

## Strategies and Practices that should be replicated

Findings for this evaluation question appear in previous sections. In summary, practices that should be replicated are as follows:

1. Conduct and promote use of market research to define highly targeted approaches and messaging according to target markets;
2. Focus behavior change efforts on youth and women;
3. Document roles and expectations of activity and partners;
4. Work with partners who have some internal resources to continue activities;
5. Jump-start demand for low-cost devices by initially providing devices for free;
6. Use low-tech, highly trusted personal approaches such as direct communication delivered by *Waethat* to reach women who limited movement and relationships outside the home and family;

## How Gender Constraints were addressed

The Gender Desk Study conducted at the onset of PAP identified how gender roles and norms could affect project outcomes and identified several areas of potential gender-based constraints: a) lower education level of girls; b) lower employment of women; c) less freedom of females' movement outside the home; and d) lower levels of female civic participation. Equally important to identifying "gender constraints" was identifying gender differentials that included motivators of behavior; the study identified women as key decision-makers for domestic resources such as water and energy use, and women's motivation to economize on household expenditures.

Through market research, PAP assisted grantees in identifying gender-specific messages and approaches that were used in TV ads such as the "Real men can shower in four minutes" and "Beautiful women can shower in four minutes" campaigns. In another ad that aired on Farah Al Nas Radio in Amman, a woman plumber appealed to women to recognize water scarcity and conserve.

The Jordanian Hashemite Fund for Human Development's (JOHUD) Water Conservation for Communities grant for Aqaba and Irbid trained females to check for water leaks at home and to conduct simple repairs. The grantee claimed that women were motivated to learn these skills as a way to manage household expenses and added that it gave the women a sense of empowerment.

Through its grant relationship with the Jordanian Forum for Business and Professional Women (JFBPW) PAP formed a relationship with the Women's Affairs department of the Ma'an and Tafeeleh Awqaf, which subsequently worked with *Waethat* to conduct a situational analysis of females' engagement in energy, water, waste, and conservation. As a result, JFBPW worked with *Waethat* to conduct a letter-writing campaign to advocate for increased awareness and public action. Similar to the outcome of women learning home plumbing repairs, the letters not only communicated citizens' needs to public entities, but also gave the letter writers a sense of empowerment that they could effect change. Recognizing women's limited movement outside the home, *Waethat* worked door-to-door to reach females in ten governorates with messages that focused on reducing household expenditures by installing energy-saving devices and changing behavior.

## CONCLUSIONS: LEARNING

**Evaluation Question 6:** Which incomplete project activities should be prioritized for further investment?

As PAP has already invested significant amounts in designing websites, training staff to use websites to improve responsiveness to consumers, and beginning solid waste management, support for completing these initiatives not only has the potential to improve conservation, but also would likely go a long way to preserving relationships and a positive perception of USAID assistance.

Although technically complete, the waste management initiative in Jerash built significant awareness and behavior change that could be capitalized upon through expansion to plastic and glass separation for recycling. Similarly, replacing or repairing the waste bins in the municipality of Irbid could deliver measurable results.

Unless support is provided to assist JSMC to reach a point where it is sustainable, the social marketing movement and considerable investment that was made in it could lose momentum.

Unless an electronic repository for research, publications, and promotional materials is established *and actively promoted* through counterparts, grantees, direct and indirect beneficiaries, the enormous investment made by USAID in these documents will have limited return.

**Evaluation Question 7:** Were there any alternative or unexpected causes of documented results or outcomes?

Nothing of note related to any alternative or unexpected causes was observed in the documented results during the evaluation.

**Evaluation Question 8:** Were there strategies or practices implemented that should be replicated in future projects in Jordan or elsewhere?

Although PAP conducted enormous variety of activities with diverse stakeholders, few of these initiatives and practices could successfully be replicated. In forefront; work with partners (big NGOs and CBOs) who have internal resources, focus on behavior change efforts on youth and women, promote use of market research to define targeted approaches and messaging according to target markets.

**Evaluation Question 9:** How were the main gender constraints in the project addressed?

PAP's approach to gender is aligned with USAID's Gender Equality and Female Empowerment Policy. By conducting a gender study early in the project, gender differentials were identified and incorporated as considerations in PAP's initial designs and work plans. This provided further leverage opportunities to contribute to female empowerment. PAP's recognition that gender differentials went beyond issues of gender equity (such as reaching women through *Waethat*) resulted in the successful leveraging of gender differentials (such as household decision-making) to amplify results through gender-specific messaging (household cost-savings). Activities that acknowledge gender differentials can have the added benefit of contributing to women's empowerment and self-efficacy, such as with basic plumbing and letter writing.

## RECOMMENDATIONS

Based on the Findings and Conclusions, the following recommendations are offered to USAID in designing and managing future programming in social marketing, energy and water conservation, and solid waste management.

## Effectiveness

1. Prior to identifying counterparts (government, municipalities, and utilities) and providing assistance, ensure agreement on priorities, strategies, and implementation mechanisms, and clearly articulating expectations and roles. Conduct a counterpart conference (or smaller meetings with counterpart staff) to explain USAID assistance regulations and to define the terms of assistance. Use Project Implementation Letters (PILs) to document agreement.
2. Establish indicators that go beyond performance to provide guidance for evaluation and learning. For example, if an objective is capacity building, conduct a pre-and post-assessment of capacity, and an assessment of the availability of resources to use the capacity. If an objective is to determine which types of social marketing are most effective in achieving a particular result with a particular population, ensure data collection that allows correlation of the intervention, population, and results.
3. Ensure that activities have an Activity Monitoring and Evaluation Plan (AMEP) that includes Performance Indicator Reference Sheets (PIRS) to enable USAID, implementing partners, grantees, and evaluators to have a common understanding of the indicator definition, method of collection and calculation, and limitations.
4. When the objective of a campaign is to reduce consumption of water and energy through the adoption of particular technologies, behavior change campaigns should include distribution of inexpensive devices at no cost and equipment at subsidized costs, and should provide consumers with cost savings information (illustrative if actuals are not possible) to drive consumer interest and demand. To facilitate easy access to purchase additional devices, *Waethat*, CSOs and NGOs could sell devices door-to-door to generate income (similar to Girl Scouts selling cookies).
5. Social marketing activities that require widespread cultural changes across the population should heavily target youth and women with highly targeted approaches and messages.
6. When offering grants to local organizations, assess capability to design and manage grants according to USAID and activity requirements and anticipate the time needed to build capacity. Consider leveraging resources from other USAID capacity building projects such as CIS for practice-based learning to design and manage grants.
7. Any activity or intervention should to the extent possible be in line with local plans and visions and strategies, for example while working with schools and youth, ensure activities are aligned with the academic calendar.
8. Develop a well-articulated Theory of Change that describes linkages between activities and outcomes, and clearly identifies assumptions and pre-existing conditions required in order for the project to achieve its objectives.

## Sustainability

9. To the extent possible, support JSMC to expand social marketing in Jordan (whether for energy conservation/savings or for other causes of social change) in order to leverage the investment made in its technical and management capabilities. Consider support to JSMC through an endowment that will allow JSMC independence in management and creativity in programming, and sufficient funding for overhead costs to establish itself without operating only from grant-to-grant. Promote JSMC as a local partner to other USAID contractors and grantees working on issues that are predicated on social change such as Takamol, J-CAP, and Workforce Development.
10. Prior to conducting research and funding publications that have utility to individuals and entities in the population, develop a plan for dissemination and utilization beyond a stakeholder meeting. Include dissemination as an Activity deliverable.

11. Pro-actively promote the availability of research on motivators and sector best practices, and open-source promotional materials produced by PAP to appropriate audiences through JSMC, sector associations, MoE, and other donors.
12. Work with counterparts and grantees to develop metrics that can clearly demonstrate the financial benefit of purchase of and investment in devices, as sustainability and expansion is often dependent upon demonstrating cost/benefit.
13. Support government agencies and large consumers in institutionalizing practices and approaches to measure cost/benefits of the devices, and the cost/benefit of using various social marketing approaches to change behavior.
14. Support the Children's Museum to become a change agent for environmentalism (and other social development issues) by providing them with reprints of youth-focused materials and technology to play videos produced by PAP grantees.

## Learning

15. Fund the completion of Aqaba and Amman EDCO websites and replace or repair the malfunctioning solid waste equipment in Irbid.
16. Build upon the momentum in Jerash and provide support in extending its solid waste management activities.
17. Ensure that research and promotional materials produced with PAP resources are publicly available and *promoted* to trade organizations, ministries, utility companies, municipalities, educational institutions, and community organizations. Electronic materials should be available through open sources for organizations to publish. JSMC, the University of Jordan, and the Children's Museum of Jordan could be considered as entities to house/manage/promote resources appropriate to their audiences.
18. Leverage low-tech, highly trusted local structures and personal communications approaches using *Waethat* to reach women who may have limited relationships and mobility outside the home, and who use messaging based upon culturally familiar and trusted religious verses.
19. Invest in collecting metrics of the cost/benefits of household-level devices through baseline and follow-up surveys to use as evidence in developing approaches that will resonate with consumers.
20. Design activities so that ample time and financial resources are invested on the front-end to conduct baseline surveys and research for highly targeted marketing.
21. Conduct gender analyses prior to designing project workplans and activities in order to anticipate and specifically identify ways to leverage gender differentials in ways that will amplify results.

# ANNEX I: PAP EVALUATION STATEMENT OF WORK

## Public Action for Water, Energy and Environment Project (PAP)

### DESCRIPTION / SPECIFICATIONS/STATEMENT OF WORK

#### I. INTRODUCTION

USAID/Jordan requires an external final evaluation of the USAID/Jordan Public Action for Water, Energy and Environment Project (PAP). The objective is to evaluate the performance of the project and identify the areas and tasks that remain to be addressed in this and potential future projects.

Details of project to be evaluated:

Project Title: USAID-funded Jordan Public Action in Water, Energy and Environment (PAP)

Implementing Partner: ECODIT

Total Cost: \$24,412,467 (amended to \$20,486,563 on March 23, 2014)

Duration: September 1, 2009- October 15, 2014

#### II. BACKGROUND

The Public Action for Water, Energy and Environment Project (PAP) is a comprehensive public education and behavior change communication program that will lead to increased efficiency and conservation in the use of water and energy, proper solid waste handling practices, and the introduction and adoption of policy changes. PAP aims to achieve these goals by building the capacity of Jordanian institutions and organizations to use social marketing and communication as a tool to achieve behavior change. PAP will implement eight behavioral change campaigns with Purpose and Focus Areas in two main themes: (1) efficiency – primarily the adoption of technology and (2) conservation – primarily behavior choices that reduce consumption. The eight campaigns will work toward:

1. Increasing household water efficiency in new and existing homes;
2. Increasing and maintaining water conserving behaviors among households;
3. Increasing and maintaining water efficiency (and energy efficiency as related to water use) among large consumers including iconic buildings;
4. Increasing and maintaining water conserving behaviors (and energy conservation as related to water use) among large consumers including iconic buildings;
5. Increasing smarter energy use (conservation and efficiency) in new and existing homes;
6. Reducing the amount of household waste that ends up in landfills and dumpsites;
7. Reducing littering in public spaces; and

8. Increasing conservation knowledge and behaviors and fostering an environmental ethic among youth in the thematic areas.

PAP activities are broken down into three areas:

- I. Technical Assistance, including:
  - a. Outreach and communication support to the Ministry of Water and Irrigation and the Water Demand Management Unit
  - b. Outreach and communications support to Miyahuna, Aqaba and Yarmouk Water Companies
  - c. Establishment of a Communications Unit within the Ministry of Energy and Mineral Resources, formalizing energy management practices to official Best Management Practices, and outreach and communications support to the Energy Regulatory Commission
  - d. Social Marketing and improved customer care support to IDECO and JEPKO
  - e. Support to municipalities on solid waste assessments and outreach in Irbid, Jerash and Ajloun
  - f. Increasing youth advocacy through a series of outreach activities
2. A core element of PAP implementation involved a large grant program of non-competitive and competitive grants to local non-governmental and community-based organizations, private for-profit firms, individuals, or consortia of these entities to mobilize the behavioral change campaigns. These grants focused on one behavior or multiple behaviors (clusters of behaviors).
3. Training and capacity-building activities: In addition, and in conjunction with, the grant program, PAP provided training to local non-governmental and community-based organizations, private for-profit firms, individuals, or consortia of these entities to:
  - a. address organizational and technical weaknesses in these institutions and their ability to manage change programs
  - b. build a cadre of social marketing experts, through the use of specific intensive social marketing training, with a selected group of target institutions

### **III. PURPOSE OF THE EVALUATION**

The purpose of this external performance evaluation is to assess the process, outcomes of PAP, and lessons learned, and to measure the sustainability of the achievements related to project beneficiaries. The evaluation will provide recommendations to USAID on how best to improve design, successes, and sustainability of similar future projects.

As outlined in the detailed evaluation questions section below, the contractor shall review the Project's implementation methodology and verify the results achieved as well as highlight the following:

- Identify lessons learned and what factors contributed most to its success (or lack thereof);
- Assess the strengths and weaknesses of
  - Types of grants/intervention, and whether the most effective ones can be replicated;
  - Technical approach effect on sustainability and outcomes in pursuit of project goals;
  - Satisfaction with technical assistance provided to counterparts

### **IV. EVALUATION QUESTIONS**

The evaluation must provide detailed answers for the following questions:

## Effectiveness

1. What have been the achievements and/or deficiencies in:
  - a. Outreach, communication, and social marketing capacity building (at government, utility company, and NGO levels)
  - b. Producing behavior change in the population
2. How did the strategy and implementation approach enhance or weaken achievement of the anticipated tasks?
3. To what extent were project counterparts satisfied with technical assistance provided by PAP (i.e., stakeholders' buy-in and perceptions of PAP's effectiveness - in water, energy, waste)
4. How were the main gender constraints in the project addressed?

## Sustainability

1. What technical results of the project can USAID expect to be sustainable (and which will be difficult to sustain)?
2. What lasting benefits can be expected in terms of USAID's and the project's relationships with the main project counterparts?

## Learning

1. Which incomplete project activities should be prioritized for further investment?
2. Were there any alternative or unexpected causes of documented results or outcomes?
3. Were there strategies or practices implemented that should be replicated in future projects in Jordan or elsewhere?

## **V. IMPLEMENTATION**

### **A. EVALUATION APPROACH**

The Evaluation Team should utilize both qualitative and quantitative methodologies that address all evaluation questions as appropriate. This may include document review, in-depth interviews, focus groups, and/or surveys. The methodology will be developed and finalized by the Evaluation Team.

In consultation with USAID, the Evaluation Team shall perform the following tasks:

1. Preparation and Planning:
  - a. Review all relevant information and additional materials that may be necessary to support drafting of the evaluation report. Project documents are available at PAP website <http://www.jordanpap.com/> as well as from the COR.
  - b. Meet with USAID and PAP staff to discuss the evaluation work plan and methodology.
  - c. Present an evaluation work plan to USAID for approval by the close of the 3rd working day of arrival in-country.
  - d. Based on the desk review of the available information and in-briefing with USAID, develop evaluation tools which may include interview guides, focus group guides, a survey, and/or field verification checklists for site visits.
  - e. Present the detailed evaluation design report (methodology, work plan and tools) to USAID for approval.
2. Data Collection:

- a. Conduct interviews and/or focus groups with the appropriate staff of USAID/Jordan, the GOJ, ECODIT, stakeholders and beneficiaries of the project. USAID will provide the initial list of in-country contacts prior to the Evaluation Team’s arrival.
- b. Perform field trips as needed to interview project beneficiaries.
- c. If recommended in the detailed evaluation design, perform a household survey of project beneficiaries or stakeholders and/or site visits for verification of reported results.

3. Reporting

- a. Conduct a debriefing presentation to USAID management on initial evaluation findings, initial conclusions and recommendations.
- b. Conduct a validation workshop with project stakeholders to validate evaluation findings, initial conclusions and recommendations.
- c. Prepare a final report which must include an executive summary, table of contents, body and appendices, and must not exceed 40 pages (excluding the appendices). All evaluation questions must be answered, recommendations must be stated in an actionable way with defined responsibility for the action and supported by a specific set of findings, and any limitations on quantitative or qualitative data must be clearly stated. Copies of the evaluation scope of work, sources of information, and all data collection instruments and results must be included as appendices in the final report.

**B. DELIVERABLES AND TIMELINE**

<b>Deliverable</b>	<b>Timeline</b> (working days after arrival in-country)
Weekly progress meetings with USAID while in-country to provide updates, verify and/or clarify information, and address any logistical issues	Weekly, on-going
Work plan	3
Draft evaluation report outline	8
Detailed evaluation design report (design, methodology, work plan)	8
Conduct a debriefing presentation to USAID management on evaluation findings, initial conclusions and recommendations	30
Conduct a validation workshop with project stakeholders to validate evaluation findings, initial conclusions and recommendations	31
Draft report detailing the findings from the evaluation, lessons learned and recommendations for future interventions, incorporating comments from the USAID debriefing and validation workshop	38
USAID provides written comments on the draft evaluation report	45
Submit final report together with supporting materials detailing the findings from the evaluation and lessons learned with a concrete set of recommendations for future interventions	50

**C. PERFORMANCE PERIOD**

The evaluation is expected to take place from mid-August to late September 2014. USAID anticipates that approximately 50 working days are needed to conduct the evaluation. The Evaluation Team will spend up to 6 weeks in Jordan to complete the necessary analysis and draft reports though it may be possible for specific team members to complete specific assignments in shorter times. The following schedule is envisioned:

- Preparation Work and Document Review: Up to 5 working days, in home country
- Interviews, Field Work, Debriefings, and Report Writing: Up to 40 working days (six weeks), in Jordan
- Finalizing Evaluation Report: Up to 5 working days, in home country.

The Evaluation Team shall make arrangements for a 6-day workweek although the formal working week in Jordan is Sunday through Thursday. The Evaluation Team shall budget for all travel and administrative support costs within Jordan as needed. The Evaluation Team is expected to arrange all logistics needed for the evaluation.

The Evaluation Team shall provide a detailed work plan for conducting the evaluation. This shall include a list of tasks to be completed, the level of effort for each task, and the deliverables upon the completion of each task.

#### **D. TEAM COMPOSITION**

The Evaluation Team will consist of 3 technical experts, one of which will serve as Team Leader. The Evaluation Team will be composed of international and local experts with significant knowledge on behavior change communication and social marketing in developing countries and monitoring and evaluation.

The Team should have expertise in behavior change communication and social marketing projects in energy, water and/or community-level solid waste handling with particular focus on:

- Experience in monitoring and evaluation of USAID programs;
- Demonstrated past performance in the Middle East-North Africa region;
- Excellent writing and communication skills with experience in producing team-based, collaborative reports that are learning-oriented;
- Demonstrated strong data analysis skills that show causality;
- Academic background in a social science and evaluation methodologies.

#### **E. MANAGEMENT**

The Evaluation Team will report to the Office of Program Management at USAID/Jordan, and will work closely with the Contracting Officer’s Representative (COR) of PAP. The team can expect to receive guidance from the PAP/COR to determine plans, methods of action and timelines. The Team will be managed in Jordan by the MESP Senior M&E Advisor with regular oversight by the COP, and with regular and close contact with technical evaluation expertise in MSI/Washington.

The Team will provide briefings to USAID prior to commencing the evaluation, on a regular weekly basis while in Jordan, and prior to the submittal of the draft report. The Evaluation will primarily be carried out in Jordan with possible consultations in Washington.

# ANNEX II. PAP EVALUATION DESIGN REPORT



**USAID**  
FROM THE AMERICAN PEOPLE

## EVALUATION DESIGN REPORT JORDAN PUBLIC ACTION PROJECT (PAP)

Public Action for Water, Energy and Environment Project  
Prosperity, Livelihoods and Conserving Ecosystems (PLACE) IQC Task Order #5

**SEPTEMBER 2014**

This publication was produced for review by the United States Agency for International Development. It was prepared by Kathleen Webb, Barney Popkin, Saleh Alquraan, Management Systems International.

## ACRONYMS

BC(C)	Behavior Change (Communication)
CBO	Community-Based Organization
GOJ	Government of Jordan
KABP	Knowledge, Attitudes, Behaviors and Practices
KII	Key Informant Interview
M&E	Monitoring & Evaluation
MESP	USAID/Jordan Monitoring and Evaluation Support Project
MSI	Management Systems International
NGO	Non-Governmental Organization
PAP	Public Action for Water, Energy and Environment Project
PMP	Performance Management Plan
SOW	Statement of Work
TA	Technical Assistance
USAID	United States Agency for International Development
USG	United States Government

## **USAID Jordan PUBLIC ACTION PROJECT (PAP) Evaluation Design**

USAID/Jordan requires an external final evaluation of the USAID/Jordan Public Action for Water, Energy and Environment Project (PAP). The purpose of this performance evaluation is to assess the process, outcomes of PAP, and lessons learned, and to measure the sustainability of the achievements related to project beneficiaries. The evaluation will provide recommendations to USAID/Jordan on how best to improve design, ability to achieve successes, and sustainability of similar future projects. The government of Jordan may be an additional audience for the evaluation results as they attempt to implement similar national projects in the future, either on this subject matter or in the area of affecting behavior change in general.

### **A. INTRODUCTION**

#### **Project Summary**

USAID-funded Jordan Public Action in Water, Energy and Environment (PAP)

Implementing Partner: ECODIT  
 Total Cost: \$24,412,467 (amended to \$20,486,563 on March 23, 2014)  
 Duration: September 1, 2009- August 31, 2014

The Public Action for Water, Energy and Environment Project (PAP) is a comprehensive public education and behavior change communication program designed to increase efficiency and conservation in the use of water and energy, proper solid waste handling practices, and the introduction and adoption of policy changes in Jordan. The central approach was building the capacity of Jordanian institutions and organizations to use social marketing and communication as a tool to achieve behavior change. Main activities centered on eight behavioral change campaigns with Purpose and Focus Areas in two main themes: (1) efficiency (primarily, the adoption of better technology), and (2) conservation (primarily behavior to reduce consumption). The objectives of the eight campaigns are listed in the table below.

<b>Table 1: PAP objectives</b>	
<b>Efficiency</b>	<b>Behavior/ Conservation</b>
Increasing smarter energy use (conservation and efficiency) in new and existing homes	
Increasing household water efficiency in new and existing homes	Increasing and maintaining water conserving behaviors among households
Increasing and maintaining energy and water efficiency among large consumers	Increasing and maintaining water conserving behaviors among large consumers
	Reducing the amount of household waste that ends up in landfills and dumpsites
	Reducing littering in public spaces
	Increasing conservation knowledge and behaviors and fostering an environmental ethic among youth in theme areas

PAP activities are broken down into three areas:

- I. Technical Assistance (TA), including:
  - a. Outreach and communication support to the Ministry of Water and Irrigation and the Water Demand Management Unit

- b. Outreach and communications support to Miyahuna, Aqaba and Yarmouk Water Companies
  - c. Establishment of a Communications Unit within the Ministry of Energy and Mineral Resources, formalizing energy management practices to official Best Management Practices, and outreach and communications support to the Energy Regulatory Commission
  - d. Social Marketing and improved customer care support to IDECO and JEPCO
  - e. Support to municipalities on solid waste assessments and outreach in Irbid, Jerash, and Ajloun
  - f. Increasing youth advocacy through a series of outreach activities
2. A core element of PAP implementation involved a large grant program of non-competitive and competitive grants to local non-governmental and community-based organizations, private for-profit firms, individuals, or consortia of these entities to mobilize the behavioral change campaigns. These grants focused on one behavior or multiple behaviors (clusters of behaviors).
  3. Training and capacity-building activities: In addition, and in conjunction with, the grant program, PAP provided training to local non-governmental and community-based organizations, private for-profit firms, individuals, or consortia of these entities to:
    - a. address organizational and technical weaknesses in these institutions and their ability to manage change programs
    - b. build a cadre of social marketing experts, through the use of specific intensive social marketing training, with a selected group of target institutions

PAP also included a Social Marketing Diploma Program designed to professionalize and legitimize local social marketers in Jordan.

The full statement of work (SOW) for the evaluation, which is still subject to USAID approval, is shown in Annex I.

### **Evaluation Questions**

USAID/Jordan has identified a set of evaluation questions that fall into three broad categories of project effectiveness, sustainability, and lessons learned. Specifically, the evaluation questions, in no particular order of priority, are provided below and are followed by a question-by-question explanation of why each question is being included in this evaluation.

#### **Effectiveness**

1. What have been the achievements and/or deficiencies in:
  - a. Outreach, communication, and social marketing capacity building (at government, utility company, and NGO levels)?
  - b. Producing behavior change in the population?
2. How did the strategy and implementation approach enhance or weaken achievement of the anticipated tasks?
3. To what extent were project counterparts satisfied with technical assistance provided by PAP (i.e., stakeholders' buy-in and perceptions of PAP's effectiveness - in water, energy, waste)?

#### **Sustainability**

1. What technical results of the project can USAID expect to be sustainable (and which will be difficult to sustain)?
2. What lasting benefits can be expected in terms of USAID's and the project's relationships with the main project counterparts?

## Learning

1. Which incomplete project activities should be prioritized for further investment?
2. Were there any alternative or unexpected causes of documented results or outcomes?
3. Were there strategies or practices implemented that should be replicated in future projects in Jordan or elsewhere?
4. How were the main gender constraints in the project addressed?<sup>23</sup>

## Rationale behind Evaluation Questions

### Effectiveness

1. What have been the achievements/deficiencies in: a) outreach, communication, and social marketing capacity building (at government, utility company, large consumers, and NGO levels); and b) producing behavior change in the population?

