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FINAL EVALUATION REPORT

Mid-term Performance Evaluation of the USAID Community Engagement Project

December 2017

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MID-TERM PERFORMANCE EVALUATION OF THE COMMUNITY ENGAGEMENT PROJECT

December 27, 2017

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USAID/Jordan Monitoring and Evaluation Support Project (MESP)

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USAID/CEP Community-wide Meeting, Ma'an City, October 12, 2016

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ACRONYMS

ADS	Automated Directives System
CBO	Community Based Organizations
CCT	Community Consultation Team
CDCS	Country Development and Cooperation Strategy
CE	Community Engagement
CEM	Community Engagement Mechanism
CEP	Community Engagement Program
CET	Community Engagement Team
CSO	Civil Society Organization
DEC	Development Experience Clearinghouse
DO	Development Objective
EQ	Evaluation Question
FGD	Focus Group Discussion
FY	Fiscal Year
GOJ	Government of Jordan
HHS	Household Survey
IP	Implementing Partner
IR	Intermediate Result
KII	Key Informant Interview
LCDP	Long-Term Community Development Plan
LDI	Local Development Directorate
LDU	Local Development Unit
MOE	Ministry of Education
MOH	Ministry of Health
MOI	Ministry of Interior
MOMA	Ministry of Municipal Affairs
MOPIC	Ministry of Planning and International Cooperation
MSI	Management Systems International
SOW	Statement of Work
TA	Technical Assistance
TTC	Threats to Cohesion
USAID	U.S. Agency for International Development

EXECUTIVE SUMMARY

EVALUATION PURPOSE AND QUESTIONS

This evaluation assesses the Community Engagement Project's (CEP) progress toward achieving its objectives in terms of several requirements, including:

- recommending shifts in program implementation to enable a strategic exit by participating communities;
- considering the implications of any unanticipated positive or negative program outcomes; and
- informing changes in program implementation during its last 12-18 months of operation.

The evaluation addresses four key questions:

1. Assess the overall effectiveness of CEP interventions (community engagement, capacity building and grants) as they relate to CEP goals? Are there opportunities for improvement and lessons learned for the remainder of this activity?
2. To what extent have the community-level projects relieved tensions or stressors (or achieved desired objectives)? Are any types/categories of community level projects more effective than others and why? These stressors and tensions are identified through the community engagement process. For example, disengagement of youth is a stressor in some communities.
3. To what extent have the Community Engagement Teams (CETs) been able to strengthen relationships between their community and local government entities?
 - a) To what extent have the CETs been able to strengthen relationships between their communities and local civil society organizations (CSOs)?
 - b) Have CETs established sustainable mechanism(s) for community engagement in local governance?
 - c) Is it feasible or better to use municipal councils and/or existing municipal bodies, rather than CETs, for citizen engagement?
 - d) Are there opportunities for improvement in this area in the second half of implementation?
4. Map potential exit strategies from communities and pros/cons as well as the feasibility of each strategy.
 - a) Strategies should note areas of potential alignment with future similar programming and areas outside of the scope of any current DRG activity
 - b) Exit strategies should take into account CEP's current "phase out plan" and explore current gaps/issues.
 - c) All exit strategies should focus on the sustainability of mechanisms to address community level stressors.

PROGRAM BACKGROUND

CEP is a five-year, \$50 million program implemented by Global Communities, in partnership with the Jordan River Foundation (JRF), in 20 communities in the Governorates of Irbid, Mafraq, Tafileh, and Ma'an. It was established to provide immediate and long-term support to Jordanian communities experiencing cohesion-related challenges brought about by the Syrian refugee crisis, deteriorating economic conditions, and frustrations arising out of the slow pace of the Government of Jordan's (GOJ) decentralization efforts. Its goal is to leave behind stronger, more cohesive, and resilient partner communities by working through,

and building the capacity of, CETs to collaborate and partner with municipalities/local governments, NGOs, and other stakeholders in identifying and prioritizing stressors and developing immediate and long-term solutions in response to these stressors. The essence of its development hypothesis is: “if the capacity of CETs to serve as dialogue platforms in targeted communities is increased...then social cohesion and resilience will increase.” As indicated above, CEP activities have focused on community engagement, capacity building, and community level project grants and, starting this year, efforts to promote the sustainability of the community engagement mechanisms it has developed over the life of the program.

EVALUATION DESIGN AND METHODS

To answer the evaluation questions, the Evaluation Team utilized a mixed-methods approach that relied on secondary data from a wide range of reports and documentation, as well as primary qualitative and quantitative data sources. For primary qualitative data, the Team relied on key informant interviews, group discussions, focus group discussions, and first hand observation at activity sites in Amman and nine communities in the four Governorates in which CEP operates. For the quantitative data, the Team conducted a telephone survey of 264 current and 160 former CET members and a representative general population survey in the 20 participating CEP communities.

LIMITATIONS

Major changes in CEP’s strategic approaches and results frameworks have made it difficult to evaluate the effectiveness of some interventions. For example, because CEP began implementing activities regarding Conflict Management and Mitigation (CMM) and Threats to Cohesion (TTC) in 2015, and the baseline for them was only completed that same year, there is not enough of a record to draw from to analyze their effectiveness with any degree of reliability.

While the evaluation is based predominantly on people’s self-reported views and perceptions, which are not necessarily facts, these views constitute respondents’ attitudes, beliefs, experiences and reactions that generally guide their civic actions and shed light on the nature of their interactions with CEP. This assumes added importance in a DRG project that aims to promote resilience, alleviate stressors and empower citizens to address these stressors themselves.

The Evaluation Team was able to look at CEP efforts through April 2016; any activities undertaken after that time are not covered in this report.

FINDINGS AND CONCLUSIONS

CEP has made progress towards enhancing horizontal and vertical cohesion in the communities in which it operates. Through its various types of grants, capacity building opportunities, and avenues for community engagement, CEP efforts have increased municipal/governmental responsiveness, enhanced the quality of municipal services, built the collective competence of CETs and, most importantly, demonstrated to immediate stakeholders the value and benefits of participation. CEP’s current intervention with the Ministry of Interior (MOI) holds promise for its approach to sustaining community engagement mechanisms and enhancing public demand for accountability. That said, CEP is a technically and geographically broad program and, absent a more narrowly defined technical focus, risks implementing many one-off activities without generating a deeper impact.

CEP’s overall effectiveness was affected by limitations related to the project’s logic model, operations and the various changes made to its strategic approach, mainly by USAID/Jordan. The most pronounced challenges include the limited ability of the project to address critical stressors in the communities related to poverty and unemployment and the establishment of the CETs as new mechanisms whose sustainability

is unclear after the project ends rather than working with existing mechanisms of community engagement such as municipal councils, existing committees established by municipalities or CSOs. In addition, USAID-inspired changes in the project's implementation approach during the first and second years of performance, as well as in the expansion of the number of targeted communities, have also constituted a significant challenge to the project. They affected CEP's ability to develop a strong baseline and focus on the most relevant indicators for program performance. They also caused significant delays and adversely affected community expectations regarding the program.

CEP was not meant to address economic security challenges, which were most frequently identified as top stressors by respondents. As a USAID DRG program, CEP was designed not to overlap with or duplicate Mission-funded economic growth programs already working to address unemployment and poverty. This set the stage for and became a fundamental challenge in CEP's design: while not designed to support economic growth, CEP aimed to address stressors in communities purposefully selected based on criteria related to economic insecurity as a result of the influx of Syrian refugees.

While the overall goals of CEP have been to strengthen community engagement and leave behind stronger more cohesive and resilient communities, the majority of stakeholders only understood the program as providing immediate responses to community needs which was an early emphasis of the program. In general, grants that delivered tangible benefits to municipalities were viewed as the most effective in addressing stressors. These interventions are perceived to have enhanced the government's responsiveness as well as the quality of services rendered.

The overall effectiveness of grants was affected by the changes the program has undergone, the limited ability to address stressors viewed as most important by communities, and the lack of understanding by stakeholders and beneficiaries of the changes in grants strategy, which now emphasized relationship building and community engagement over the delivery of tangible benefits. The stressors viewed as second most important were addressed and those projects were appreciated but the benefits of those projects were limited to immediate benefits and there is not evidence of the long-term broader benefits desired in the CEP theory of change and related to enhanced community cohesion and engagement.

The projects that CETs helped deliver have improved the local government's responsiveness to service demands and the quality of services delivered. While CEP support had addressed only secondary stressors (mainly because it was precluded by USAID from addressing the top stressors of economic security), the assistance was still regarded as beneficial, alleviating the pressure placed upon municipal services and allowing the municipality to provide more and better services.

CEP has supported CETs in developing Long-Term Community Development Plans (LCDPs) that outline their vision for ongoing development of their communities and to integrate them into the governmental planning process. Despite the LCDPs being a key aspect of CEP's sustainability strategy, the majority of CET members did not recall developing them. Local Development Units (LDUs) staff was likewise unaware of the LCDPs.

To strengthen vertical engagement with the government, the project has been moving its focus away from service provision towards activities that involve more robust community engagement and mobilization activities. Year 3 CET projects in particular embody this approach. Because they were only approved at the end of Year 3, their impact is still not visible.

CEP has not affected or exacerbated tribal cleavages or other existing leadership structures. Likewise, the CET mechanism does not seem to have threatened the authority of the municipality or local government entities. The net effect of the project's design rationale for creating loosely organized civic structures to function alongside legitimately elected bodies and CSOs is unclear.

The relationship between the community and local government entities has been strengthened due to the municipalities' improved capacity to deliver services. There is little evidence that the relationship between the community and civil society organizations has improved. CEP's efforts have demonstrated the value of community engagement to local government and the communities alike.

CEP's role as a catalyst for local government and community engagement does not seem to have been transferred to local stakeholders, including CETs. Given that USAID has changed CEP's direction in the past, CEP's work with the CETs has taken place in a concerted manner for only between one-and-a-half and two-and-a-half years (depending on whether they are a new or old community.) The ability of CETs to self-mobilize, therefore, is not surprisingly still weak and there is little evidence that CEP staff have consistently conceded real decision-making power to CETs.

Though CETs' sustainability is questionable, most CETs felt that they improved municipal receptivity to community input and that the projects built the collective competency of CETs to engage the community and work with stakeholders, such as municipal councils, to design and deliver projects.

CEP has implemented the ambitious planned capacity building activities for CETs with clear results. CETs have expressed a clear appreciation and understanding of the benefits of community consultation and collaborative project design as well as the importance of monitoring implementation to ensure that grants meet identified needs. CETs have also built some new skills that can help them work with communities to identify and respond to basic communal needs with the help of CEP and the municipalities. At this point in the project, it is unclear if they will develop the capacity to engage communities to design responses to TTCs.

CET members expressed confidence that their training would enable them to engage different partners after the project ends but because such awareness and skills were developed within processes managed and implemented by CEP (including funding for grants), it is unclear how their collective or individual capacity will transfer and/or sustain itself in the absence of USAID funding and branding.

The results of capacity building and other CEP activities directed at local government representatives have not yet changed the ways municipalities collect and process information on community needs, or the ways in which they communicate information to their communities. The project's Year 4 activities are expected to address this.

As CEP moves towards closeout in 2018, its current exit strategy includes activities at the community, municipal, and national levels:

At the community level, activities include:

- The identification of 19 entities to serve as hosts to CETs;
- Working with CETs as community dialogue platforms to organize and facilitate dialogue around common priority stressors, TTCs and the development of LCDPs;
- Supporting host entities to transition to self-funding;
- Building capacity of stakeholders to map community assets and utilize communication mechanisms; and
- Packaging a toolkit including training, communications, project management and community mapping material to serve as a resource for stakeholders.

Based on the evidence collected by the Evaluation Team, there are several issues that mean CEP's exit plan may prove problematic. Considering that the majority of CET members are already members of CSOs, they may be reluctant to join other organizations as community engagement teams. CETs may also be

reluctant to play a dialogue platform role without the ability to deliver large-scale municipal and/or CBO projects that will in turn affect their ability to mobilize the community. In addition, the very challenges that plague the civil society sector might impede the host organizations from taking advantage of this opportunity. The sector's fragmentation, donor dependency, and inability to raise funds from local sources will require these organizations to continue to seek foreign funding.

Assistance along these lines should include capacity building for the selected CSOs to help them conduct community needs assessments, administer surveys, do focus groups, map communities, and develop asset inventories. For a more robust community engagement experience, CEP could also support CET members and their host entities by filling the gaps in their knowledge about promoting more effective community engagement for addressing stressors.

Building on past CEP support for CET efforts to develop LCDPs that outline their vision for ongoing development of their communities is another area for potential exit strategy activity.¹ CEP could leverage CET members and their host entities to support decentralization efforts by supporting their advocacy for the adoption of LCDPs.

As one of CEP's original partners, JRF has been involved in its implementation from the beginning. It is also one of the three national intermediary organizations through which USAID Civic Initiatives Support (CIS) assistance has been provided to CBOs in local communities. Expanding the role of JRF to support community engagement mechanisms and ensuring it has the capacity to do so could be a key element of the program's exit planning.

Other USAID programs could take lessons learned and successful CE approaches implemented by CEP and share or replicate them in communities beyond the ones where the project has worked. The IRI, CIS and CITIES programs, for example, have clear synergies with CEP.

RECOMMENDATIONS

For USAID CEP

Program Management/Operations

- Avoid some of the past confusion and disappointments documented in the findings. Manage stakeholders' expectations by ensuring that they are aware of project complexities and standard USAID procurement approval processes and timeframes for delivery.
- Address the transparency related concerns voiced by CET members and other respondents by improving transparency, and clarifying roles, responsibilities, lines of authority, and accountability for CEP staff, CETs, CBOs and GOJ, in project design/implementation. To accomplish these ends, CEP should consider:
 - Sharing hard and electronic copies of final project proposal, budgets and other documentation with CETs and other partners;
 - Establishing a formal, accessible, and anonymous feedback mechanism in conjunction with developing the capacity to follow up and/or investigate complaints and, in both cases, keeping stakeholders informed of results; and
 - Ensuring field staff does not send mixed messages about potential tangible benefits partners can expect from participating in grant implementation.

¹ Year 3 Implementation Plan, p.17.

- Avoid turf and credit-claiming issues by ensuring CEP activities do not cause strains in relationships between municipalities and CETs. Take into account implications of messaging and how different stakeholders will perceive actions or statements that might strain relationships between and/or among them.

Project Focus/Approaches

- Because the evidence showed that some interventions had limited impact, new projects should focus on ensuring the depth, instead of breadth, of the intervention. For example, in a project where CETs are supporting public meetings between schools and the directorate of education in a specific community, the project should be focusing on holding more sessions in a few schools leading to tangible results rather than single sessions in many schools.
- Since sustainable sources of funding may not be forthcoming, consider focusing effort on helping communities identify and develop solutions to stressors that do not require CEP's continuous and direct intervention. This can be partly accomplished by strengthening communities' ability to engage both horizontally and vertically and by strengthening municipalities' capacity to deliver services and supporting existing structures for community engagement.

Community Engagement

- In order to strengthen the project's ability to strategize about how to promote the most effective forms of community engagement, determine and map the different levels of engagement that CEP's community engagement avenues are promoting among communities and CETs. Levels of engagement include various levels of involvement that range from being kept informed to devolving decision-making. While CEP should be identifying lower-rung engagement opportunities for the public, more meaningful engagement should be moving CETs and their host entities up the ladder of engagement. This would ensure that engagement whether with municipalities, government, civil society or CEP staff is systematically progressing beyond one-way communication.
- To make community engagement efforts more sustainable, based on lessons learned, map engagement risks and develop contingency plans for when risks occur, making sure to build capacity of field staff and CET members as community leaders to respond without the involvement of staff in Amman. Other than for CEP, this will be a useful exercise to inform CITIES efforts in the field.
- To promote sustainability and deepen impact, harness the potential of CET members as community influencers. Catalyze opportunities for them to promote the narratives of successful activities and networks to spread best practices and lessons learned beyond their projects' immediate circles of implementation. In the same vein, use the time remaining for CEP to "encourage contagion" of best practices and lessons learned from pilot municipal projects to bring effective practices into other municipalities.
- To further build capacity for community engagement, strengthen meaningful peer-to-peer exchanges beyond visits and recreational networking events, to deepen experiences and help ensure cross-fertilization of knowledge. One way to do that is to identify positive outliers and organize peer-led circles in which CET members disseminate knowledge and help each other identify solutions to challenging communal problems.
- Continue to strengthen the relationship with MOI to formalize channels for community engagement. Resources should also be allocated to building the capacity of LDUs and ensuring they are well aware of Long-Term Community Development Plans (LCDPs) and how they're

developed. MOPIC and MOMA should be on board with, and continuously informed about, these efforts.

- Prioritize and support private sector engagement by CETs and their future host entities, creating in the process models of excellence that community members can replicate.
- To help promote CEP's visibility, facilitate easier access to government stakeholders, and support CITIES, continue to focus efforts on integrating CE in municipal structures and ensuring all municipal projects include a meaningful vertical engagement component.
- To build sustainability, support and expand JRF's role to continue a CE community of practice and develop proof points to demonstrate success, and ensure lessons learned are used for cross-fertilization.
- To strengthen vertical engagement, ensure that municipal pilot projects and other projects trying to push the vertical dimension of social cohesion support the institutionalization of transparent mechanisms for community discussion, negotiation and decision-making between stakeholders at the municipal level.

Capacity Building

- Ensure that bottom-up engagement is not sidelined by top-down engagement in new round of municipal projects emphasizing vertical cohesion. Host CSOs/CET members and host entities should understand government decision-making processes and be able to influence them. Having acquired such knowledge, host CSOs/CET members can then share it with other community members.
- Address some of the gaps in capacity building identified in the evaluation. Concentrate CET capacity building activities on building advocacy skills so CET members are better able to practice their roles as proponents of social accountability for improved municipal services. At the same time, build skills and channels for the CETs and other community members to track change, generate feedback, and advocate for follow up action to increase accountability. This includes filling gaps in their knowledge of municipal budget processes and operations and the role of civil society. To strengthen sustainability, capacity building efforts should also focus on community needs assessments to ensure CSO hosts/CET members can independently administer surveys, conduct focus groups, map communities and develop asset inventories.
- To address the gaps in understanding of LCDPs identified in the evaluation, ensure host CSOs and CETs have access to the LCDPs, understand the process by which they were developed, and support advocacy efforts to adopt them.

For USAID

Program Approaches

- When designing projects that are meant to solicit and address community needs, ensure that either limitations are not imposed on what needs can be addressed or that effective measures are in place to manage the expectations of beneficiaries and stakeholders. Alternatively, link up with other programs that can address needs identified as highest priority.
- As changes USAID made in CEP created difficulties in implementation and confusion among beneficiaries, going forward USAID should make sure that any plans to change guidance on program implementation for other programs are carefully weighed in light of this experience. When and where changes are made in future programs, careful thought should be given to

approaches that might mitigate any of the potential difficulties encountered in CEP, particularly to preventing beneficiary confusion and effectively managing beneficiary expectations and understanding of interventions.