*These questions are standard program evaluation protocol and measure performance against objectives, validating if the program did what it set out to do and to what extent. Focus is largely at the outcome level, although performance at the output level will also be evaluated. Capacity building and behavior change measures will vary by target groups (GoJ; large consumers; youth) based on project goals (specific conservation or efficiency mechanisms) and methods designed accordingly.*

2. How did the strategy and implementation approach enhance or weaken achievement of the anticipated tasks?

*This question gets at attribution of design and approach on tasks completed. Tasks will focus on the three major activity components: 1) TA to the Government of Jordan (GOJ) and large consumers, 2) the Grants Program, and 3) Capacity Building to NGOs.*

*This is complex in that design and approach are not the only factors that impact project activities and results; other factors beyond project jurisdiction, like political context, also need to be considered to not confer attribution beyond the project's sphere of influence. Methods will center on comparison of actual versus planned strategy with implementation, and Key Informant Interviews (KIIs) with project staff, counterparts and beneficiaries.*

*Incomplete activities will need to be examined for the reasons they weren't finished, to assess whether it was poor design or contextual / confounding factors. Even if contextual, an assessment of the likelihood of achievement of results with further investment needs to be weighed (e.g., if not achieved in timeframe, what evidence is there it will be achieved beyond the timeframe?) Also, the critical-ness of the activity needs to be considered to merit further investment.*

3. To what extent were project counterparts satisfied with technical assistance provided by PAP?

*This is straight forward in that it measures perceptions, attitudes and values among counterparts. Methods are key informant interviews, group discussions and a survey to get refined and nuanced information to inform future programming. Care will be taken to identify any prejudice or bias among informants and hence inappropriate attribution to USAID for things beyond their control (e.g., resenting the project because it comes from the United States Government (USG), not because of any project activities).*

### Sustainability

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<sup>23</sup> This question was moved from the "effectiveness" section to the "learning" section as it seems more learning oriented.

1. What technical results of the project can USAID expect to be sustainable (and which will be difficult to sustain)?

*Sustainability at project end is an “informed guess,” but will be based on system- and agency-level changes evidenced along with a look at dis/incentives for change at the personal, household and organizational levels. This will include an assessment of system compatibility/ readiness to determine how much change is required by beneficiaries/ partners to maintain project results, the premise being, the more change required, the harder to sustain, unless there are commensurate incentives to make up for the ‘cost’ of changing. There are multiple units of analysis in this program (individual; household; organization; etc.) based on target audience, so analysis will have to account for this is any co-variate analysis and comparisons.*

2. What lasting benefits can be expected in terms of USAID and the project’s relationships with the main project counterparts?

*This again will largely be conjecture, especially since the project is closing, but should be answered with as much evidence as possible to produce an ‘educated guess.’ This will center on incentives from the perspective of the counterparts, so will be based largely on KIIs and possibly Group interviews by type of counterpart (GOJ, NGOs, CBOs, etc.)*

### **Learning**

1. Which incomplete project activities should be prioritized for further investment?

*This question will need to take into account the perspectives of project counterparts and most importantly USAID as they are the ones holding the purse strings. It should be fairly straight forward to gather opinions through interviews, though the analysis and actual determination of recommendations will be more complex and in many ways subjective.*

2. Were there any alternative or unexpected causes of documented results or outcomes?

*This question gets at Theory of Change and project design, and whether the design and application led to the expected results or not. It also addresses unanticipated events such as the influx of refugees from the Syrian crisis which could affect the expected outcomes. This question is qualitative in nature, largely informed by context, and usually uncovered with KIIs.*

3. Were there strategies or best practices implemented that should be replicated in future projects in Jordan or elsewhere?

*This question is harder than it seems at first look, because success at project level has many factors (and inputs) behind them that often cannot be replicated beyond the scale of the original project. Here, the salient factors of success will be sought out behind results (which often go beyond design to contextual factors) to assess what ‘success factors’ can be reasonably replicated by USAID in other (project) contexts. One example of a successful and replicable approach is an innovative stakeholder engagement approach that maximizes ownership and sustainability. Methods will include review of project monitoring and evaluation (M&E) reports to identify broad areas of success/results, combined with KIIs to investigate the success factors behind those results.*

4. How were the main gender constraints in the project addressed?

*Gender is a simple concept that plays out in the most complex ways in human interactions, so needs a multi-pronged and nuanced approach, mixing quantitative and qualitative data. Examples of quantitative evidence can be: % of women in management/ leadership positions among partner / beneficiary groups before and after the project; ability to engage females (as compared to males) in project activities; and in women’s assigned tasks on energy efficiency at home vis-à-vis men’s assigned tasks (looking for gender balance). Qualitative evidence would focus on values, attitudes and expectations on rights and responsibilities; decision-making power; and control over resources among males compared to females on project-related issues.*

*The approach here is to first identify what gender constraints the project was able to identify, both at inception and what was encountered over the life of project. Then an analysis of response is done against some standard of what a reasonable response would be within USAID (and ECODITs) sphere of influence. This measure would need to be determined with USAID and Project staff during initial Team Planning Meetings, and informed by USAID's 2012 Gender Equality and Female Empowerment Policy, ADS 205 and GHI's 2011 Supplemental Guidance on Gender to the extent feasible. Data sources are largely KIIs, but quantitative evidence like policies will also be examined if appropriate.*

Annex II shows the draft tools, comprised of data collection questionnaires and a structured observation checklist designed by the evaluation team to gather enough information to successfully answer the evaluation questions.

## **B. EVALUATION DESIGN**

The following section explains how Management Systems International (MSI) and the Jordan/ Monitoring and Evaluation Support Project (MESP) team will approach the evaluation to ensure the highest quality findings, conclusions, and recommendations for USAID/Jordan. This design will capitalize on a mixed methodology approach, gathering both qualitative and quantitative information to the extent possible. The evaluation will have two phases of data collection, running sequentially. In the first phase the evaluation team, supported by MESP, will conduct key informant interviews with the implementing partner, grantee representatives, technical assistance recipients, and others who benefited from PAP's capacity building and training efforts. Annex III shows the anticipated list of interviews to be conducted by the evaluation team.

Following the key informant interviews, from which specific beneficiary contact information will be provided, MESP will contract Mindset, a local data collection firm, who will conduct in-depth interviews, focus group, and direct observations of a selection of indirect beneficiaries who benefited from seventeen of PAP's grants and technical assistance efforts, in order to gain a more in-depth perception of the project's impact and sustainability. The proposed population and selection for the Mindset's data collection efforts is shown in Annex IV. MESP and the evaluation team will work closely with Mindset to train data collectors and ensure data quality. The grants and assistance selected were chosen to ensure maximum coverage of the complexity and variety of PAP's implementation efforts.

### **Evaluation Approach**

USAID support through PAP to GOJ, grantees, and partner organizations was provided in three areas: technical assistance, grants, and training/ capacity building. A document review and preliminary interviews with outgoing ECODIT staff clarified much of the complexity of the project and provided insight into the approach needed to fully evaluate the project in line with the evaluation questions. It became clear that the evaluation team would need to speak with representatives from each of the three project focus areas. As the grant aspect was quite large, complex, and diverse, it was decided by the team to only focus on seventeen grantee projects that covered the breadth of PAP's efforts in regards to geography, target groups, campaigns, and a number of other factors identified by PAP as being of importance.

The proposed approach is multi-phased, using each new piece of information to build upon, and increase the effectiveness of, the following phases. The field work will culminate in a presentation to USAID in which the evaluation team will present initial findings, conclusions, and recommendations before preparing the final report.

## How the Evaluation Questions will be Answered

The process for responding to the evaluation questions has been to look at the main questions in the SOW categorically, based on the three evaluation criteria identified. The evaluation team has so far drawn up sets of interview guides for conversations with the implementing partner (ECODIT), grantee management, technical assistance recipients, and indirect beneficiaries. The questionnaires are largely open-ended, meaning that the interviewer has flexibility in expanding on the questions asked and in some cases, skipping questions. Where time is short, the team will identify priority questions. It is expected, that as the issues brought out in the questionnaires are clarified, it will take less time to administer them. Each grantee interviewed by the evaluation team will be requested to prepare for the interview by having on hand key documents and contact information for their beneficiaries.

At the same time, the questions have been drafted to fit easily into any standard interview period, recognizing that PAP is highly complex with a wide variety of projects activities directed at different target groups. Therefore much effort has been placed into keeping the questions as inclusive as possible of all issues. The Mindset team will be interviewing a selection of indirect beneficiaries identified from research. The data collected by Mindset is expected to be mainly quantitative with the exception of structured observations and any potential quantification of qualitative data for comparative purposes.

The evaluation team will facilitate a multi-day orientation/training workshop for Mindset in advance of any data collection efforts. This will serve to identify expectations of the study and review important procedures, such as drafting of the parameters and questions to be asked and quality assurance measures. A technical review will also be made of simple technologies designed to manage and conserve energy, water and solid waste. The first set of Mindset beneficiary interviews will be assumed to be a test, meaning that some more changes will be made before translation into Arabic by Mindset and a second review. A template will be designed to ensure the questions are sound.

For project performance and **effectiveness** questions, the primary method will focus on questions to assess changes from baseline along two major tranches: 1) skills and capacities; and 2) knowledge, attitude, behaviors and practices. Inquiries will be broken down along target populations/groups and paired with their objectives, to understand how effective the social marketing approach of PAP has been in changing peoples' lives towards better use, storage, and conservation of energy, as well as peoples' perception of the benefits of change. Outputs will also be validated from existing documentation provided by ECODIT compared with what is in the field (e.g., grants disbursed, curriculums, brochures, greater use of solar panels, and reduction in littering).

For **sustainability** of results, the evaluation team will study the outcome indicators in the 2011 M&E PAP plan, comparing these with the latest FY 15 targets and grantee reports. At the same time, the team will look at the achievement of deliverables set for the grantee projects, looking at the degree to which they were achieved or not. The challenges faced by government, grantees, and others will be discussed and how these relate to future sustainability.

For **lessons learned**, the team will study findings from interviews and field work carried out, to assess relevant factors related to the design and approach of PAP and the seventeen grantees (such as the challenges in implementation) noting the research findings; technical design; nature and scope of the individual grants; partnerships and stakeholders involved; timing; and capacities; to name a few. The degree to which these cultivated or hindered effectiveness and sustainability of the project will also be studied. The evaluation team will make recommendations on how to improve development investments in similar efforts in the future. The evaluation will make specific reference to what was intended as described in the technical proposal and what actually resulted.

In addition to this categorical approach, the evaluation team will take time to review how it will answer each and every evaluation question. Annex V contains a 'Getting to Answers' matrix which outlines the data sources, data collection methods, and data analysis methods for every evaluation question, as well as the selection criteria included. Brief descriptions of the elements are also included below.

### **Evaluation Methods – Data Collection**

MSI considers it important to use a mixed methods approach to evaluations whenever possible so as to increase the ability for evaluators to triangulate and therefore bolster their findings, increasing the utility of recommendations. Data will be collected on a sex and adult/youth-disaggregated basis where possible.

**Secondary Data Collection** will include the review of several types of documents. Project performance data will be used to look at whether the project accomplished what it set out to accomplish; whether deficiencies existed; if activities have been completed or how far to completion they may be; and to identify any major successes that should be noted. Such performance data will be extracted from the PAP Performance Management Plan (PMP), quarterly, and annual reports. Other important documents, such as grantee M&E plans, bi-annual, annual and quarterly reports, will also be studied. The seventeen selected grantees funded by PAP will also discuss their project deliverables as set out in the grant description, and the degree of achievement of the deliverables as shown in documents mentioned earlier and grantee final reports as they become available.

The M&E systems used by the grantees will also be reviewed. The quarterly reports, annual reports, and work plans, will be used, in addition to providing performance data, as a means to understand elements of project implementation and strategy, though they will often be complemented by other secondary data sources and primary data collection efforts. Other secondary sources include strategy documents and the technical approach from the contract, both of which will be used to understand the project's anticipated approach to implementation and addressing gender issues. Along the same lines, research studies, such as a 2010 gender study, will also be used to provide context to primary data collection efforts. The combined use of all of this secondary data allows the evaluation team to formulate hypotheses about what was intended to happen, whether or not it happened, if there were unanticipated results, and why, which will then be tested through primary data collection efforts.

**Primary Data Collection** efforts will principally consist of structured observations, key informant interviews, and group interviews. It is recognized that there may be overlap between the potential interviewees in key informant interviews and group interviews, and the evaluation team will work to organize interviews so as to not overtax informants and to obtain the greatest variety of perspectives. There are, however, situations where individuals will be requested to participate in both types of interviews, in which case scheduling of interviews will minimize inconveniences.

- **Key Informant Interviews** will be heavily utilized as certain informants are anticipated to provide valuable perspectives on the evaluation criteria. Key informants able to address the spectrum of evaluation questions would include USAID representatives, senior Jordanian government representatives for participating ministries and municipalities, senior management of large utility consuming organizations, NGO representatives, and the senior management for ECODIT as the PAP implementers. The key informant interviews will be led by the evaluation team with support from MESP and MESP partners.
- **Beneficiary Group Interviews** will be carried by Mindset for the beneficiaries of selected grantees where it is possible and appropriate to gather multiple similar beneficiaries. Group

interviews will be held in groups of ten persons who were identified as having benefited from a particular grant's interventions and are similar enough to ensure that their opinions will not be influenced by other participants. Mindset will use the beneficiary group interview questionnaire to cover the grantee target groups identified in the grant descriptions. This will enable the team to produce frequencies comparing different variables and the subsequent production of tables and graphs.

- **Beneficiary In-Depth Interviews** will be carried by Mindset for the beneficiaries of selected grantees where it is not possible or appropriate to gather multiple beneficiaries for a focus group due to either geographic constraints or the need for more individualized information. Beneficiaries will be grouped as either a direct beneficiary (having worked with grantees directly) or as indirect beneficiaries (having been reached by grantee's direct beneficiaries). The evaluation team has created unique in-depth interview guides for each of these beneficiary groups. Mindset will use the beneficiary questionnaires, after tailoring them to fit a spreadsheet format, to enable rapid administration, entering of data, and analysis. The interviews will cover the grantee target groups identified in the grant descriptions, as well as other factors such as verifiable items, campaign and location. This will enable the team to produce frequencies comparing different variables and the subsequent production of tables and graphs.
- **Structured observations** will be administered by Mindset for locations where some form of observable technology can be seen (e.g. trash in parks, comfort meters in small businesses, light bulbs in hotels, etc.) for the seventeen selected grantees, provided that we can access these locations and that technologies can be observed without significant effort (i.e., dismantling faucets to see flow restrictors). Where possible, these observations will be complimented by a few brief questions with the facility manager, engineer, or other knowledgeable person available to the observers. This method enables rapid collection of data regarding the quality of technologies found to be in place. These can then be quantified for analysis.

There are also specific questions included in the questionnaires, which address gender considerations and provide an ability to disaggregate data by sex where possible.

### **Evaluation Methods – Data Analysis**

Data will be analyzed based on the type of data and its collection method. Qualitative data from key informant and group interviews will be transcribed and content analyses will be conducted using qualitative software, as appropriate. Content analyses will allow evaluators to more clearly see individual respondent's perspectives on particular issues while also comparing them to information garnered in group interviews. Additionally, content analyses enable evaluators to quantify qualitative data to some extent. Mindset beneficiary interviews and structured observation checklists will be organized in a quantitative manner, using descriptive statistics such as frequencies and cross-tabulations, for further comparison.

Data from all sources will be compared to the evaluation team's preliminary findings developed through the document review process. The team will be sure to disaggregate all data on sex and sector issues wherever possible. Ultimately, while quantitative information and compiled qualitative information is fundamental, it is the collective expert judgment of the team experts that renders the findings, conclusions, and recommendations useful for USAID programming.

### **Evaluation Methods –Selection Plan**

The team will study several subject groups (implementing partner, grantees, and recipients of technical assistance, training, and capacity building). The evaluation team has completed initial interviews with the ECODIT's management staff, the implementing agency of PAP, and will have follow-up interviews with all staff remaining in Jordan. A second group of subjects to be interviewed will be a purposive selection of the technical assistance recipients based on availability and representation. The team will select those which received technical assistance from PAP and also cover the sectors such as electricity and energy, though will limit slightly the number of interviews based on geography.

A third group of subjects to be interviewed will be seventeen of the total 36 grants implemented from 2012 until 2014 for which descriptive information was provided by ECODIT.<sup>24</sup> While the team studied all 36 grantee descriptions provided, it was decided that the full cohort of grants would be too large to be effectively studied within the scope of the evaluation. To identify the appropriate number and specific grants to be included the evaluation team utilized the descriptive information provided by ECODIT which included:

- Information on the campaign associated with each grant;
- Target group;
- Geographic location;
- Motivating behavior; and
- Tools/instruments used.

The team also used information from grant profile documents to identify start and end dates of the grants. The team determined that the primary focus should be on grants that started early enough to have good performance data available (ECODIT identified that YR4 or FY13 data was most robust) and ended recently enough where beneficiaries would have a strong recall of interventions. To meet these criteria the team identified ten grants that started prior to the second quarter of FY13 and ended after the first quarter of FY14. With these ten grants identified, a gap analysis was conducted to determine which descriptive factors were under-represented. Additional grants addressing these gaps were chosen based on their ability to address multiple gaps so as to ensure coverage of the breadth of grant diversity while keeping the total number of grants selected as small as possible. The end result was a purposive selection of 17 grants.

### **Evaluation Methods – Strengths and Limitations**

The methodological approach is strong in that the majority of information will be gathered through a triangulation of data collected from structured observations, key informant and group interviews, and desk review documents. Data from key informant interviews and group interviews will allow capturing and describing strengths and weaknesses of program processes and variations in program implementation, as well as exploring individual differences between participants' experiences and outcomes. The choice to not use a household survey, due to timing constraints, prevents the evaluation team from obtaining quantitative information on attitudes, knowledge, and behavior. Another limitation which could be faced is gaps in understanding of the beneficiary questionnaire/observation checklist, to be administered by Mindset. The team will offset this possibility by an orientation of Mindset.

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<sup>24</sup> The evaluation team recognizes that the actual number of grants is around 45, though the grants that had interventions implemented were numbered at 36.

The Evaluation Team will produce a high quality evaluation report in line with USAID standards, such as those included as Appendix I in USAID's Evaluation Policy (see below) and in guidance from documents such as USAID's How-To Note on Preparing Evaluation Reports ([http://www.usaid.gov/sites/default/files/documents/1870/How-to-Note\\_Preparing-Evaluation-Reports.pdf](http://www.usaid.gov/sites/default/files/documents/1870/How-to-Note_Preparing-Evaluation-Reports.pdf)). A template building an evaluation report can be found at: <http://usaidearninglab.org/library/evaluation-report-template>.

## **ANNEXES**

- I. Statement of Work
- II. MSI Evaluation team interview list
- III. Mindset Selected Subjects from selected Grantees
- IV. Getting To Answers
- V. Tools: Questionnaire guides and observation checklist
- VI. Roles & Responsibilities
- VII. Projects Documents Obtained and Consulted

**ANNEX I: Statement of Work**  
**Public Action for Water, Energy and Environment Project (PAP)**

**DESCRIPTION / SPECIFICATIONS/STATEMENT OF WORK**

**VI. INTRODUCTION**

USAID/Jordan requires an external final evaluation of the USAID/Jordan Public Action for Water, Energy and Environment Project (PAP). The objective is to evaluate the performance of the project and identify the areas and tasks that remain to be addressed in this and potential future projects.

Details of project to be evaluated:

Project Title:	USAID-funded Jordan Public Action in Water, Energy and Environment (PAP)
Implementing Partner:	ECODIT
Total Cost:	\$24,412,467 (amended to \$20,486,563 on March 23, 2014)
Duration:	September 1, 2009- October 15, 2014

**VII. BACKGROUND**

The Public Action for Water, Energy and Environment Project (PAP) is a comprehensive public education and behavior change communication program that will lead to increased efficiency and conservation in the use of water and energy, proper solid waste handling practices, and the introduction and adoption of policy changes. PAP aims to achieve these goals by building the capacity of Jordanian institutions and organizations to use social marketing and communication as a tool to achieve behavior change. PAP will implement eight behavioral change campaigns with Purpose and Focus Areas in two main themes: (1) efficiency – primarily the adoption of technology and (2) conservation – primarily behavior choices that reduce consumption. The eight campaigns will work toward:

1. Increasing household water efficiency in new and existing homes;
2. Increasing and maintaining water conserving behaviors among households;
3. Increasing and maintaining water efficiency (and energy efficiency as related to water use) among large consumers including iconic buildings;
4. Increasing and maintaining water conserving behaviors (and energy conservation as related to water use) among large consumers including iconic buildings;
5. Increasing smarter energy use (conservation and efficiency) in new and existing homes;
6. Reducing the amount of household waste that ends up in landfills and dumpsites;
7. Reducing littering in public spaces; and
8. Increasing conservation knowledge and behaviors and fostering an environmental ethic among youth in the thematic areas.

PAP activities are broken down into three areas:

1. Technical Assistance, including:
  - a. Outreach and communication support to the Ministry of Water and Irrigation and the Water Demand Management Unit

- b. Outreach and communications support to Miyahuna, Aqaba and Yarmouk Water Companies
  - c. Establishment of a Communications Unit within the Ministry of Energy and Mineral Resources, formalizing energy management practices to official Best Management Practices, and outreach and communications support to the Energy Regulatory Commission
  - d. Social Marketing and improved customer care support to IDECO and JEPCO
  - e. Support to municipalities on solid waste assessments and outreach in Irbid, Jerash and Ajloun
  - f. Increasing youth advocacy through a series of outreach activities
2. A core element of PAP implementation involved a large grant program of non-competitive and competitive grants to local non-governmental and community-based organizations, private for-profit firms, individuals, or consortia of these entities to mobilize the behavioral change campaigns. These grants focused on one behavior or multiple behaviors (clusters of behaviors).
  3. Training and capacity-building activities: In addition, and in conjunction with, the grant program, PAP provided training to local non-governmental and community-based organizations, private for-profit firms, individuals, or consortia of these entities to:
    - a. address organizational and technical weaknesses in these institutions and their ability to manage change programs
    - b. build a cadre of social marketing experts, through the use of specific intensive social marketing training, with a selected group of target institutions

## **VIII. PURPOSE OF THE EVALUATION**

The purpose of this external performance evaluation is to assess the process, outcomes of PAP, and lessons learned, and to measure the sustainability of the achievements related to project beneficiaries. The evaluation will provide recommendations to USAID on how best to improve design, successes, and sustainability of similar future projects.

As outlined in the detailed evaluation questions section below, the contractor shall review the Project's implementation methodology and verify the results achieved as well as highlight the following:

- Identify lessons learned and what factors contributed most to its success (or lack thereof);
- Assess the strengths and weaknesses of
  - Types of grants/intervention, and whether the most effective ones can be replicated;
  - Technical approach effect on sustainability and outcomes in pursuit of project goals;
  - Satisfaction with technical assistance provided to counterparts

## **IX. EVALUATION QUESTIONS**

The evaluation must provide detailed answers for the following questions:

### **Effectiveness**

1. What have been the achievements and/or deficiencies in:
  - c. Outreach, communication, and social marketing capacity building (at government, utility company, and NGO levels)

- d. Producing behavior change in the population
2. How did the strategy and implementation approach enhance or weaken achievement of the anticipated tasks?
3. To what extent were project counterparts satisfied with technical assistance provided by PAP (i.e., stakeholders' buy-in and perceptions of PAP's effectiveness - in water, energy, waste)

#### Sustainability

1. What technical results of the project can USAID expect to be sustainable (and which will be difficult to sustain)?
2. What lasting benefits can be expected in terms of USAID's and the project's relationships with the main project counterparts?

#### Learning

1. Which incomplete project activities should be prioritized for further investment?
2. Were there any alternative or unexpected causes of documented results or outcomes?
3. Were there strategies or practices implemented that should be replicated in future projects in Jordan or elsewhere?
4. How were the main gender constraints in the project addressed?

### **X. IMPLEMENTATION**

#### **F. EVALUATION APPROACH**

The Evaluation Team should utilize both qualitative and quantitative methodologies that address all evaluation questions as appropriate. This may include document review, in-depth interviews, focus groups, and/or surveys. The methodology will be developed and finalized by the Evaluation Team.

In consultation with USAID, the Evaluation Team shall perform the following tasks:

1. Preparation and Planning:
  - a. Review all relevant information and additional materials that may be necessary to support drafting of the evaluation report. Project documents are available at PAP website <http://www.jordanpap.com/> as well as from the COR.
  - b. Meet with USAID and PAP staff to discuss the evaluation work plan and methodology.
  - c. Present an evaluation work plan to USAID for approval by the close of the 3rd working day of arrival in-country.
  - d. Based on the desk review of the available information and in-briefing with USAID, develop evaluation tools which may include interview guides, focus group guides, a survey, and/or field verification checklists for site visits.
  - e. Present the detailed evaluation design report (methodology, work plan and tools) to USAID for approval.
2. Data Collection:
  - a. Conduct interviews and/or focus groups with the appropriate staff of USAID/Jordan, the GOJ, ECODIT, stakeholders and beneficiaries of the project. USAID will provide the initial list of in-country contacts prior to the Evaluation Team's arrival.
  - b. Perform field trips as needed to interview project beneficiaries.

- c. If recommended in the detailed evaluation design, perform a household survey of project beneficiaries or stakeholders and/or site visits for verification of reported results.
3. Reporting
- a. Conduct a debriefing presentation to USAID management on initial evaluation findings, initial conclusions and recommendations.
  - b. Prepare a final report which must include an executive summary, table of contents, body and appendices, and must not exceed 40 pages (excluding the appendices). All evaluation questions must be answered, recommendations must be stated in an actionable way with defined responsibility for the action and supported by a specific set of findings, and any limitations on quantitative or qualitative data must be clearly stated. Copies of the evaluation scope of work, sources of information, and all data collection instruments and results must be included as appendices in the final report.

**G. DELIVERABLES AND TIMELINE**

<b>Deliverable</b>	<b>Timeline</b> (working days after arrival in-country)
Weekly progress reports to USAID while in-country to provide updates, verify and/or clarify information, and address any logistical issues	Weekly, on-going
Work plan	3
Draft evaluation report outline	8
Detailed evaluation design report (design, methodology, work plan)	8
Conduct a debriefing presentation to USAID management on evaluation findings, initial conclusions and recommendations from Phase 1	33
Draft report detailing the findings from the evaluation, lessons learned and recommendations for future interventions, incorporating comments from the USAID debriefing	65
USAID provides written comments on the draft evaluation report	75
Submit final report together with supporting materials detailing the findings from the evaluation and lessons learned with a concrete set of recommendations for future interventions	85

**H. PERFORMANCE PERIOD**

The evaluation is expected to take place in two phases from August-November 2014. The first phase will consist of evaluation design work and interviews conducted by the evaluation team with grantees, recipients of technical assistance, project and USAID staff, and other stakeholders. Phase 2 of the evaluation will consist of field data collection conducted by MESP’s local data collection sub-contractor covering second and third level beneficiaries and other reported results. USAID anticipates that approximately 85 working days from the arrival of the team members are needed to conduct the evaluation. Some or all of the Evaluation Team will spend up to 10 weeks in Jordan to complete the necessary analysis and draft reports though it may be possible for specific team members to complete specific assignments in shorter time or from outside of the country. The following schedule is envisioned:

- Preparation Work and Document Review: Up to 15 working days
- Interviews, Field Work, Debriefings, and Report Writing: Up to 48 working days (eight weeks), in Jordan
- Finalizing Evaluation Report: Up to 5 working days, in home country.

The Evaluation Team shall make arrangements for a 6-day workweek although the formal working week in Jordan is Sunday through Thursday. The Evaluation Team shall budget for all travel and administrative support costs within Jordan as needed. The Evaluation Team is expected to arrange all logistics needed for the evaluation.

The Evaluation Team shall provide a detailed work plan for conducting the evaluation. This shall include a list of tasks to be completed, the level of effort for each task, and the deliverables upon the completion of each task.

## **I. TEAM COMPOSITION**

The Evaluation Team will consist of four technical experts, one of which will serve as Team Leader. With the exception of the Team Leader, all members of the team will not be employed during the full duration of the evaluation as team composition will be tailored to the specific technical requirements of the work that is being implemented at a given time in order to maximize efficiency and minimize costs. The Evaluation Team will be composed of international and local experts with significant knowledge on behavior change communication and social marketing in developing countries and monitoring and evaluation.

The Team should have expertise in behavior change communication and social marketing projects in energy, water and/or community-level solid waste handling with particular focus on:

- Experience in monitoring and evaluation of USAID programs;
- Demonstrated past performance in the Middle East-North Africa region;
- Excellent writing and communication skills with experience in producing team-based, collaborative reports that are learning-oriented;
- Demonstrated strong data analysis skills that show causality;
- Academic background in a social science and evaluation methodologies.

## **J. MANAGEMENT**

The Evaluation Team will report to the Office of Program Management at USAID/Jordan, and will work closely with the Contracting Officer's Representative (COR) of PAP. The team can expect to receive guidance from the PAP/COR to determine plans, methods of action and timelines. The Team will be managed in Jordan by the MESP Senior M&E Advisor with regular oversight by the COP, and with regular and close contact with technical evaluation expertise in MSI/Washington.

The Team will provide briefings to USAID prior to commencing the evaluation, on a regular weekly basis while in Jordan, and prior to the submittal of the draft report. The Evaluation will primarily be carried out in Jordan with possible consultations in Washington.

## **ANNEX II - Evaluation Tools Questionnaires and Observation Checklist**

### **I. Interview Guide for Implementing Partner (ECODIT)**

**Date, Time, Location:**

**Name of Rapporteur**

**(By the end of the interview) Titles, Affiliation, phone, emails of those interviewed in KII or group interview**

#### **Questions for Implementing Partner (ECODIT)**

1. Please explain your role(s) in PAP? (\* Get an understanding of the different staff roles –technical, administration and management)
2. How did the roles of the ECODIT staff complement each other for the effective implementation of PAP from 2009?
3. Were any additional staff (full time and part time) hired? If yes, for which component? (Technical assistance, grants, training and capacity building)
4. In your view, how well did PAP implement the three core areas? Give reasons for your answer?
5. How aligned was PAP to the water, energy and solid-waste management challenges in Jordan?
6. Please explain the current context in Jordan with regards to gaps in water, energy and solid waste management? (Shortages, dependability, quality, pollution, health, environment.)
7. Has the current context changed since 2009?
8. How successful was PAP in moving the Jordanian society away from resource-wasteful and unsustainable practices and policies, to a Green lifestyle?
9. Which practices were best addressed by PAP? Explain.
10. How well did Jordanian institutions and government adapt to new practices?
11. What were the gender constraints faced by PAP to involving the youth? How were these addressed?
12. What were the gender constraints faced by PAP to involving women? How were these addressed?
13. How were the grantees selected for funding? Second and third funding? (Technical committee, selection criteria)
14. How were the grant funds distributed? (process to ensure accountability)
15. How did PAP integrate past educational and social marketing efforts by USAID, GTZ, and others?
16. Did the grantees cost share? Explain.
17. How did PAP measure achievement? (monitoring procedures) What were the main findings? Challenges? Lessons Learned? Best practices?
18. At this point in time, can the project sustain? Explain
19. How willing are the communities/beneficiaries/ government to sustain parts of the project?
20. What has to be done in the future for continuing outreach for public action in water, energy and environment?
21. Any other comments?

**\*If incomplete, ask for another interview. This can be using skype or email. Collect any documentation necessary.**

**2. Interview Guide for Stakeholders (Government ministries, companies, municipalities, CBOs, NGOs, youth groups other USAID partners, other donors, etc).**

**Date, Time, Location:**

**Name of Rapporteur**

**(By the end of the interview) Titles, Affiliation, phone, emails of those interviewed in KIIs or group interview:**

1. How does your organization/institution address the national sectors of water, energy and the environment?
2. How does your organization/institution address youth and women issues related to these sectors?
3. In your opinion, what is the current context in Jordan with regards to gaps in water, energy and solid waste management? (e.g. Shortages, dependability, quality, pollution, health, environment,)
4. Has the current context changed since 2009?
5. Did you have a role with the PAP? If yes, please explain this role and year(s) of your involvement (e.g. involvement in design, management, technical assistance, research, linkages, etc.)?
6. If PAP supported your organization/institution, please explain how. (refer to TOR technical assistance and training and capacity building)
7. If your organization/institution received training and capacity building, how did this support help to address organizational and technical weaknesses? Did this support help your organization/institution manage change programs? Explain.
8. If your organization/institution received social marketing training, how did this support help build a cadre of social marketing experts in your organization/institution?
9. How successful was PAP in moving the Jordanian society away from resource-wasteful and unsustainable practices and policies, to a Green lifestyle?
10. In your opinion, has PAP addressed efficiency and conservation in the use of water and energy, proper solid waste handling practices and the introduction and adoption of policy change? Explain how.
11. In your view, how does your organization/institution's policies, activities, etc., complement the PAP activities?
12. How could better collaboration be addressed in the future to address the water, energy and solid-waste management challenges in Jordan?
13. How willing are the communities/beneficiaries/ government to sustain outreach activities for public action in water, energy and the environment? Explain.
14. Any other comments?

**\*If incomplete, ask for another interview. Collect any documentation necessary.**

**3. Interview Guide for Miyahuna And Aqaba Electricity Companies, Solid Waste Firms In Irbid And Aljoun, Ideco And Jepco**

**Date, Time, Location:**

**Name of Rapporteur:**

**(By the end of the interview) Titles, Affiliation, phone, emails of those interviewed in KII or Group interview).**

1. How does your organization/institution address **social marketing approaches and outreach for positive behavior change** in the national sectors of water, energy and the environment (Quick history sketch showing before PAP and now)?
2. What drives your sector or institution to address social marketing?
3. How you raise capital and O&M funds to address social marketing?
4. How is your organization's human capacity to achieve its work in social marketing outreach and other approaches? Explain how you measure, gaps in performance, and challenges in this area.
5. How does your sector link or interface with other sectors to address sector needs specific to social marketing? (i.e. How does water and electricity link to address this? How does solid waste link to other sectors this?)
6. Have linkages and interfacing been improved due to PAP? Explain the support given specific to capital, funds and human capacity to better carry out social marketing?
7. When the support was provided by PAP, what was required of your institution in return?
8. Was an action plan for social marketing developed? New staff hired to address social marketing?
9. If your organization/institution received social marketing training, how did this support help build a cadre of social marketing experts in your organization/institution?
10. What motivates the willingness of your stakeholders, beneficiaries, and customers to change negative behavior (e.g. saving, disposing, and conserving resources)?
11. How willing are the communities/beneficiaries/ government to **sustain** social marketing/outreach activities and change negative behavior? Explain.
12. In your opinion, has a social marketing approach (as promoted by PAP) addressed efficiency and conservation in the use of water and energy, proper solid waste handling practices and the introduction and adoption of policy change? Explain how.
13. What lessons learned from your activities? What would you recommend to donors, ministries, commissions, institutions, etc. to better address social marketing/outreach?
14. Any other comments?

**\*If incomplete, ask for another interview by phone or email. Collect any documentation necessary.**

#### **4. Interview Guide for Grantees**

##### **Objectives:**

- Understand the relationship between PAP and the grantee
- Understand the effectiveness and sustainability of the grantee's efforts
- Identify any lessons learned by the grantee in regards to their own efforts or to PAP's efforts and how they may apply to future similar interventions
- Understand, and be able to replicate, any measurement efforts that could identify or verify effectiveness or sustainability
- Obtain any tools or instruments developed by the grantee for the grant
- Obtain contact information for any grantee beneficiaries

##### **Date, Time, Location, Grantee number(s):**

##### **Name of Rapporteur:**

##### **Names, Titles, and Organizations for all attendees:**

Thank you for taking the time to meet with us in regards to this evaluation that MSI is conducting of the PAP project on behalf of USAID. We have already familiarized ourselves with some basic information on your organization and grant(s), but would like to gather some additional information. Before we start, let us take a minute to introduce ourselves...

##### **Organizational Information**

1. Please briefly explain the goal, objectives, and activities of your organization
2. Has receiving this grant changed your organization at all? (better organized, more staff, better reputation, etc.)
3. When was your organization formed? (Month, Year)

##### **Grant Information**

4. Our records indicate you received **XX** grant(s), can you please confirm this as well as the date(s) and dollar value(s) of the grant(s)?
5. Was there a cost-share component to the grant(s)? If so, how much and in what form?
6. Is this the first grant you have received from USAID? From other donors?
7. How were you selected for the PAP project (procedures for application, selection criteria)?
8. In your opinion, how timely were the payment milestones?
9. On a scale of 1-5, with 5 being very satisfied, how satisfied were you with the grant process?
- 10.

##### **Technical Assistance**

10. Did you receive any technical assistance (such as training) while preparing, designing, or implementing your grant? If so, what kind and how effective was it?
11. On a scale of 1-5, with 5 being very satisfied, how satisfied were you with the technical assistance provided?

##### **Grant Description THIS MAY BE A GOOD SECTION FOR GATHERING TOOLS/INSTRUMENTS OR BENEFICIARY INFORMATION**

12. Please describe the program(s) you implemented through the grant(s) (activities, target audience, target area, milestones, etc.)
13. Please describe your (new) social marketing approach? (research, best behavior, how to motivate)
14. Were there ever any modifications to the grant(s)? If so, what were they and why?

15. Were the beneficiaries ready, willing, and able to participate and contribute to the project activities (explain by categories-males, females, youth)? If not, what challenges did you face?
16. Were there any additional challenges you faced while implementing the grant(s)?
17. In particular, how did you address any gender constraints encountered while implementing the grant(s)?
18. How effective was/were the grant(s) at achieving their objective(s)?
19. How exactly did you measure effectiveness? (tools, monitoring, etc.)

### **Learning**

19. In your opinion, which support provided by PAP was most beneficial to your organization? Explain.
20. In your opinion, which support did you provide that was most beneficial to the beneficiaries? Explain.
21. What lessons have you learned from the PAP project?
22. What best practices have you identified from the PAP project?
23. What lessons and best practices can be replicated in future projects in Jordan and elsewhere?
24. At this end point, how will you/your partners/government, sustain the project activities?
25. Any other comments?

- **BE SURE TO LEAVE WITH CLARITY ON- BENEFICIARY CONTACT PERSON NAME AND NUMBER**

### 5. Interview Guide for In-Depth Interviews with Direct Beneficiaries (people who worked directly with grantees)

No.	QUESTION	POSSIBLE RESPONSES	REMARKS TO MINDSET
<b>IDENTIFICATION DATA:</b>			
1.	Questionnaire Number		To be filled by data entry if paper questionnaires are used
2.	Date and time of interview		___/___/___ (YYYY/MM/DD) __:__:__ (HH/MM/SS)
3.	Names		<ul style="list-style-type: none"> <li>• Respondents to be told confidential</li> <li>• First and Last names only</li> </ul>
4.	Mobile Number(s)		Must be 10 digits
5.	Governorate	Amman	Location of interview: choose one
		Aqaba	
		Ma'an	
		Tafileh	
		Karak	
		Madaba	
		Balqa	
		Ajloun	
		Jerash	
		Zarka	
		Mafraq	
Irbid			
6.	District		Example: Jubaiha
7.	Neighborhood		Example: Tla' Al Ali
8.	(Respondent type)	Preachers (Waethat),	To be filled out by Mindset and not asked of beneficiaries
		University students	
		Scholars (Marka only)	
		Story readers	

		Reporters		
		Hotel and camp managers		
		Construction company managers		
		Engineers		
		University representatives		
9.	Sex	Male		Try to involve 50% males, females
		Female		
10.	Age	5-9 years old		Choose only one option
		10-14 years old		
		15-19 years old		
		20-24 years old		
		25-29 years old		
		30-34 years old		
		35-39 years old		
		40-44 years old		
		45-49 years old		
		50-54 years old		
		55-59 years old		
		60-64 years old		
		65 years old or older		
11.	What is your highest level of education completed?	Primary school completed		Choose only one option
		Primary school partial		
		Secondary school completed		
		Secondary school partial		
		College or University completed		
		College or University partial		
		Master's or PhD completed		

12.	What is your present employment status?	Employed full time		Choose one
		Employed part time		
		Unemployed		
		Retired		
		Student		
		Other (Please specify)		
13.	If employed, in which organization are you working?			If not employed, SKIP
<b>GRANTEE INFORMATION</b>				
14.	Can you please identify the name of the grantee that you were working with?	1. Jordan Green Building Council (JGBC)		A list of the grantees has been provided
		2. Greyscale		
		3. Prisma Marketing and Communication		
		4. Taghyeer		
		5. Jordanian Royal Marine Conservation Society (JREDS)		
		6. Royal Scientific Society (RSS)		
		7. Madba for supporting development		
		8. Mabrrah Umm Al Hussein		
		9. Royal Society for the Conservation of Nature (RSCN)		
		10. Jordanian Hashemite Fund for Human Development (JOHUD)		
		11. Greentech		
		12. Community Media Network (CMN)		
		13. Royal Scientific Society (RSS)		
		14. Jordanian Hashemite Fund for Human Development (JOHUD)		
		15. Jordan University (JU) Faculty of Shariah Students		
		16. Jordanian Business Professional Women Association (JFPBW)		
		17. Queen Rani Teacher Academy (QRTA)		
		18. No, I am not aware of the Grantee		
15.	Can you please identify the name			Open-ended

	of the grant or project that you were working with?			response		
16.	Please briefly explain what the grantee or project wanted to accomplish or change?			Open-ended response		
17.	Which of these 8 campaigns was used for the project?	1	Increase household water <b>efficiency</b> in new and existing homes		A list of the 8 campaigns has been provided	
		2	Increase and maintain water conserving <b>behaviors</b> amongst households			
		3	Increase household water <b>efficiency</b> among large consumers including iconic buildings			
		4	Increase and maintain water conserving <b>behaviors</b> among large consumers including iconic buildings			
		5	Increase energy <b>efficiency</b> and <b>behaviors</b> in new and existing homes			
		6	Reduce the amount of household waste that ends up in landfills and dumpsites			
		7	Reduce littering in public spaces			
		8	Increase water and energy conservation behaviors amongst youth, and reduce littering			
<b>Grantee Support and Activities</b>						
18.	Did you receive any training through the grantee's activities?	Yes		Yes/no response only		
		No				
19.	If you received training can you please provide the name, date, and duration of the training? (2009-2014 only)	<b>No.</b>	<b>Training title</b>	<b>Date</b>	<b>Duration (days)</b>	<ul style="list-style-type: none"> <li>• If no training received, SKIP</li> <li>• If yes, record all trainings occurring between 2009-2012</li> </ul>

		No.	Training title	Satisfaction Level	
20.	For each type of training received, how satisfied, on a scale of 1-6, with 6 being highly dissatisfied, are you with the training provided by the grantee?				<ul style="list-style-type: none"> <li>• If no training received, SKIP</li> <li>• Include all trainings</li> <li>• 1-6 scale is the same as Q.24 below</li> </ul>
21.	Was any other support provided by the grantee	Yes			Yes/no question
		No			
22.	If other support was provided, what kind of support was provided?				<ul style="list-style-type: none"> <li>• If no, SKIP</li> <li>• Open-ended response</li> </ul>
23.	If other support was provided, how often did the grantee provide you support during the project?	Daily			<ul style="list-style-type: none"> <li>• If no, SKIP</li> <li>• Choose one</li> <li>• Explain if "other"</li> </ul>
		Weekly			
		Monthly			
		Other (please explain)			
24.	If other support was provided by the grantee, how satisfied were you with the support provided?	Highly satisfied			If no support, SKIP I.
		Somewhat satisfied			
		Satisfied			
		Dissatisfied			
		Somewhat dissatisfied			
		Highly dissatisfied			
25.	Which grantee activities were you involved in?				This is an open-ended question
26.	In your view, from those activities you were involved in, which grantee activities were best				If not aware of activities, SKIP

	carried out?		
27.	In your view, from those activities you were involved in, which grantee activities were not carried out well?		If not aware of activities, SKIP
Your (beneficiary) activities and involvement			
28.	What motivated you to work or volunteer with the project?	Recognition	<ul style="list-style-type: none"> <li>• Choose one</li> <li>• Explain if "other"</li> </ul>
		Fun	
		Financial reasons	
		Religion	
		Competition	
		Better environment	
		Sanitation	
		Awards	
		Certificate	
		Letters of appreciation	
Other (explain)			
29.	What did you do as a result of your work with the grantee or using the training or support provided by the grantee?		Open-ended response
30.	What were the results of your work described above?		Open-ended response
31.	In your view, were you able to produce the type of change or result intended by the grantee?	Yes	Yes/no response
		No	
32.	Please explain		Provide explanation for Q. 31 answer
33.	What method or type of	TV	• More than

	communication (tools) did you use to accomplish the change or result intended by the grantee?	Pamphlets		<ul style="list-style-type: none"> <li>one response is acceptable</li> <li>Please gather as many responses to "other" as possible</li> </ul>
		Video		
		Brochures		
		DVDs		
		Guides		
		Poster		
		Sticker reminders		
		Buttons		
		Hats		
		Backpacks		
		None		
		Other (please provide all examples)		
34.	In your view which tool(s) were most effective?	TV		<ul style="list-style-type: none"> <li>If none, SKIP</li> <li>One or more responses is acceptable</li> <li>Please gather as many responses to "other" as possible</li> </ul>
		Pamphlets		
		Video		
		Brochures		
		DVDs		
		Guides		
		Poster		
		Sticker reminders		
		Buttons		
		Hats		
		Backpacks		
		None		
		Other (please provide all examples)		
35.	In your view which tool(s) were least effective?	TV		<ul style="list-style-type: none"> <li>If none, SKIP</li> <li>One or more</li> </ul>
		Pamphlets		

		Video		responses is acceptable • Please gather as many responses to “other” as possible
		Brochures		
		DVDs		
		Guides		
		Poster		
		Sticker reminders		
		Buttons		
		Hats		
		Backpacks		
		None		
		Other (please provide all examples)		
36.	Besides communication tools, how else did you attempt to accomplish the change or result intended by the grantee?			Open-ended response
37.	Can you please provide any examples where the change or result was accomplished?			Open-ended response
38.	In your view, was this an effective way to accomplish the change or result intended by the grantee?	Yes		Yes/no question
		No		
39.	Why or why not?			Open-ended response
40.	Were there any results or changes that you did not anticipate?			Open-ended response
41.	What additional support from the grantee would have helped you do your work better?			Open-ended response

42.	What better ways to accomplish this change or result would you recommend?		Open-ended response
43.	When using this approach, did you encounter any challenges engaging different genders?	Yes	Yes/no question
		No	
44.	What gender challenges did you encounter?		Open-ended
45.	How did you address this gender challenge?		Open-ended
46.	Are you still doing the work today the grantee supported you to do?	Yes	Yes/no question
		No	
47.	Please explain your answer. (Why or why not?)		Open-ended response
48.	What additional support would help you continue to do your work after that project ended?		Open-ended response

**6. Interview Guide for In-Depth Interviews with Indirect Beneficiaries (people reached by those working with grantees)**

No.	QUESTION	POSSIBLE RESPONSES	REMARKS TO MINDSET
<b>IDENTIFICATION DATA:</b>			
1.	Questionnaire Number		To be filled by data entry if paper questionnaires are used
2.	Date and time of interview		___/___/___ (YYYY/MM/DD) __:__:__ (HH/MM/SS)
3.	Names		<ul style="list-style-type: none"> <li>• Mention Confidentiality</li> <li>• First and Last names only</li> </ul>
4.	Mobile Number(s)		Must be 10 digits
5.	Governorate	Amman	Location of interview: choose one
		Aqaba	
		Ma'an	
		Tafileh	
		Karak	
		Madaba	
		Balqa	
		Ajloun	
		Jerash	
		Zarka	
		Mafraq	
Irbid			
6.	District		Example: Jubaiha
7.	Neighborhood		Example: Tla' Al Ali
8.	(Respondent type)	Housewives	To be filled out by Mindset and not asked of beneficiaries
		Students	
		Teachers	
		Youth Groups	

		Parents		
		Community Members		
9.	Sex	Male		Try to involve 50% males, females
		Female		
10.	Age	5-9 years old		Choose only one option
		10-14 years old		
		15-19 years old		
		20-24 years old		
		25-29 years old		
		30-34 years old		
		35-39 years old		
		40-44 years old		
		45-49 years old		
		50-54 years old		
		55-59 years old		
		60-64 years old		
		65 years old or older		
11.	What is your highest level of education completed?	Primary school completed		Choose only one option
		Primary school partial		
		Secondary school completed		
		Secondary school partial		
		College or University completed		
		College or University partial		
		Master's or PhD completed		
12.	What is your present employment status?	Employed full time		Choose one
		Employed part time		
		Unemployed		
		Retired		

		Student			
		Other (Please specify)			
<b>ACTIVITY INFORMATION</b>					
13.	Please identify the person or organization communicating with you about water, energy, or solid waste issues?			Open-ended response	
14.	Please briefly explain what you see as the purpose or objectives of those communications?			Open-ended response	
15.	Which of the following 8 campaigns do those communications fall under?	1	Increase household water <b>efficiency</b> in new and existing homes		A list of the 8 campaigns has been provided
		2	Increase and maintain water conserving <b>behaviors</b> amongst households		
		3	Increase household water <b>efficiency</b> among large consumers including iconic buildings		
		4	Increase and maintain water conserving <b>behaviors</b> among large consumers including iconic buildings		
		5	Increase energy <b>efficiency</b> and <b>behaviors</b> in new and existing homes		
		6	Reduce the amount of household waste that ends up in landfills and dumpsites		
		7	Reduce littering in public spaces		
		8	Increase water and energy conservation behaviors amongst youth, and reduce littering		
16.	What method or type of communication (tools) did they use to send their message?	TV			<ul style="list-style-type: none"> <li>•More than one response is acceptable</li> <li>•Please gather as many</li> </ul>
		Pamphlets			
		Video			
		Brochures			
		DVDs			

		Guides		responses to “other” as possible
		Poster		
		Sticker reminders		
		Buttons		
		Backpacks		
		None		
		Other (please provide all examples)		
17.	In your view which tool(s) were the most effective?	TV		<ul style="list-style-type: none"> <li>• If none, SKIP</li> <li>• One or more responses is acceptable</li> <li>• Please gather as many responses to “other” as possible</li> </ul>
		Pamphlets		
		Video		
		Brochures		
		DVDs		
		Guides		
		Poster		
		Sticker reminders		
		Buttons		
		Hats		
		Backpacks		
		None		
		Other (please provide all examples)		
18.	In your view which tool(s) were least effective?	TV		<ul style="list-style-type: none"> <li>• If none, SKIP</li> <li>• One or more responses is acceptable</li> <li>• Please gather as many responses to “other” as possible</li> </ul>
		Pamphlets		
		Video		
		Brochures		
		DVDs		
		Guides		
		Poster		
		Sticker reminders		
		Buttons		
		Hats		

		Backpacks		
		None		
		Other (please provide all examples)		
19.	Besides these communication tools, in what other ways did they reach out to you?			This is an open-ended question
20.	As a result of their efforts, have you changed any behaviors or adopted the use of some new technology?	Yes		This is a yes/no question
		No		
21.	If so, please explain			<ul style="list-style-type: none"> <li>• Open-ended</li> <li>• Skip if no</li> </ul>
22.	Are there any additional factors, beyond their efforts, that influenced these behavior changes or adoption of new technologies?	Yes		<ul style="list-style-type: none"> <li>• Skip if no</li> <li>• Yes/no question</li> </ul>
		No		
23.	If so, please explain			<ul style="list-style-type: none"> <li>• Open-ended</li> <li>• Skip if no</li> </ul>
24.	What motivated you to change your behaviors or adopt some new technology?	Recognition		<ul style="list-style-type: none"> <li>• Skip if no</li> <li>• Choose one</li> <li>• Explain if "other"</li> </ul>
		Fun		
		Financial reasons		
		Religion		
		Competition		
		Better environment		
		Sanitation		
		Awards		
		Certificate		
		Letters of appreciation		
Other (explain)				

25.	What additional efforts or communications might have more strongly motivated you?		Open-ended response
26.	Did you feel that their efforts or communications were equally accessible to men and women?	Yes	Yes/no question
		No	
27.	If not, how could it have been better focused on addressing this gender challenge?		<ul style="list-style-type: none"> <li>• Skip if yes</li> <li>• Open-ended response</li> </ul>

## 7. Interview Guide for Group Interviews with Beneficiaries

### FG Discussion points for Students and Youth Groups:

**Opener:** During a 2009 workshop on “Youth, Water and the Environment”, it was reported that there was a growing interest of the youth to do something about the environmental issues affecting Jordan.