- Ensure that outreach, communication and feedback channels in projects similar to CEP are a key component of implementation. Perceptions of beneficiaries and stakeholders can be detrimental to programming and results.
- If the intention of projects like CEP is to develop communication channels between community and decision makers through structures similar to CETs then ensure such projects consider sustainability and institutionalization of new structures and build capacity of individuals responsible for these mechanisms to take on ownership of the process/mechanisms at the earliest possible opportunity within the program implementation (i.e. slowly concede the management and decision-making authorities of such mechanisms and move into more of a mentorship role as the project implementation progresses).
- Better target community engagement projects and development projects in general, whether technically or geographically to ensure deeper impact. If projects are broad, then sufficient human and financial resources should be allocated to avoid implementing one-off activities with insufficient impact at the community level.

CEP Improvements

- To deepen the impact of the program and sustain its efforts, ensure that CET members continue to participate in other USAID programs' trainings.
- Implement efforts to sustain tools, resources and knowledge developed/transferred by CEP such as posting resources on KaMP and building a database of CET members that other programs can utilize. Actively seek out other ways to leverage these tools and resources.
- As a new USAID program targeting municipalities that might overlap with those in which CEP worked, ensure CEP coordinates with CITIES to avoid duplication and ensure long-term cumulative benefits to communities.
- Through capacity building, support CET members who run for municipal or governorate council elections and win so they can continue to collaborate and share experiences/knowledge. This can be achieved through referral to other USAID projects.

EVALUATION PURPOSE AND QUESTIONS

EVALUATION PURPOSE

The purpose of this evaluation is to assess the Community Engagement Project's (CEP) progress toward achieving its objectives. The evaluation will also recommend shifts in CEP's implementation to enable a strategic exit from communities, particularly those that may receive support from the upcoming Cities Implementing Transparent, Innovative and Effective Solutions (CITIES) activity. The evaluation will also consider the implications of any unanticipated positive or negative outcomes. Recommendations from the evaluation will be used to inform changes in program implementation during CEP's last twelve to eighteen months, to strategically align with and incorporate its best practices into future similar USAID programming.

EVALUATION QUESTIONS

1. Assess the overall effectiveness of CEP interventions (community engagement, capacity building and grants) as they relate to CEP goals? Are there opportunities for improvement and lessons learned for the remainder of this activity?
2. To what extent have the community-level projects relieved tensions or stressors (or achieved desired objectives)? Are any types/categories of community level projects more effective than others and why? These stressors and tensions are identified through the community engagement process. For example, disengagement of youth is a stressor in some communities.
3. To what extent have the Community Engagement Teams (CETs) been able to strengthen relationships between their community and local government entities?
 - a) To what extent have the CETs been able to strengthen relationships between their communities and local civil society organizations (CSOs)?
 - b) Have CETs established sustainable mechanism(s) for community engagement in local governance?
 - c) Is it feasible or better to use municipal councils and/or existing municipal bodies, rather than CETs, for citizen engagement?
 - d) Are there opportunities for improvement in this area in the second half of implementation?
4. Map potential exit strategies from communities and pros/cons as well as the feasibility of each strategy.
 - a) Strategies should note areas of potential alignment with future similar programming and areas outside of the scope of any current DRG activity
 - b) Exit strategies should take into account CEP's current "phase out plan" and explore current gaps/issues.
 - c) All exit strategies should focus on the sustainability of mechanisms to address community level stressors.

PROJECT BACKGROUND

CEP is a five-year, \$50 million program (Cooperative Agreement No. AID-278-A-13-00001) that began in April 2013 and will run through April 9, 2018. It is being implemented by Global Communities (GC), in partnership with the Jordan River Foundation (JRF), in 20 communities in the Governorates of Irbid, Mafraq, and Tafileh, as well as Ma'an City. CEP was established to provide immediate and long-term support to Jordanian communities experiencing cohesion-related challenges brought about by a combination of rapid demographic shifts, such as the Syrian refugee crisis, deteriorating economic conditions, and frustrations building due to the slow pace of government decentralization efforts. Through its field offices in Irbid, Mafraq, and Tafileh, CEP initially started working in nine communities but expanded into ten additional ones in March 2014 as presented in Table I.

TABLE I: CEP TARGET COMMUNITIES BY GOVERNORATE

	Communities	Municipality	Governorate
Old	Hay Jalama	Greater Ramtha	Irbid
	Dabbet Nimer		
	Yarmouk	New Yarmouk	
	Hay Al Hussein	Greater Mafraq	
New	Hay Al Janoubi		Mafraq
	Al Sarhan	Al Sarhan	
	Bseira	Al Harth Bin Omair	
	Ein Al Beyda	Greater Tafileh	
New	Al Hassa	Al Hassa	Tafileh
	Mo'ath Bin Jabal	Mo'ath Bin Jabal	
	Khalid Bin Waleed	Khalid Bin Waleed	
	Al Wasatyeh	Al Wasatyeh	
New	No'aimeh	Greater Irbid	Irbid
	Al Taybeh	New Al Taybeh	
	Al Salheyyeh	Al Salheyyeh W Nayafeh	
	Sabha	Sabha W ElDafyaneh	
New	Um Al Jamal	Um Al Jamal	Mafraq
	Hosha	New Hosha	
	Hid, Tein, and Al Mansoura	Greater Tafileh	
	Ma'an City	Greater Ma'an	Ma'an

The goal of CEP is to leave behind stronger, more cohesive and resilient partner communities. CEP intends to achieve this goal by working through, and building the capacity of, CETs as CEP's key stakeholders to collaborate and partner with municipalities/local governments, NGOs, and other stakeholders to:

- Engage in a continuous, conflict-sensitive participatory process of identification and prioritization of stressors;
- Develop immediate and long-term solutions by accessing available resources through collaboration and partnerships with relevant stakeholders; and
- Utilize effective and transparent communication mechanisms in support of increased community cohesion.

CEP has established CETs in target communities and intends for them to serve as dialogue platforms. CEP aims to work through the CETs with local NGOs, municipalities, and community members to better position them to identify their most pressing community needs and then address them through a variety of self-generated and CEP-supported interventions. CEP is based on the following development hypothesis:

"If the capacity of CETs to serve as dialogue platforms in targeted communities is increased to enable them to engage municipalities, local government entities, potential partners, and other community members in a solution-oriented, positive dialogue focused on common interests, then social cohesion and resilience will increase."

In the USAID/Jordan CDCS results framework, CEP supports Development Objective (DO) 2, "Democratic Accountability Strengthened." When CEP was first developed, it supported Intermediate Result (IR) 2.1 "Accountability of, and Equitable Participation in, Political Processes Enhanced" and 2.3 "Civil Society Engagement and Effectiveness Increased." After the CDCS was amended in 2015, USAID CEP started supporting IR 2.4, "Community Cohesion Enhanced," and the following sub-IRs:

- Sub-IR 2.4.1: Institutions and Mechanisms to Build Cohesion and Resilience Strengthened
- Sub-IR 2.4.2: Mediation and Constituency-building Skills Enhanced

CEP's general approach is to first establish the CETs and then work through them to facilitate the development of community engagement mechanisms (CEMs). CEP supports the CETs to act as dialogue platforms to promote horizontal intra-community engagement among stakeholders within the communities, as well as support vertical engagement between citizens and the different levels of government.

As the primary actors in the CEP, the CETs are intended to be representative and legitimate facilitators of community engagement processes. CETs are comprised of 12-18 members. About 25 percent of the members represent youth (age 18-30) and the goal is to achieve equal representation among men and women. Each CET also includes two municipal representatives, one employee and one elected official (council member), to strengthen the relationship with the municipality and elected officials and ensure continuity in case of elections-inspired changes.

APPROACHES AND ACTIVITIES

The primary activities CEP has used to achieve its objectives and intermediate results fall under three broad categories of interventions: community engagement; capacity building; and grants to fund community level projects. In addition, starting this year CEP has begun implementing activities intended to promote the sustainability of the CEMs it has focused on developing since the project began.

Community Engagement

CEP seeks to establish and formalize avenues for soliciting community input and feedback to broaden community engagement. Specific community engagement efforts include:

- Community mapping and household surveys to identify and document needs, tensions and stressors, and TTCs;
- Facilitating community meetings to introduce community engagement concepts, elect members to the CETs, present mapping/survey results, and vote on the prioritization of community needs;
- CET-led dialogue platforms;
- Integration of community engagement into the decentralization process; and
- A pilot advisory committee activity in Ma'an.

Capacity Building

CEP aims to increase the communities' collective competence by providing the CETs and selected stakeholders with capacity building via interventions such as training workshops on:

- Project design and proposal writing
- Project-focused M&E
- Voluntary work and community initiatives
- Documentation and report writing
- Do no harm framework (workshops to enable stakeholders to identify and analyze stressors, and design and implement projects to address these stressors in a conflict mitigation sensitive manner)²
- Community engagement for partners
- Conflict management and mitigation

Grants

CEP provides grants to relieve stressors in areas such as infrastructure and health services and provide safe classroom environments and youth-friendly services. Grants include the following:

- Community-based organization (CBO) grants;
- CET grants (including projects focused on gender and youth initiatives);
- Municipal government grants;
- Pilot municipal grants; and,
- Partnership Initiatives.

Sustainability/Decentralization Support

To ensure sustainability, CEP plans to formalize avenues for soliciting community input and feedback by strengthening and broadening engagement on the horizontal, community level and formalizing vertical community engagement mechanisms between communities and government entities. Specifically, CEP will:³

- Work with CETs, and municipal local councils to transition grant-funded projects to self-funding;
- Identify host CSOs/organizations to host CETs;
- Build CETs' ability to mobilize citizens and respond to stressors with limited to no external support; and
- Work with the Ministry of Interior (MOI), the Ministry of Municipal Affairs (MOMA) and the Ministry of Education (MOE) to sustain CE mechanisms beyond the life of the program.

USAID envisions that as CEP funding diminishes over its lifespan, CET members will have learned to mobilize key stakeholders and local governments to fund and/or otherwise respond to community needs and identify long-term needs through the LCDPs. It is further envisioned that the LCDPs will help municipal and local councils in prioritizing community issues for inclusion in a Needs Guide that will be developed as part of the GOJ's decentralization efforts. CEP also aims to have the central government, Local Development Units (LDUs) in each governorate, and municipal structures integrate community engagement more systematically in their planning and operations.

² USAID CEP Year 2 Annual Report, p. 17.

³ USAID CEP Cooperative Agreement No AID-278-A-I3-00001, Modification 7 signed 7-28-2016, pages 21-26.

CHANGES IN THE IMPLEMENTATION MODEL

Original Design

According to USAID, GC and CEP staff, CEP began in April 2013 in nine communities with a design based on USAID Office of Transition Initiatives (OTI) approaches in response to the Syrian refugee crisis, which was straining Jordanian services.⁴ USAID indicated it was concerned that the situation could cause conflict or disengagement among groups in Jordanian host communities and other areas designated as poverty pockets where protests and discord manifested during the Arab Spring. The original CEP goal as stated in the cooperative agreement reflected this impetus, "to strengthen community engagement in the context of regional volatility and transitions associated with domestic policy reform, economic conditions, and demographic changes."⁵ In the original design this goal was to be attained by achieving three objectives:

- Objective 1 – Expand NGO, community organization, professional association, and government efforts to build resilience and address cohesion-related challenges;
- Objective 2 – Increase civil society-government-private sector cooperation in building resilience and addressing cohesion-related challenges;
- Objective 3 – Strengthen skills and build other capacity relevant to community cohesion.

The intended outcomes under Objective 1 focused on technical support to civil society, NGOs,⁶ as well as municipalities and local (governorate level) GOJ entities.⁷ The intended outcomes under Objective 2 focused heavily on technical support to the CETs. Capacity building activities under Objective 3 supported the first two objectives by aiming to strengthen skills and build other capacities relevant to community cohesion. These design components remained through Years 1 and 2 (April 2013 to March 2015).

As stated above, CEP is being implemented in partnership with JRF, a local NGO with national reach. The original cooperative agreement outlined the role of CEP's local implementing partner (IP) and envisaged increased responsibility to be assumed by the IP over the course of the program including being the main implementer of the sustainability activities meant to support the transition of the CETs in Year 4.

Changes that Increased Program Coverage

Over the period of performance, the Mission requested changes from CEP. For example, while in the original design CEP was to be implemented in nine communities, about midway into Year 1 the Mission requested that 10 more communities be added. To meet this request, CEP doubled its staff and began mobilization to establish CETs and start grant activities in 10 more communities by Year 2.

Similarly, in November 2014, the Mission asked CEP to expand to Ma'an, though the mission did not increase the overall program budget. CEP agreed to expand to implement a smaller scale version of CEP activities in Ma'an City under the existing ceiling. This was intended to be a Ma'an "pilot project" to inform future implementation if the Mission decided to fund a full-scale rollout of the CEP approach.

⁴ KII with USAID/Jordan personnel on 11-3-16 in Amman; presentations provided by Global Communities and CEP staff on 9-16-16 in Silver Spring MD, and with CEP staff in Amman on 11-20-16.

⁵ USAID CEP Cooperative Agreement No. AID-279-A-I3-0001 signed April 4, 2013.

⁶ In CEP documentation "NGO" refers to local non-profit societies, charities, and other CBOs. In this report the terms NGOs, CBOs, and CSOs are used interchangeably as local non-profit organizations.

⁷ The outcomes included: I.1 NGOs able to plan and implement projects that address stressors and build cohesion; I.2: Networking leverages resources and promotes cohesion within civil society; I.3: Government engages with civil society and effectively responds to articulated needs. USAID CEP Year 1 Annual Implementation Plan.

USAID requested another change in Year 2, asking CEP to create youth shadow councils, in addition to establishing the CETs. CEP concluded that creating and managing two community engagement platforms was not feasible and instead conducted an assessment on why youth are not engaged in the CET or CEP activities, and addressed the problem based on its findings.

Changes to the Strategic/Technical Approach

Since its inception the program has evolved as follows: During phase I, CEP established and worked with CETs, building their capacity to identify community needs and funding projects that brought tangible community improvements. Phase II activities sought to deepen CETs' understanding of how relationships among stakeholders affect how communities and government react to stressors, offering stakeholders the opportunity to address stressors and to participate in the design and implementation of projects. Phase III builds upon new opportunities such as those presented by the recently passed Municipal and Decentralization Laws to foster a more enabling environment for CE. This phase is supposed to leverage established relationships to add discussions about TTCs in the design of projects to help communities deal with internal power dynamics and the influx of refugees.⁸

The focus of CEP's primary grant activities has undergone several changes. Since its inception, CEP has delivered grants targeted to a range of sectors through different implementing partners. In its first year it delivered small rapid start-up grants, and during Years 1-2, CEP implemented gender grants as requested by USAID/Washington. At USAID's request, neither grant program is reviewed in this evaluation because these grants were not meant to be sustainable nor the norm for CEP's implementation approach. In Years 1 and 2, CEP designed and USAID approved grants to CBOs, which were implemented through Year 4. Throughout the program, CEP has delivered in-kind grants to municipalities. CET grants were originally primarily focused on municipal infrastructure or maintenance. In Year 3 these types of grants began to be exclusively implemented through in-kind grants to the municipalities, and CET grants became smaller and more focused on promoting CE. Gender and youth were separate grant categories but were mainstreamed into CET Grants though \$10,000 increases to those grants which incorporated specific gender or youth components.

According to senior CEP staff, in Year 1 USAID directed the program to implement grants that identified and directly responded to urgent community needs. In Year 2, CEP was directed to change course for all grants, and CET grants in particular, to make them more participatory to enable communities to promote collaboration and respond to identified stressors. While these changes necessitated an expanded focus for CEP, they were still in alignment with the original intention of the program as described in the cooperative agreement: "building the capacity of NGOs and citizens to identify stressors in communities, particularly those affecting community cohesion, AND to increase the efforts of citizens and NGOs to engage with government at the municipality level and governorate level to jointly develop solutions and produce LCDPs to address those challenges."⁹

Another change to the grants program occurred with Modification 7 to the cooperative agreement signed in July 2016. The original purpose of the rapid response grants to NGOs stated in the cooperative agreement was to "address community stressors such as youth unemployment, community clean up and food insecurity."¹⁰ With Modification 7 discussions, TTCs were added to the grants process and are intended to help communities deal with existing internal power dynamics and continuing challenges posed by the Syrian refugee influx in a conflict sensitive manner.¹¹ As part of the shift to identifying and addressing

⁸ USAID CEP Cooperative Agreement No AID-278-A-13-00001, Modification 7 signed 7-28-2016, p.10.

⁹ USAID CEP Cooperative Agreement No AID-278-A-13-00001, signed 4-4-2013, p. 14

¹⁰ Ibid., p. 18

¹¹ USAID CEP Cooperative Agreement No AID-278-A-13-00001, Modification 7 signed 7-28-2016, p. 10

these TTCs, CEP initiated a process to develop and implement a project-specific CMM training for all CETs, relevant municipal and government officials and informal leaders. This entailed conducting an assessment for all staff and CET members, the design of a new curriculum, and a pilot to inform the final design of the training.

Another change introduced by Modification 7 included the addition of pilot projects designed to embed CEMs in GOJ decision-making structures that connect municipal and MOI processes.¹² As a result of these changes, CEP has put a good deal of effort into altering the processes for developing and awarding grants, retraining staff and communicating these changes and their justifications to stakeholders and partners.

The delay in approving Modification 7 has affected the expanded role envisioned for the program's IP. As the modification was necessary to extend CEP funding for Years 4 and 5, and had to be approved by USAID, the planned sustainability activities were delayed until the modification was approved in July 2016. JRF was therefore not able to begin these activities until then.

USAID also requested changes in the program's strategic framework, which was designed at the beginning of Year 2 in an effort to streamline implementation and create an integrated approach. The original monitoring and evaluation plan did not effectively communicate the program's successes and capture its approach. As a result, CEP was not able to demonstrate progress and stakeholders struggled to understand the value of the program.¹³ When USAID amended the Jordan CDCS in March 2015, at the start of Year 3, CEP worked with USAID to revise its log frame to fit into the latest Mission results framework. Due to programming and staffing changes, a final version of the activity's logic model was not approved until the Activity Monitoring and Evaluation Plan was approved in April 2016 at the start of Year 4.