1. Is there a growing youth led movement to address knowledge, attitudes and behavior of the youth in water, energy and solid waste (i.e. the environment)?
2. What have you learned from this project that can help change your community?
3. Are the local communities/people in institutions now more aware of necessary behavior change, and taking on better practices?
4. What has to be done in the future?

Note. Be sure to record Grantee name and code number in data sheets

### FG Discussion points for Housewives and Teachers:

**Opener:** An April 2010 Survey reported that The Abu Tawfir Water Saving Campaign achieved some success on awareness of how to save water, by using cartoons. Some 18% of all respondents had heard of Abu Tawfeer and could recall some of the main messages of the water saving campaign, such as using a bucket instead of a hose for household tasks: 15% of all respondents felt that their water saving behavior had been improved by exposure to the campaign. Another study showed how women and girls exhibit more of a readiness to participate in campaigns to conserve natural resources (such as energy, electricity, solid waste and water) than men.

1. How true is the statement that women and girls are more ready to get involved in campaigns?
2. What were some of the factors that made your campaigns successful, or not, and why?
3. What is meant by behavior change and better practices? Give some examples.
4. What has to be done in the future?

Note: Be sure to record Grantee name, code number in data sheets.

**DRAFT Observation Checklist**

No.	Technology	In use, working condition	In use but broken	Not in Use	Remarks on quality and maintenance levels. Mark Satisfaction level 1-5 with 5 being the highest
	<b>Date:</b>				
	<b>Name of Grantee:</b>				
	<b>Campaign:</b>				
	<b>Motivator:</b>				
	<b>Location:</b>				
	<b>Beneficiary type:</b>				
<b>A.</b>	<b>WATER</b>				
i.	Water flow restrictors in:				
	Faucets				
	Shower head				
	Toilet flushers				
	Hoses				
ii.	Low flush toilets				
iii.	Waterless toilet				
iv	Grey water recovery tanks toilets				
<b>B.</b>	<b>ENERGY</b>				
i.	Energy efficient light bulbs				
ii.	Skylights				
iii.	Solar panel/PV collectors				
iv.	Solar water heater				
v.	Devices to reduce urban heat island effects (green roofs, shade trees)				
vi.	Covers (awnings, ramadas, architectural hangings)				
<b>C.</b>	<b>WASTE TECHNOLOGY</b>				
i.	Trash bin				
ii.	Waste source separation trash cans				
iii.	Paper recycling boxes				

**Date:**

**Name of Facility:**

**Owner contacts:**

**Summary statement on general condition:**

### Annex III - Interviews to be conducted as part of Phase I of data collection

USAID and Implementing Partners	
USAID	MESP COR, PAP COR
ECODIT	COP, DCOP, Communications Manager, Capacity Building and Social Marketing Specialist, Sr. M & E Advisor, Grants Coordinators
Technical Assistance to Ministries	
Ministry of Water: Director, Water Demand Unit; Director, Communications Support Unit	
Ministry of Environment: Manager, Communications Support Unit	
Ministry of Energy and Mineral Resources: Director, Energy and Regulatory Commission	
Technical Assistance to Municipalities and Utility companies	
Outreach and communication support to electricity and water companies (private firms)	(2 sites) Miyahuna, and Aqaba companies
Support to municipalities on solid waste management assessment	(2 sites) Municipalities: Irbid, and Ajloun
Social and marketing and improved customer care support	(2 sites) IDECO and JEPSCO electricity companies
Grantee / Grant numbers	
COR001	Jordan Green Building Council (JGBC)
COR002	Greyscale
COR004	Prisma Marketing and Communication/
COR007	Taghyeer
COR008	JREDS
COR017	RSS
COR030	Madaba for supporting development
COR033	Mabrrah Umm Al Hussein
COR029	RSCN
COR025	JOHUD
COR027	Greentech
COR028	Community Media Network (CMN)
FOG008	RSS
FOG005	JOHUD
FOG008	JUH Faculty of Shariah Students
FOG011	JFPBW
FOG014	QRTA

<b>Training and Capacity Building</b>	
'Social Marketing in Arabic training'(November 2012-June 2013)	Interview with trainers and then trainees from Water Youth Committee
'Communication Practices for complaint handling at EDCO training	Interview with Cross channel communication trainers and trainees

## **Annex IV - Anticipated Selection of Selected Grant Beneficiaries for Phase II of data collection**

Summary Table

<u>Focus Groups (FGs)</u>	<u>In-Depth Interviews (IDIs)</u>	<u>Structured Observations (SOs)</u>
<u>23 (10 people/each)</u>	<u>189</u>	<u>79</u>
<u>Total persons = 419</u>		<u>Total Observations =28</u>

Location	Targets	Data collection method			Total
		# of FGs	# of IDIs	# of SOs	
Amman	School's Students	1 (10/each) Marka area			10
	Students' parents		5		5
	Mabarah Um Al Hussein Students	1 (10/each) Marka area		1 - Mabarah Building	11
	Preachers		2		2
	Teachers	1 (10/each)			10
	Construction companies		20		20
	Engineers		10		10
	University		1	1	2
	SMEs		30	30	60
	University Students		10		10
	Scholars		2 (Marka)		2
	Story reader		5		5
Youth	1 (10/each)			10	

Location	Targets	Data collection method			Total
		# of FGs	# of IDIs	# of SOs	
Zarqa	School's Students	2 (10/each) Russiefa			20
	Preachers		10		10
	Teachers	2 (10/each) Russiefa			20
	University		1	1	2

Location	Targets	Data collection method			Total
		# of FGs	# of IDIs	# of SOs	
Madaba	School's Students	1 (10/each)			10
	Students' parents		5		
	Teachers	1 (10/each)			10
	Schools buildings			5	5

Location	Targets	Data collection method			Total
		# of FGs	# of IDIs	# of SOs	
Balqa /Salat	School's Students	1 (10/each)			10
	Teachers	1 (10/each)			10
	Park			1	1

Location	Targets	Data collection method			Total
		# of FGs	# of IDIs	# of SOs	

Location	Targets	Data collection method			Total
		# of FGs	# of IDIs	# of SOs	
Jarash	Youth Centers	2 (10/each)			20
	Park (Debeen)		1	1	1

Location	Targets	Data collection method			Total
		# of FGs	# of IDIs	# of SOs	
Ajloun	Youth Centers	2 (10/each)		10	30
	Teachers	1 (10 participants)			10
	Preachers		5		5
	Preachers - Housewives	1 (10 participants)			10

Location	Targets	Data collection method			Total
		# of FGs	# of IDIs	# of SOs	
Irbid	Youth Centers	1 (10 participants)			10
	Reporters		3		3
	Preachers		5		5
	Park		1	1	1
	Story reader		10		10
	Story Audiences		5		5
	Housewives (via JOHUD's Irbid community center)	1 (10 participants)			10

Location	Targets	Data collection method			Total
		# of FGs	# of IDIs	# of SOs	
Mafraq	Youth Centers	1 (10 participants)			10
	Preachers		5		5

Location	Targets	Data collection method			Total
		# of FGs	# of IDIs	# of SOs	
Karak	University		1	1	2
	Reporters		2		2

Location	Targets	Data collection method			Total
		# of FGs	# of IDIs	# of SOs	
Tafeelah	Park (Dana)		1	1	2

Location	Targets	Data collection method			Total
		# of FGs	# of IDIs	# of SOs	
Maan (Shobak & Wadi Mousa)	Hotels and Camps		6	6	12
	Reporters		3		3
	Story readers		10		10
	Story Audiences		5		5

Location	Targets	Data collection method			Total
		# of FGs	# of IDIs	# of SOs	

Location	Targets	Data collection method			Total
		# of FGs	# of IDIs	# of SOs	
Aqaba (city and Wadi Rum)	Hotels and Camps		10	10	20
	Preachers		8		8
	Preachers - Housewives	1 (10 participants)			10
	Story readers		10		10
	Housewives (through JOHUD Center in Aqaba)	1 (10 participants)			10

## Annex V - Getting To Answers

Evaluation Questions	Type of Answer/ Evidence Needed (Check all apply)	Methods for Data Collection		Sampling/ Selection Approach	Data Analysis Methods
		Method	Data Source(s)		
1a) What have been the achievements and/or deficiencies in outreach, communication, and social marketing capacity building (at government, utility company, and NGO levels)	Description of achievements and/or deficiencies including, to the extent possible, a capacity assessment for major organizations the project worked with  Comparison of projected results to actual results	Document Review	Strategy docs, annual and semi-annual reports, M & E Plan, key achievements report		Comparison of original strategy and projections to actual results
		Key Informant Interviews	Project Chief of Party; representatives of direct beneficiary organizations <sup>25</sup>	Select individuals should be interviewed in-depth so long as they are not also asked to a group interview	Content analyses of transcripts and notes then compared to findings from doc review and capacity assessment
		Focus Group and In-Depth Interviews	Indirect beneficiaries	Groups should be organized by type of organization	
1b) What have been the achievements and/or deficiencies in producing Behavior change in the population	Description of achievements and/or deficiencies  Comparison of projected results to actual results	Document Review	Strategy docs, annual and semi-annual reports, PMP, key achievements report		Comparison of original strategy, target and projections to actual results
		Key Informant Interviews	Project Chief of Party; Representatives of direct beneficiary organizations	To the extent possible, the most informed representative from each organization	Content analyses of transcripts and notes then compared to findings from doc review
		Focus Group	Mindset interviews groups of	Groups should be	

<sup>25</sup> Direct beneficiary organizations refers to GoJ ministries, utility companies, preachers, construction companies, engineers, teachers, schools, NGOs/CBOs, etc. as outlined in the project documents

Evaluation Questions	Type of Answer/ Evidence Needed (Check all apply)	Methods for Data Collection		Sampling/ Selection Approach	Data Analysis Methods
		Method	Data Source(s)		
		and In-Depth Interviews	individuals and individuals that benefited indirectly	organized by type of indirect beneficiary type	
		Structured Observation/ Checklists	Mindset Example: Large buildings (hotels and government buildings, etc.), and areas where anti-litter campaigns were conducted	Groups should be organized by type of indirect beneficiary type	Observations should be quantified into frequencies and cross-tabs with some qualitative observations being compared to interview transcripts
2. How did the strategy and implementation approach enhance or weaken achievement of the anticipated tasks?	Description of the benefits and consequences of implementation approach  Comparison to other similar projects if possible	Document Review	Strategy docs, annual and semi-annual reports, PMP, key achievements report		Comparison of original strategy and projections to actual results
		Key Informant Interviews	Project Chief of Party; USAID COTR; Representatives of direct beneficiary organizations	To the extent possible, the most informed representative from each organization	Content analyses of transcripts and notes then compared to findings from doc review
3. To what extent were project counterparts satisfied with technical assistance provided by PAP (i.e., stakeholders' buy-in and perceptions of PAP's effectiveness - in water, energy, waste)?	Description of satisfaction levels among counterparts  Comparison of satisfaction levels between counterparts  Comparison of attitudes and behavior changes	Key Informant Interviews	Project Chief of Party; USAID COTR; Representatives of direct beneficiary organizations	To the extent possible, the most informed representative from each organization	Content analyses of transcripts and notes then compared to findings from doc review. Comparison of responses by counterpart will be useful to determine if there are any variations
		Focus Group and In-Depth Interviews	Mindset interviews Indirect beneficiaries	Representative grantee beneficiaries number to be identified and studied	Quantitative analysis

Evaluation Questions	Type of Answer/Evidence Needed (Check all apply)	Methods for Data Collection		Sampling/Selection Approach	Data Analysis Methods
		Method	Data Source(s)		
4. What technical results of the project can USAID expect to be sustainable (and which will be difficult to sustain)?	Description of specific results and their sustainability or lack thereof	Document Review	Strategy docs, annual and semi-annual reports, PMP, key achievements report		Identification of results and original intentions of sustainability
		Key Informant Interviews	Project Chief of Party; USAID COTR; government, commissions, electricity firms, etc. Representatives of direct beneficiary organizations	To the extent possible, the most informed representative from each organization	Content analyses of transcripts and notes then compared to findings from doc review.
5. What lasting benefits can be expected in terms of USAID's and the project's relationships with the main project counterparts?	Description of benefits and with whom	Key Informant Interviews	Project Chief of Party; USAID COTR; government, commissions, municipalities, Representatives of direct beneficiary organizations	To the extent possible, the most informed representative from each organization	Content and pattern analyses
		Focus Group and In-Depth Interviews	Mindset interviews groups of indirect beneficiaries	Groups should be organized by type of organization	Content and pattern analyses
6. Which incomplete project activities should be prioritized for further investment?	Description of specific results	Document Review	Strategy docs, annual and semi-annual reports, M & E plan, targets, key achievements report		Identification of incomplete project activities as well as those activities showing the most results
		Key Informant Interviews	Project Chief of Party; USAID COTR; government, commissions, Representatives of direct beneficiary organizations		Content analyses of transcripts and notes to identify which activities counterparts and stakeholders consider to have been most effective or have the most potential to be effective in the near

Evaluation Questions	Type of Answer/ Evidence Needed (Check all apply)	Methods for Data Collection		Sampling/ Selection Approach	Data Analysis Methods
		Method	Data Source(s)		
					future
7. Were there any alternative or unexpected causes of documented results or outcomes?	Description of specific results and unanticipated outcomes	Document Review	Strategy docs, annual and semi-annual reports, PMP, key achievements report	Documents provided by IP, grantees and others	Identification of incomplete project activities as well as those activities showing the most results
		Key Informant Interviews	Project Chief of Party; USAID COTR; Representatives of direct beneficiary organizations	As per selection list	Content analyses of transcripts and notes to identify which activities counterparts and stakeholders consider to have been most effective or have the most potential to be effective in the near future
8. Were there strategies or practices implemented that should be replicated in future projects in Jordan or elsewhere?	Description of specific results and their sustainability and reasons for	Document Review	Strategy docs, annual and semi-annual reports, PMP, key achievements report		Identification of incomplete project activities as well as those activities showing the most results
		Key Informant Interviews	Project Chief of Party; USAID COTR; Representatives of direct beneficiary organizations	Selection frame	Content analyses of transcripts and notes to identify which activities counterparts and stakeholders consider to have been most effective or have the most potential to be effective in the near future
9. How were the		Document	Strategy docs, annual and	Selection frame	Identification of

Evaluation Questions	Type of Answer/Evidence Needed (Check all apply)	Methods for Data Collection		Sampling/ Selection Approach	Data Analysis Methods
		Method	Data Source(s)		
main gender constraints in the project addressed?		Review	semi-annual reports, PMP, key achievements report, gender assessment report		incomplete project activities as well as those activities showing the most results
		Key Informant Interviews	Project Chief of Party; USAID COTR; Representatives of direct beneficiary organizations	Selection frame	Content analyses of transcripts and notes to identify which activities counterparts and stakeholders consider to have been most effective or have the most potential to be effective in the near future

## **ANNEX VII - Evaluation Team Members and Designated Tasks**

**Kathleen Linda Webb**, Team Leader, will be responsible for team organization, scheduling, and primary liaison with the USAID Mission staff regarding technical aspects of the evaluation. She will have overall responsibility for the preparation and submission of the final report with substantial input from the other team members. The other team members will report to her on evaluation issues.

The Team leader will take the lead in preparing the project schedule and work plan, and will work closely with the other team members to determine information requirements, develop key questions, conduct interviews, and gather other relevant information. She will also lead the entire team's effort to prepare and deliver a presentation on the team's response to the evaluation questions, as well one of the three field teams. She will be responsible for a clear presentation of the findings, conclusions and recommendations for future action at the team's final meeting with USAID/Jordan.

She will also supervise the preparation of the final report, and will ensure the quality of its contents. Upon receiving USAID's comments on the final draft report, she will be responsible for making any final corrections and improvements, and the submission of the final version to USAID.

**Barney Popkin**, Evaluation Specialist, will lead in technical design related to water, energy, and waste management, as well as data design and collection efforts in one of the three field teams. He will also support the field work as described in the sampling frame. He and his team will troubleshoot any problems and ensure adherence to the evaluation design and integrity of the collection process.

**Saleh Qura'n**, Evaluation Team Member, will lead data collection efforts in one of three teams. He will also support the field work as described in the sampling frame. He and his team will troubleshoot any problems and ensure adherence to the evaluation design and integrity of the collection process.

**Data Collection firm: Mindset** MSI has contracted with the Jordanian firm, Mindset, to supply enumerators and to collect data, then enter and process the raw data for the beneficiary study and observation checklist..

### **MESP M&E experts**

The Evaluation team will report to the Office of Program Management at USAID, Jordan and will work closely with the COR of PAP. The team will receive guidance to determine plans, and timelines. The team will be managed by the MESP Senior M&E Advisor and M&E specialist.

The MESP team will identify and bring on board any additional evaluation support needed by the evaluation team to fill any gaps as they may arise through their network of staff evaluation specialists, partner organizations, and consultants.

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# ANNEX V. EVALUATION TOOLS

## INTERVIEW GUIDE FOR IMPLEMENTING PARTNER (ECODIT)

**Date, Time, Location:**

**Name of Rapporteur**

**(By the end of the interview) Titles, Affiliation, phone, emails of those interviewed in KII or group interview**

### Questions for Implementing Partner (ECODIT)

1. Please explain your role(s) in PAP? (\* Get an understanding of the different staff roles –technical, administration and management)
2. How did the roles of the ECODIT staff complement each other for the effective implementation of PAP from 2009?
3. Were any additional staff (full time and part time) hired? If yes, for which component? (Technical assistance, grants, training and capacity building)
4. In your view, how well did PAP implement the three core areas? Give reasons for your answer?
5. How aligned was PAP to the water, energy and solid-waste management challenges in Jordan?
6. Please explain the current context in Jordan with regards to gaps in water, energy and solid waste management? (Shortages, dependability, quality, pollution, health, environment,)
7. Has the current context changed since 2009?
8. How successful was PAP in moving the Jordanian society away from resource-wasteful and unsustainable practices and policies, to a Green lifestyle?
9. Which practices were best addressed by PAP? Explain.
10. How well did Jordanian institutions and government adapt to new practices?
11. What were the gender constraints faced by PAP to involving the youth? How were these addressed?
12. What were the gender constraints faced by PAP to involving women? How were these addressed?
13. How were the grantees selected for funding? Second and third funding? (Technical committee, selection criteria)
14. How were the grant funds distributed? (process to ensure accountability)
15. How did PAP integrate past educational and social marketing efforts by USAID, GTZ, and others?
16. Did the grantees cost share? Explain.
17. How did PAP measure achievement? (monitoring procedures) What were the main findings? Challenges? Lessons Learned? Best practices?
18. At this point in time, can the project sustain? Explain
19. How willing are the communities/beneficiaries/ government to sustain parts of the project?
20. What has to be done in the future for continuing outreach for public action in water, energy and environment?
21. Any other comments?

**\*If incomplete, ask for another interview. This can be using skype or email. Collect any documentation necessary**

## **INTERVIEW GUIDE FOR STAKEHOLDERS (MINSTRIES, COMPANIES, MUNICIPALITIES, CBOS, NGOS, YOUTH GROUPS OTHER USAID PARENTS, OTHER DONORS, ETC...)**

**Date, Time, Location:**

**Name of Rapporteur**

**(By the end of the interview) Titles, Affiliation, phone, emails of those interviewed in KII or group interview:**

1. How does your organization/institution address the national sectors of water, energy and the environment?
2. How does your organization/institution address youth and women issues related to these sectors?
3. In your opinion, what is the current context in Jordan with regards to gaps in water, energy and solid waste management? (e.g. Shortages, dependability, quality, pollution, health, environment,)
4. Has the current context changed since 2009?
5. Did you have a role with the PAP? If yes, please explain this role and year(s) of your involvement (e.g. involvement in design, management, technical assistance, research, linkages, etc.)?
6. If PAP supported your organization/institution, please explain how. (refer to TOR technical assistance and training and capacity building)
7. If your organization/institution received training and capacity building, how did this support help to address organizational and technical weaknesses? Did this support help your organization/institution manage change programs? Explain.
8. If your organization/institution received social marketing training, how did this support help build a cadre of social marketing experts in your organization/institution?
9. How successful was PAP in moving the Jordanian society away from resource-wasteful and unsustainable practices and policies, to a Green lifestyle?
10. In your opinion, has PAP addressed efficiency and conservation in the use of water and energy, proper solid waste handling practices and the introduction and adoption of policy change? Explain how.
11. In your view, how does your organization/institution's policies, activities, etc., complement the PAP activities?
12. How could better collaboration be addressed in the future to address the water, energy and solid-waste management challenges in Jordan?
13. How willing are the communities/beneficiaries/ government to sustain outreach activities for public action in water, energy and the environment? Explain.
14. Any other comments?

**\*If incomplete, ask for another interview. Collect any documentation necessary**

## **INTERVIEW GUIDE FOR MIYANUMA, AQABA ELECTRICITY COMPANIES, IDECO, EDCO AND SOLID WASTE FIRMS IN IRBID AND AJLUN**

**Date, Time, Location:**

**Name of Rapporteur:**

**(By the end of the interview) Titles, Affiliation, phone, emails of those interviewed in KII or Group interview)**

1. How does your organization/institution address **social marketing approaches and outreach for positive behavior change** in the national sectors of water, energy and the environment (Quick history sketch showing before PAP and now)?
2. What drives your sector or institution to address social marketing?
3. How you raise capital and O&M funds to address social marketing?
4. How is your organization's human capacity to achieve its work in social marketing outreach and other approaches? Explain how you measure, gaps in performance, and challenges in this area.
5. How does your sector link or interface with other sectors to address sector needs specific to social marketing? (i.e. How does water and electricity link to address this? How does solid waste link to other sectors this?)
6. Have linkages and interfacing been improved due to PAP? Explain the support given specific to capital, funds and human capacity to better carry out social marketing?
7. When the support was provided by PAP, what was required of your institution in return?
8. Was an action plan for social marketing developed? New staff hired to address social marketing?
9. If your organization/institution received social marketing training, how did this support help build a cadre of social marketing experts in your organization/institution?
10. What motivates the willingness of your stakeholders, beneficiaries, and customers to change negative behavior (e.g. saving, disposing, and conserving resources)?
11. How willing are the communities/beneficiaries/ government to **sustain** social marketing/outreach activities and change negative behavior? Explain.
12. In your opinion, has a social marketing approach (as promoted by PAP) addressed efficiency and conservation in the use of water and energy, proper solid waste handling practices and the introduction and adoption of policy change? Explain how.
13. What lessons learned from your activities? What would you recommend to donors, ministries, commissions, institutions, etc. to better address social marketing/outreach?
14. Any other comments?

**\*If incomplete, ask for another interview by phone or email. Collect any documentation necessary**

# INTERVIEW GUIDE FOR GRANTEES

## Objectives:

- Understand the relationship between PAP and the grantee
- Understand the effectiveness and sustainability of the grantee's efforts
- Identify any lessons learned by the grantee in regards to their own efforts or to PAP's efforts and how they may apply to future similar interventions
- Understand, and be able to replicate, any measurement efforts that could identify or verify effectiveness or sustainability
- Obtain any tools or instruments developed by the grantee for the grant
- Obtain contact information for any grantee beneficiaries

## Date, Time, Location, Grantee number(s):

### Name of Rapporteur:

### Names, Titles, and Organizations for all attendees:

Thank you for taking the time to meet with us in regards to this evaluation that MSI is conducting of the PAP project on behalf of USAID. We have already familiarized ourselves with some basic information on your organization and grant(s), but would like to gather some additional information. Before we start, let us take a minute to introduce ourselves...

## Organizational Information

1. Please briefly explain the goal, objectives, and activities of your organization
2. Has receiving this grant changed your organization at all? (better organized, more staff, better reputation, etc.)
3. When was your organization formed? (Month, Year)

## Grant Information

4. Our records indicate you received **XX** grant(s), can you please confirm this as well as the date(s) and dollar value(s) of the grant(s)?
5. Was there a cost-share component to the grant(s)? If so, how much and in what form?
6. Is this the first grant you have received from USAID? From other donors?
7. How were you selected for the PAP project (procedures for application, selection criteria)?
8. In your opinion, how timely were the payment milestones?
9. On a scale of 1-5, with 5 being very satisfied, how satisfied were you with the grant process?

12.

## Technical Assistance

10. Did you receive any technical assistance (such as training) while preparing, designing, or implementing your grant? If so, what kind and how effective was it?
11. On a scale of 1-5, with 5 being very satisfied, how satisfied were you with the technical assistance provided?

## Grant Description **THIS MAY BE A GOOD SECTION FOR GATHERING TOOLS/ INSTRUMENTS OR BENEFICIARY INFORMATION**

12. Please describe the program(s) you implemented through the grant(s) (activities, target audience, target area, milestones, etc.)
13. Please describe your (new) social marketing approach? (research, best behavior, how to motivate)
14. Were there ever any modifications to the grant(s)? If so, what were they and why?
15. Were the beneficiaries ready, willing, and able to participate and contribute to the project activities (explain by categories-males, females, youth)? If not, what challenges did you face?
16. Were there any additional challenges you faced while implementing the grant(s)?

17. In particular, how did you address any gender constraints encountered while implementing the grant(s)?
18. How effective was/were the grant(s) at achieving their objective(s)?
19. How exactly did you measure effectiveness? (tools, monitoring, etc.)

### **Learning**

19. In your opinion, which support provided by PAP was most beneficial to your organization? Explain.
  20. In your opinion, which support did you provide that was most beneficial to the beneficiaries? Explain.
  21. What lessons have you learned from the PAP project?
  22. What best practices have you identified from the PAP project?
  23. What lessons and best practices can be replicated in future projects in Jordan and elsewhere?
  24. At this end point, how will you/your partners/government, sustain the project activities?
  25. Any other comments?
- **BE SURE TO LEAVE WITH CLARITY ON- BENEFICIARY CONTACT PERSON NAME AND NUMBER**

## PAP QUESTIONNAIRE FOR [DIRECT] BENEFICIARIES

### IN-DEPTH INTERVIEWS

Questionnaire Number	IN-DEPTH INTERVIEWS / DIRECT COR#-Type of Activity- Tool #- Activity# <table border="1" data-bbox="622 699 1151 762"> <tr> <td style="width: 50px; height: 30px;"></td> </tr> </table>						This will be assigned by the project manager. This will be a unique number code.
Researcher's name							
Supervisor's name							
Field quality check mode	1	Accompanied interview					
	2	Listening to the recording					
	3	Back check calls to verify random questions					
Data entry form	1	First Entry (Name of data enterer:_____)	Data will be entered twice. It will be entered thrice in the case of discrepancy between the first two entries. If this is the first entry, circle No. 1 and register your name. If this is the second entry, circle No. 2 and register your name.				
	2	Second Entry (Name of data enterer:_____)					

	3	Third Entry (Name of data enterer:_____)	
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Q No.	Question	Possible answers	Instructions to the researcher																
1.	Date of interview	___/___/___ (YYYY/MM/DD)	Please use the provided date format, starting with year, month and date of interview.																
2.	Time of interview	__:__(HH/MM)	Please use the provided time format, starting with hour then minutes.																
3.	Name of respondent		This will be predetermined by the recruitment team. Please ask for verification. Please write down first name and surname only. Please use this format: Name, Surname.																
4.	Mobile Number	<table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="width: 20px; height: 20px;"></td> </tr> </table>													Must be 10 digits if mobile and 9 digits if landline. This will be provided by the recruitment team. However, please ask for verification.				
5.	Governorate	<table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 100px;">Amman</td> </tr> <tr> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 100px;">Aqaba</td> </tr> <tr> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 100px;">Ma'an</td> </tr> <tr> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 100px;">Tafileh</td> </tr> <tr> <td style="width: 20px; height: 20px; text-align: center;">5</td> <td style="width: 100px;">Karak</td> </tr> <tr> <td style="width: 20px; height: 20px; text-align: center;">6</td> <td style="width: 100px;">Madaba</td> </tr> <tr> <td style="width: 20px; height: 20px; text-align: center;">7</td> <td style="width: 100px;">Balqa</td> </tr> <tr> <td style="width: 20px; height: 20px; text-align: center;">8</td> <td style="width: 100px;">Ajloun</td> </tr> </table>	1	Amman	2	Aqaba	3	Ma'an	4	Tafileh	5	Karak	6	Madaba	7	Balqa	8	Ajloun	This is the governorate of the respondent. Please choose only one answer.
1	Amman																		
2	Aqaba																		
3	Ma'an																		
4	Tafileh																		
5	Karak																		
6	Madaba																		
7	Balqa																		
8	Ajloun																		

		9	Jerash	
		10	Zarka	
		11	Mafrq	
		12	Irbid	
6.	District			Example: Jubaiha OPEN ENDED.
7.	Neighborhood			Example: Tla' Al Ali
8.	(Respondent type)	1	Preachers	This will be predetermined and indicated by the Mindset recruitment team that will be setting the appointment. Do not ask respondent, but indicate once you reach to the interview and circle the corresponding code.  One response only.
		2	University students	
		3	Scholars (Marka only)	
		4	Story readers	
		5	Reporters	
		6	Hotel and camp managers	
		7	Construction company managers	
		8	Engineers	
		9	University representatives	
9.	Sex	1	Male	This will be determined by the Mindset

		2	Female	recruitment team that will set the interviews. (Mindset will ensure gender balance within the respondents reached.)
10.	Age	1	5-15 years old	One response only.
		2	16-19 years old	
		3	20-24 years old	
		4	25-29 years old	
		5	30-34 years old	
		6	35-39 years old	
		7	40-44 years old	
		8	45-49 years old	
		9	50-54 years old	
		10	55-59 years old	
		11	60-64 years old	
		12	65 years old or older	

11.	What is your highest level of education completed?	1	Illiterate	One response only.
		2	Primary school completed	
		3	Primary school partial	
		4	Secondary school completed	
		5	Secondary school partial	
		6	College or University completed	
		7	College or University partial	
		8	Master's or PhD completed	
12.	What is your present employment status?	1	Employed full time	<p>In case the answer is "No. 3: Unemployed", skip to Q14</p> <p>In case the answer is "No. 4: Retired", skip to Q14</p> <p>In case the answer is "No. 5: Student", skip to Q14</p> <p>One response only.</p>
		2	Employed part time	
		3	Unemployed 	
		4	Retired 	
		5	Student 	
		6	Other (Please specify).....	
13.	If employed, in which organization are you working?		Please enter name of the organization that is considered the primary employer of respondent.	

			OPEN ENDED.
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14.	Can you please identify the name of the grantee that you were working with?	1.	Jordan Green Building Council (JGBC)	<p>This will be predetermined by the recruitment team and the project management to fulfill the sample. Please ask for verification.</p> <p>From this point onwards, please refer to the grantee by name.</p> <p>Multiple answers possible</p>
		2.	Greyscale	
		3.	Prisma Marketing and Communication	
		4.	Taghyeer	
		5.	Jordanian Royal Marine Conservation Society (JREDS)	
		6.	Royal Scientific Society (RSS)	
		7.	Madaba for supporting development	
		8.	Mabrrah Umm Al Hussein	
		9.	Royal Society for the Conservation of Nature (RSCN)	
		10.	Jordanian Hashemite Fund for Human Development (JOHUD)	
		11.	Greentech	
		12.	Community Media Network (CMN)	
		13.	Jordan University (JU) Faculty of Shariah Students	
		14.	Jordanian Business Professional Women Association (JFPBW)	

		15. Queen Rani Teacher Academy (QRTA)	
		16. Other: specify _____	
		17. No, I am not aware of the Grantee	
15.	Can you please tell us the name of the grant or project that you were working with?	1 Name of project: _____ 2 (Don't know / Don't remember)	Please write down the name exactly as mentioned by respondent. Do not attempt to correct respondents if they mention the wrong name. Now that you have verified that name of the grantee that reached the respondent, please refer to it by name every time you are asking about the grantee. OPEN ENDED.
16.	Please explain what you believe to be the purpose or the goal which the grantee wanted to achieve through the program/ intervention that you were/ your organization was a part of?		Please write down the response exactly as described by respondent.  OPEN ENDED.
17.	Which of these 8 campaigns was used for the project?	1 Increase household water <b>efficiency</b> in new and existing homes 2 Increase and maintain water conserving <b>behaviors</b> amongst households	A list of campaigns is provided to the interviewer. Multiple responses are acceptable.

		3	Increase household water <b>efficiency</b> among large consumers including iconic buildings	
		4	Increase and maintain water conserving <b>behaviors</b> among large consumers including iconic buildings	
		5	Increase energy <b>efficiency</b> and <b>behaviors</b> in new and existing homes	
		6	Reduce the amount of household waste that ends up in landfills and dumpsites	
		7	Reduce littering in public spaces	
		8	Increase water and energy conservation behaviors amongst youth, and reduce littering	
		9	Other, please specify	
		10	I do not know/ I do not remember	

18.	Did you receive any training through the grantee's activities?	1	Yes			This is to understand if the respondent has received any training within the duration of the project. This can be the only activity which they have taken part in, and it can be additional to other activities/ support. One response only. In case the answer is "No. 2: No", please skip to question 21.
		2	No 			
19.	If you received any training can you please provide the name, date and duration of the training (2009-2014 only)	<b>No.</b>	<b>Training title</b>	<b>Date (MM/YY)</b>	<b>Duration (days)</b>	Please note down all trainings that were received. In case the respondent mentioned a training that you know to be irrelevant to the intervention/ project ask in a non-leading manner: was this training provided by (XXX grantee name) regarding (XXX the areas in which the intervention/ project was concerned (water, energy, solid waste)? If the respondent persists to believe that it is, please write it down as mentioned exactly and leave a note for the project manager to verify. All those training were conducted between 2009 and 2013. OPEN ENDED. (2009-2014 only)
		1		___ / ___		
		2		___ / ___		
		3		___ / ___		
		4		___ / ___		
		5		___ / ___		
		6		___ / ___		

20.	On a scale from 1-4 where 1 is	<b>No.</b>	<b>Training title</b>	<b>Satisfaction Level</b>	Please ask for each training mentioned
-----	--------------------------------	------------	-----------------------	---------------------------	--

<p>highly dissatisfied and 4 is highly satisfied, how satisfied were you with the trainings that you received and you mentioned above?</p>	1		1 Highly dissatisfied 2 Dissatisfied 3 Satisfied 4 Highly satisfied	<p>above by name and separately, reading the scale clearly each time.</p> <p>For each training that they have received, please indicate one response for the satisfaction level by circling the corresponding response.</p>
	2		1 Highly dissatisfied 2 Dissatisfied 3 Satisfied 4 Highly satisfied	
	3		1 Highly dissatisfied 2 Dissatisfied 3 Satisfied 4 Highly satisfied	
	4		1 Highly dissatisfied 2 Dissatisfied 3 Satisfied 4 Highly satisfied	
	5		1 Highly dissatisfied 2 Dissatisfied 3 Satisfied 4 Highly satisfied	
	6		1 Highly dissatisfied 2 Dissatisfied 3 Satisfied 4 Highly satisfied	

21.	In addition to the trainings mentioned above, was there any other type of support or activities provided by the grantee within the context of the project / intervention we are discussing?	1	Yes	In case the answer is "No. 2: No", skip to question 27 One response only.
		2	No 	
22.	Please list any other support/ activities that was provided/ implemented by the grantee within the context of the project/ intervention we are discussing and that you were involved in?	3. No.	4. <b>Description of activity or support</b>	Please note down all activities or support that were received. In case the respondent mentioned an activity or support type that you know to be irrelevant to the intervention/ project ask in a non-leading manner: was this provided by (XXX grantee name) regarding (XXX the areas in which the intervention/ project was concerned (water, energy, solid waste)? If the respondent insists on his/her response, please write it down as mentioned exactly and leave a note for the project manager to verify. All those interventions were conducted between 2009 and 2014.  The purpose of this question is to identify any support of any type which was provided to the respondent/ the respondent's organization.  OPEN ENDED.
		5. 1	6.	
		7. 2	8.	
		9. 3	0.	
		1. 4	2.	
		3. 5	4.	
		5. 6	6.	
		7. 7	8.	
		9. 8	0.	

23.	Within the duration of the project/ intervention, how often was each of the above activities implemented or the support provided?	No	Activity or support	Frequency of providing this by grantee		Please provide answer to each activity/ support that was mentioned in the previous question by reading the name of the activity/ support and reading all the responses. One response only for each activity/ support. Please indicate the answer by circling the corresponding code.
		1		1	Only once	
				2	Daily	
				3	Weekly	
				4	Monthly	
		5	Annually			
		6	other			
2		1	Only once			
		2	Daily			
		3	Weekly			
		4	Monthly			
		5	Annually			
		6	other			
3		1	Only once			
		2	Daily			
		3	Weekly			
		4	Monthly			
		5	Annually			
		6	other			
4		1	Only once			
		2	Daily			
		3	Weekly			
		4	Monthly			
		5	Annually			
		6	other			

		5		1 2 3 4 5 6	Only once Daily Weekly Monthly Annually other	
		6		1 2 3 4 5 6	Only once Daily Weekly Monthly Annually other	
24.	On a scale from 1-4 where 1 is highly dissatisfied and 4 is highly satisfied, how satisfied were you with each of the activities implemented/ support provided that you	No	<b>Activity or support</b>	<b>Satisfaction Level</b>		Please provide answer to each activity/ support that was mentioned in the previous question by reading the name of the activity/ support and reading all the responses. One response only for each activity/ support. Please indicate the answer by circling the corresponding code.
		1		1 2 3 4	Highly dissatisfied Dissatisfied Satisfied Highly satisfied	
		2		1 2 3 4	Highly dissatisfied Dissatisfied Satisfied Highly satisfied	
		3		1 2 3 4	Highly dissatisfied Dissatisfied Satisfied Highly satisfied	

	mentioned above?	4		1 Highly dissatisfied 2 Dissatisfied 3 Satisfied 4 Highly satisfied	
		5		1 Highly dissatisfied 2 Dissatisfied 3 Satisfied 4 Highly satisfied	
		6		1 Highly dissatisfied 2 Dissatisfied 3 Satisfied 4 Highly satisfied	
		7		1 Highly dissatisfied 2 Dissatisfied 3 Satisfied 4 Highly satisfied	
		8		1 Highly dissatisfied 2 Dissatisfied 3 Satisfied 4 Highly satisfied	
25.	In your view, from the above mentioned support/ activities,				Please write response exactly as mentioned by respondent. If unable to identify one immediately, please read the support/ activities which they mentioned above again as a reminder.

	which was the one that you consider to be the best one provided/ implemented?		OPEN ENDED.
26.	In your view, from the above mentioned support/ activities, which was the one that was <b>not</b> provided/ implemented well?		Please write response exactly as mentioned by respondent. If unable to identify one immediately, please read the support/ activities which they mentioned above again as a reminder. OPEN ENDED.

27	What motivated you to be part of the project/ intervention that we are discussing?	1	Recognition	Please mention the name of the project/ intervention which the respondent shared with you earlier when reading this question. Please let the respondent answer spontaneously without probing, if unable to provide an answer, read the option.  I. Multiple answers
		2	Fun	
		3	Financial reasons	
		4	Religion	
		5	Competition	
		6	Better environment	
		7	Sanitation	
		8	Awards	
		9	Certificate	
		10	Letters of appreciation	
		11	Other (explain)	
28	As a result of being a part of this project/ intervention, did you , or any of the people you targeted/ reached (parents, housewives, neighbors, other community member) adopted new <b>behaviors/</b>	1	Yes	This question aims at understanding whether the respondent's <b>behaviors and practices</b> (actual actions) have changed, even if slightly. In case the answer is "No. 2: No", skip to question 32 One response only.
		2	No 	

	<b>practices?</b>			
29	What did you do (actual action, behavior, practice) as a result of your work with the grantee or using the training or support provided by the grantee?			This question aims at understanding what actions/ behaviors/ practices the respondent has implemented that was as a result of the intervention/ project, also what he/she transferred to others (examples they educated parents, housewives, neighbors, other community member) . Please write exactly as answered. OPEN ENDED.

30.	In your view, by doing the above, were you able to produce the type of change or result intended by the grantee?	1	Yes	This is in relevance to question 16 which asked about the purpose that the grantee tried to achieve through the intervention. This is a question to assess whether the respondent believes that the purpose has been achieved. One response only.
		2	No	
31.	Please explain why yes/ no?			Write exactly as answered. OPEN ENDED.
32.	Did you communicate your learnings/ new practices to others around you?		Yes	In case "No. 2: No", skip to question 39
		2	No 	
33.	Can you explain to whom you communicated your learnings/ new			This is to identify whether the direct beneficiaries have trickled down the

	practices?		information/ practices which they received from the intervention to others. Write exactly as answered. OPEN ENDED.	
34.	Was there change or result based on your communication of your learnings and practices to others?	1	Yes	This is to assess the results of trickling down information from direct beneficiaries to indirect beneficiaries
		2	No	
		3	I do not know	
35.	Can you please explain what the change is? And if there was no change, why do you think there was no change?		Write exactly as answered. OPEN ENDED.	

36.	What method or type of communication (tools) did you use to reach beneficiaries?	1	TV	<p>Please differentiate between support/ activity/ training and communication channel. This question asks about the communication channels and this not to be confused with activities/ trainings or support. It is simply to ask about how they were communicated with other than the above.</p> <p>If respondent mentions a communication channel that you know to be untrue, please refer back to the grantee and the intervention by name and ask them: "Was this communication method a part of the XXX grantee's project regarding XXX topic?" If the respondent insists, then note down their response and add a note for the project manager to verify.</p> <p>If answer is "No. 12: None" skip to question 39</p> <p>Multiple response. Please gather as many responses to "other" as possible</p>
		2	Direct communication	
		3	Pamphlets	
		4	Video	
		5	Brochures	
		6	DVDs	
		7	Guides	
		8	Poster	
		9	Sticker reminders	
		10	Buttons	
		11	Hats	
		12	Backpacks	
		13	None 	
		14	Other (please provide all examples)	

37.	In your view which tool(s) were most effective?	1	TV	<p>Only accept answers of communication channels which have been mentioned by respondent.</p> <p>2. Multiple response. Please gather as many responses to “other” as possible</p>
		2	Direct communication	
		3	Pamphlets	
		4	Video	
		5	Brochures	
		6	DVDs	
		7	Guides	
		8	Poster	
		9	Sticker reminders	
		10	Buttons	
		11	Hats	
		12	Backpacks	
		13	None	

		14	Other (please provide all examples)	
38.	In your view which tool(s) were least effective?	1	TV	<p>Only accept answers of communication channels which have been mentioned by respondent</p> <p>Multiple response.</p> <p>Please gather as many responses to “other” as possible</p>
		2	Direct communication	
		3	Pamphlets	
		4	Video	
		5	Brochures	
		6	DVDs	
		7	Guides	
		8	Poster	
		9	Sticker reminders	
		10	Buttons	
		11	Hats	
		12	Backpacks	
		13	None	

		14	Other (please provide all examples)	
39.	Besides the use of communication tools, how else did you attempt to accomplish the change or result intended by the grantee?			Open-ended response
40.	Can you please provide any examples where the change or result was accomplished?			Open-ended response
41.	Can you please explain the type of change, or why there has been no change?			Write exactly as it is answered. OPEN ENDED.
42.	In your opinion, was (TYPE OF INTERVENTION) implemented in the best manner that it could have been implemented in?	1	Yes, implemented in the best manner that it could have been implemented in	This is to assess whether the respondents believe that this project overall was implemented in the best manner possible. One response only.
		2	No, not implemented in the best manner that it could have been implemented in	
43.	Can you please explain why you believe so?			Write exactly as answered. Ask this question based on the answer above (why, why not) OPEN ENDED.
44.	Were there any results or changes that you did not	1	Yes	In case answer is "No. 2: No", skip to question 46.
		2	No 	

	anticipate?			One response only.
45.	Please explain what the unexpected results were.			Write exactly as answered. OPEN ENDED.
46.	Do you believe that additional support from the grantee would have helped you achieving the goals/ purposes of the program/ intervention better?	1	Yes	In case answer is "No. 2: No", skip to question 48. One response only.
		2	No	
47.	Can you please explain the nature of the additional support that would have helped you in achieving the goals better?			Write exactly as answered. OPEN ENDED.
48.	If you are to suggest/ recommend effective activities/ trainings/ communication/ support that would have been more effective in achieving the purpose of the intervention, what would you suggest?			Probe as much as possible and do not accept "I do not know" as an answer. This is to assess recommendations Write exactly as answered. OPEN ENDED.
49.	When being a part of the	1	Yes	In case answer is "No. 2: No", skip to

	intervention/ project, were you faced with gender related challenges?	2	No 	question 52. One response only.
50.	What gender challenges did you encounter?			Write exactly as answered OPEN ENDED
51.	How did you address this gender challenge?			Write exactly as answered OPEN ENDED
52.	Are you still doing the work today the grantee supported you to do?	1	Yes	Explain whether the answer was yes or no.
		2	No	
53.	Please explain your answer. (Why or why not?)			Write exactly as answered OPEN ENDED

## PAP QUESTIONNAIRE FOR [INDIRECT] BENEFICIARIES

### IN-DEPTH INTERVIEWS

Questionnaire Number	IN-DEPTH INTERVIEWS / INDIRECT COR#-Type of Activity- Tool #- Activity#		This will be assigned by the project manager. This will be a unique number code.
Researcher's name			
Supervisor's name			
Field quality check mode	1	Accompanied interview	
	2	Listening to the recording	
	3	Back check calls to verify random questions	
Data entry form	1	First Entry (Name of data enterer: _____)	Data will be entered twice. It will be entered thrice in the case of discrepancy between the first two entries. If this is the first entry, circle No. 1 and register your name. If this is the second entry, circle No. 2 and
	2	Second Entry (Name of data	

		enterer:_____)	register your name.
	3	Third Entry (Name of data enterer:_____)	

No.	QUESTION	POSSIBLE RESPONSES	Instructions to researcher										
<b>IDENTIFICATION DATA:</b>													
54.	Date of interview	___/___/___ (YYYY/MM/DD)	Please use the provided date format, starting with year, month and date of interview.										
55.	Time of interview	__:__(HH/MM)	• Please use the provided time format, starting with hour then minutes.										
56.	Name of respondent		This will be predetermined by the recruitment team. Please ask for verification. Please write down first name and surname only. Please use this format: Name, Surname. <b>OPEN ENDED.</b>										
57.	Mobile Number(s)	<table border="1" style="display: inline-table; text-align: center;"> <tr> <td>0</td> <td>7</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	0	7									Must be 10 digits. This will be provided by the recruitment team. However, please ask for verification.
0	7												
58.	Governorate	1	Amman	This is the governorate of the respondent. Please choose only one answer.: choose one									
		2	Aqaba										
		3	Ma'an										
		4	Tafileh										
		5	Karak										

		6	Madaba	
		7	Balqa	
		8	Ajloun	
		9	Jerash	
		10	Zarka	
		11	Mafraq	
		12	Irbid	
59.	District			Example: Jubaiha OPEN ENDED.
60.	Neighborhood			Example: Tla' Al Ali OPEN ENDED.
61.	(Respondent type)	1	Housewives	This will be predetermined and indicated by Mindset recruitment team who will be setting the appointment. Do not ask respondent, but indicate once your reach to the interview and circle the corresponding code.  One response only.
		2	Students	
		3	Youth Groups	
		4	Parents	
		5	Community Members	
62.	Sex	1	Male	This will be determined by the Mindset

		2	Female	recruitment team that will set the interviews. (Mindset will ensure gender balance within the respondents reached.) One response only.
63.	Age	1	5-15 years old	One response only.
		2	16-19 years old	
		3	20-24 years old	
		4	25-29 years old	
		5	30-34 years old	
		6	35-39 years old	
		7	40-44 years old	
		8	45-49 years old	
		9	50-54 years old	
		10	55-59 years old	
		11	60-64 years old	
		12	65 years old or older	

64.	What is your highest level of education completed?	1	Illiterate	One response only.
		2	Primary school completed	
		3	Primary school partial	
		4	Secondary school completed	
		5	Secondary school partial	
		6	College or University completed	
		7	College or University partial	
		8	Master's or PhD completed	
65.	What is your present employment status?	1	Employed full time	<p>In case the answer is "No. 3: Unemployed", skip to Q14</p> <p>In case the answer is "No. 4: Retired", skip to Q14</p> <p>In case the answer is "No. 5: Student", skip to Q14</p> <p>One response only.</p>
		2	Employed part time	
		3	Unemployed 	
		4	Retired 	
		5	Student 	
		6	Other (Please specify).....	
66.	If employed, in which organization are you working?			Please enter name of the organization that is considered the primary employer of respondent.