Another strategic change USAID requested related to whether CEP should focus on the needs of Syrians. USAID directed CEP in Year 1 to not "specifically target" Syrians, as the program was intended to support Jordanians, especially in addressing the needs of refugee host communities. According to USAID, there were also political sensitivities around the time CEP started and GOJ was being careful about projects being implemented for Syrians in host communities. That said, as community members, many Syrians in Irbid and Mafraq did benefit from USAID CEP projects. In Year 4, USAID shifted and directed CEP to ensure the participation of Syrian beneficiaries with the additional emphasis on conflict-sensitive approaches outlined in Modification 7. According to CEP staff, in Year 4, CEP implemented focus group discussions with Syrians in order to add their perspectives to grant activities being designed during the second quarter.¹⁴

In addition to changes requested by USAID, CEP initiated some modifications on its own in response to changes in the policy framework in Jordan. In Year 3, CEP decided to leverage the GOJ's approval of the Municipal and Decentralization Laws as opportunities to enhance the program's activities to engender vertical cohesion. The program's CEMs, sustainability plan and exit strategy had to be clarified to fit within the new policy framework.¹⁵

These strategic shifts required CEP to transform the financial administrative processes and technical programmatic approaches for selecting and awarding grants three times. In year 1, for example, USAID directed CEP to increase the ceiling of CET grants to \$90,000, and then directed CEP to remove CET grant ceilings entirely. CEP staff reported that it was challenging to explain these changes to stakeholders

¹² USAID CEP Cooperative Agreement No AID-278-A-13-00001, Modification 7 signed 7-28-2016, p.10.

¹³ USAID CEP Year 3 Annual Report, p. 43

¹⁴ Presentation by CEP staff in Amman on 11-20-16.

¹⁵ Ibid.

in year 2 and that therefore, they decided to create grant ceilings in order to manage the expectations of CETs and municipal representatives, especially those in the new communities who had heard of the large grant amounts CEP awarded in Year 1.¹⁶

There was one additional shift in grant implementation between Year 1 and 2. Originally, the grants to support the municipalities to provide services were USAID-led and CETs were not involved. In Year 2, CET involvement was integrated into the process for awarding CBO grants and in-kind support to municipalities. Additionally, as CEP was designed as a DRG intervention, engineering expertise was not required in the original staffing plan. USAID later directed CEP to hire contractors to undertake small to medium sized infrastructure works (as is required by Agency policies for construction under grants) and CEP hired engineers to supervise this work. CEP staff also reported that the approval of CET grants was delayed in Year 1 and only one CET grant had been implemented by March 2014. According to CEP staff, approvals of grants were again delayed in Year 3 because of the transition of the program's Agreement Officer Representative. CEP senior management staff felt these initial delays in the grants pipeline affected the program's community engagement activities.

EVALUATION METHODS AND LIMITATIONS

The Evaluation Team included Harold Lippman (Team Leader), Dima Toukan (Evaluation/Country Specialist), Jessica Gajarsa (Evaluation Specialist), and Jerome Hansen (Conflict Management and Mitigation Specialist). The Team performed its research and analysis in accordance with an Evaluation Design (Annex III) developed in response to the Evaluation SOW (Annex I). The Evaluation Design was submitted to and accepted by USAID/Jordan in mid-October 2016. The Evaluation Design, including the data collection tools, was developed in consultation with USAID and CEP. The Evaluation Design included a work plan and detailed description of the research methods, tools, and instruments the Team used in conducting the evaluation. After an extensive desk review the fieldwork component of the evaluation was completed between September 24 and November 5, 2016 in Amman, Irbid, Mafraq, Tafileh, and Ma'an Governorates.

To answer the evaluation questions, the Team utilized a mixed-methods approach that relied on secondary data from a wide range of reports and documentation, as well as primary qualitative and quantitative data sources. The qualitative and quantitative data were collected simultaneously. Qualitative data sources included group discussions with CET members, key informant interviews (KIIs), focus group discussions and observations at activity sites. Quantitative data sources included two surveys: one of CET members and the other, a representative survey of the general population living in the twenty communities targeted by CEP.

SECONDARY DATA SOURCES

Secondary data sources included:

- CEP Cooperative Agreement and subsequent modifications;
- CEP Work Plans for Years 1-4;
- CEP AMEP and Results Framework;
- CEP Grants Manual and Grants database;
- Quarterly and Annual Reports;
- Baseline Survey Reports for old and new communities;
- Documented program guidelines including the Participatory Action for Community Enhancement (PACE) Methodology, activity guides, manuals, and training curricula and materials;

¹⁶ Presentations by CEP staff in Amman on 9-27-16 and 11-20-16.

- Program performance data including reports, summaries, databases (e.g., training, household perception surveys, field perception surveys, community workshops, community-wide meetings, youth engagement assessments, data quality assessments, and indicator tracking tables);
- Government plans, laws, regulations, reports and other official documentation in effect during the period of performance related to CEP's social cohesion and resilience objectives, including:
 - Frameworks and plans to address the Syrian refugee crisis such as the Jordan Response Plan 2016-2018 Guiding Framework (JRP), Regional Refugees Resilience Plan (3RP), and National Resilience Plan (NRP) 2014-2016.
 - Laws and policies that are restrictive to civil society and potentially constrain CEP's ability to achieve intended results, such as the Law on Societies of 2008 as amended in 2009, as well as key provisions in other texts relevant to civil society operations, including the Penal Code (particularly Articles 149 and 191); the 2004 Law on Public Gatherings (especially Article 4); the 2007 Press and Publications Law, as amended in 2012 (especially Article 5 and 38b); and the 2006 Anti-Terrorism Law as amended in June 2014. The recently passed decentralization and municipal laws.

QUALITATIVE DATA SOURCES

For primary qualitative data, as depicted in the table below, the evaluation team conducted KIIs, group discussions, FGDs, and firsthand observation at activity sites in Amman and nine communities in the four Governorates in which CEP operates. These communities are: Al Taybeh, Hay Jalama, and Dabbet Nimer (Irbid); Hay Al Hussein, Hay Al Janoubi, and Al Salheyyeh (Mafraq); Al Hassa and HTM¹⁷ (Tafileh); and Ma'an City (Ma'an). Separate discussion guides were prepared for different respondent categories, e.g. CET members, government officials, community representatives and beneficiaries (Annex IV). To select these communities, the following criteria were considered:

- The community's score on demographic, economic, and socio-political stressors, as developed and applied by CEP in the original community selection process:
 - Demographic considerations include municipalities and communities with higher populations, greater demographic shifts, and/or greater heterogeneity;
 - Economic considerations include communities that are considered to be a "poverty pocket" and/or experiencing high unemployment;
 - Considerations of social-political stressors include municipalities and communities where higher amounts of social unrest and protests have been documented.
- A balance of old versus new CEP communities, in order to generate information on potential differences in the sustainability of project interventions;
- Optimal coverage of the different sectors of the grant projects – e.g., health, education, youth – and Partnership Initiatives implemented by CEP across the municipalities and communities; and
- Other opportunities for learning based on the team's document review and preliminary discussions with USAID and CEP:

Lastly, the overall qualitative data approach was pre-tested in Al Taybeh (Irbid) and Ma'an City and modified according to the initial research experience in those communities.

¹⁷ HTM" refers to an area that combines parts of three neighborhoods where CEP implemented activities in Tafileh: Hid, Tein and Al-Mansoura.

Table 2 Data Collection Sources and Methods

Respondent Category and Data Collection Methods	Amman	Irbid	Mafraq	Tafileh	Ma'an	Total KIIs
	# of KIIs (# of individuals if multiple participants)					
KIIs – GOJ Central/ LDUs/ Governors/ Directorates	5 (9)	3 (7)	1 (4)	4 (5)	1 (2)	14
KIIs – Mayors/ municipal council members and staff		4 (11)	2	2	1 (2)	9
KIIs – CEP Implementing Partner	1					1
KIIs – CBOs CEP Grantees	1	2	2	4		9
KIIs – CBOs Non-Grantees		1	1	1 (4)	2 (4)	5
KIIs – Grant Beneficiaries		3 (13)	1 (3)	2 (3)	2 (3)	8
KIIS – Other Donor Programs	3					3
CET Group Discussions		3	3	2	1	9
FGDs – grant beneficiaries		2	2			4
Site Observation visits		6	4	2	2	14
Global Communities CEP staff: 6 presentations and 4 KIIs	5	1	1	2	1	10
USAID: 2 Briefings/1 KII	3					3
Total qualitative data collection events						86
Telephone survey of current and former CET Members		86	81	52	13	232
Population based survey in target communities - final sample		385	385	385	385	1,594
Total quantitative data collection sample						1,826

QUANTITATIVE DATA SOURCES

For the quantitative data, the evaluation team worked with a local data collection firm to conduct surveys that covered all 20 CEP target communities and included two groups of respondents:

- Current and former CET members; and
- General Population survey - direct and indirect beneficiaries residing in those communities.

Data obtained from the general population survey was used to triangulate and complement both the qualitative and quantitative results that emerged from the CETs and to clarify contextual variables affecting the program. The datasets from both surveys were triangulated not to seek consensus, given their different samples, but to explore complementary perspectives, and to elucidate different aspects of emerging findings.

CET Survey: The sample of the CET members included the list of 264 current CET members, as well as about 160 former members, and the survey was conducted by telephone. The members survey provided an opportunity to capture their perception of the effectiveness of the various CEP-inspired activities they were part of, including capacity building, identification of stressors and prioritization of projects to meet those stressors, as well as vertical and horizontal engagement. This survey also augmented the team's understanding of members' conception of sustainability scenarios and CETs' relationship to the decentralization process.

As direct beneficiaries and the main community engagement mechanism through which the program delivers its various interventions, the evaluation team considered CET members to be central to the evaluation. Data obtained qualitatively or quantitatively through the CET members carries significant weight especially insofar as the program's zone of influence is loosely defined. Primary data derived from the CET survey was triangulated with qualitative data emerging from CET group discussions.

General Population Survey: The representative general population survey sampled 1,540 individuals from the 20 communities in the four governorates (385 per governorate) in which CEP has been active. Distribution was based on the Probability Proportional to Size (PPS) sampling approach, which yielded a representative sample at the governorate level, with a +/- 5 percent margin of error at 95 percent confidence level. The survey sample size allowed for generalizable data at the governorate level, as well as comparisons across regions at a comparable margin of error.

Communities in which CEP is active were selected using pre-determined selection criteria that included economic and social/political stressors such as significant and rapid demographic shifts, stress on social and municipal services, poverty and unemployment, increase of living costs, incidents of unrest, and cohesion and resilience. As the sample of this survey is focused on these communities, the survey provides a representative capture of public opinion in areas facing considerable economic, social and political stressors.

As a representative survey of the population in the 20 communities, the survey data:

- Provides the broader context for the qualitative findings of the evaluation team. For example, the survey findings tell us about the entire population's perspectives and preferences related to interventions they consider most effective in responding to stressors and cohesion, including the type of interventions CEP has focused on;
- Identifies the tensions and stressors that are currently seen as most significant by the communities;
- Provides community perceptions regarding the different mechanisms for vertical and horizontal community engagement; and
- Provides an understanding of the contextual variables, current challenges and opportunities for CEP work, and future USAID programming in these or other similar communities.

The survey was designed to be used as part of this evaluation. As such, its structure and content were informed by the evaluation questions. Particular attention was given to ensuring that the survey results are useful for understanding the overall situation in these communities, including favorability ratings of different institutions, types of interventions and the current challenges and opportunities. This is particularly useful for thinking about appropriate exit strategies and future USAID work in this sector. Given its distinct objectives and methodology, the survey data was not compared against the two baseline surveys completed by the CEP team for the following methodological reasons:

- **Variation in Methodology:** There is variation between the methodology for CEP's two baselines. CEP's first baseline survey conducted in nine communities has a sounder methodology

to ensure representativeness. Specifically, the first baseline survey used a Kish grid for selection at the household level, an approach also used by the survey for this evaluation. For both the CEP's first baseline survey and the survey done for this evaluation, half of the respondents are males and half are females. In the second CEP baseline survey, however, the REACH data collection team conducted interviews with the first identified and ready to participate adult household member. This may account for the fact that out of the 966 interviews conducted for the second baseline, 582 (60%) were conducted with women and 384 (40%) with men.

- **Differences in Sample Size:** The sample sizes for the two CEP baseline surveys are different, making comparison difficult. In the first baseline survey for example CEP has close to two hundred interviews for every community surveyed, except for Hay Jalama, where 240 interviews were conducted. The community level sample for the second baseline is close to 100 interviews per community. In addition to the differences in sample sizes between the two rounds of data collection the CEP community level samples are quite small and have relatively high margins of error (for example a margin of error of +/-10 for a sample of 100 and a margin of error of +/- 7 for a sample size of 200) if used to measure change over time. The sample size for this evaluation was developed to ensure that we have a large enough sample to allow us a margin of error of +/- 5 for all the communities within the relevant governorate combined. The differences in sample sizes limit abilities to compare results across the different surveys.
- **Measuring Impact - Challenge:** It was the evaluation team's understanding that the CEP baseline surveys informed programming and implementation and were not developed to assess CEP impact, that is by doing a follow up survey at the end of the project. Such an impact study would need a control group and would assume that CEP efforts can register discernable community (municipality level) wide impact.¹⁸ The evaluation team was informed by CEP that the general population, including in-direct beneficiaries may not know CEP by name. Therefore, in the general population survey there is no reference to CEP. Instead, the survey asks about different types of projects/activities including the types of activities done by USAID. Based on the above and the evaluation team's understanding of the CEP intervention it was decided that it would be best not to use the survey to measure the impact of the CEP intervention. The latter would require a more targeted survey based on mapping all the localities in which CEP implemented its activities. Developing such a beneficiary specific sampling plan would require a lot more time than was available during the implementation of the evaluation. Moreover, there was no existing counterfactual/comparison group, where baseline data collection had been conducted. This would be required for any rigorous measurement of activity impact.¹⁹
- **Availability of Census Data:** The evaluation survey was based on the 2016 census data, which was not available at the time of the two CEP surveys, further limiting ability to compare across surveys.
- **Ma'an Inclusion:** Lastly, the CEP baseline surveys did not cover Ma'an, whereas in the survey done for this evaluation, given USAID's interest, a total of 385 interviews were conducted in Ma'an city, thus yielding a representative sample of the city's population.

¹⁸ Related to this, when asked about their awareness of any trainings and/or activities in their area that focus on community engagement, community organizing or conflict mitigation (Question 38 – General population survey), most of the respondents in all four governorates answered "No." (62% in Irbid, 74% in Mafraq, 69% in Tafileh and 71% in Ma'an)

¹⁹ The USAID Automated Directives System (ADS) 203 defines impact evaluations as those that measure the change in a development outcome that is attributable to a defined intervention. Impact evaluations are based on models of cause and effect and require a credible and rigorously defined counterfactual to control for factors other than the intervention that might account for the observed change.

LIMITATIONS

The evaluation design includes some limitations. Most importantly, because only a limited amount of time has passed since the CEP approach shifted during year 3, it would be difficult for any evaluation design to capture the effectiveness of some of the newer approaches CEP began using at that time. There is not enough of a record of activity to draw from and analyze with any degree of reliability. In particular, the major shifts in the project's AMEP during year 3 mean that of the 32 indicators in the current AMEP all but three are new and have only been tracked since the beginning of FY 2016.

In addition, as is customary with qualitative research, data collected through key informant interviews and group and focus group discussions is self-reported and as such carries the potential for respondent bias. To minimize the impact of bias on the results of the qualitative research, the evaluation team explained the purpose of the evaluation at the start of all interviews and group discussions. To help secure respondents' neutrality, they were advised that their performance was not being evaluated. The team also clearly explained the relationship of CEP to USAID to ensure beneficiaries did not conflate the two.

The findings from the qualitative research are not intended to convey the extent of benefits, opportunities, challenges and problems identified by the respondents. The evaluation team utilized a qualitative approach to understand the "causal mechanisms," as well as the "why" and "how" related to respondent responses identifying successes, opportunities, challenges and issues. In interpreting the reported findings from qualitative research therefore, it is important to think about both what is being said, as well as by whom, rather than assuming that the information is broadly representative of all scenarios and respondents' perspectives.

In terms of what is being said, it is important to think about the nature of the success, issue or challenge being identified, rather than focusing on how many respondents mentioned it during an in-depth interview or a focus group discussion. In cases where a success and/or an issue is considered significant by USAID and the CEP team, their activity data, specifically performance monitoring data may provide a useful source to assess the extent of the success and/or issues. For example, if a respondent remarked on the issues resulting from a delay in delivery of some good or service, the activity monitoring data should be able to highlight how often such delays occurred and should thus help the USAID and CEP teams determine the extent of the issue and its overall impact on performance. In terms of who is saying something, it is important to consider the role and responsibilities of a specific respondent or group of respondents, to assess the significance of what they are saying. The opinion of a mayor for example may have implications for an entire municipality. Similarly, the opinion of a single community engagement team member may still be important, as they are elected by the communities, and as such may reflect the interests and opinions of those who have elected them.

While the evaluation is based predominantly on people's self-reported views and perceptions, which are not necessarily facts, these views constitute respondents' attitudes, beliefs, experiences and reactions that generally guide their civic actions and shed light on the nature of their interactions with CEP. This assumes added importance in a DRG project that aims to promote resilience and alleviate stressors and empower citizens to address these stressors themselves.

The evaluation team was able to look at CEP efforts through April 2016; any activities undertaken after that time are not covered in this report.

ORGANIZATION OF THE REPORT

Because evaluation questions two and three, which focus on grants and community engagement respectively, partly answer question one on overall effectiveness, the order of the questions in the report

has been changed so that question one is answered after questions two and three. In addition, to ensure answers are not redundant, the focus of question one is limited to capacity building.

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

EQ2 FINDINGS

To what extent have the community-level projects relieved tensions or stressors (or achieved desired objectives)? Are any types/categories of community level projects more effective than others and why? These stressors and tensions are identified through the community engagement process. For example, disengagement of youth is a stressor in some communities.

Introduction

The narrative below begins by reviewing how the CEP's overall design and grants strategy impacted the program's alignment with community tensions and stressors. The discussion next turns to examining the responsiveness of projects to stressors as well as their effectiveness in strengthening community engagement by promoting sustainable horizontal and vertical cohesion. Next, the narrative assesses how the management and delivery of projects impacted their effectiveness, as well as partner relations and capacity building. Lastly, in response to the second question on the effectiveness of CEP grants, the narrative focuses on the evolution, responsiveness, and community perception of the three types of grants – municipal, CBO, and CET – covered by this evaluation.

Alignment of CEP Program Design and Grants Strategy with Perceived Stressors

From project conceptualization and design, CEP was not meant to address economic security challenges, which were most frequently identified as top stressors by KII respondents, CET group discussion participants, as well as CET and general population survey respondents. Group discussions with CET members, and KIIs with grant partners, and beneficiaries, all cited unemployment and economic insecurity as top stressors in their communities. This is reinforced by the results of the CET survey in which 86 percent of respondents listed either unemployment or poverty as the top stressor in their community. In addition, in the general population survey, 43 percent of respondents in CEP target communities cited jobs and income as their households' highest stressor.