			OPEN ENDED.
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67.	Please identify the person or organization that has been communicating with you about water, energy, or solid waste issues?		Please write down the name exactly as mentioned by respondent. Do not attempt to correct respondents if they mention the name wrong. Now you have verified that name of the person/ organization which the respondents was reached by, please refer to it by name every time you are asking about the grantee. OPEN ENDED.
68.	Please explain what you see as the purpose or the goal of this communication?		This question is assessing the overall purpose of the communication with him (we need to know if the respondent understand why he was contacted). Please remember, this is an indirect beneficiary, therefore, they have NOT been contacted directly by the grantee. Please write down the response as it is exactly. OPEN ENDED.

69.	Which of these 8 campaigns was used for the project?	1	Increase household water <b>efficiency</b> in new and existing homes	This is to understand the area of focus of the project/ intervention. One response only.
		2	Increase and maintain water conserving <b>behaviors</b> amongst households	
		3	Increase household water <b>efficiency</b> among large consumers including iconic buildings	
		4	Increase and maintain water conserving <b>behaviors</b> among large consumers including iconic buildings	
		5	Increase energy <b>efficiency</b> and <b>behaviors</b> in new and existing homes	
		6	Reduce the amount of household waste that ends up in landfills and dumpsites	
		7	Reduce littering in public spaces	
		8	Increase water and energy conservation behaviors amongst youth, and reduce littering	
		9	Other, please specify	
		10	I do not know/ I do not remember	
70.	What method or type of communication (tools) did the person/ organization that	1	TV	If respondent mentions a communication channel that you know to be untrue, please refer back to the person/ organization by name
		2	Direct communication	

	communicated the topic above mention use?	3	Pamphlets	and ask them: "Was this communication method a part of the person's/ organization's communication regarding XXX topic?" If the respondent insists, then note down their response and add a note for the project manager to verify. If answer is "No. 12: None" skip to question 20 Multiple response.	
		4	Video		
		5	Brochures		
		6	DVDs		
		7	Guides		
		8	Poster		
		9	Sticker reminders		
		10	Buttons		
		11	Hats		
		12	Backpacks		
		13	None 		
		14	Other (please provide all examples)		
71.	In your view, which tool(s) of the ones you mentioned above were most effective?	1	TV		Only accept answers of communication channels which have been mentioned above. • Multiple response.
		2	Direct communication		
		3	Pamphlets		
		4	Video		

		5	Brochures	
		6	DVDs	
		7	Guides	
		8	Poster	
		9	Sticker reminders	
		10	Buttons	
		11	Hats	
		12	Backpacks	
		13	None	
		14	Other (please provide all examples)	
72.	In your view which tool(s) were least effective?	1	TV	Only accept answers of communication channels which have been mentioned above. Multiple response.
		2	Direct communication	
		3	Pamphlets	
		4	Video	
		5	Brochures	
		6	DVDs	

		7	Guides	
		8	Poster	
		9	Sticker reminders	
		10	Buttons	
		11	Hats	
		12	Backpacks	
		13	None	
		14	Other (please provide all examples)	
73.	What motivated you to be a part of this communication that we are discussing?	1	Recognition	Please mention the name of the person/ organization which the respondent shared with you earlier when reading this question. Please let the respondent answer spontaneously without probing, if unable to provide an answer, read the option. • Multiple answers
		2	Fun	
		3	Financial reasons	
		4	Religion	
		5	Competition	
		6	Better environment	
		7	Sanitation	
		8	Awards	
		9	Certificate	
		10	Letters of appreciation 154	
		11	Other (explain).....	Provide exactly as it is mentioned

74.	What additional efforts or communications might have motivated you more strongly?			Write exactly as answered OPEN ENDED
75.	Did you feel that their efforts or communications were equally accessible to both men and women?	1	Yes	One response only.
		2	No	
76.	If not, how could it have been better focused on addressing this gender challenge?			Write exactly as answered • OPEN ENDED

77.	As a result of being a part of their effort and communication, have you changed any behaviors/ practices or adopted new behaviors/ practices/ technologies?	1	Yes	This question aims at understanding whether the respondent <b><u>behaviors' and practices'</u></b> (actual actions) have changed, even if slightly. One response only.
		2	No	
78.	Please explain your answer.			Write exactly as answered • OPEN ENDED.

# OUTREACH FOR PUBLIC ACTION IN WATER, ENERGY AND ENVIRONMENT

## Beneficiary Focus Group Discussions Discussion Guide

1. What are some of the constraints /challenges you faced and how did you overcome them?

Probe A: Discuss gender, social challenges, financial, their relationship with the grantee ..

Probe B: what actions they did to overcome (specify how they overcome gender challenges)

Introduction (7 min)

### For FG facilitator:

Welcome the participants and introduce yourself and your colleague (note taker). Ask each participant to introduce her/his/self to the group.

- Explain the study objectives to the participants:
- Explain the nature of FG discussion session and the purposes for conducting FGs in specific and qualitative research in general: The focus group discussions and in-depth interviews are two very popular qualitative research techniques. Both techniques provide a reliable and fast way to learn from the target audience. A focus group is a data collection technique in which a small group of people, usually between six and ten individuals, is guided by a facilitator to discuss specific topics in a structured way. The facilitator raises issues identified in a discussion guide and uses probing questions to solicit opinions, ideas, and other information, often as it relates to a project or other activity.
- Inform participants that such sessions will be held in other locations entire the Kingdom and the collected data will be gathered and analysed following a scientific research methods but not individually.
- Encourage participants to participate: We wish to ask each one of you to speak freely and openly, there are no wrong or right answers, we are only interested in knowing your opinions and perceptions. Whatever is discussed here will remain confidential. We will record the session to help us remember what you said; the tapes will be listened only by the note taker. She/he will try to be as accurate as possible but the tapes will help us if she missed anything.
- Inform participants that it's very important to listen to each other: so if you please when one of the participants talk, all of us must listen.
- Inform participants that you will not (as a FG facilitator) participate in the discussion by giving any opinion, agreeing or disagreeing; and your role will be to facilitate the discussion only.
- Inform participants that the assistant facilitator (note taker) will be responsible for operating the recording equipment, taking notes, and time keeping, In addition to managing all the logistical issues pertaining to the focus group.

### For FG note taker:

- Before FG session starting ask each participants to fill out the mini survey (identification sheet) given to them.
- Make sure that all participants have been seated.
- Give each participants the tag name and ask them to write his/her first (surname/ number) name only for the purposes of communications.
- Make sure that refreshments is reachable.
- Make sure that the recorder work perfectly. Note.
- Be sure to record Grantee name and code number in data sheets

#### Warm up (5 minutes)

The session facilitator will start making up a friendly relationship with the participants by starting the conversation about youth in general:

We hear the youth are in the forefront when it comes to getting people to conserve and manage water, energy and solid waste? Is this true? Why are the youth so successful?

#### Discussion topics: Students and Youth Groups

1. Through your involvement in this intervention, what have you learned about conserving water, energy and solid waste?

\*Remember to direct the discussion according the focus area of the grantee (water, energy, solid waste).

2. What behavior changes have you managed to make in your, household, neighbourhood, community towards conserve and mange water, energy and solid waste?

\*Remember to direct the discussion according the focus area of the grantee (water, energy, solid waste).

Probe A: illustrate more changes in behaviors for the following: using new technologies (devices to save water or energy), water saving attitudes (close tap during washing, teeth brushing, maintenance), turn off lights, using air condition, manage solid waste, anti-littering.

Probe B: What were some of the factors that made behavior change possible in your household, neighborhood, community?

3. What are some of the constraints /challenges you faced and how did you overcome them?

Probe A: Discuss gender, social challenges, financial, their relationship with the grantee ..

Probe B: what actions they did to overcome (specify how they overcome gender challenges)

4. How do you plan to continue with your successes in the future, now that the project is over?

Probe A: discuss essential issues that will help in sustainability (motivations, support, overcome challenges,..)

5. If you have been asked to participate in such interventions/activities in the future how you will implement this?

Probe A: what activities you will repeat, what you will change

Probe B: channels to implement intervention, target group, parties' involvement

Probe C: more support from the grantee, orientation, training ,...

At the end thank the participants.

#### Warm up (5 minutes)

The session facilitator will start making up a friendly relationship with the participants by starting the conversation in general: I hear you have achieved great things for this project?

## Discussion topics: 2. Housewives and Teachers

- 1 Through your involvement in this intervention, what have you learned about conserving water, energy and solid waste?  
\*Remember to direct the discussion according the focus area of the grantee (water, energy, solid waste).  
Probe A: How true is the statement that women, girls and teachers are more ready to get involved in good management of water, energy and solid wastes? Explain.
- 2 What behavior changes have you managed to make in your, household, neighbourhood, community towards conserve and mange water, energy and solid waste?  
\*Remember to direct the discussion according the focus area of the grantee (water, energy, solid waste).  
Probe A: illustrate more changes in behaviors for the following: using new technologies (devices to save water or energy), water saving attitudes (close tap during washing, teeth brushing, maintenance), turn off lights, using air condition, manage solid waste, anti-littering.  
  
Probe B: What were some of the factors that made behavior change possible in your household, neighbourhood, community?
- 3 What are some of the constraints /challenges you faced and how did you overcome them?  
  
Probe A: Discuss gender, social challenges, financial, their relationship with the grantee ..  
Probe B: what actions they did to overcome (specify how they overcome gender challenges)
- 4 How do you plan to continue with your successes in the future, now that the project is over?  
Probe A: discuss essential issues that will help in sustainability (motivations, support, overcome challenges,..)
- 5 If you have been asked to participate in such interventions/activities in the future how you will implement this?  
Probe A: what activities you will repeat, what you will change  
Probe B: channels to implement intervention, target group, parties' involvement  
Probe C: more support from the grantee, orientation, training, ....

At the end thanks the participants.

## PAP QUESTIONNAIRE FOR STRUCTURED OBSERVATION VISITS

<b>Questionnaire Number</b>	<b>STRUCTURED OBSERVATION</b> <b>COR#-Type of Activity- Tool #- Activity#</b>		<b>This will be assigned by the project manager. This will be a unique number code.</b>
Researcher's name			
Supervisor's name			
Field quality check mode	1	Accompanied interview	
	2	Listening to the recording	
	3	Back check calls to verify random questions	
Data entry form	1	First Entry (Name of data enterer: _____)	Data will be entered twice. It will be entered thrice in the case of discrepancy between the first two entries. If this is the first entry, circle No. 1 and register your name. If this is the second entry, circle No. 2 and register your name.
	2	Second Entry (Name of data enterer: _____)	
	3	Third Entry (Name of data enterer: _____)	

Instructions to data collector: Meet with the staff person at the location that knows the most about grantee-supported installed devices/technologies/practices. This will be coordinated prior to the visit with the recruitment team.

*\*Staff Person might be any responsible personnel for observing the installed devices as an administration office, Engineer, etc.*

No.	QUESTION	POSSIBLE RESPONSES	INSTRUCTIONS TO RESEARCHER										
79.	Date of interview	___/___/___ (YYYY/MM/DD)	Please use the provided date format, starting with year, month and date of interview.										
80.	Time of interview	__:__(HH/MM)	Please use the provided time format, starting with hour then minutes.										
81.	Name of the point of contact at the location		This will be predetermined by the recruitment team. Please ask for verification. Please write down first name and surname only. Please use this format: Name, Surname. This will be provided by the grantee.										
82.	Position		OPEN ENDED										
83.	Mobile Number	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; text-align: center;">0</td> <td style="width: 20px; text-align: center;">7</td> <td style="width: 20px;"></td> </tr> </table>	0	7									Must be 10 digits. This will be provided by the recruitment team. However, please ask for verification.
0	7												

84.	Type of site visit/SO	1	University		This will be provided by the recruitment team. However, please indicate for verification.
		2	Hotel		
		3	Camp		
		4	Mabarah Building		
		5	SMEs		
		6	Park		
		7	School building		
85.	Type and number of technology(ies) reported installed by grantee/PAP:	<b>No.</b>	<b>Technology installed</b>	<b>Number of technology items installed at location</b>	This will be provided by Mindset (which will be provided by grantee/ PAP)  DO NOT READ TO RESPONDENT. THIS IS ONLY FOR COMPARISON WITH WHAT IS IN FACT ON THE GROUND.
		1			
		2			
		3			
		4			
86.	Governorate	1	Amman		This is the governorate of the location. Please choose only one answer.
		2	Aqaba		
		3	Ma'an		
		4	Tafileh		

		5	Karak	
		6	Madaba	
		7	Balqa	
		8	Ajloun	
		9	Jerash	
		10	Zarka	
		11	Mafraq	
		12	Irbid	
87.	District			Example: Jubaiha OPEN ENDED.
88.	Neighborhood			Example: Tla' Al Ali OPEN ENDED.
89.	Sex	1	Male	This will be determined by the Mindset recruitment team that will set the interviews.
		2	Female	
90.	Age	1	5-15 years old	One response only.
		2	16-19 years old	
		3	20-24 years old	

		4	25-29 years old	
		5	30-34 years old	
		6	35-39 years old	
		7	40-44 years old	
		8	45-49 years old	
		9	50-54 years old	
		10	55-59 years old	
		11	60-64 years old	
		12	65 years old or older	
91.	What is your highest level of education completed?	1	Illiterate	One response only.
		2	Primary school completed	
		3	Primary school partial	
		4	Secondary school completed	
		5	Secondary school partial	
		6	College or University completed	
		7	College or University partial	
		8	Master's or PhD completed	

92.	Can you please identify the name of the grantee that you were working with?	1	Jordan Green Building Council (JGBC)	This will be predetermined by the recruitment team and the project management to fulfill the sample. Please ask for verification.  One response only.
		2	Greyscale	
		3	Prisma Marketing and Communication	
		4	Taghyeer	
		5	Jordanian Royal Marine Conservation Society (JREDS)	
		6	Royal Scientific Society (RSS)	
		7	Madba for supporting development	
		8	Mabrrah Umm Al Hussein	
		9	Royal Society for the Conservation of Nature (RSCN)	
		10	Jordanian Hashemite Fund for Human Development (JOHUD)	
		11	Greentech	
		12	Community Media Network (CMN)	
		13	Jordan University (JU) Faculty of Shariah Students	
		14	Jordanian Business Professional Women Association (JFPBW)	
		15	Queen Rani Teacher Academy (QRTA)	
		16	(I don't remember the name of the grantee)	
		17	Other: mention	
93.	Can you please tell us the name of the grant or project that you were working with?	1	Name of project: _____	Please write down the name exactly as mentioned by respondent. Do not attempt to correct respondents if they mention the wrong name.

		2	(Don't know / Don't remember)	<p>Now that you have verified that name of the grantee that reached the respondent, please refer to it by name every time you are asking about the grantee.</p> <p>OPEN ENDED.</p>
94.	Please briefly explain what the purpose or the goal which the grantee wanted to achieve through the program/ intervention that you were/ your organization was a part of?			<p>This question is assessing the overall purpose of the project that the grantee was working with the respondent to achieve. This is the ultimate goal that the project/ intervention was set out to achieve. Please write down the response exactly as described by respondent.</p> <p>OPEN ENDED.</p>
95.	Which of these 8 campaigns was used for the project?	1	Increase household water <b>efficiency</b> in new and existing homes	<p>This is to understand the area of focus of the project/ intervention.</p> <p>One response only.</p>
		2	Increase and maintain water conserving <b>behaviors</b> amongst households	
		3	Increase household water <b>efficiency</b> among large consumers including iconic buildings	
		4	Increase and maintain water conserving <b>behaviors</b> among large consumers including iconic buildings	
		5	Increase energy <b>efficiency</b> and <b>behaviors</b> in new and existing homes	
		6	Reduce the amount of household waste that ends up in landfills and	

			dumpsites	
		7	Reduce littering in public spaces	
		8	Increase water and energy conservation behaviors amongst youth, and reduce littering	
		9	Other, please specify	
		10	I do not know/ I do not remember	

Interview with institutional representative

Ask for copies of any reports, invoices or receipts that can be used to verify any of the reported dates, numbers and types of technologies

96.	What motivated you to be part of the project/ intervention that we are discussing?	1	Recognition	<p>Please mention the name of the project/ intervention which the respondent shared with you earlier when reading this question. Please let the respondent answer spontaneously without probing, if unable to provide an answer, read the option.</p> <p>In case the respondent answers using their own words DO NOT ASSUME what it means, please read the possible answers to the respondent to choose from.</p> <p>Multiple answers Provide exactly as it is mentioned</p>	
		2	Fun		
		3	Financial reasons		
		4	Religion		
		5	Competition		
		6	Better environment		
		7	Sanitation		
		8	Awards		
		9	Certificate		
		10	Letters of appreciation		
		11	Other (explain).....		
97.	Were any <u>technologies</u> or <u>devices</u> designed to save water or energy or improve solid waste handling installed or used as a result of your work with the grantee?	1	Yes	If the respondent says no, please probe using the list of items which are provided to you as a guideline on the technologies installed in the location.	
		2	No		
98.	What <u>technologies</u> or <u>devices</u> designed to save water or energy or	No	Technology/ devise installed	Number of items	Please request the number and devices as it stands <b>TODAY</b> . Please provide any documentation or receipts relevant to the

improve solid waste handling did you install or use as a result of your work with the grantee?	1			devices installed
	2			
	3			
	4			
	5			
	6			

99.	What were the results of your use or installation of these technologies or devices?			Please refer to the devices mentioned above by name Write down as answered exactly OPEN ENDED.
100.	In your view, were these technologies or devices able to produce the type of change or result intended by the <u>grantee</u> ?	1	Yes	Please refer to the grantee as mentioned above by name One response only.
		2	No	
101.	If yes, please explain what kind of change has resulted because of those devices/ technologies? <i>And if not, why is that?</i>			Please probe as much as possible about the explanation to the question. Write down as answered exactly OPEN ENDED.
102.	In your view, was this grantee's work an effective way to accomplish the change or result intended?	1	Yes	Please refer to the grantee as mentioned above by name One response only.
		2	No	

103.	Please explain why that is.			Write down as answered exactly OPEN ENDED.
104.	Are you able to maintain these technologies?	1	Yes	Please refer to the technologies as mentioned above by name One response only.
		2	No	
105.	Please explain your answer (why or why not?)			Write down as answered exactly OPEN ENDED.
106.	Have there been any unexpected costs or other challenges related to the use of these technologies?	1	Yes	Please refer to the technologies as mentioned above by name In case answer is "No", skip to Q30 One response only.
		2	No  Q30	
107.	Please describe these costs or challenges			Write down as answered exactly OPEN ENDED.
108.	In your view, do you consider these technologies to be a good investment by your institution?	1	Yes	Please refer to the technologies as mentioned above by name One response only.
		2	No	
109.	Please explain your answer (Why or why not?)			Write down as answered exactly OPEN ENDED.
110.	Thinking of the objectives of installing these technologies, what other technologies or related changes would you recommend for future projects?			Write down as answered exactly OPEN ENDED.
111.	When using these technologies	1	Yes	In case answer is "No. 2: No", skip to question 36

	or devices, did you encounter any challenges engaging different genders?	2	No 	One response only.
112.	What gender challenges did you encounter?			Write down as answered exactly OPEN ENDED.
113.	How did you address this gender challenge? ( <i>Note: Prop on the challenges and how they managed them</i> )			Write down as answered exactly OPEN ENDED.
114.	Are you still using the technologies/devices the grantee supported you to do?	1	Yes	One response only.
		2	No	
115.	Please explain your answer. (Why or why not?)			Write down as answered exactly OPEN ENDED.
116.	What additional support from the grantee would have helped you achieve the purpose of the intervention after that project ended?			Please refer to the intervention by name Write down as answered exactly OPEN ENDED.
117.	Did you participate in any International Day campaigns	1	Yes	In case answer is "No. 2: No", end interview One response only.
		2	No 	
118.	Please provide the names of those campaigns	<b>No.</b>	<b>Name of campaign</b>	Write as many campaigns as the respondent mentions
		1		Write down as answered exactly

		2		OPEN ENDED.
		3		
		4		

Thank the respondent for their time in the interview and ask them to show you the installed technologies and/or devices that he/she reported above. Ask them to show you any posters and/or policies related to the technologies. If you can carry copies with you, bring them. Otherwise, take pictures of these. Instructions on photos: Please take photos of the installed technology. If it is a device that has a flow restrictor in it, please take a picture of the device with water flowing through it with full available water pressure.

No.	Technology	Date, year technology was put in place	# reported / installed (Excel sheet provided by MESP)	Number observed in place	Number reported by Respondent	Working condition				Poster or Policy statement on use posted in premises	Remarks / Observation notes
						In use/Working	Broken / why not changed yet?	Not in Use, Why	N/A		
<b>A.</b>	<b>WATER</b>										
	Water flow restrictors in:										
1	Faucets/ Aerators										
2	Shower head										
3	Dual flush toilets										
4	Grey water recovery tanks toilets										
5.	Irrigation basins										
6	Other environmental conserving technologies in place, Please specify										

<b>B.</b>	<b>ENERGY</b>										
1	Energy efficient light bulbs										
2	Solar panel/PV collectors										
3	Solar water heater										
4	Covers (awnings, ramadas, architectural hangings)										
5	<b>Other environmental conserving technologies in place, Please specify</b>										
<b>C.</b>	<b>WASTE TECHNOLOGY</b>										
1	Trash bin										
2	Waste source separation trash cans										
3	Paper recycling boxes										
4	<b>Other environmental conserving</b>										

	<b>technologies in place, Please specify</b>										
	<b>A.</b>										
	<b>B.</b>										
	<b>C.</b>										

33.