As a USAID DRG program, CEP was also designed not to overlap with or duplicate Mission-funded economic growth programs already working to address unemployment and poverty. This set the stage for and became a fundamental challenge in CEP's design: while not designed to support economic growth, CEP aimed to address stressors in communities purposefully selected based on criteria related to economic insecurity. These factors include areas that are poverty pockets and areas that have high demographic shifts in terms of influxes of Syrian refugees that strain existing services (e.g., municipal, sanitation, health, education), as well as affordable housing and livelihood opportunities. In short, the CEP target communities were chosen in large part because of the high levels of economic insecurity experienced by residents so it is not surprising that economic issues were cited as top stressors, yet CEP was explicitly not permitted to address these top stressors. To eliminate overlap or duplication, the designers of CEP intended that CEP beneficiaries would be directed or referred to other existing USAID or donor interventions addressing stressors identified by the communities, and that CEP would focus on addressing gaps or areas where there were insufficient services/resources.

At the same time, CEP grants were first designed to address urgent needs (Phase I), then stressors (Phase II), and now TTCs (Phase III), which are likely to be related to the high levels of economic stress due to unemployment and poverty. As a result, the application of CEP selection criteria disqualified many of the projects communities had selected including economic growth interventions. Funding ceilings also disqualified other large-scale projects that the communities preferred. Because of this, while CEP grant activities addressed some community stressors, the nature of those did not always correspond with the most important stressors identified by the community.

Figures I-3 below elucidate the preceding discussion. Figure I demonstrates that about 48 percent of the 232 CET members surveyed indicated that projects that generate jobs best respond to the top stressor in their communities, followed by 31 percent that selected improved municipal services. It is important to note that as per CEP activity design, the project was not meant to address poverty and/or unemployment.

Figure I CET Survey Results - Which type of donor projects best respond to your community's main stressors?

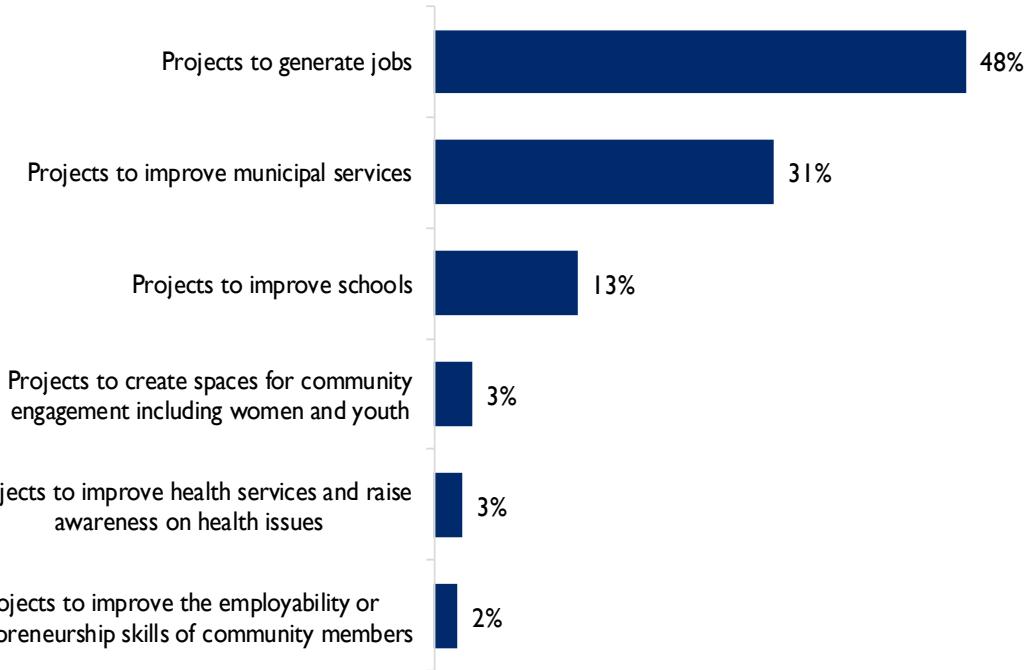


Figure 2A shows about 67 percent of CET members surveyed indicated that the interventions supported by CEP grants responded to one of their top three stressors.

Figure 2A – CET Survey Results - Do the projects funded by CEP address any of the three top stressors you identified in the previous question?

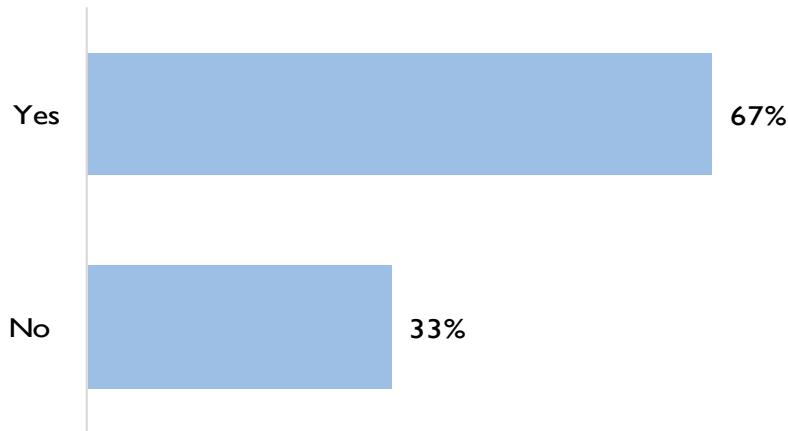


Figure 2B lists the reasons why the 33 percent of CET members thought that the projects funded by CEP have not addressed any of their top three stressors.

Figure 2B – CET Survey Result - If responded no in Figure Q2A above, why do you think the projects funded by CEP haven't addressed any of the three top stressors you identified in the previous question

(Percentage of the 76 respondents that responded “no” in Figure 2)

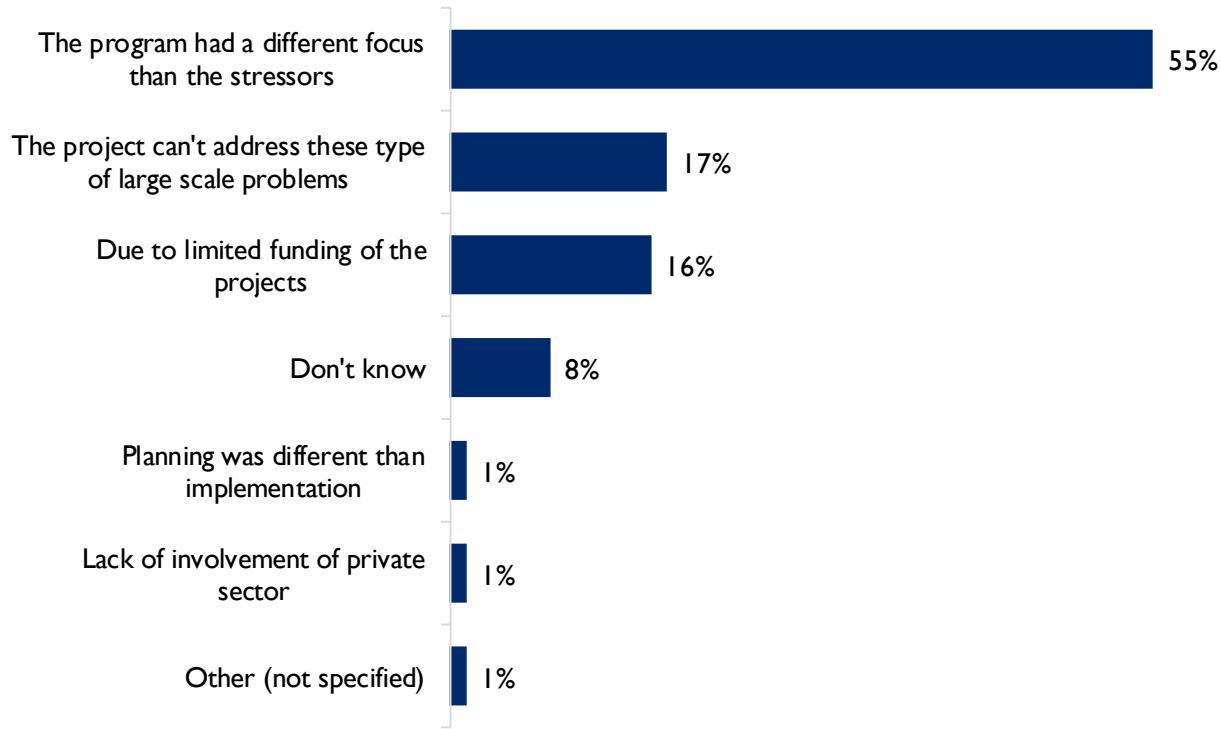
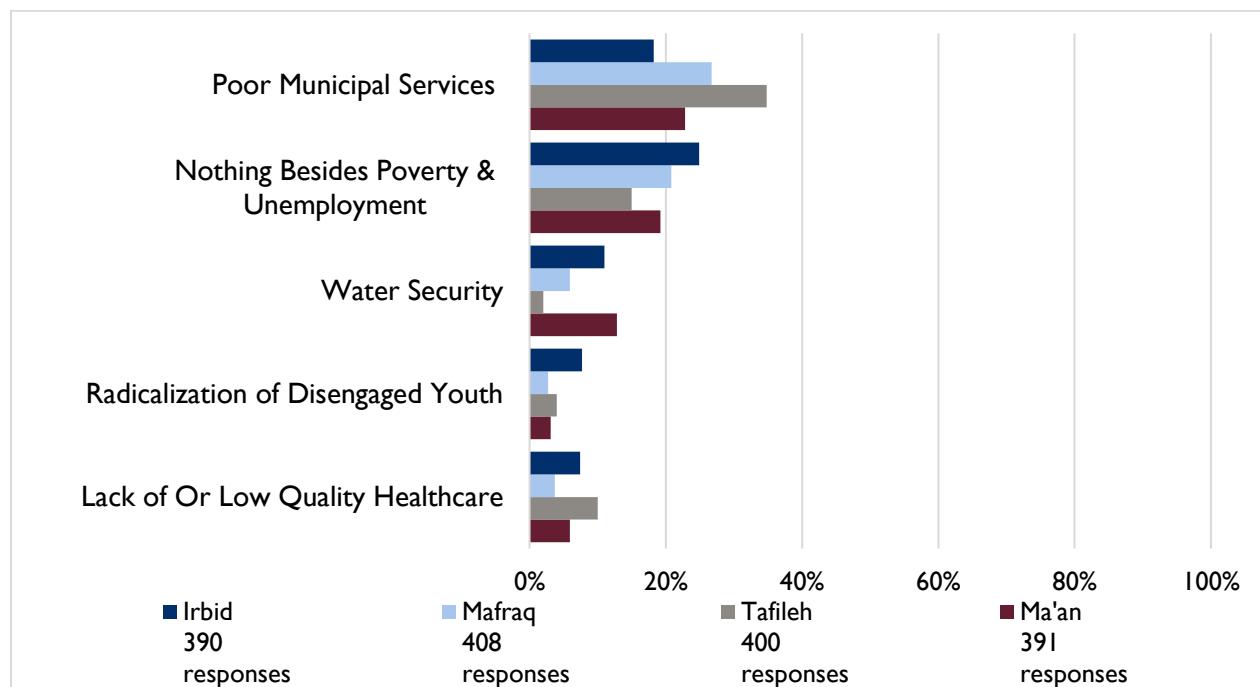


Figure 3 below demonstrates that in the general population survey when respondents were asked what is the most important problem facing your community or area other than poverty and lack of employment that poor municipal services was a popular choice across the governorates: Irbid 17 percent, Mafraq 26 percent, Tafileh 35 percent, and Ma'an 23 percent.²⁰ The second most popular answer was that nothing is more important than poverty or lack of employment.

²⁰ It should be noted that higher percentages of respondents in each governorate chose "other" and many specified some form of economic insecurity despite being asked for other types of problems.

Figure 3 General Population Survey Results - Other than poverty and lack of employment what is the most important problem facing your community/area?²¹



Extent to which CEP Relieved Tensions or Stressors

While most program stakeholders understood that CEP was not an economic or job creation program, the majority of CET members exhibited frustration that eligibility restrictions limited their ability to respond to their higher-level economic stressors. All mayors expressed appreciation for equipment and infrastructural support the program has provided but urged additional support to address economic needs. In expressing these views, the mayors seemed to exhibit little agency, and a lack of understanding of their own responsibilities towards their communities. In a KII, one mayor in the south noted, “We want USAID to move beyond service provision and awareness raising and start addressing unemployment.”²² This was echoed by a mayor in the north saying, “Our biggest problem now is the high unemployment rate; we’ve had enough cleaning support; we want something bigger.” In expressing these views, few mayors contextualized their own responsibilities to their communities.

A lack of municipal services is the second most frequently cited stressor by primary data sources. All CET members and mayors viewed interventions that delivered needed infrastructure and equipment as responsive to stressors. They said such assistance increased municipalities’ responsiveness and delivered “tangible” support that was most visible to the communities. A CBO representative’s comments in Mafraq typified many stakeholder responses:

²¹ This bar chart only contains the open-ended responses that were mentioned by at least 2% of the respondents per governorate. Please see Annex IV Question 4 for a table with all responses that received 1% or more per governorate.

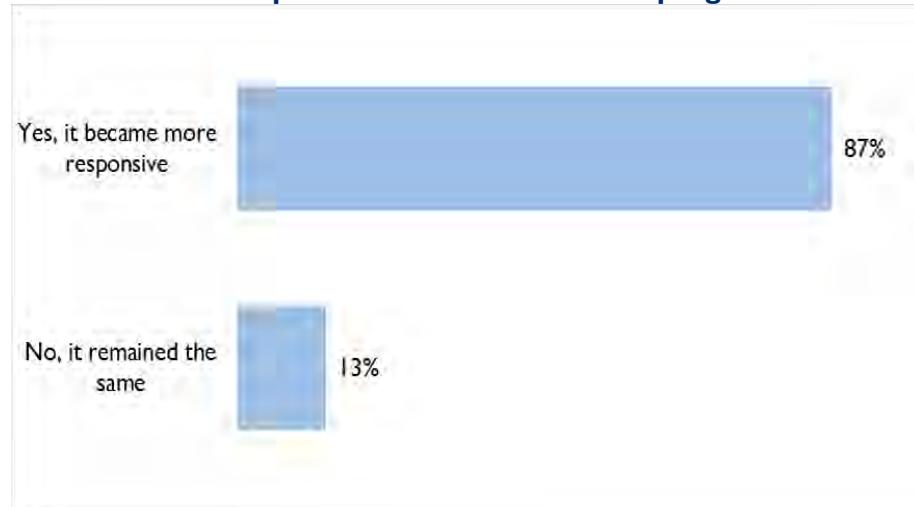
²² KII with a Mayor of one of the nine CEP target communities selected for qualitative data collection.

"The roads and sunshades, any project that would lessen the stressors on the schools. The most effective and valuable to continue are the ones that target the youth; for example, the sports field, they will absorb the energy of the youth and prevent them from turning to drugs."²³

"When we received the garbage compactor and the electrical crane they solved a problem for the entire municipality," noted a mayor.²⁴ Mayors and municipal council members indicated that perceptions of municipal responsiveness were improved as a result of infrastructure and service delivery projects. As one mayor explained:

"...what has changed is people's approval and level of satisfaction with municipality services." The retaining walls the project constructed in [a community that floods annually] was especially appreciated: "It rained last week and for the first time in that community there was no flooding. The civil defense told us that this is the first time that we don't get emergency calls from [this community]. This is the first time we welcome rain with joy."

Figure 4 CET Survey Results - Do you think the municipality/local government has become more responsive because of the CEP program?

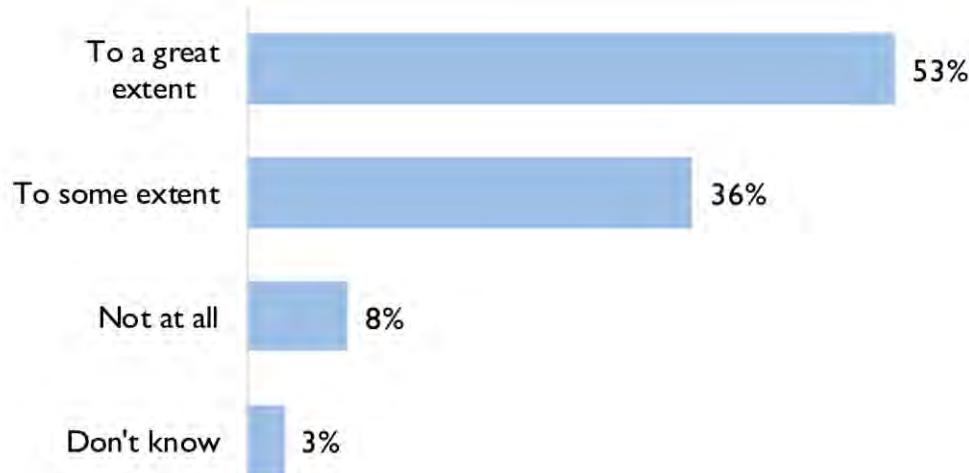


In terms of achieving other desired objectives, the evaluation team assessed whether grant activities were effective in promoting community engagement and vertical or horizontal cohesion. Though the CETs did not become sustainable community engagement platforms as detailed in Q3, the majority of CET members felt that they improved municipal receptivity to community input and that the projects generally built the collective competency of CETs to engage the community and work with stakeholders, such as municipal councils, to design and deliver projects. In group discussions, CET members indicated that engaging the community both formally through the CETs and informally through their individual connections improved the projects they selected, how they were implemented, and their role in relaying community needs to the municipalities. One member of a CET group discussion, for example, explained that "we now have the skills to deal with government institutions and deliver information to and from the local community." Additional evidence along these lines can be gleaned from the CET survey as indicated in Figure 5 below.

²³ KII with a representative of a CBO that is an implementation partner on a CEP grant.

²⁴ KII with a participating mayor and municipal council members.

Figure 5 CET Survey Results - To what extent did the program increase the value that municipalities/local government place on the role of community engagement?



However, while the overall goals of CEP have been to strengthen community engagement and leave behind stronger more cohesive and resilient communities, the majority of stakeholders only understood the project as providing immediate responses to community needs which was an early emphasis of the project. Revealing their limited understanding of what CEP was trying to accomplish, participants in one CET group discussion noted: “the program raised people’s expectations. We were hoping they would do more. We have 39 schools here. They provided sunshades for 9 schools.”²⁵ Representatives of the municipalities that received needed equipment expressed their appreciation for and commitment to maintaining it for future use, but some also asked for more such assistance or infrastructure support. The early emphasis of “delivering larger grants more quickly”²⁶ to directly respond to community needs gave way in Year 3 to “a greater emphasis on partner formation that contributes to greater community resilience.”²⁷ With Modification 7 in Year 4, as noted above, grants are focused on generating greater collaboration to identify and address stressors that are TTCs.²⁸ Regardless of the changes, the earlier approach was the predominant view of most stakeholders, including CET members, who were generally not able to articulate these changes in the program approach from identifying and responding to needs, then to stressors, and then to greater collaboration to address TTCs. For example, stakeholders regularly used the term stressors interchangeably with needs and did not show a conceptual distinction between the two. So, stakeholders who were interviewed, including CET members, municipal representatives, and CBO partners often saw limited benefits for the CEP-funded interventions beyond the tangible benefits of the provided equipment, renovations, or services rendered, and, accordingly, judged a project’s effectiveness in terms of the size of such assistance.