# ANNEX VI. RESEARCH REPORTS PRODUCED BY PAP (SOURCE: PAP)

## **PAP SURVEYS, ASSESSMENTS, RESEARCH AND STUDIES (EXCLUDING THOSE DONE BY GRANTEES)** **November 1, 2009- October 30, 2010**

No	Type of Survey, Assessment, Research and Studies	Sources
1	<p><b>NGO &amp; CBO Efforts on Social Marketing, Outreach &amp; Communication</b> Review NGO/CBO experience in communication/outreach, assess the capability of individual staff to use public and social media outlets for conducting social marketing programs, evaluate knowledge and skill sets of communication assess the capabilities of NGOs/CBOs to distinguish between public relations and behavior change communication, and (ability to) conduct behavior change programs, and assess the ability of NGOs/CBOs to manage a grant program and conduct a targeted behavioral change activity.</p>	Annual progress report November 1, 2009- October 30, 2010 p. 16
2	<p><b>KAP I Household – baseline survey</b> The Household Baseline Survey on the use of water, energy and the management of solid household waste was Knowledge, attitude and practice (KAP) study. A nationally representative sample of 1000 households was the base population for this survey.</p>	Annual progress report November 1, 2009- October 30, 2010 p. 16
3	<p><b>Water and Energy Related Survey of Large Jordanian Consumers, and the Rapid Energy and Water Audits for 22 Selected Entities</b> Developed to assess the knowledge, attitudes and behaviors of managers, maintenance engineers and owners of large consumers, both governmental and private sector to determine if practicing sustainable behaviors regarding water, energy and solid waste, and if not the barriers and potential benefits that could be brought to bear to encourage greater use of known technologies that could reduce consumption. 88 key informant interviews and 22 audits review for selected large consumers were conducted. The survey categorized large consumers into a number of main sectors; these are Hotels and Restaurants Sector, Commercial Sector, Hospitals, Government Buildings, and Industrial Sector.</p>	Annual progress report November 1, 2009- October 30, 2010 p. 16
4.	<p><b>Study of Government Institutions in Water, Energy and Environment</b> Review of government agencies' current and past communication activities in water, energy and environment (mainly solid waste management). The analysis was based on open-ended interviews</p>	Annual progress report November 1, 2009- October 30, 2010 p. 16

	conducted with a targeted sample of 36 staff from 22 government institutions, including public utilities.	
5.	<b>Survey of USAID and other Donor Efforts in Outreach and Communication</b> 39 open-ended interviews with donor officials and managers of donor-funded projects.	Annual progress report November 1, 2009- October 30, 2010 p.17
6.	<b>Young People’s Knowledge Attitudes &amp; Behaviors on Environmental Issues: Water &amp; Energy Conservation &amp; Solid Waste Management- Informal &amp; non formal Sectors</b> The survey was done to explore the level of knowledge, attitudes held, and practices observed by young people age 17-24 to create baseline data towards environmental issues related to water and energy conservation and solid waste management. Also, aims to assess knowledge and attitudes of educators, staff, and youth workers to identify strengths and areas for improvement through capacity building. . A total number of 161 interviews have been conducted to achieve the survey objectives. Socioeconomic background, age, gender, area of residence, and employment status were the variables that base the findings.	Annual progress report November 1, 2009- October 30, 2010 p. 17
7.	<b>Young People’s Knowledge Attitudes &amp; Behaviors: Gaps in Environmental Education Curricula &amp; Teachers’ Competencies- Formal Sector</b> The survey designed to assess young people’s in the age of 6-15 knowledge, attitude and behaviors in environmental issues as compared to the curriculum learning objectives, determined the environmental programs and curricula available to young people through formal educational settings and examine teacher’s roles, their skills, attitudes and ethics, and assess their training needs. 12 public schools, 4 private schools, 412 students, 40 teachers, and 12 principals were included in the survey presenting the sample gender, school type, area, age and other out of school activities such as Madrasati and Nature Clubs.	Annual progress report November 1, 2009- October 30, 2010 p. 17
8.	<b>Mapping Concepts of Water, Energy Conservation and Solid Waste Management in the Jordanian National Curriculum- Formal Sector</b> This survey aims to evaluate the concepts of water, energy and solid waste that exist in the curriculum and the manner in which they are tackled. A comprehensive survey of 104 school textbooks from grades 1-10 in fourteen subjects was conducted.	Annual progress report November 1, 2009- October 30, 2010 p. 18
9.	<b>Solid Waste Behaviors within the formal and informal waste Streams of Jordan</b> The aim of this study is to illustrate the waste stream in Jordan and to chart the behaviors and practices that shape it. To reach this target, Entity Green focused its mostly qualitative research on public practices and attitudes towards waste, informal waste reclamation, the trade of reclaimed materials, and official waste management in both Amman and Aqaba	Annual progress report November 1, 2009- October 30, 2010 p. 18
10.	<b>Media Surveys</b> The media, being one of the intermediary channels for non-formal education, was an exploration subject for PAP to understand what type of media coverage environmental issues have been receiving in the country; to assess level of awareness on environmental issues amongst professional journalists such that	Annual progress report November 1, 2009- October 30, 2010 p. 18

	gaps in knowledge and capabilities are identified	
11.	<p><b>Gender Desktop Review</b></p> <p>The purpose of this report, conducted by Development Technical Services (DTS) a US subcontractor to the PAP project, was to capture, as much as possible, any findings drawn from the existing research that might apply to PAP activities. The survey aggregated and synthesized the research conducted on gender and NRM in Jordan and the Middle East and identified findings that could be adapted and applied to PAP project activities. The survey reviews gender specific information related to water, energy and solid waste resources management in Jordan and provides illustrative activities for PAP.</p>	Annual progress report November 1, 2009- October 30, 2010 p. 19
12	<p><b>Drivers of Change</b></p> <p>Perhaps the most important survey conducted by PAP in the absence of anthropological, psychological, cultural, and marketing surveys was the Drivers of Change survey. The qualitative survey explored the Jordanian public's motivations, their needs/desires, and the demands of culture, personal economics, and other socio-psychological arenas of people's lives, linked to the specific priority problems that the project has identified in water, energy conservation and solid waste reduction.</p>	Annual progress report November 1, 2009- October 30, 2010 Pg 19
13.	<p><b>Survey of Youth Programs in Jordan</b></p> <p>PAP NGO specialist Maha Durgham, conducted a study designed to review NGO youth-oriented programs in Jordan. The study looked at the institutional structure of these programs, the number and kinds of youth participating in the programs, to see what kind of future support PAP might give to this specific target group, and what kinds of remedial assistance might be necessary to strengthen the capabilities of the NGOs. The study covered 10 NGOs and will provide the basis for the grants program activities directed at youth.</p>	Annual progress report November 1, 2009- October 30, 2010 p. 19
14.	<p><b>Assessment for NGOs Communication materials</b></p> <p>The assessment exercise conducted for a sample of NGOs communication materials was undertaken to supplement and verify findings of the Public Action's project baseline surveys; namely the findings of survey #1 of NGOs and CBOs designed to review institutional capabilities and experience in implementing communication/outreach activities.</p>	Annual progress report November 1, 2009- October 30, 2010 p. 19
15.	<p><b>Survey of vendors of electrical appliances</b></p> <p>Survey components comprise of a desktop survey and vendor interviews targeting ministries, department of statistics, donors, private energy firms and field visits to vendors in Amman, Madaba, Karak and Irbid.</p> <p>Through its grants program, PAP intends to award funds for the development of public education campaign(s) to raise knowledge levels among the Jordanian public on energy efficient technologies. To initiate this process, PAP planned to conduct its own situational analysis to understand marketing patterns for household energy consuming/producing appliances and learn more about knowledge levels</p>	Annual progress report November 1, 2010- October 30, 2011 p.28

	among the vendors and customers themselves. The survey lists 3 potential targets; a) vendors of home appliances in selected governorates in the Kingdom, b) vendors of solar heating systems, c) customers walking in and out of above mentioned shops.	
16.	<p><b>Research on the video gaming market</b></p> <p>A brief research was conducted on the video gaming industry and market, with focus on the trends in the local markets and the region. The research starts with definitions of Social Gaming then looks at the topic from a global and a regional perspective. To formulate the research paper several sources were utilized</p>	Annual progress report November 1, 2010- October 30, 2011 p. 29
17.	<p><b>Situational Analysis of Environmental Practices at Camp Sites in Southern Jordan</b></p> <p>Assessment of solid waste management and littering at Camp Sites and spread Awareness around Camp Sites about ECO-Standards</p>	Annual progress report November 1, 2010- October 30, 2011 p. 29
18.	<p><b>Situational Analysis for Vendors of Water Efficiency Devices (Indoor and outdoor use)</b> done to</p> <ul style="list-style-type: none"> <li>• Assess level of knowledge of shop-keeper about the water situation in Jordan, and align it to the products sold at the shop,</li> <li>• Assess customers' profile and purchasing trends and</li> <li>• Define selling points for vendors for water efficiency devices.</li> </ul>	Annual progress report November 1, 2010- October 30, 2011 Pg 30
19.	<p><b>Situational analysis for landscape designers/companies done to</b></p> <ul style="list-style-type: none"> <li>• Measure the level of knowledge of Jordan water situation and water conservation practices.</li> <li>• Measure client preference trends from a landscaper's perspective.</li> <li>• Assess the tradeoff between water conservation and clients' needs.</li> <li>• - Assess the client base of landscape companies.</li> </ul>	Annual progress report November 1, 2010- October 30, 2011 p. 31
20.	<p><b>Field Assessment of Domestic Solar Water Heaters (SWH)</b></p> <ul style="list-style-type: none"> <li>• Gain better understanding of the weaknesses and strengths of SWH in Jordan through:</li> <li>• Calculating and measuring cold water loss due to SWH on a household level.</li> <li>• Conducting a situational analysis on the use and status of SWH from the customer's point of view.</li> <li>• Proposing applicable solutions to overcome the cold water loss issue in Jordan.</li> </ul> <p><i>Based on the results of this survey, PAP will draft specific programs or grants to overcome major difficulties related to SWH.</i></p>	Annual progress report November 1, 2010- October 30, 2011 p. 32
21.	<p><b>Media content analysis study</b></p> <p>To understand what type of media coverage water, energy and environmental issues have been receiving;</p> <ul style="list-style-type: none"> <li>• To understand how these media outlets work and how PAP's topics of interest can be</li> </ul>	Annual progress report November 1, 2010- October 30, 2011 p. 32

	<p>promoted in their media more systematically and more often;</p> <ul style="list-style-type: none"> <li>• To assess capabilities of media professionals in investigative reporting on PAP's three thematic areas;</li> <li>• To determine the level of awareness on Water, Energy, and Environmental issues amongst media professionals;</li> <li>• To assess the level of interest and commitment of media outlets;</li> <li>• To enable PAP to identify potential future partners.</li> </ul>	
22.	<p><b>A Communications Assessment of Water Companies in Jordan</b> provided first tier, second tier, and third tier recommendations. These recommendations were broken down into four areas; (1) water quality, (2) customer service, (3) Disi water, and (4) demand management. The two utilities were each provided with the assessment report for their comments and final approval.</p>	Annual progress report November 1, 2011- October 30, 2012 p. 49
23.	<p><b>Survey of Large Consumers such as hotels.</b> In coordination with the WDMU, PAP conducted nine data collection field visits to hotels that attended the training workshop to establish the baseline for the current BMPs being implemented, level of knowledge among maintenance staff about BMPs, the degree of compliance with the plumbing code, and to understand the decision-making process within hotels. PAP has prepared two RFPs to subcontract training programs designed to increase awareness and knowledge about the BMPs listed in the water-use efficiency guide among hotel and office building owners, managers, and engineers in Amman, Wadi Musa, and Aqaba. The training will result in hotels adopting water-saving practices outlined in the BMPs. The year-long contracts are expected to begin November 2012</p>	Annual progress report November 1, 2011- October 30, 2012 Pg 50
24.	<p><b>Field Assessment of Domestic Solar Water Heaters.</b> The objectives of the study included: Assessing the currently-installed SWH for domestic use, measuring cold water loss due to improper plumbing Determining why cold water is lost, Suggesting viable solutions to reduce cold water loss</p>	Annual progress report November 1, 2011- October 30, 2012 p. 52
25	<p><b>Interdisciplinary Research Consultants (IdRC) Survey</b> Assess the knowledge, attitude, beliefs and behavior changes relating to water, energy, and solid waste of a variety of target groups linked to institutions (government, private sector, utilities, rural populations, municipalities). Assess the level of exposure to PAP's activities, campaigns, and messaging in its core areas of work (water, energy, and solid waste). Understand how and from where target groups obtain information on water, energy, and the environment. Specific objectives were to know;</p> <ol style="list-style-type: none"> <li>1. What type of marketing technique (if any) have vendors been applying when promoting home appliances (lowest cost, reliability, customer service post-purchase, special features, brand names, size, energy or water efficiency).</li> <li>2. Factors influencing the customer decision-making process (psychological, and social but also including the above list of variables).</li> </ol>	Annual progress report November 1, 2011- October 30, 2012 p. 35

	<ol style="list-style-type: none"> <li>3. Consumer habits and trends.</li> <li>4. Knowledge levels among the vendors themselves on customer lifestyles and needs, technical details of products they promote, and government incentives related to energy saving products.</li> <li>5. Condition of labels (if any) on products, and the knowledge level of vendors as to the meaning of the labels.</li> </ol>	
26.	<p><b>Market Research Organization (MRO) Survey KAP 2</b></p> <ol style="list-style-type: none"> <li>1. Assess the knowledge, attitude, beliefs and behavior changes relating to water, energy and solid waste of a variety of target groups (households, individuals, youth, new home owners, newly engaged couples, etc.).</li> <li>2. Assess the level of exposure to PAP's activities, campaigns, and messaging in its core areas of work (water, energy, and solid waste).</li> <li>3. Understand how and from where target groups obtain information on water, energy, and the environment.</li> </ol> <p>The data was subsequently analyzed and a narrative report was issued which detailed the omnibus findings.</p>	Annual progress report November 1, 2011- October 30, 2012 P. 37
27.	<p><b>Conducting a Type II Energy Audit in a 5-Star Hotel in Aqaba</b></p> <p>ECOSOL conducted a Type II energy audit to a selected five-star hotel in Aqaba. The audit was in compliance with ASHRAE Level II Energy Survey and Analysis standards and included economic analysis of consumption and selected measurements to the following systems</p>	Annual progress report November 1, 2011- October 30, 2012 P. 38
28.	<p><b>PAP PV Systems Study.</b> ACED in Aqaba, in particular is interested in developing a program to bring PV solar installation to homes in Aqaba. The cost of PV systems has been considerably reduced and it may now become more accessible especially if bulk purchase can be accessed. PAP is exploring this and other renewable energy systems to promote in Jordan but they will require some research. PAP anticipates to issue a contract to an energy firm to do a feasibility analysis of establishing solar PV systems in the city of Aqaba in the first quarter of 2013.</p>	Annual progress report November 1, 2011- October 30, 2012 P. 55
29.	<p><b>Random customer survey of Aqaba Water Company (AWC) on KAP of customers</b></p>	Year 4 Annual Progress Report, October 1, 2012 – September 30, 2013, p.5
30.	<p><b>Situation analysis Tafeelah, Mafrq on water status on cultural trends to address limited supply of water</b></p>	Year 4 Annual Progress Report, October 1, 2012 – September 30, 2013, p.7
31.	<p><b>Situation analysis and proposal with MoEnv and UNESCO on solid waste management</b></p>	Year 4 Annual Progress

	<b>Zarah Hot Springs, Dead Sea</b>	Report, October 1, 2012 – September 30, 2013, p. 13
32.	<b>Situation analysis on solid waste management practices in Jerash, Ajloun, Madaba, Fahais</b>	Year 4 Annual Progress Report, October 1, 2012 – September 30, 2013, p.15
33,34,35,	<b>MRO PAP Omnibus Survey 2012, 2013, 2014</b>	Year 4 Annual Progress Report, October 1, 2012 – September 30, 2013, p.4
36.	<b>Assessment of Institutional Capabilities and communications need, Outreach and Communications Unit, Ministry of Water, 2013</b>	Year 4 Annual Progress Report, October 1, 2012 – September 30, 2013, p.3
37.	<b>Recommended management practices guide (RMP) developed with hotels in Amman, Dead Sea, Aqaba, Wadi Mussa</b>	Year 4 Annual Progress Report, October 1, 2012 – September 30, 2013, p.20
38.	PAP also contracted a consultancy firm, Interdisciplinary Research and Development Consultants (id:rc), to conduct a survey that analyzed the quantity and distribution of Syrian refugees, and evaluated the impact refugees have on water supply, waste, and overall quality of water in specific areas. The paper, <b>Quantification of the Impact of Syrian Refugees on the Water Sector in Jordan</b> , was presented at the workshop and for the first time achieved a level of general consensus regarding the scale and impact of the Syrian refugee crisis on Jordan’s water sector.	Final PAP Report October, 2014, p.27.
39	Early in 2013, PAP was asked to offer its expertise for redefining the role of communications within the Aqaba Water Company (AWC). Discussions with AWC management indicated a need for clarifying the role of communications in supporting the company’s operations. Accordingly, results of a communications assessment conducted by PAP in April 2013, including a customer survey of a sample of 218 customers, prioritized improving inter-departmental and employee communications.	Final PAP Report October, 2014 p.28

40.	<p>USAID Report “<b>Survey Findings of Vendors and Consumers of Electrical Appliances</b>”. May 2013.  field surveys to understand market trends, how Jordanians make decisions related to purchasing new technologies for their homes, and how these are being promoted and the services tied to installing and maintaining them</p>	Final PAP Report October, 2014 p.31
	<p>Early in 2013, PAP was asked to offer its expertise for redefining the role of communications within the Aqaba Water Company (AWC). Discussions with AWC management indicated a need for clarifying the role of communications in supporting the company’s operations. Accordingly, results of a communications assessment conducted by PAP in April 2013, including a customer survey of a sample of 218 customers, p</p>	
	<p>A US-based utilities communications expert<sup>26</sup> was tasked to conduct a communication assessment of both IDECO and EDCO in the spring of 2012.</p>	
	<p>Another field assessment of domestic solar water heaters, conducted in 2012, highlighted the fact that many of Jordan’s solar water heaters are incorrectly connected to the plumbing system, out of compliance with both the old and new plumbing codes, resulting in substantial cold water losses from faucets and showerheads.</p> <p>Another field assessment of domestic solar water heaters, conducted in 2012, highlighted the fact that many of Jordan’s solar water heaters are incorrectly connected to the plumbing system, out of compliance with both the old and new plumbing codes, resulting in substantial cold water losses from faucets and showerheads.</p>	
	<p>In 2011 and 2012, PAP conducted communication assessments of two of Jordan’s water utilities—Miyahuna and Aqaba Water Company—and found that the communications departments were not integrated with other departments. The project then helped both water companies to re-engineer the</p>	p.2

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<sup>26</sup> Dr. Martha Monfried

	role and responsibilities of the communications department.	
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# ANNEX VII. INSTRUCTION AND CONSIDERATIONS IN COMPLETING PAP GRANT TEMPLATES (SOURCE: PAP)

## Instructions and Considerations in completing PAP Grant Templates

### A. BACKGROUND

The Public Action for Water, Energy and Environment Project (PAP) is national education and communication program funded by the United States Agency for International Development (USAID) / Jordan and implemented by ECODIT LLC. This five-year program seeks to:

- Encourage “environmentally improved life style” behaviors and introduce best practices in water and energy conservation, as well as reductions in solid waste;
- Promote sustainable policies to achieve greater efficiencies in water and energy conservation and waste recycling; and
- Partner with interest groups to ensure that Jordanians are sensitized to Jordan’s water and energy situation.

To achieve the behavior change objectives of the program, PAP is relying on social marketing concepts to drive its activities. “Social marketing” draws on marketing principles used for the promotion of commercial products and services to create, communicate, and deliver value to influence the behavior of target audiences in ways that benefit society. A key feature of social marketing is its reliance on a “systems approach” to “sell behaviors” in the same way that commercial marketers sell soft drinks and other commodities. Typically, social marketing efforts will work to achieve one of the following four results in its target audience:

- 1) Accept a new behavior – e.g., install aerators in home faucets.
- 2) Reject a (potentially) undesirable behavior – e.g., purchasing inefficient home appliances
- 3) Modify a current behavior – e.g., take shorter showers
- 4) Abandon an old undesirable behavior – e.g., stop littering.

Success in social marketing requires efforts that focus on small steps targeted at specific audiences that build on one another to achieve a particular goal. For example, if the ultimate goal of a social marketer is to reduce household **water** use, s/he might begin by convincing households to install aerators in faucets, follow with convincing them to install systems for water harvesting, continue with installation of drip irrigation in the garden, and ultimately move to limiting landscaping requiring irrigation. Each small step prepares the householder to take on the new one, until the final goal is achieved.

Similarly, if a social marketer is addressing **energy issues** at a household level, then a scenario beginning with the simple replacement of incandescent light bulbs with CFLs or LED’s, followed by automatic shut-off lights in garage areas, followed by encouraging installation of solar thermal units for heating water, encouraging use of insulation for new homebuilders, all the time encouraging behaviors that save energy (turning off lights when leaving a room, turning off boilers when not in use) would be one way to market energy saving. It would be accompanied by advocacy efforts to reduce the tax burden on big ticket items

as an added incentive to purchase them, supported by mandatory installation over time of solar thermal units in all new housing and perhaps the banning of incandescent light bulbs from the Kingdom as has been done elsewhere”.

In the arena of **solid waste** or specifically of **anti-littering** social marketing program’s efficiency efforts can encourage people to use trash cans where they exist in public places, to be more aware of the times and locations of municipal garbage collection and adhere to them, and to recycle organic waste into compost. A focus on behaviors related to public places would certainly diminish the littering issue. Again, advocacy efforts could support behaviors through eventual banning of plastic bags, increased fines for littering, placement of more and more visible garbage containers in public places. All the above will, over time make littering an unacceptable public behavior.

To support development of its activities, PAP has engaged in a thorough review of existing research regarding the impact of interventions on behavior, as well as conducting its own research on the impact of interventions implemented in Jordan. **Activities proposed for funding through the PAP grants program must be supported by this (or other accepted) research.** Research conducted by PAP can be downloaded from <http://www.jordanpap.com/documents.html>

**B. PROGRAM ELIGIBILITY REQUIREMENTS**

**Applications may be submitted by non-governmental organizations (NGOs),** or for-profit firms. Applicants need to be legally registered with the Government of Jordan and have audited financial statements. Applicants are permitted and encouraged to seek partnerships/consortiums with other organizations if is necessary to complete the technical work.

**C. PERIOD OF PERFORMANCE**

Applications submitted in response to this solicitation should **propose activities that can be completed in no more than 18 months.**

**D. EVALUATION CRITERIA**

Applications will be **evaluated based on their technical merit, on whether the proposed budget is reasonable and realistic, and on the past performance of the applicant.** Technical merit for this evaluation will focus on the following factors:

Evaluation Criteria: The proposals and Applications received will be weighted in the following manner. Out of a possible 100 points:

<b>Evaluation Criterion</b>	<b>Possible Points</b>
<i>Project Description</i>	
1. Project Creativity and Innovation	15
2. Appropriate Behavior Change/ Social Marketing Approach	10
3. Relevance to PAP objectives and integration of PAP research	15
<i>Implementation Plan</i>	
4. Soundness and Feasibility of Implementation Plan	15
5. Relevant expertise and appropriateness of proposed personnel	10
<i>Past Experience and Capabilities</i>	

6. Capacity of the Implementing Organization	15
Cost	
7. Reasonableness and soundness of budget including any relevant cost-share	20
<b>Total Possible Points</b>	<b>100</b>

Evaluation will be conducted by a Grants Evaluation Committee made up of members from PAP program staff, and outside experts selected as needed. **Applications must receive a minimum average technical score of 70 to be considered for funding.**

## E. BUDGET AND COST SHARING

### Budget

It should be noted that grant funding is only aimed at covering the costs of the activities, the proposed costs and supporting budget data will be reviewed to determine if such costs are necessary and reasonable. Grant applicants will **not** be allowed to request grant funding for the following:

1. Profit (i.e. even if a for profit firm applies for a grant, the grant funding will not cover any amount in excess of the cost of the proposed activities)
2. Indirect costs such as overhead or indirect fringe (unless the applicant has documented proof of the determination of such rates by an approved audit agency or has a USAID approved indirect cost rate).

Applicants are encouraged to use the excel spreadsheet Budget Template provided to them. It is recommended that the **personnel budget does not exceed 20%** of the total funding requested from USAID (not including cost share, discussed below). Proposed personnel/consultant salaries should be based on their current salaries and justified on their salary histories over the past three years (should not exceed more than 5% of their current/most recent salary). Successful applicants will be required to provide supporting documentation (including pay stubs, etc.) to verify and justify proposed salaries.

PAP will not fund office set-up/project set-up costs. The budget should pertain solely to the costs associated with the proposed project.

### Cost Sharing

Cost sharing is an important element of any USAID-funded grants program. Applicants for PAP grants must include cost sharing elements equal to at least ten percent of the total proposed grant budget. In-kind contributions are allowable as cost sharing, including: appropriate volunteer time, valuation of donated supplies, equipment and other property, and use of un-recovered indirect costs. In proposing cost sharing, *please note that cost sharing becomes a condition of the award when it is made part of the approved award budget and must be verifiable from the recipient's records.* Cost share can be audited, and if the recipient does not meet its cost sharing requirement, it can result in questioned costs.

## F. LANGUAGE

PAP will accept proposals written in English (two copies). Applicants may also submit the proposal in Arabic (optional), in addition to English.

## **G. ADDITIONAL INFORMATION**

Applications should be prepared using the attached template. **Technical proposals must not exceed 25 pages in length, not including attachments.** Attachments include budget information, Gantt or bar charts, CVs/resumes, letters of commitment from partner organizations, and references of past performance.

Any grant awarded under PAP will be administered according to the provisions of the relevant USAID Automated Directives System (ADS) Chapter 303 and applicable Standard Provisions for U.S. Non-Governmental Recipients or Standard Provisions for Non-U.S. Non-Governmental Recipients, including any audit requirements, if applicable.

Also, prior to receiving an award, applicants must submit USAID-required certifications with regard to non-discrimination, terrorist financing, and narcotic offenses and drug trafficking.

As discussed above, USAID requirements will be covered in detail in the pre-submission financial workshop. In addition, as required under Article 17-C of the Jordan Law on Societies, all potential grant awardees will be required to file a “Request to Receive Foreign Funds” with the ministry under which they are registered, or, if not yet registered, with the Ministry of Social Development.