Justifications for the CEP project proposals that were reviewed by the evaluation team often lacked specificity when addressing stressors. Stressors cited from the Household Survey’s (HHS) and Community-wide Meetings (CWMs), were broad and thematic such as “enhancing infrastructure” and “enhancing health sector.” This resulted in programming that is generally responsive but not tightly targeted. CBO grant

²⁵ Group discussion with CET in Al Salheyeh, Mafraq, October 27, 2016. It should be noted that the implementation was so late that most of the money was spent on operations.

²⁶ Year 1 Annual Implementation Plan (revised)

²⁷ Year 3 Annual Implementation Plan p. 18.

²⁸ USAID CEP Cooperative Agreement No AID-278-A-13-00001, Modification 7 signed 7-28-2016, p. 10

applicants were given very broad thematic requirements by CEP and only limited points were given in the scoring for their responsiveness to these needs. CETs' projects, on the other hand, were more responsive to the HHS than CBO proposals.

While CEP's approach has been changed to address this issue, the projects still did not address the highest tier challenges faced by communities. For example, even after the second HHS was improved with greater detail on stressors, there were often mismatches that resulted in the projects partially addressing a sub-need, such as the "Activate Schools as Community Hubs" intervention in Al Taybeh. This CET grant emphasized school infrastructure such as fire extinguishers, sunshades, and facility maintenance when, according to the HHS, education was the fourth-ranked stressor in the municipality and school facility quality was the fifth-ranked need within education. While this project had community and government engagement components that promoted some CEP goals, top-tier stressors related to education were not addressed. Of course, the project is limited by its scope and cannot address quality of education issues on which other USAID programs are working. However, community members including CET members, municipal staff, and representatives of CSOs did not regard infrastructure support provided to schools as transformational. For example, school facility quality was only partially addressed, especially insofar as the CEP support was not concentrated but spread over many schools.

Impact of Project Management and Implementation

Respondents indicated that the way grants were designed and delivered sometimes made it less likely that the grants would effectively address their perceived stressors and tensions. In interviews with CET members, CBO representatives, and other stakeholders, respondents raised a variety of issues and concerns that had limited the extent to which the projects could have relieved tensions and stressors. Many respondents, for example, said there was a general lack of clarity or transparency with CEP about the roles, responsibilities, and expectations in terms of agreed upon benefits for them and/or their organizations. Relatedly, in five out of the nine CET discussion groups, the majority of members in each of those groups explained that they felt they had little input in the scope and design of projects. Other members did not disagree. During two group discussions, participants talked about not being able to choose the size of sunshades for schools, so that in the end small and large schools in their municipality received the same ones. In another discussion, participants pointed out that after disagreeing with a requirement that the new roads to be built as part of a proposed project would have to lead to schools, mosques, or cemeteries, "they [CEP] gave us no option [and] told us either you accept or you lose the funding."

In addition, in six of the nine discussion groups the evaluation team held with CET members, several respondents in each of those groups felt that existing feedback mechanisms were not effective to report issues during implementation, such as when procured materials or contracted renovations were perceived to have not met agreed upon standards or specifications they had identified during the design process. In response, CEP staff maintain that stakeholders sign off on all specifications before procurement, and participate in the technical review of the bidding process. In addition, they said all renovation work meets agreed upon quality standards that are generally higher than those in comparable municipal public works. In the end, however, the fact that in six out of nine CET group discussions the majority of members complained about standards and quality of services is notable.

While the evaluation team could not verify the validity of these respondents' assertions about quality, the important finding is that CET members and other stakeholders believe they have little control over the projects and associated processes they were meant to drive which, in turn, helps feed perceptions of mismanagement and raises suspicions of wrongdoing among them. At the very least, from the stakeholders' standpoint there was a lack of ownership and a need for more transparency and effective communication.

Lastly, among respondents, frustration was often expressed over the amount of time it took to deliver projects and the efficiency of the process. Stakeholders said that months-long delays affected their

credibility and standing in their communities. One CET group discussion participant captured the point, complaining that:

“the schools project was delayed. This affected our credibility with people. In addition, implementation of projects is slow. Sometimes the project goes to USAID for six months. We almost lost confidence in the program [and] thought of resigning. We thought they were lying to us.”²⁹

Are any types/categories of community level projects more effective than others and why?

As noted above, most stakeholders, including CETs, expected projects to respond to basic local needs and did not have a well-developed sense of their potential to respond to stressors or threats to cohesion. In this way, the projects were often judged by more simple criteria such as did the project respond to an important need in the community and did the scale of the project allow it to respond effectively. In general, projects that delivered tangible services to communities were regarded as more effective than other projects. The effectiveness of the various types of CEP interventions are reviewed below.

Municipal Grants

CEP has delivered support to municipalities through in-kind grants since the beginning of the program. Years 1 and 2 saw very large grants with seven of the municipalities in old communities receiving between \$280,000 and \$1.7 million in project support. In Year 3, these grants were capped at \$300,000 for new communities and \$100,000 for old communities. In Year 4, grants were eliminated to municipalities in old communities.

Stakeholders view municipal grants as targeted responses to stressors in the community. Larger projects, especially those that supported infrastructure or municipal services, were generally cited by municipal council members, CET members, and partners as responding to local needs and relieving pressure on the municipality. “We got six machines for the municipality including a water tank, street sweeper, a grader, and a back loader. This increased the municipality’s ability to respond to the community in terms of service provision by 50 percent,” said one of the mayors interviewed.

CBO Grants

Grants to CBOs were initiated in Years 1 and 2. The initial grants, referred to as Rapid Start-up Grants, were delivered early in Year 1.³⁰ An additional round of grants was delivered to CBOs/NGOs in Year 2. All grants were completed by Year 4. These were delivered in old and new communities. Per the original program description, as well as the amended program description in Year 2 (October 2014), the criteria for these grants were:

- direct impact on stressors;
- potential to promote cohesion and build resilience;
- impact women and youth;
- implementation capacity;
- participation in capacity building; and
- local government support.

According to a grants table supplied by CEP, 36 CBO grants (other than the Rapid-Start-Up grants) were disbursed totaling just over \$1 million, with individual ceilings of \$50,000. The majority of target communities received one or two grants, with a few receiving three.

²⁹ Group discussion with CET in Al Hasa, Tafileh, October 30, 2016.

³⁰ As noted earlier, these grants are not covered in this evaluation.

Most often, grants to CBOs were used to refurbish schools and medical centers or build community parks. Some also worked directly with at-risk communities such as underperforming female secondary students. While stakeholders interviewed reported that these efforts responded to some immediate needs in their community, they generally felt that their smaller scale limited the types of community needs to which they could respond.

However, the goal of working with the CBOs was not just to achieve immediate project outcomes, but was to have the CBO help generate greater community engagement and engage local citizens. While the grants did respond to community needs, they do not appear to have been effective in generating greater community engagement through the CBOs. CEP did not utilize the CBOs for this. For example, CBO grants were not judged on their community participation merits for the verification of needs and were not required to have community or municipal engagement incorporated into their design or implementation, even though CEP targeted CBOs to build their capacity to identify stressors and engage more effectively with municipal and governorate structures. Also, the selection process did not identify NGOs that had, or could have, carried out basic community engagement or advocacy.

The overall view was that CBOs were supporting CEP grant implementation in small ways. For example, a CBO representative in the north said: “The idea was to integrate the CET teams in civil society. This did not happen. The program dealt with them as a requirement. The program was not able to activate civil society or to define it. Services are the only positive effect of this project.”³¹

CET Grants

CET grants began in Year 1 and have continued throughout the CEP program. They have changed in size and approach during this time but have always been developed in conjunction with CETs and emphasized a community engagement component to identify and deliver projects. CET grants were delivered in all nine communities in Year 1 and 2 with communities receiving between \$78,000 and \$500,000 in total support and generally focused on municipal services and repair of infrastructure such as schools.

In Year 3, CET projects began to focus more on community relationships to enhance communication among different segments of the community. In Year 3, CET grant limits were set at \$50,000 for old communities and \$100,000 for new communities and for Year 4 all CET grants will be limited to \$30,000.

In Year 4, CEP continued to move the focus away from service provision towards building relationships, promoting the involvement of disenfranchised populations, and responding to TTCs.³² This objective will be supported through the CMM training, mapping of TTCs, focus groups with Syrians, and CMM-focused project development and implementation. CEP staff indicated that the new approach laid out for the Year 4 CET grants provides a potential framework for a deeper CET understanding of the TTCs facing their communities and, therefore, a potential for stronger and more responsive programming. The CMM training and mapping of TTCs have taken place, but project designs are not yet complete and thus it is not possible at this time to fully evaluate their design or effectiveness. While information gathered from surveys and interviews shows that CET members considered CMM training as being valuable on an individual basis, the new strategic approach was not clearly understood by the CETs. Group discussions with the CET members highlighted opportunities for improving the understanding of the material covered during the CMM training; in particular, all respondents demonstrated little understanding of either what threats to cohesion are or how they are different from stressors.

Projects such as sunshades and school maintenance were seen as contributions to the community, and valued by the immediate beneficiaries. As one principal explained, “we have strong sun so students suffer

³¹ KII with head of a CBO that participated in a CEP grant.

³² Defined as “things which may prevent them from coming together as a community to tackle the challenges they are facing.”

when they are waiting. There was only one small shade for the students, now they have one for 140 students where they are picked up/dropped off. The school has been beautified by the murals and there is no more graffiti on the walls."

CET projects that encouraged collaborative approaches or relationship building as part of larger projects, such as community volunteerism for beautification or committees to activate the role of parents in schools, have not been in effect long enough to be evaluated. In general, however, they are relatively small in scale and level of effort and this may make it difficult for them to have an impact on the identified stressors in communities either through direct response or advocacy.

Partnership Initiatives

Beneficiaries of Partnership Initiatives considered them somewhat valuable in strengthening relationships between stakeholders. For example, in response to the "Towards a More Beautiful School" Initiative, a principal of a participating school commented, "The collaboration between Syrian and Jordanian students improved as well as relations between parents and the school." However, respondents including CET members, LDU representatives and mayors agreed that the community has implemented similar initiatives, and that communal action in the form of cleaning and beautification campaigns would not be lacking if it were not for the dearth of funding.

Relatedly, many stakeholders viewed cleaning campaigns, which were part of various projects, as not particularly responsive to needs. As a mayor of a participating municipality said:

"All cleaning campaigns that the program implemented don't convince me. These campaigns are useless. Whoever wants to work right on this issue must work with our staff [sanitation workers] [...] awareness raising is much more effective. The municipality must be a main partner in these campaigns."

Similar views were expressed by a CET member: "Cleaning campaigns are not sustainable. It would have been much better if the funding was spent on infrastructure; the money was wasted."

Excluding rapid start-up and gender grants, CEP expended less than one percent of the projected Year 1-3 grants budget on Partnership Initiatives. Even with this limited expenditure, ten Partnership Initiatives have been implemented by the end of Year 3, resulting in 2,309 community members receiving free medical services; the mobilization of 65 schools to enhance community engagement in supporting education; and the implementation of nine youth projects.³³

CONCLUSIONS

Limiting CEP from addressing economic stressors in areas targeted for their economic insecurity had consequences in program effectiveness and relations with stakeholders. While CEP grant activities addressed some community stressors, the nature of those did not always correspond with the most important stressors identified by the community, which were usually economic or job related. Even though limiting program design to non-economic issues was understood by stakeholders, many could still not reconcile why a program meant to respond to community stressors limited their ability to respond to their higher-level economic stressors.

Stakeholders and beneficiaries have not absorbed the program's changing grants strategy. The program's early emphasis on larger projects that quickly addressed 'needs' has made it difficult to develop more complex responses to stressors and threats to cohesion using smaller grants and with greater use of

³³ USAID CEP Year 3 Annual Report, p. 7.

community engagement mechanisms. In the communities in which CEP operates, it is regarded as a program that will deliver tangible, large-scale projects. So, stakeholders often see limited benefits for the CEP-funded interventions beyond the tangible benefits of the provided equipment, renovations, or services rendered, and, accordingly, judge a program's effectiveness in terms of the size of such assistance. To stakeholders, relationship building is an add-on component of CEP activities, which brings value only insofar as it facilitates the delivery of tangible support. The changing CEP phases and the shortfalls in managing stakeholders' expectations have contributed to the stakeholders' outlook in this regard.

Overall, justifications for the CEP project proposals that were reviewed by the evaluation team lacked specificity when addressing stressors. Earlier projects, especially those implemented as CBO grants, were not well aligned with identified stressors and did not support CE in design or implementation. This resulted in projects that were often misaligned with stressors. Comparatively, CET projects were slightly better in this regard.

Grants that delivered tangible benefits to municipalities were viewed as the most effective in addressing stressors. Though, the term stressor was used interchangeably with needs and stakeholders did not show a conceptual distinction between the two. Larger scale infrastructure and municipal service projects were viewed as the most effective in responding to immediate stressors and improving trust in local government. These interventions are perceived to have enhanced the government's responsiveness as well as the quality of services rendered.

In assessing whether projects achieved other desirable objectives such as vertical and horizontal community engagement, the team found that though the CETs may lack sustainability as community engagement platforms (as detailed in Q3), the CETs felt that they improved municipal receptivity to community engagement and that the projects generally built the collective competency of CETs to engage the community and work with stakeholders, such as municipal councils, to design and deliver projects.

CETs did not utilize CBOs as a way of deepening community engagement. CBOs' role in projects was not clearly defined and the organizations did not feel they were part of the broader CEP agenda. Year 3 CET projects that include CBOs as partners have a more robust community engagement and mobilization approach, but it is too early to judge their impact. A more engaged, integrated and robust role for CBOs could have potentially strengthened community engagement and responsiveness and supported overall CEP goals of building community resilience.

CEP efforts to build horizontal community cohesion and community responsiveness through the Partnerships Initiatives generally lack a vertical component. Further, while these efforts engage communities on important issues such as drug awareness, alcohol, or littering they still lack the scale and structure to significantly address such problems and have not meaningfully engaged stakeholders to ensure the initiatives' sustainability. Similarly, the initiatives' effect on elevating stakeholders' sense of civic responsibility or agency to address stressors is limited.

To sum up, the overall effectiveness of grants was affected by the changes the program has undergone, the limited ability to address stressors viewed as most important by communities, and the lack of understanding by stakeholders and beneficiaries of the changes in grants strategy, which now emphasized relationship building and community engagement over the delivery of tangible benefits. The stressors viewed as second most important were addressed and those projects were appreciated but the benefits of those projects were limited to immediate benefits and there is no evidence of the broader benefits desired in the CEP theory of change.

EQ3 FINDINGS

To what extent have the CETs been able to strengthen relationships between their community and local government entities? To what extent have the CETs been able to strengthen relationships between their communities and local civil society organizations (CSOs)? Have CETs established sustainable mechanism(s) for community engagement in local governance? Is it feasible or better to use municipal councils and/or existing municipal bodies, rather than CETs, for citizen engagement? Are there opportunities for improvement in this area in the second half of implementation?

Introduction

In response to the initial question regarding CETs' impact on the relationships between their communities and local government entities, the narrative below addresses the following items:

- the effect of the program on the general relationship between communities and municipal governments;
- the effect of the program on the relationship between CETs and municipal governments;
- the role of LCDPs in the relationship between CETs and municipal governments; and
- how traction on decentralization was leveraged by the program to engage the government with the community.

The discussion then turns to the question on the extent to which CETs were able to strengthen the relationship between the community and civil society. The response here examines: the role of CBOs as project partners; CETs' ability to attract private sector support; and, the effectiveness of Partnership Initiatives in sparking communities to address their own needs.

To answer the remaining questions, the narrative explores: the legal and administrative restrictions that might affect the establishment of community engagement mechanisms; the potential for CETs to serve as such mechanisms; and, the program's potential for replicability. The discussion continues with an assessment of whether municipal councils can be more effective than CETs in promoting citizen engagement and concludes by looking into opportunities.

To what extent have the CETs been able to strengthen relationships between their community and local government entities?

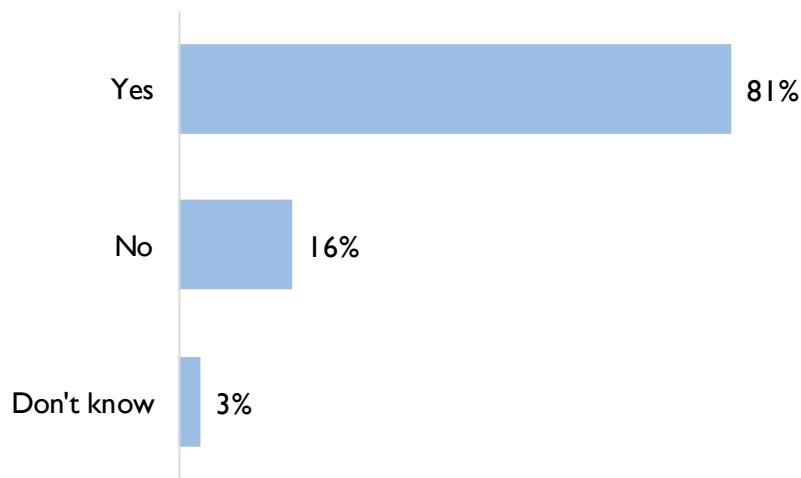
Improved Municipal Services Strengthen Relationships with Community

The projects that CETs helped deliver have, to some extent, improved the local government's responsiveness to service demands and the quality of services delivered. However, all CET members in group discussions agreed that while CEP support had addressed only lower-level stressors (what the 2016 CEP baseline terms Macro-Level Stressor Drivers), the assistance was still beneficial, alleviating the pressure placed upon municipal services and allowing the municipality to provide more and better services. As a CET member explained: "if it weren't for USAID we would not have been able to keep things calm in Ramtha; USAID saved the municipality with their support for waste management." In Al Taybeh, another CET member said: "to be honest, the one thing that benefitted us the most was the man lift."

Almost all mayors agreed that CEP has enhanced their ability to provide services and better understand the needs of their constituencies. Except for one, the mayors viewed the CETs as an additional arm of the municipality, better able to conduct grassroots outreach and channel demands and grievances back to the municipality. A mayor in the north was happy he has been getting better input from CET members and does not have to handle as many individuals wanting to see him every day about personal issues.

When asked about whether CET members trust the municipality or not, 60 percent of the 232 members said they do while 35 percent said they do not, referring to unfairness in the distribution of public benefits. That said, when CET members were asked if they believed the program enhanced the community's trust in municipal and local government, as shown in Figure 6, 81 percent said yes.

Figure 6 CET Survey Results - Did CEP enhance the community's trust in municipal/ local government?



As further evidence for the engagement of local government, through April 2016 CEP secured over \$2 million in matching contributions from the local communities, most of which came from municipal and local government entities.³⁴

In discussion groups, all CET members talked about their role as intermediaries between the people and municipal representatives, channeling demands for services from the former to the latter. This conception of their role was framed in terms of a one-way communication of demands rather than as a conduit for advocacy. According to the evaluation survey, 39 percent of CET members still do not think that the municipality and local government consult with CETs over their planning and allocation of resources, while 35 percent think they sometimes do ([Annex XIII: CET Survey Results, Section V Sustainability, Q16](#)).

While having municipal representatives on the CET teams enhanced open communications between municipalities and the members, it also adversely affected group dynamics. During the evaluation, two CET group discussions quickly devolved into an “us versus them” dynamic that prompted continuous accusations to be leveled at the municipality during the meetings. During a third group discussion, the mayor insisted on attending part of the meeting and monopolized the discussion, providing members with the opportunity to speak only to affirm his points.

Heightened Expectations Affect CETs Relationship with Municipalities

According to the majority of CET members, CEP raised expectations among CET members and their communities about incoming assistance. USAID’s removal of funding ceilings in Year I likely contributed to this outcome. One dynamic documented by the evaluation team was competition between CETs and the municipalities to claim credit for the CEP projects. In four communities, including Al Salhayeh, Dabbet

³⁴ USAID CEP Year 4 Annual Implementation Plan, p.9.

Nimer, Hay Al Hussein, and Al Taybeh, CET respondents said that the community is not aware of their efforts and that the municipality had claimed all the credit for the improved service provision. To these CET members, CEP had raised the profile of the municipality in the community rather than their own standing. In Al Taybeh, for example, CET members said they would have preferred that the CEP support was provided to them instead of the municipality.

Tensions between CETs and municipalities over how to spend grant money and who should get credit for improvements created some strains in their relationships. The heightened expectations about incoming assistance that the majority of CET members alluded to and said were later not met fed frictions between the municipalities and CETs. For example, to explain why the level of expected assistance was not received, CET members in Al Taybeh and Tafileh blamed the municipality and the mayor. In fact, in Al Taybeh, Al Hasa, and HTM, the CET members' relationship with the municipality was found to be particularly strained. During CET group discussions, members were openly critical of the municipality and how it controlled CEP's assistance. One such respondent said: "70 percent of people are hungry; we need the support not the government."

Long-Term Community Development Plans

CEP has supported CETs in developing LCDPs that outline their vision for ongoing development of their communities and to integrate them into the governmental planning process. These municipal-specific local plans were meant to help CETs conceptualize the long-term development of their communities and to identify the steps that need to be taken to realize those goals, including the engagement of government stakeholders. LCDPs have been finalized and signed off on by the CETs for the 19 CEP target communities. As documented in the CEP Year 3 Annual Report, these plans include a total of 1,367 prioritized interventions.³⁵

Despite the LCDPs being a key aspect of CEP's sustainability strategy, the majority of CET members did not recall developing them. When prompted by the focus group facilitator, the majority said they did not know where these plans are; some guessed they are at the CEP field office. The majority of discussion group CET members said they have not used these plans to advocate for community demands with the municipality or local government. LDU staff were likewise unaware of the LCDPs.

Role in Decentralization and GOJ Development Planning

CET members' participation in GOJ development planning and dialogues on decentralization facilitated engagement between the government and community members. Thirty CET members participated in the Ministry of Planning and International Cooperation (MOPIC) bottom-up approach to engage citizens in the drafting of the 2016-2018 Executive Development Plan. Up to 84 community-identified and prioritized projects were included in the Plan. According to the CEP Year 3 Annual Report, 13 projects have already been included in the FY2016 GOJ budget.³⁶

With the passing of the decentralization law in 2015, CEP thought to seize an emerging window of opportunity and reached out to MOI to support the organization of community dialogue platforms on decentralization. In Quarter 4 of Year 3, CEP organized "Community Dialogues on Decentralization" in Irbid, Mafraq, and Tafileh. Co-facilitated with the MOI/Local Development Department (LDD) and LDUs, the dialogues brought together CETs from all communities within the governorate, community members, and government officials. The objective of the dialogues was to raise awareness about the decentralization

³⁵ USAID CEP Year 3 Annual Report, p.14.

³⁶ USAID CEP Year 3 Annual Report, p.7.

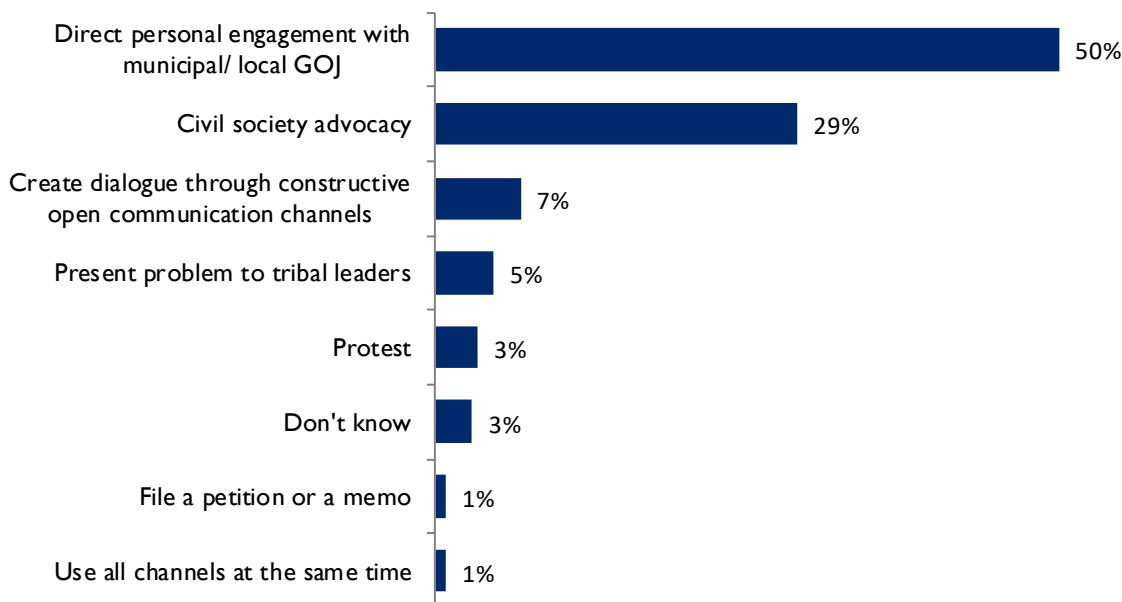
law and gather input about the characteristics of the community engagement mechanisms that citizens would be interested in seeing.³⁷ According to MOI officials, the events were successful and the objective was achieved.

To what extent have the CETs been able to strengthen relationships between their community and civil society organizations?

The majority of CET members surveyed said their teams have been able to strengthen relationships between their community and civil society organizations. Sixty percent of CET members reported they are active in a CSO in their communities and more than half said their community members are very engaged with CSOs in working on local issues ([Annex XIII: CET Survey Results, Section II Introductory Questions, Q5](#)). This contributed to perceptions of strengthened relations and ensured knowledge transfer to CSOs.

CET respondents regarded civil society advocacy as partly effective in generating government responsiveness but less effective than advocacy by CETs. As shown in Figure 7, when CET members were asked about the most effective way to get the government to respond to a communal problem, about 50 percent said direct engagement with government on a personal level and 29 percent thought that civil society advocacy can be most effective. However, when CET members were asked in discussion groups about how their advocacy role compares with that of civil society, members were dismissive of CSOs and their ability to advocate on behalf of their constituencies. In almost all communities, CET respondents expressed the view that their teams were more effective than CSOs, although this could partly be a self-serving expression of their need to ensure continued support from CEP.

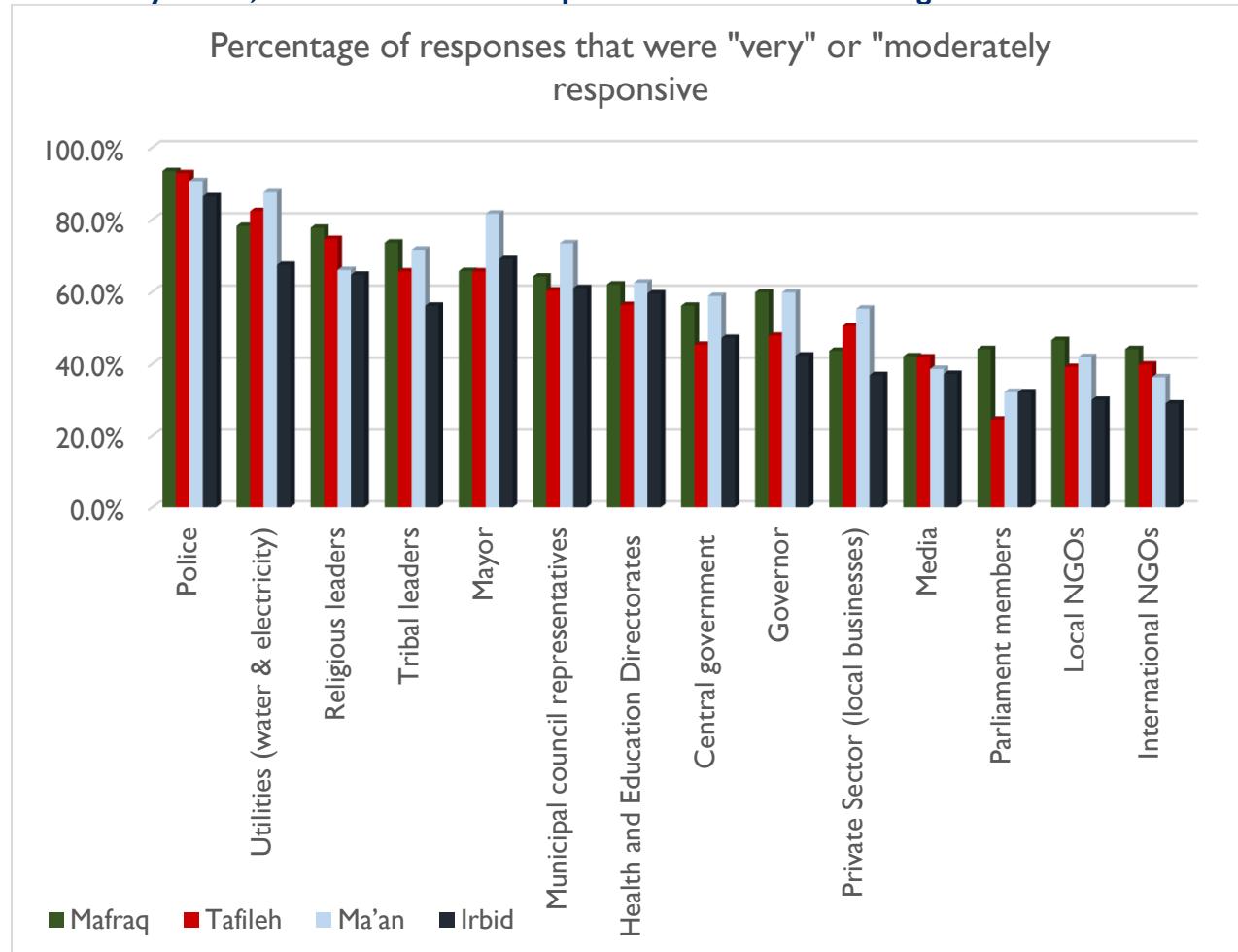
Figure 7 CET Survey Results - In your opinion what is the most effective way to generate responsiveness from the government for a communal problem?



³⁷ USAID CEP Year 3 Annual Report, p.16

As shown in figure 8, Traditional (religious and tribal) and local (mayors and municipal council representatives) leaders were viewed as very responsive to community needs across all communities, compared to considerably lower responsiveness rating for NGOs (local and International) and members of the parliament.

Figure 8 General Population Survey Results - When it comes to the responsiveness to your community needs, what is the level of responsiveness of the following institutions?



CBOs as Project Partners

CEP CET projects were aimed at the cultivation of collaborative relationships with civil society. While the program did foster collaboration with CBOs, such collaboration did not elevate the organizations' participation beyond the tangential roles they were able to describe as partners on those projects. KIIs with project-affiliated CBO representatives revealed that the CBOs did not exhibit a sufficient level of ownership and knowledge of the projects' course of action, nor of the projects' aim to foster community engagement. As partners, CBOs articulated benefits of the projects in terms of services provided to the municipality or to their organization. Grantees expressed appreciation for USAID for providing these services. However, these partners were only able to speak about the specific role they are implementing within the projects and were unable to articulate what each project as a whole was aiming to achieve. For example, representatives of a youth center said they are only providing a venue where the CET can meet. Similarly, a local government official in Tafileh said members of his office deliver lectures when they are contacted by CEP but are not aware of other program components or its overall goal.

Some CBO representatives the evaluation team interviewed were expecting CEP to better integrate the CETs into civil society. As one CBO leader in Mafraq said:

"this did not happen. The program dealt with CETs as a requirement. The program was not able to activate civil society or to define it. Services are the only positive effect of this project. And even those services that were provided were not based on main needs."

According to CEP staff, Year 3 CET grants, which include 19 currently under implementation, have incorporated a more pronounced role for CBOs. In addition, the CBOs the evaluation team interviewed were partners in projects that were less than halfway complete. It is possible that if the team had been able to interview CBOs whose projects were more advanced that the CBO members would have become more involved over time and there would have been better integration and awareness of the broader goals.

Private Sector Engagement

While the majority (55 percent) of the CET survey respondents believed that CEP had to some extent enhanced their community's ability to engage the private sector, the group discussions highlighted opportunities for further improvements in this regard. One CET member in Al Hasa said: "we have 12 companies... and they employ only 15 percent of the people in this area. We don't know how to talk to them." Some CET members in Al Taybeh were unaware that the private sector had in fact contributed to their partnership initiatives, until other CET members pointed this out during the group discussion.

Partnership Initiatives

Partnership Initiatives were meant to foster inter-communal collaboration. CBO representatives, CET members and government directorate officials reported that Partnership Initiatives rallied the community and positively impacted citizens' behavior. Speaking about the Towards a More Beautiful School Initiative, CBO representatives and government officials said it contributed to positive behavior change among students and built up their sense of ownership towards their schools. School principals said the projects created incentives for the students and communities to work together to achieve results. Such initiatives are not new to their communities, they added, but when the MOE holds such competitions, according to one principal, prizes tend to go to the bigger and more established schools. A Directorate of Education official in Irbid said:

"Students' sense of belonging improved. Students started cleaning their school without encouragement from their teachers. The competition taught the students to take care of their school. The whole community knew of the initiative. We facilitated a lot of the work. Everyone was engaged by the initiative. The initiative produced other smaller initiatives such as the placement of a suggestion box at schools."

All CET members, CBO representatives, and government officials who commented on these initiatives found them to have been valuable but not necessarily consequential in terms of long-term effects. An LDU representative observed: "these quick initiatives don't have an impact. A piece of equipment (for a health center) or a park are much more effective...Funding must be channeled to the right place. It should contribute to and propel development and entice investment."

Have CETs established sustainable mechanism(s) for community engagement in local governance?

CEP utilizes CETs as catalysts for engaging with the local government and the community. As reported by CEP staff, the CETs' sustainability as mechanisms for community engagement in local governance is unclear. To address this and strengthen vertical engagement with the government, the staff reported that the program has been moving its focus away from service provision towards activities that involve more robust community engagement and mobilization activities. Year 3 CET projects in particular embody this approach. Because they were only approved at the end of Year 3, their impact is still not visible.

CETs are an intermediary for citizens to engage with the government and the community. From the members' perspective, 80 percent expressed the view that the CET is an effective mechanism for engaging the community while 16 percent said it is not, citing different reasons for that such as their insufficient capacity and representation and overall control by CEP ([Annex XIII: CET Survey Results, Section III Effectiveness of Community Engagement, Capacity Building and Grants, Q10A](#)). The project's effect on CET members' collective engagement with local government has improved as evidenced by the CET survey results. When respondents were asked about the most effective way CET members used to communicate with the municipality to solve their problems before CEP, 41 percent said personal connections with government officials and only 10 percent said they attended municipal public meetings. When members were asked how that changed after CEP, only 18 percent said they still relied on personal connections, and 29 percent said they attended municipal public meetings.

Figure 10 CET Survey Results - What is the most effective way you used to communicate with the municipality to solve your problem before CEP?