# ANNEX VIII. JORDAN PAP STRATEGY CAMPAIGNS, PURPOSES AND CAPACITY BUILDING OBJECTIVES (SOURCE: PAP)

		Water		Energy	Solid Waste	Cross-Cutting		
Campaign Purposes	<b>Campaign 1</b> <u>Purpose 1:</u> Increase household water efficiency in new and existing homes	<b>Campaign 2</b> <u>Purpose 2:</u> Increase and maintain water conserving behaviors among households	<b>Campaign 3</b> <u>Purpose 3:</u> Increase and maintain water efficiency among large consumers including iconic buildings <u>Purpose 7:</u> Increase energy efficiency (as related to water use) among large consumers	<b>Campaign 4</b> <u>Purpose 4:</u> Increase and maintain water conserving among large consumers including iconic buildings <u>Purpose 8:</u> Increase energy conserving behaviors (as related to water use) among large consumers	<b>Campaign 5</b> <u>Purpose 5:</u> Increase energy efficiency in new and existing homes <u>Purpose 6:</u> Increase and maintain energy conserving behaviors among households	<b>Campaign 6</b> <u>Purpose 9:</u> Reduce the amount of household waste that ends up in landfills and dumpsites	<b>Campaign 7</b> <u>Purpose 10:</u> Reduce littering in public spaces	<b>Campaign 8</b> <u>Purpose 11:</u> Increase water conservation behaviors among youth <u>Purpose 12:</u> Increase energy conservation behaviors among youth <u>Purpose 13:</u> Reduce littering among youth
	<p>NGOs, CBOs, government ministries, municipalities, utilities, and individuals demonstrate the competence and skills to develop, implement, and evaluate a social marketing program addressing water, energy and solid waste issues in <b>households</b>, among <b>large consumers</b>, and among <b>youth</b>.</p>							

# ANNEX IX. GRANT DESCRIPTIONS

Grant No.	Grant Name	Grantee	Objectives	Target Group	Focus Area	Geographical Area of Implementation	Motivator for Change (Money, Health, Religious, and Beliefs)	New Tools/Material Produced	Direct Beneficiaries	Indirect Beneficiaries	Special Note
COR023	Meqdam Program	Al Jude Scientific Care	National program, aimed at introducing youth in their early adolescence years (8th grade) to positive conservation behaviors in water and energy and improved waste disposal practices. It is anticipated that these young people will be catalysts to encourage and support behavior change in their communities	Youth in their early adolescence (15 years) 8th grade students	Water and energy	Amman, Zarka, Irbid and Karak	The motivator for the youth themselves is to be recognized as a change agent within their communities and among their peers	Training curricula for supervisors training Series of educational videos targeting the supervisors and the students Website Facebook page	Participating students and their supervisors	Families of the students participating schools communities where the schools are located	
FOG 009	KEWE-To provide a learning opportunity for young children about water, energy and environment that is both fun and educational	Green Tech	Young children become familiar with the Water and Energy situation in Jordan, by providing them with a fun, physical and unique learning experience	children 4-15	Water and energy	Amman, all public and private schools could benefit	Learning by playing (fun)	Construction of outdoor game (slide and ladder), coloring books (ages 4-6)	Children	Zaha Center, teachers, Parents accompanying their children	
COR002-Mod#1 + COR002-Mod#5	Promotion of water and energy efficiency behaviors	Grey Scale	Promotion of Water and Energy Efficiency and Conservation Behaviors among	Youth aged 18-34 years old.	Water and energy	Across all Jordan	Money saving, religious beliefs	Utilizing YouTube/ on line videos to promote water and energy	Youth, and households members	Vendors of appliances and efficient technologies, housing	

	inside homes		Amman youth inside residences via online videos and TV					conservation and efficiency behaviors		contractors, and engineers	
FOG 005	Increase Youth Public Discourse in Key Energy Issues	The Jordan Hashemite Fund for Human Development (JOHUD)	Engage local university students and youth from three industrial cities via a forum and a curriculum for experiential learning that encompasses environment and energy issues, social media, advocacy, and community assessment skills as well as establishing and sustaining an Energy Map	Youth age <29	Energy	Hashimi Shamali Sahab Zarqa	Savings: reduce utility bills	Eniscope: Monitoring energy consumption and CO2 production (transforms energy into easily understood visual imaging and charts allowing viewers to see energy being used/lost within the location it is operating	Youth visiting JOHUD center	JOHUD Center, other 50 JOHUD centers in Jordan, & community youth in East Amman	
FOG 006	Development of a Youth Efficient Energy Saving Prefect at School/ University and Local Communities to Increase Youth Public Awareness and Behavior Change	The Jordan Hashemite Fund for Human Development (JOHUD)	Establishing and sustaining an outdoor community garden classroom that utilizes 1) outdoor education tools to change youth littering behavior and 2)civic and social media strategies to increase youth public discourse in key waste issues	Youth of Greater East Amman	Solid Waste	East Amman	Improved household environmental behaviors resulting in secondary use of solid and liquid waste for greening and irrigation, thus reducing water/fertilizer demand costs	Creation of Green Station Demonstration project at JOHUD in East Amman	Youth of East Amman	Other JOHUD centers in Jordan; CBOs and NGOs in East Amman; heads of households in East Amman. Resource for school teachers	
COR032	Water Young Reporters Program	The Royal Marine Conservation Society (JREDS)	Empower and develop capacity of youth (11-18) to address water issues; increase public awareness of water issues; and advocate conservation through competitions in schools	Youth, aged 11- 18 years old; divided to 2 age groups: 11-14 and 15-18	Water	Amman, Zarqa and Aqaba	Winning a national reporting competition related to covering water issues in Jordan	98 media products (photographic essays and video reports) covering water issues in Jordan	Local communities and participating students and schools in Amman, Zarqa and Aqaba	School teachers, local media sources, households	
COR033	A social	Mabarrat	Influence Marka	Students	Solid	East Amman	The motivator	Green Station is	75% of 4,060	75% of the	

	marketing program aimed at reducing littering by Marka Youth	umm al Hussein - ISM	residents' to participate in a community-wide effort to change behaviors connected to the management of solid waste within four selected public schools. Empower youth to become leaders for environmental conservation in the classroom and in their community	between the ages of 12-17 in four of Marka's public secondary-schools in addition to Al Mabarrat group of youth.	waste littering	(Marka)	for the youth themselves is to be recognized as a change agent within their communities and among their peers	established in the Mabarat Garden to demonstrate waste reduction practices at Household level to encourage students to stop littering and think of the practice of re-use	students are practicing the behavior of holding on to their litter, find the proper waste containers, put it in the container	student participants will tell at least four other people about their school-based initiative	
FOG012	Implement an energy and water audit recommendations	Mabarrat Umm al Hussein, East Amman	Implement an energy and water audit recommendations for achieving the maximum savings in addition to developing a community environmental educational program	Youth of East Amman aged 15 - 29	Water and energy	East Amman	Novel ways to reduce monthly utility bills	Comprehensive audit report including consumption baseline of water and energy	Mabarrat Umm al Hussein & residents	Government ministries and utility agencies	
COR 005	Promotion of water and energy efficiency and conservation behaviors inside residences	Mercy Corps	To reduce energy and water consumption inside rural residences by working with 10 CBOs to install solar thermal systems and other efficiency items	Homeowners residing in northern Jordan	Water and energy	10 communities in Northern Jordan (in Irbid, Jerash and Ajloun governorate)	Novel ways to reduce monthly utility bills	Training, awareness sessions, home visits, production of marketing and promotional material	CBOs, Homeowners	Family members, and the 10 targeted communities exposed to publication and promotional material	
COR030	Green School Project	Madaba for Supporting Development (MSD)	School water connections, pipes, and faucets will be rehabilitated. Grey water systems will be constructed to irrigate the schools gardens coupled with creative garden management component to	School students and teachers	Water	Madaba Governorate	Enhanced school environment; better sanitation and cleanliness; healthier learning environment for young people	School demonstration booklet to be used for replication of similar efforts in other schools in Jordan. Radio shows to apprise local community on innovative approaches to create healthier school	Students, teachers, school administrators	Madaba community households and families	

			promote and instill the adoption of positive water conservation behaviors					environment			
COR004	Promotion of Water and Energy-Efficiency Behaviors Inside Residences	Prisma Marketing and Communication	Promotion of energy efficiency behavior inside residences / installing solar water heaters	Homeowners residing in Marka	Water and energy	Marka and Russeifa (East Amman)	Money savings resulting from installing Solar Water Heaters	Newspaper Ads, Radio Spots and TV Ads related to Water and Energy	Haya Cultural Centre; Households in East Amman Area; Waethat and teachers of schools in E. Amman	Consuming households all over Jordan; Solar water heating vendors;	Due to time constraints, Prisma failed to implement the Water campaign within the agreed upon time. Thus, PAP mutually agreed with Prisma to terminate the second campaign related to water and assigned this task to Greyscale Films LLC by extending their existing grant COR002, this was done through modification #5. See above row COR002 MOD#5 delivered by GreyScale Films LLC.
FOG 002+ FOG002-Mod#2	Teacher Training Project, Integrating Environmental Education followed by a	Queen Rania Teacher Academy	The central strategy for training and developing EE Networks in schools is to focus on directly	For year one of the program: four (4) teachers from 25 schools in Madaba,	Water, energy and solid waste	Madaba, Ajloun and Amman 5th directorate,	Educators get a personal benefit from receiving and applying the new skills as it allows them	Teachers developed 10 professional class room lesson plans to be shared with other teachers	115 educators 25 Master Teachers	Students schools Principals Parents of the school students	

	Master Teacher Course for Selected Teachers		training a total of 115 educators from 25 public schools. Teachers were selected from grades 4, 6 and 9 and a range of academic disciplines. The Network teachers underwent four specifically designed training sessions in order to enhance their teaching capabilities and leadership roles within the schools. Supervisors from various academic backgrounds also underwent the training, with special emphasis on building their capacity in supporting teachers and guiding them to implement the new teaching strategies	Ajloun and Amman 5th directorate, along with 5 supervisors from each directorate for a total of 115 educators  In year two 25 selected teachers to join a Master Teacher Training Program			to get rewarded by the school principals which directly affects their monthly salary and give them an emotional motivation. also, applying these new skills get them eligible to participate in the Queen Rania Award for Distinguished Teachers	Training material developed for teachers on best practices in teaching  25 projects implemented in the participating schools			
FOG014	Teacher Training Project, Integrating Environmental Education	Queen Rania Teacher Academy	The central strategy for training and developing ES Networks in schools is to focus on teachers selected from grades 4, 6 and 9 and a range of academic disciplines along with a total of 115 educators. The Network teachers underwent four specifically designed training sessions in order	Directly training four (4) teachers from 25 schools, along with 5 supervisors from each directorate for a total of 115 educators for cohort two	Water, energy and solid waste	25 schools in Salt, Zarqa and Al Ruseyfeh directorate	Educators get a personal benefit from receiving and applying the new skills as it allows them to get rewarded by the school principals which directly affects their monthly salary and give them an emotional motivation. also, applying these new skills get them	Training material developed for teachers on best practices in teaching	115 educators	Students, schools principals, parents of the school students	

			to enhance their teaching capabilities and leadership roles within the schools. Supervisors from various academic backgrounds also underwent the training, with special emphasis on building their capacity in supporting teachers and guiding them to implement the new teaching strategies				eligible to participate in the Queen Rania Award for Distinguished Teachers				
FOG 007	Increase Youth Public Discourse in Solid Waste Issues including littering at Dibbeen Forest Reserve.	Royal Society for Conservation of Nature (RSCN)	Improve solid waste behaviors of visitors to the Dibbeen Forest Reserve, and of the nearby communities through the use of behavior change tactics , leading to both improved behaviors and attitudes towards protecting the environment	Picnickers in Dibbeen Forest; and local residents	Solid waste littering	Dibbeen Forest (Jerash)	Cleaner more hygienic picnic areas for visitors;	User-friendly waste containers made of natural materials; strategically placed signage and instructions for better waste disposal practices; motivational training for increasing knowledge among surrounding communities	Visitors to Dibbeen Forest; RSCN management	Local communities; vendors surrounding park	
FOG013	Green Generation: changing mindsets and changing behaviors on complying with Plumbing and Green Building Codes	Sustainable Environment and Energy Solutions (SEES)	changing mindsets and behavior regarding water and energy conservation in Jordan through inculcation of the recently promulgated Jordan Solar Energy and Plumbing Codes	University students (JUST, Jordan University, al-Hussein bin Talal University Ma'an)	Water and energy	Amman, Ma'an, Irbid	To produce better qualified engineering graduates with knowledge of Jordan solar energy and plumbing codes	Training modules for revised draft curricula[ social media platforms; innovative project contest to enforce water & energy codes; pamphlets, poster, flyers, newsletters	Engineering faculty and students at 3 universities	Universities' management, engineering and construction firms	
COR 006	Development of a Youth Efficient Energy Saving Prefect at School/	Al-Shamil Engineering	40 youth selected to influence his/her family (average size of 6 persons), classmates	Youth aged 15-21 in Salt City	Energy efficiency and conservation	Al Salt	Recognition that youth are the main change agents at household level; reduced	1- Brochures to be distributed for people to understand best behaviors of energy efficiency	Youth in Al Salt and their households	Impacted youth households (friends, classmates, peers)	

	University and Local Communities to Increase Youth Public Awareness and Behavior Change.		(average 30 persons) and community and neighbors (average 14 persons). Each member of the group influenced at least 50 persons in their immediate social circle on improving energy consumption behaviors				energy costs	at house. 2- Creation of the pledge wall for Salt with the petition to save energy, that was signed by officials, residents and youth of Salt			
COR034	Social marketing camping to adopt photovoltaic systems	Abu Mahjoob Cartoon Production-Arabic ISMP - PhII	Use social marketing approach to promote solar photo-voltaic systems using experiential evidence from other users.	Middle and Upper-Middle income Homeowners in West Amman with avg. monthly electricity consumption above 600kWh.	Energy efficiency and conservation	West Amman	Long-term reduction in energy consumption from 4-10 year payback period.	Testimonial video by experienced PV users; website on EMRC sub-website; articles in mass market magazines	Middle and Upper Middle income households in West Amman	PV Solar vendors; EMRC management; JEPCO distribution company	Grant still in operation
COR017	Green University-Social Marketing and behavioral change methodology: A tool towards sustainable Universities	Royal Scientific Society (RSS)	Institutionalize sustainable concepts within Jordanian universities' structure and processes. ~Encourage and empower students and staff to make changes in their universities that will lead to environmentally sustainable campuses. ~Utilize social marketing methodology to foster sustainable behavior choices of the university community and the local people in the surrounding communities.	University students (Princess Soumaya University/Amman, Hashemite University/Zarqa, & Mut'ah University Karak.	Water, energy and solid waste	PSUT University ( Amman) Hashemite University ( Zarqa) Muta'a University ( Karak)	Resource-efficient university campuses	Website, video ads and project training and awareness materials such as booklets, manuals, and calendars.	Students and teachers and university management	Student body and faculties at-large	
FOG 010	Youth for Water: youth	Haya Cultural	increasing the youth awareness	school students	Water	East Amman (Marka, Russeifa	Improved water supply	Advocacy letters to officials,	Youth age 11-16	Communities in East	

	to advocate for water conservation - working with schools in Marka	Center (HCC)	and public discourse in key water issues, and Formulate students advocacy groups to advocate for water (quality and quantity)			and Zarqa)	(quality & quantity)	politicians and leaders; created inter-active play for public on water shortage problem in community and schools		Amman	
FOG015	Promoting Water and Energy efficiency and conservation practices among the public with special focus on youth	1 Jordan	Campaign creating water and energy promoters for conservation targeting youth aged 15-29 years old in Amman, Irbid and Aqaba by reaching them at shopping malls and major public events.	Youth aged 15-29 years old.	Water and energy	West Amman, East Amman, Irbid and Aqaba	Water and Energy conservation practices are "cool" practices to adopt.	Pledge certificate as young environmental advocate; comedy video on "cool" environmental behaviors; widely broadcast song jingle	Youth 15-29 years old in Amman, Irbid and Aqaba	Extended social and familial circles of directly engaged and impacted youth	Some issues with grantee implementation encountered; last 2 events under grant implemented thru special PO with another provider.
COR027	Energy Efficiency & Conservation behaviors in Small and Medium Enterprises in Jordan	Greentech	Social Marketing Program for Energy Efficiency & Conservation and distribution of "comfort monitors" for Small Businesses	500 Small and medium enterprises in Amman	Energy	Amman	Money (setting the AC temperature on 22 in winter and 25 in summer will reduce the energy bill)	Comfort Monitors (a device placed on the wall that alerts employees if the temperature in the room is above or lower the recommended temperature)	Owners & employees of the SME's	Public and customers	
COR028	Developing a cadre of journalists in Jordan who are experts in producing and publishing effective media content on water and energy conservation issues	Community Media Network (CMN)	The SMART behavioral objectives are: - Cadre of 20 young journalists with key skills to produce water and energy stories  Publishing/broadcasting 20 stories of all media types relating to energy and water by May 2014	Young journalists from Amman, Karak, Ma'an, Irbid, Zarqa, Jordan Valley	Water and energy	Amman, Irbid, Zarqa, Maan, Karak Jordan Valley	Journalists at the startup of their career are given opportunity to specialize in this increasingly important field (water and energy)	Training curricula for journalists guide for journalists on developing environmental stories 20 media stories on issues related to water and energy	18 young journalists	The media institutions where these journalists work	Still in operation (pending receipt of final reporting)
COR025	Water conservation	Jordan Hashemite	Social marketing program to	Households in Irbid and	Water efficiency	Irbid and Aqaba	Sufficient supply of	Produced cadre of male and	30 new plumbers;	Surrounding communities	

	for communities: a social marketing program to promote household plumbing and water audits	Fund for Development (JOHUD) - ISM	decrease water loss caused by water leaks in uncovered pipes, taps and tanks in low income and older houses	Aqaba			water; making use of every drop of water	female trained plumbers; basic plumbing guides targeting women; 7 videos documenting impacts; Vocational Training customized training materials	1600 households in the two project areas	who will use the services of the new plumbers; householders; Vocational Training Centers	
COR024	A social Marketing Program Targeting the Housing Sector and Home Buyers in Irbid to Enhance Water Conservation through Promoting the Use of Dual Flush Toilets	RSS- ISM	Social marketing program to reduce the amount of water used for toilet flushing through the installation of the double-flush toilets in new homes & apts in Irbid city	Housing investors in Irbid	Water	Irbid City	Increase competitive edge for investors	Vendor certification from RSS labs; labeling on approved appliances; mass media campaign using radio, newspaper and billboards	70 building investors in Irbid; new buyers	Existing households in Irbid & other household companies in Irbid; vendors selling dual flush systems	
COR026	A Social Marketing Program to Reduce Littering inside University	Students for Green ISMP - Ph II	Social Marketing Program to Reduce Littering in Jordan University of Science and Technology - Irbid	Male university students – 18 to 25 years old.	Solid Waste	Jordan University of Science and Technology campus grounds in Irbid.	Linking littering behavior with negative social image and "uncool" practice while showing the disposing the waste in waste bins is viewed positively by the community as a "cool" behavior	Creation of innovative advisory group of 82 university students & faculty to ensure the sustainability of the project after it ends; comedy video and mic event with 1000 attendees. Manual for advisory group.	Jordan University of Science and Technology students and administration and maintenance crew	Cleaning contractors on campus; other universities that will replicate efforts	Unable to complete all public mic and music events, website and installation of waste containers. Grantee created numerous delays resulting in inability to complete all aspects of the program
COR029	Social Marketing program to reduce littering in 3 public parks	The Royal Scientific for conservation of Nature (RSCN) ISMP - Ph II - RSCN	To motivate park visitors to properly collect and dispose their waste before leaving the park	Picnickers of the 3 parks	Solid Waste	Irbid, Dana and Balqaa	Cleaner more hygienic picnic areas for visitors;	Innovative user-friendly and interactive waste containers; strategically placed signage and instructions for better waste	Visitors to 3 parks; RSCN and park management;	Local communities; vendors surrounding park	

								disposal practices; motivational training for increasing knowledge among surrounding communities; radio campaign; SMS text messaging			
FOG011-Mod#1	Waethat Program	The Jordanian Forum for Professional and Business Women (JFPBW)	Increase the number of households practicing appropriate methods of water and energy conservation and efficiency through efforts of "Weathat" (female religious leaders)	Waethat (Lay Preachers); women in house	Water and energy	Amman, Zarka, Irbid, Mafraq, Maan, Tafelah & Aqaba	1- Religious belief (encouraging resource sharing and responsible use); discourage waste of natural resources 2- Savings to households thru implementation of water and energy conservation and efficiency	1- Training materials for Waethat 2- flyers, brochures, coloring books, different stories for children, room stickers	178 Waethat women; 200,000 women and students	All families from households of attending women	
COR001	"Building a Smart Program for Saving Water & Energy through Design and Construction"	Jordan Green Building Council (JGBC)	Engage new homeowners to become proactive in relationship with building process and understand cost savings of appropriate insulation and SWH. Create same understanding for housing companies. Increase engineering firms environmental awareness	Homeowners, Engineering Firms (design and contracting), Housing Companies, JEA and GAM.	Energy	Amman	Money savings for long term investors through installing Solar Water Heaters and Thermal Insulation for homes saving energy used for heating and cooling.	Website, video ads and project materials such as booklets, manuals, and calendars.	Homeowners who are looking to buy a new apartments or rent homes; construction companies	Engineering and design offices who will enhance their reputation when adopting the new practices in their building designs.	Achieved most of their targets. Set overly ambitious result targets given some of their internal limitations.
COR008	Development of eco-Label for desert camps in Wadi Rum	Royal Marine Conservation Society of Jordan	Establish and create a demand for Green Key certification among Bedouin	Camp owners in Wadi Rum and Wadi Mousa	Water, energy and solid waste	Aqaba Governorate Wad Rum and Wadi Mousa	Attracting business from eco-travelers, and to reduce O&M costs at	Training, awareness, booklets and brochures produced	6 certified campsite owning families	The other 89 campsite owners; ASEZA; Min. Tourism	

	and Wadi Mousa	(JREDS)	camp owners in Wadi Rum and Wadi Musa.				the campsites.				
FOG008	Building Capacity of Shari'ah Students Using Active Learning Techniques to Deliver Environmental Values	The University of Jordan, Faculty of Shari'ah	To improve teaching curricula by incorporating water and energy conversation messages from holy texts	Shari'ah students	Water and energy	Amman	To make shari'ah teaching curriculum more comprehensive and practical, and reflective of daily life	1- Interactive learning handbook 2- Revised teaching Curricula	Shariah students and faculty	School and university students	
FOG003 + FOG003-Mod #1	Jerash for Water: Youth to promote water conservation practices amongst households to overcome water shortage problem	Royal Scientific Society (RSS)	increase household efficiency in the water and energy sectors in the three target areas	Youth <29 CBOs	Water	Jerash, Irbid, Mafraq and Ajloun	Youth engagement program in summer in voluntary work conducting HH water audits and distribution of water saving devices.	Training, awareness sessions, schools open days, environmental clubs and camps, role play shows, painting activities, meeting households, radio interviews, booklets and brochures and other promotional materials produced,	Impacted households benefiting from audits and inputs	Community , youth families and CBOs in the impacted areas; Higher Youth Councils	
FOG008	Building Capacity of Shari'ah Students Using Active Learning Techniques to Deliver Environmental Values	The University of Jordan, Faculty of Shari'ah	To improve teaching curricula by incorporating water and energy conversation messages from holy texts	Shari'ah students	Water and energy	Amman	To make shari'ah teaching curriculum more comprehensive and practical, and reflective of daily life	1- Interactive learning handbook 2- Revised teaching Curricula	Shariah students and faculty	School and university students	
COR007	Development of Books for Children Focused on Water, Energy and Environment	Taghyeer	Develop books and materials addressing ethical and cultural behavior of children related to issues of water, energy and environment	Target Audience: Children aged 4-6, and 7-10 Target Area: 175 Libraries in Jordan governorates	Water, energy and solid waste	Amman, Irbid, Aqaba and Shobak	Children stories related to water, energy and solid waste. In addition to supporting librarians to establish local libraries within their communities	<b>Set 1:</b> 6 books targeting children 4-6 years old, covering the 3 sectors / 2 stories per sector. <b>Set 2:</b> 6 books targeting children 7-10 years old, covering the 3 sectors / 2 stories per	More than 3,600 children attending the local libraries. Librarians who were supported to establish their own libraries (149 libraries) in their communities	Parents, and children within the communities where new local libraries were established. Children friends, peers, young relatives and siblings	

								sector. The above developed 10 books and 2 other books related to solid waste were already published in Jordan by an author named Karin Asfour. Nine stories were converted to Audio/visual format (Animation)			
FOG001	Youth for Water: youth to advocate for their share of water	East and West Center	Improve knowledge and skills of youth on water issues and mobilize youth to be advocates for water in their area	CBOs, and Youth	Water and energy	Irbid Waqqas area in North Jordan Valley	Youth to advocate for water conservation	Developed a training curriculum for youth advocacy campaign	Youth and householders from the target area	Local communities living in Waqqas area	Grant implementation period ended before outputs achieved. Grantee unable to technically carry out some activities, and some procurement irregularities emerged during implementation
FOG016	Earth Month Cooperation	Children Museum Jordan CMJ	The objectives of this grant is to support the Children Museum in Jordan (CMJ) with carrying on and implementing their activities during the Earth Month program taking place at the CMJ during the month of April 2014.	Children visiting the CMJ during Earth month (April 2014), their parents and teachers. Also the children visiting the CMJ mobile museum tour in Zarqa during May 2014.	Water, energy and solid waste	CMJ Amman during April 2014 and Mobile Museum Tour of CMJ in Zarqa during May 2014	Distribution of children stories related to water, energy and solid waste; water and energy conservation demonstrations	Not Applicable	Children 4-15 years old visiting the CMJ and Mobile Museum Tour in Zarqa	Children's friends, teachers, peers, young relatives, siblings	
COR 031	Creation of a Green Community	Mabarrat umm al Hussein,	I. a greater energy balance for the Mabarrat	Youth of East Amman aged 15 - 29	Water and energy	East Amman-Marka	Reduce monthly utility bills	Comprehensive audit report including	9 public schools in Marks	Families of the orphanage living the	

	and Educational Center	East Amman	Um Al Hussein. 2. Increasing the levels of awareness of the employees and children of the Mabarrat Um Al Hussein as well as families, and other peers and youth from the surrounding community regarding the importance of energy 3					consumption baseline of water and energy	400 Students (175 girls, 225 boys) 15 adults (family members) 30 Student of Mabarrat um Al Hussein	Mabarrat, orphanage peers	
Administered by ECODIT Home office	I am Change Exhibit	Children Museum Jordan (CMJ)	To educate Jordanian children about conserving energy and water through plan and exploration. The Exhibit also aims at raising children's awareness about the important issues of energy and water conservation unique to Jordan as well as alternative energy sources	All youth in Jordan aged 4 to 15	Water and energy	Amman- but it receives visitors and school visits from across all Jordan, and unique to the entire MENA region	Sufficient supply of water and energy; making use of energy and every drop of water learning by playing (fun) Children as change agent within their communities and among their peers	A major interactive children museum (learning by playing)	Youth age 4<15, teachers accompanying children during school visits as well as parents accompanying their children; users who access the I AM CHANGE website	Youth and teachers as well as peers and household members across Jordan; linked to QRTA school support program under Min. of Education	This grant amount was \$1.7 Million, comprising the cost of design, fabrication and installation of the major exhibit, including training of museum staff and all ancillary costs. As this was an activity provided for in the USAID Task Order and was administered directly by ECODIT home office, therefore it was not included in the field office grant database management



# ANNEX X. PAP M&E RESULTS FRAMEWORK