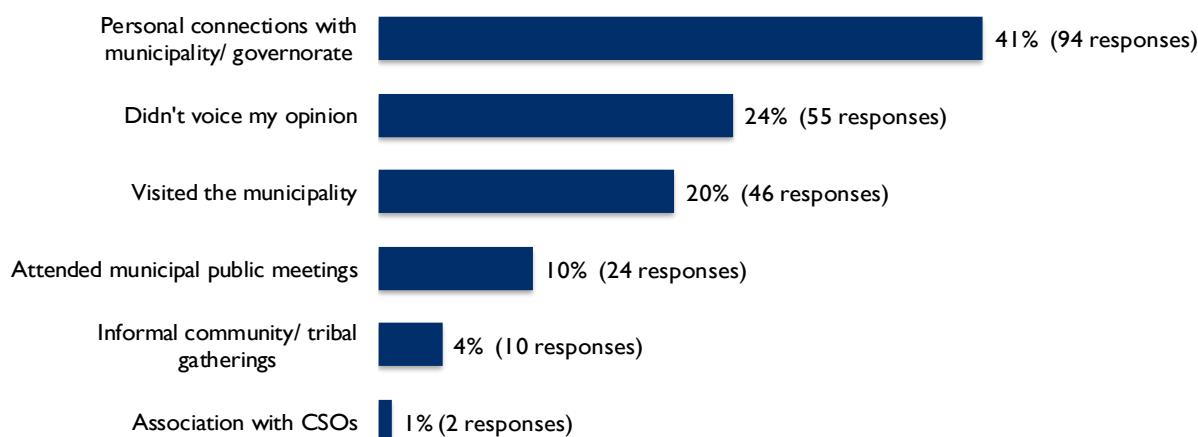
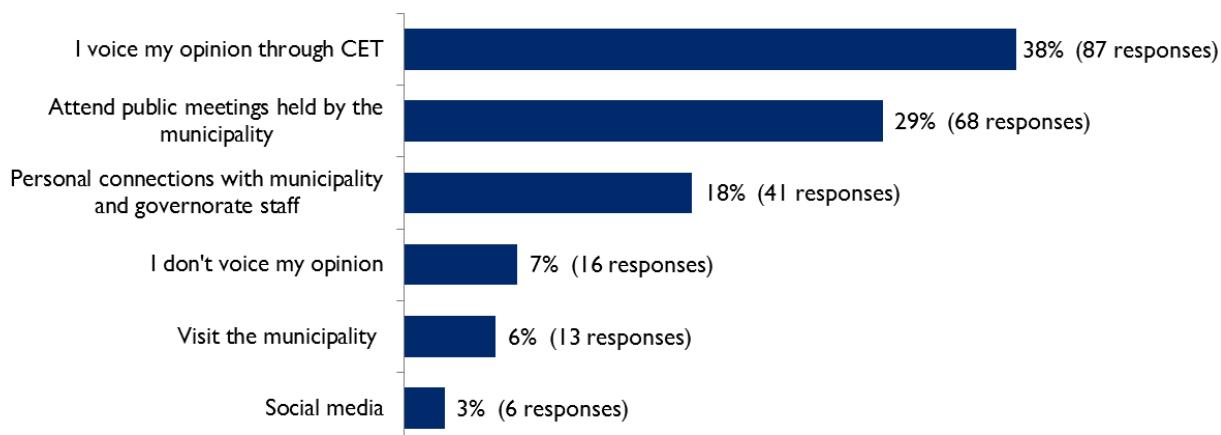


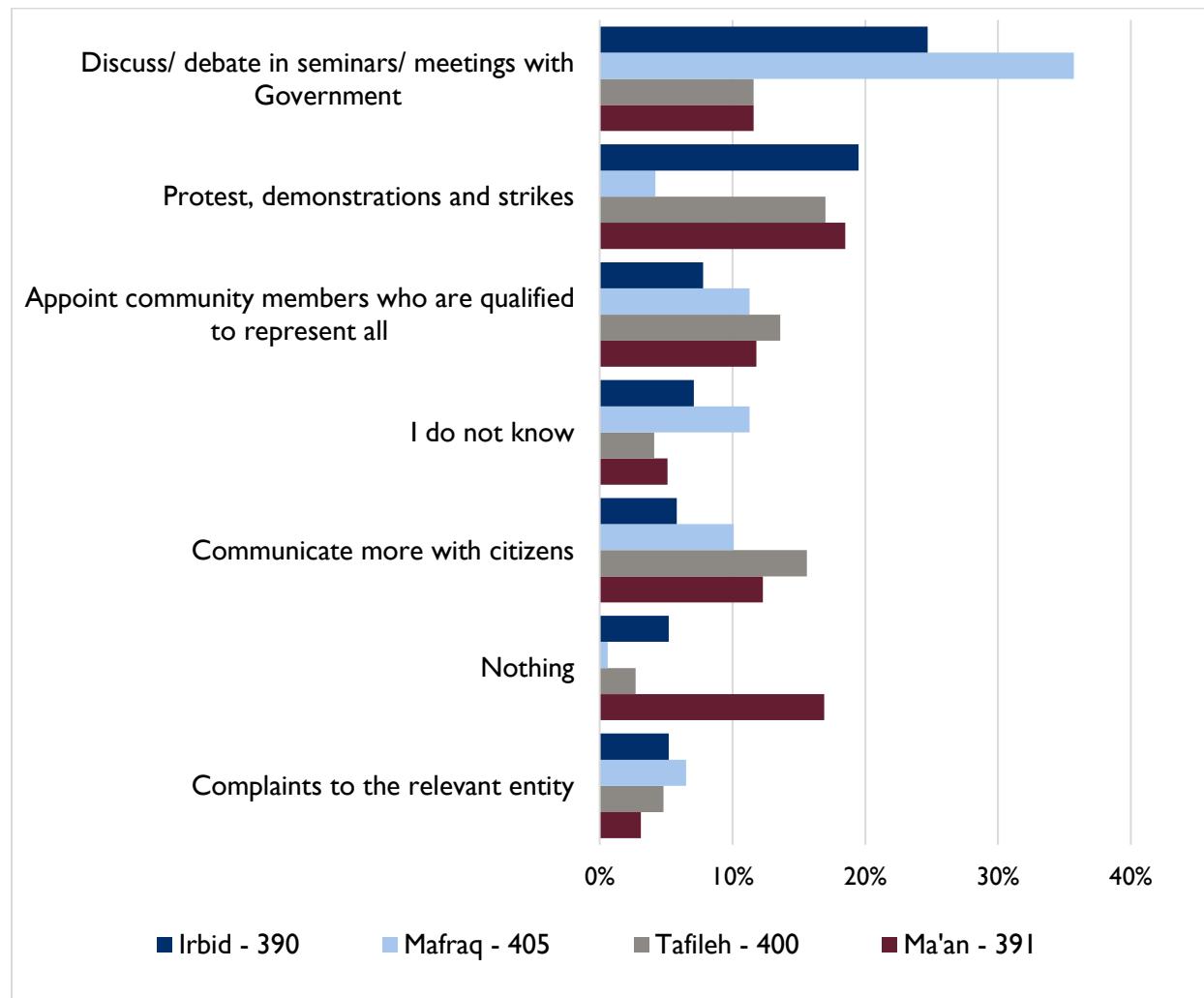
Figure 11 CET Survey Results - What is the method you use to communicate with the municipality to solve your problem since CEP?



However, when respondents were asked in the evaluation's general population survey about how they hold their mayor accountable, communicating with the mayor directly or through phone was a top choice

across the governorates: Irbid 40 percent, Mafraq 23 percent, Tafileh 21 percent, and Ma'an 21 percent. Meanwhile, the second top answer was don't know: Irbid 23 percent, Mafraq 23 percent, Tafileh 20 percent, and Ma'an 25 percent ([Annex XIV: Population Survey Results, Section Survey Questions, Q28](#)).

Figure 12 General Population Survey Results - In your opinion, what is the most effective mechanism/approach to ensuring that the government is responsive to your community needs? Top six mechanism/approach



While CETs have not yet established sustainable CE mechanisms and the effects of Year 3 CET projects are not yet visible, there are a number of defining factors that are likely to have some bearing on potential outcomes in this regard as CEP winds down. These include CETs' stature and credibility, sustainability, and capacity and independence, in addition to CEP's replicability and visibility.

CETs' Stature and Credibility in the Community

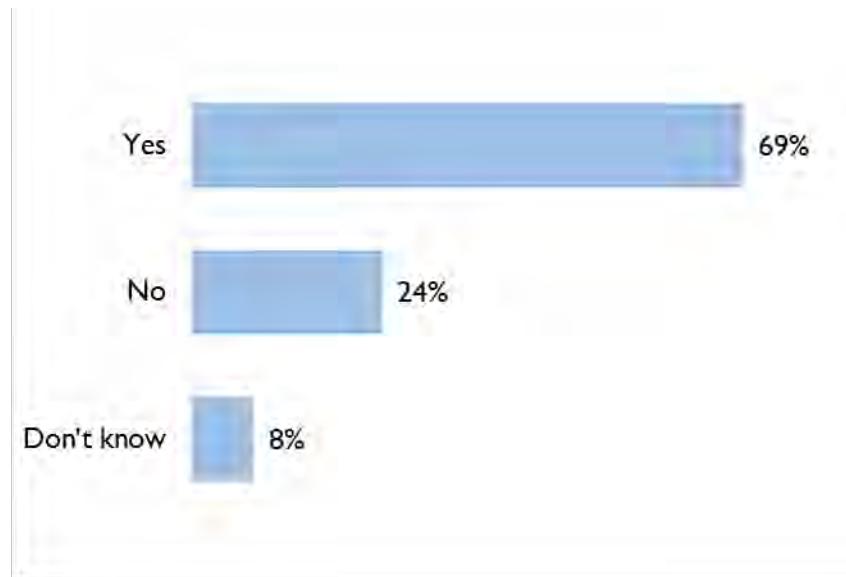
According to CET group discussion respondents, CEP has boosted public confidence in them as CET members. For example, some respondents pointed out that community members are now approaching them to facilitate engagement with the municipality. However, these CET members also said they are cognizant that their stature in the community is dependent on CEP funding and they realize that the credibility the mechanism enjoys is tenuous, being contingent on their ability to generate tangible results for the community. In Dabat Nimer, CET members said that "if the local community asks us for stuff and

"we don't respond we will lose our credibility." This happened during the earlier phase of the program when deliverables were delayed. In other communities, such as Al Hasa and Al Salheyeh, CET members said their credibility was in fact being tarnished by the little traction the projects have so far achieved. In Hay Al-Hussein, CET members said that little has been accomplished beyond some road improvement. In Al Hasa CET members were frustrated that only the jackhammer has been delivered. Despite generally feeling that the public has confidence in them, several CET members in six communities said they wanted to quit the teams, because they did not feel they were able to deliver on what their communities expected from them.

CETs' Sustainability

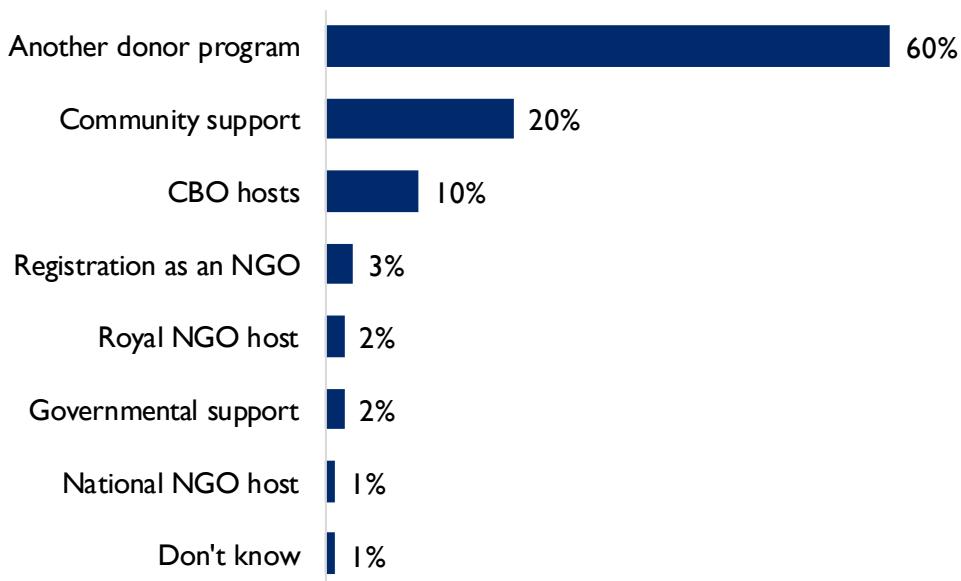
To ensure meaningful engagement, CEP employs a facilitative approach working through key stakeholders with the aim of transferring to them its role as a catalyst over the course of the program's implementation.³⁸ In the same vein, sustainability for CET members depends on their ability to engage stakeholders on their own. However, while most CET survey respondents said that CETs would continue to function after the program ends, when they were asked about how they would do so, 60 percent said another donor program would be needed.

Figure 13 CET Survey Results - In your opinion and at the end of the CEP program and without further funding from CEP, will your CET continue to function?



³⁸ USAID CEP Implementation Plan-Year 3, p.6.

Figure 14 CET Survey Results - How do you think CETs can continue after the CEP program ends?



Sixty-six percent of CET survey respondents said CETs would continue beyond the life of CEP and 25 percent said they would not. About 37 out of the 58 respondents who said they would not cited the lack of financial support and the lack of legal status for the teams to continue. Some CET members are already thinking of next year's decentralization elections, while others are considering running for the governorate councils.

CET group discussion respondents expressed skepticism at their teams' ability to continue beyond the life of the program. Some members thought that CEP has not done enough to "wean" the members off the CETs or to inspire others to adopt the same mechanism for community engagement. One respondent in Hay Al-Janoubi said: "they told us with time we will be able to engage stakeholders on our own... They told us over time they would build our capacity to network and raise funds and become independent; that did not happen." When asked whether other civil society organizations or informal groups have adopted the same engagement mechanism as a result of CEP efforts, respondents could not recall examples. However, other key informant interview and focus group respondents did point out that other organizations have used surveys to assess community needs; these organizations include: Kulluna Al Urdon Commission, the Jordanian National Forum for Women, the Qantara Center and the Future Makers Center.

In general, legal and governmental administrative requirements affect and often restrain community engagement in Jordan, and therefore have an impact on the sustainability of CETs. For one, municipal councils do not always equitably represent their communities. Also, private giving, including in-kind donations to public schools, is restricted in Jordan. The evaluation team has heard from school principals, teachers, and education directorate officials that schools are in dire need of equipment and supplies. While some parents and community members are willing to provide these materials, school principals have to revert back to the central government to make these decisions. Municipalities and directorates at the local level remain under the tutelage of the central government with little real devolution of power in their direction. This precludes local structures from adopting or replicating effective activities that donors roll out in their communities. One principal told the evaluation team that small community initiatives like those

implemented under the CEP are better run by USAID because public schools cannot initiate such projects on their own and securing approvals from the central government takes too long.

The Importance of the USAID Brand

Most CET members in focus groups defined themselves as a body set up by “USAID” to identify and address communal demands. One respondent in Dabbet Nimer said: “we define ourselves as USAID.” Another added: “we get our power from USAID.” Similarly, during group discussions, CET members were vocal about the importance of the USAID brand to maintain their newly acquired stature in the community. They consistently asked for an “umbrella to work under after the program ends.” In Dabbet Nimer some respondents said that this umbrella would have to be under the USAID banner. In Hay Jalama, respondents were in agreement that they derive their credibility from USAID. They cited their usage of a special program badge that in their opinion has facilitated their communication with the government and the municipality. They questioned how they could still operate and engage with stakeholders without the program after it ends.

CETs’ Capacity and Independence

The majority of surveyed CET members believe that CEP has provided them the necessary skills to act independently after the program ends. Only 14 percent of those surveyed said it did not, mostly because they believe their skills are insufficient ([Annex XIII: CET Survey Results, Section III Effectiveness of Community Engagement, Capacity Building and Grants, Q21](#)). CET members in group discussions agreed that the training they received through the program was especially beneficial. They emphasized benefits accrued through the CMM training which allowed them to apply their newly acquired skills in various communal contexts to defuse ordinary disputes. For example, in Dabbet Nimer, CET members said they have used CMM to address social problems in the community, and divorce cases in particular, in addition to conflicts between students and during elections.

CET members indicated they do not have all the skills they think they need to continue to engage with municipalities after the program ends. In some cases there are skills community members would need that were not part of CEP’s scope of work. In discussion groups, CET respondents said they do not use LCDPs to advocate for their communities’ needs and have not received training on advocacy. They added that they are unable to engage the private sector and have not learned the basics on conducting needs assessments or program design and management since CEP undertakes most of the analysis and the project design, implementation and monitoring processes. In the survey, 35 percent of CET members said they do not understand the municipality’s budget process and operational framework while 22 percent said they understand it to some extent ([Annex XIII: CET Survey Results, Section V Sustainability, Q12, Q13](#)). Again, more than a third of CET members did not believe the program enhanced their understanding of this process. Even though the municipal budget process and operational framework were not part of CEP’s scope of work, these findings shed light on the strengths and weaknesses of the program’s training, and their relevance and utility, especially insofar as CET members are supposed to be able to continue to engage successfully with municipalities.

Issues with CETs’ independence also present challenges for sustainability in some places. Many CETs do not even call their own meetings. Forty-four percent of the CET survey respondents said that CEP calls for CET meetings and 41 percent said program staff set the agenda. Just 13 percent said the agenda is cooperatively developed ([Annex XIII: CET Survey Results, Section V Sustainability, Q3 & Q4](#)). The majority of CET members in discussion groups agreed that the organization of CET meetings is highly dependent on direct guidance from CEP staff. One respondent said, “if [the CEP field officer] calls us we meet; if [the CEP field officer] says don’t meet we do not meet.” On the other hand, in two communities, CET members demonstrated significant independence. One respondent said: “We meet on weekly basis. We don’t need CEP’s facilitation. Sometimes we vote on WhatsApp. Sometimes we meet without telling the CEP field office.”

CEP's Replicability and Visibility

Local government and municipal representatives said they are considering replicating the CET model. Both mayors and some LDU staff believe that the CET mechanism can be replicated because CETs are a “valuable source of information” and “enjoy a larger margin of freedom,” than municipal councils because they are not under the purview of the municipality.

Even though 72 percent of CET survey respondents believe the CET is sufficiently visible ([Annex XIII: CET Survey Results, Section III Effectiveness, Q11](#)), when the general public was asked about any training and/or activities in their area that focus on community engagement, community organizing or conflict mitigation, the majority of respondents said they were not aware of such training and/or activities. This illustrates CEP’s lack of visibility among the general population as well as that of other donor programming operating in these communities.

Figure 15 General Population Survey Results - Are you aware of any training and/or activities in your area that focus on community engagement, community organizing or conflict mitigation?

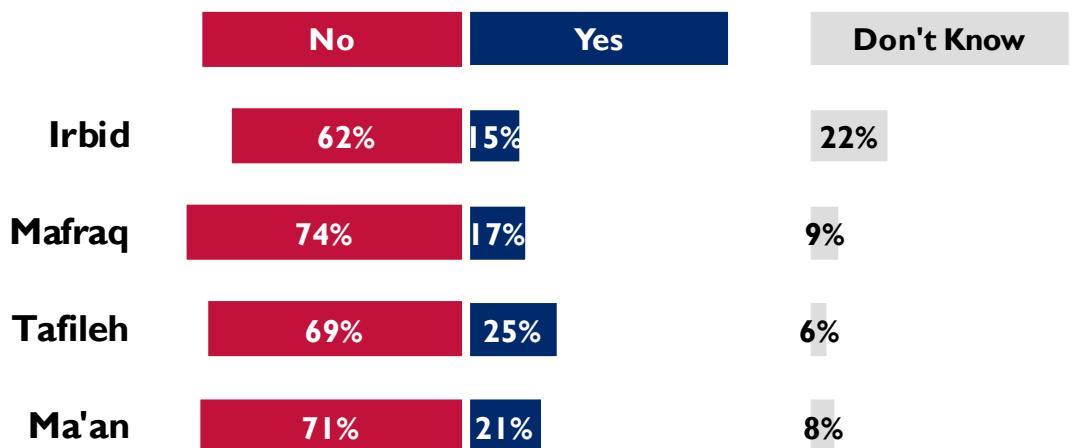
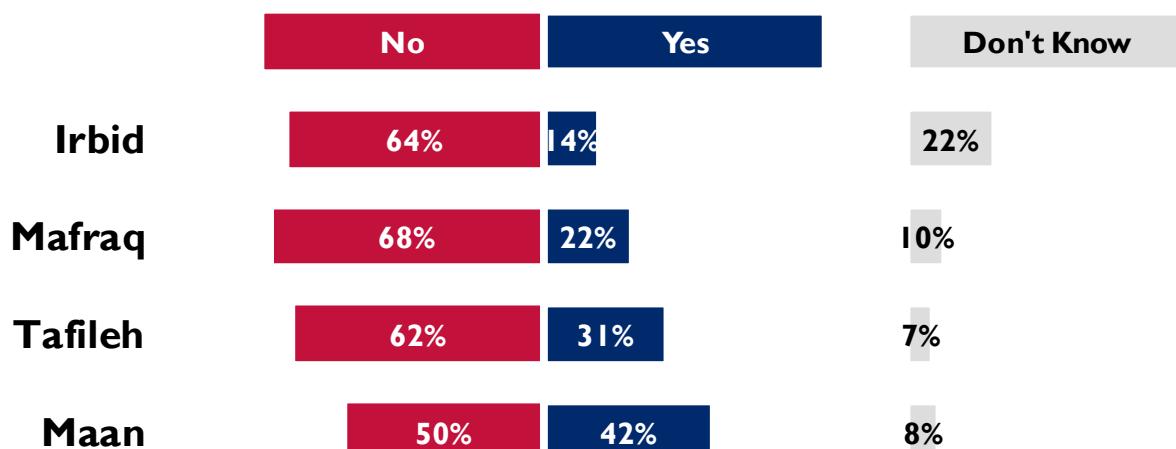


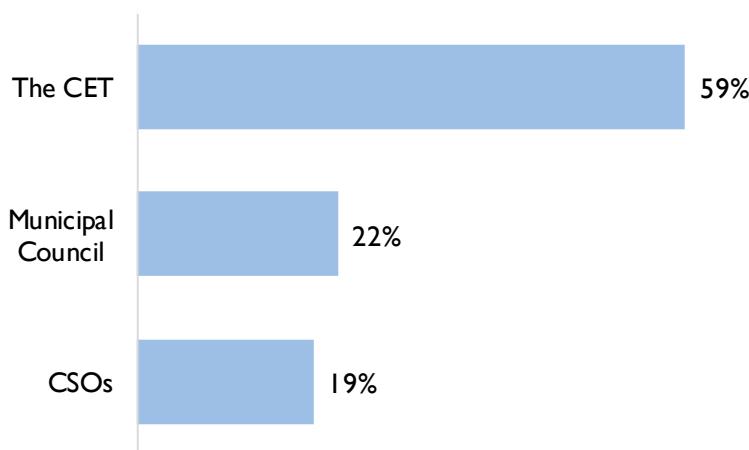
Figure 16 General Population Survey Results - Are you aware of any activities that focus on building awareness and capacity of the people living in your area?



Is it feasible or better to use municipal councils and/or existing municipal bodies, rather than CETs, for citizen engagement?

When CET members were asked in their survey about which organizations – CETs, CSOs, or municipal councils – would be more effective in engaging the community and advocating for its needs, 59 percent said the CETs, 22 percent said municipal councils and 19 percent said civil society. Of the reasons given for selecting the CETs, respondents reasoned that they are closer to the people and are therefore better able to assess their needs. Those who selected municipal councils cited the direct services provided by the municipality and their organizational sustainability and continuity, ability to interface with the government, available resources, decision-making capacity and official mandate.

Figure 17 CET Survey Results - Which of the following structures/organizations would be more effective in engaging the community and advocating for its needs: the CET, a CSO or the municipal council?



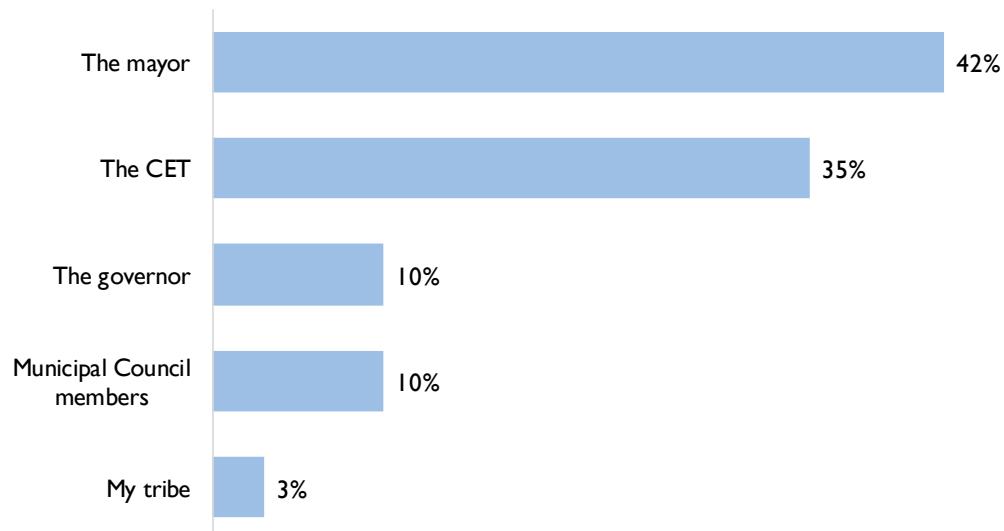
The majority of mayors, LDU staff, and CET members interviewed during the evaluation saw no jurisdiction or role overlap between CETs and municipal councils and reported that the program had not exacerbated tribal cleavages or existing leadership structures. A LDU representative said that the mayor was happy with the CET team, explaining that “they became a source of strength for the council members who represent different areas. They worked with each council member. I did not hear any complaint from the members.” A CET respondent said: “the council has a desk role only. The service is provided over the phone. The municipality does not go to the street.” A CET municipal representative in Dabbet Nimer added: “CET is a field team and they are stronger than me but I am aware of what they’re doing.” Along these lines, CET members regard themselves as conduits for channeling demands and acting as liaisons between the municipality and the community. To them, municipal council members do not conduct grassroots outreach to try to understand community needs like they do. They are closer to the people. In two communities, CET respondents did not even know the names of their municipal council representatives.

Only one out of six mayors interviewed for the evaluation was of the opinion that the CET undermines the municipal council in his community. He said that the CET is an illegitimate body that is competing with a legitimately elected body. However, while it is no longer welcomed in this municipality, CEP staff confirmed that the CET is still working with other stakeholders in the community, including the departments of health, education and youth under the current municipal project.

Municipal structures, and especially mayors, enjoy the most public confidence among various levels of government and local CSOs. Fifty-nine percent of surveyed CET members said that community members trust their municipality ([Annex XIII: CET Survey Results, Section V Sustainability, Q1](#)). When CET members were asked in the survey with which entity they feel their engagement can be most effective in enhancing municipal/government responsiveness to community needs, 42 percent said with the mayor, 35 percent said with CETs and 10 percent said with municipal councils. Thirty percent of CET members in the same survey said that municipal council members are weak, lack financial resources, reflect tribal makeup and are generally not interested in community engagement after being elected.

The results of Figures 17 (above) and 18 (below) reveal that CET respondents believe that as local actors they are best suited to engage the community to address its needs, while mayors are most effective in engaging with municipal structures and government to improve their responsiveness to community needs. In other words, CET members perceive themselves to be the most effective for horizontal engagement and view mayors as potentially more effective for vertical engagement.

Figure 18 CET Survey Results - with which of the following do you feel your engagement can be most effective in enhancing municipal/government responsiveness to community needs: the CET, a CSO or the municipal council?



In its last round of municipal projects that are currently under development, CEP will be working towards the incorporation of a feedback mechanism in municipal processes to ensure citizens have a formalized means for feedback on service delivery. The program is also piloting municipal projects that aim to formalize CE mechanisms in three municipalities by focusing on strategic planning and responsiveness to citizens. In addition, the project has been working with the MOI to incorporate community engagement mechanisms into their decentralization regulations.

Are there opportunities for improvement in this area in the second half of implementation?

Although CEP has made progress towards changing behaviors and attitudes towards community engagement, according to CEP staff “continued engagement still requires an external catalyst to maintain the momentum of the dialogue.”³⁹ As discussed under EQ2, the majority of CET members have complained about the little input they had in the design of the various projects. The level of engagement CEP has offered CET members can therefore be enhanced through closer and more transparent collaboration. As a CET

³⁹ USAID CEP Year 4 Implementation Plan, p.9.

member in Salheyeh put it: “we only sign. The directorate is talking to the schools and we don’t know anything [about the project.]”

Given that USAID has changed CEP’s direction in the past, CEP’s work with the CETs has taken place in a concerted manner for only between one-and-a-half and two-and-a-half years (depending on whether they are a new or old community.) The ability of CETs to self-mobilize, therefore, is not surprisingly still weak and, as noted earlier, there is little evidence that CEP staff have consistently conceded real decision-making power to CETs. In Hay Al Hussein, CET members were quite vocal in their group meeting with the evaluation team about decisions they disagreed with and thought were taken on their behalf by CEP staff. Elaborating on this point, one of the respondents said: “we used to put specifications but then discover that the specifications we end up receiving are not what we initially agreed upon.” In the same vein, CET respondents in four out of the nine communities the evaluation looked at complained of a lack of transparency that left them feeling marginalized and questioning the integrity and intentions of the project’s field staff. These allegations were not verified by the evaluation; however, the perceptions held by these CET members are suggestive of weak communication with CEP staff and insufficient involvement in the design and implementation of projects, making this an area for potential improvement in the second half of implementation.

All CET group discussion respondents said they have not received training on advocacy or fundraising. They did however receive training on developing budgets for small initiatives. Capacity building to develop advocacy and private sector engagement skills, gain understanding of municipal operations, and conduct community needs assessment are still lacking. These capacity needs, according to CEP staff, will be addressed as part of the program’s sustainability plan once the CETs are housed within legal entities.

Thirty-seven percent of CET members who took part in the CET survey said they do not understand the municipality’s budget process and its operational framework, including how resources are allocated to meet needs ([Annex XIII: CET Survey Results, Section V Sustainability Q12](#)). Twenty-one percent said they understand it to some extent. In addition, 38 percent of these respondents still believe the municipality does not have a transparent institutionalized mechanism for community discussion, negotiation, and decision-making between stakeholders. While CEP’s scope did not include capacity building in municipal operation and processes, the lack of these skills affects the ability of CET members, whether as individuals or as collective bodies, to more meaningfully engage with local government and advocate for their needs.

According to CEP staff, improvements in this regard to focus efforts on integrating engagement mechanisms in municipal structures are underway. CEP is in the process of piloting three municipal projects in a bid to move away from large-scale municipal support projects towards a stronger focus on sustainable community engagement mechanisms that are related to strategic planning and citizen feedback on quality of service provision. Particular attention will be paid to exploring ways in which municipal structures can link up with governorate structures for more efficient bottom-up planning. Through these efforts, lessons learned, and best practices will be handed over to the new CITIES program that has recently started.

CONCLUSIONS

The relationship between the community and local government entities has been strengthened, due to the municipalities’ improved capacity to deliver services. There is little evidence, however, that the relationship between the community and civil society organizations has improved. That said, CEP efforts have demonstrated the value of community engagement to local government and the communities alike. The program has acknowledged the need for additional emphasis on vertical engagement and has been working to refocus its efforts on creating mechanisms for citizens’ input and feedback in municipal structures through its Year 4 activities, which include support to MOI and the municipal pilot projects. The support to MOI carries with it significant potential for formalizing CE mechanisms on a national scale.

CEP has not affected or exacerbated tribal cleavages or other existing leadership structures. Likewise, the CET mechanism does not seem to have threatened the authority of the municipality or local government entities. The net effect of the project's design rationale for creating loosely organized civic structures to function alongside legitimately elected bodies and CSOs is unclear. By creating new structures, the project has overlooked more organic and potentially sustainable community engagement mechanisms, especially that the sustainability of CETs will depend on hosting by existing CSOs.

The collective competence of CETs has been enhanced. As community leaders and representatives, members have demonstrated enhanced capacity to work together to identify and address community needs and to engage with key stakeholders. However, CEP did not enhance the community's collective ability to tap into existing resources to address stressors. Stakeholders remained dependent on the program for funding and support.

Community engagement was meant to be an entry point to mobilize the community. There is significant evidence that this type of mobilization has not yet occurred. CETs are limited in their ability to self-mobilize and self-fund. CBO involvement is limited. The Partnership Initiatives helped to engage the broader community somewhat but were also limited in their reach. This mobilization and collective competence on the part of the larger community is less visible beyond small-scale community initiatives that other local organizations are already implementing. The project has managed to ensure some community input, but the larger scale mobilization effort in the form of a sustained ability by CETs to engage the community, did not materialize.

CEP's role as a catalyst does not seem to have been transferred to local stakeholders, including CETs. Overall decision-making authority is still vested in CEP staff. This has negatively affected the autonomy and sustainability of CET teams, as illustrated by their dependence on the USAID brand for legitimacy. This suggests that a) CET members lack an understanding of the project's results chain and its intended impact and b) that the CETs' credibility is contingent on the availability of funds and association with a strong donor, a model which may not be sustainable. While mayors and municipal councils enjoy relatively more public confidence than other government actors, it is questionable whether municipal councils can assume the role of CETs.

Opportunities for improvement would have to take into account CET members' knowledge gaps in advocacy skills and municipal decision-making processes including resource allocation. This will bolster members' ability to access resources to meet their communities' needs. A more robust community engagement mechanism that goes beyond one-way communication could also be helpful. Building the skills and channels to track change, generate feedback, and advocate for follow-up action will increase accountability and demonstrate the value of engagement. Ensuring a broad-based and pluralistic approach to these processes, with an eye on gender and marginalized communities, is an important component in supporting the goals of social cohesion. CEP's Year 4 activities could address some of these issues and challenges. And finally, more focus on CEP's current intervention with the MOI will sustain community engagement mechanisms and enhance public demand for accountability.

The overall effectiveness of CEP's future community engagement efforts hinges on the sustainability of CETs and is limited by the teams' ability to self-fund and self-mobilize. That said, the project's community engagement efforts have bolstered government responsiveness and demonstrated to stakeholders the benefits of engagement between various stakeholders.

EQI FINDINGS

Assess the overall effectiveness of CEP interventions (community engagement, capacity building and grants) as they relate to CEP goals. Are there opportunities for improvement and lessons learned for the remainder of this activity?

Introduction

In this section, because the overall effectiveness of CEP's grants and community engagement components has been discussed in the above responses to EQ 2 and EQ 3, respectively, the narrative below focuses solely on the last of the project's interventions, capacity building. The discussion begins with an analysis of the initial and subsequent approaches implemented as part of CEP capacity building efforts. In addition, in this section an original program goal to increase the role and responsibilities of local implementing partners is assessed as part of reviewing overall CEP effectiveness.

The focus then shifts to the effectiveness of CEP's multi-faceted efforts to build the capacity of CETs in the following areas:

- the ability to engage with a range of stakeholders, including community members and the private sector;
- the skills to continue engagement with different partners after the project ends;
- project design and management skills; and
- CMM training and the ability to identify TTCs.

Lastly, the narrative examines the effectiveness of CEP capacity building efforts focused on CBOs and municipalities. This is followed by a presentation of the EQI conclusions divided into two parts: those regarding the overall effectiveness of the CEP intervention model and those focused on the effectiveness of the capacity building activities.

Capacity Building Approaches and Activities

The purpose and approach of CEP capacity building activities has shifted significantly over time. During Phase I, CEP had ambitious plans to build the capacities of, "individuals, NGOs, government entities, and CSO Coordination Committees to identify and address community stressors through improving participation, cohesion, and government responsiveness."⁴⁰ CEP planned to achieve this by providing training and technical assistance (TA) through the CETs and community meetings, as well as direct TA, classroom offerings, and on-the-job mentoring to GOJ and NGO representatives. Capacity building activities were to be tailored to NGO and GOJ stakeholders based on gap analysis and refined based on participant feedback. As outlined in the original cooperative agreement, factors for program success in the original design included: building the CETs' capacity to create and approve LCDPs; increasing the responsibility of local implementing partners Al Jidara and JRF; and, empowering government champions to facilitate formalization and sustainability of program tools.⁴¹

As the CETs were envisioned as the "fora" or main catalyst through which to increase the engagement and build the capacity of communities, NGOs, and GOJ stakeholders, CEP provided a range of informal and formal capacity building activities over the period of performance. During Phase I, the capacity building activities for CETs included a mix of formal training sessions to instill basic knowledge of community engagement and volunteerism principles, as well as on-the-job training activities where CEP supported the

⁴⁰ USAID CEP Cooperative Agreement No. AID-279-A-13-0001 signed April 4, 2013, p. 22

⁴¹ Ibid., p. 16

CETs to fulfill their roles. According to program records and interviews with CEP Staff, these formal and informal capacity building activities included:

- Orientation meetings to elaborate the roles and responsibilities of the CET;
- Community survey to validate prioritized projects: the CET members completed questionnaires by interviewing about 15 community members each on the value of the proposed interventions;
- Stakeholder dynamics and meetings -CEP staff taught the CETs to identify all key stakeholders for each community;
- Community asset mapping;⁴²
- Communications and outreach;
- Community engagement training;
- Development of project concept paper;
- Capacity building workshops similar to those provided to the NGO grantees;⁴³
- Support to develop and submit appropriate project proposals for USAID/CEP approval; and
- Support to each CET to develop LCDPs.

This focus shifted slightly in Year 2. The Year 2 Annual Implementation plan noted that "to date, assistance was predominantly focused on building the capacity of municipalities and government to supply basic services and develop planning processes." It then goes on to describe a shift in strategy to focus on building the capacity of communities to "participate in the identification of needs, generating de facto demand for services."

In Phase II, the overall goal of CEP remained the same and capacity building remained under Objective 3. In Phase III, with the changes in the overall logic model and AMEP mentioned earlier, CEP capacity building activities became the key component of IR 2, community capacity to mobilize in response to threats to cohesion (TTCs) strengthened, and the related sub-IRs:

- 2.1 CET capacity to identify TTCs strengthened
- 2.2 CETs and stakeholder capacity for project planning and implementation developed
- 2.3 CETs and stakeholders effectively utilize communication skills

In order to achieve Sub-IR 2.1, CEP developed the Conflict Management Mitigation (CMM) training for CETs to make the shift from designing activities to address identified stressors, to making a deeper analysis of how stressors impact relationships in each community in order to design the last round of CET projects to address TTCs.

In order to achieve Sub-IR 2.2, CEP is continuing to deliver community engagement training to CET members, GOJ staff and other stakeholders participating in the implementation of the municipal grants. CEP is also working with the MOI/LDD to design an assistance package to increase its capacity to implement the agreed upon CEMs through the decentralization process.

⁴² In practice, asset mapping took place during stakeholder meetings where the CEP staff, CET members, and grant stakeholders identified what interventions will likely be covered by the municipality, other GOJ entities or donor programs and ensure that CET grants are covering gaps in terms of pressing needs and services.

⁴³ The level of training was to be customized based on the skills and experience of the members of each CET.

Increased Responsibilities of Implementing Partners

One of the sustainability factors envisioned earlier in the project was that IPs Al Jidara and JRF would assume increased responsibility over the course of the program. However, Al Jidara was later determined not to be a useful tool for sustainability and JRF was to take over sustainability activities. JRF has provided staff to help conduct the HHS and facilitate the CWMs and been the lead implementer of a gender grant in Year 1.⁴⁴ The changes the project underwent from Years 1-3 precluded the envisioned expansion of JRF's role. When the project was in a better position to start long-term planning in the middle of Year 3, there was a management transition at USAID and a Regional Inspector General audit of CEP. Based on KIIs with JRF and CEP staff and a review of CEP annual implementation plans and reports, JRF's expanded role was not clarified until the Year 4 Annual Implementation Plan and in the seventh agreement modification in which JRF was assigned to direct the development of sustainable exit strategies for the CETs. These activities have been delayed until late in 2016. As noted in the CEP Year 3 Annual Report, the delay in approval of CEP Years 4-5 extension and seventh agreement modification caused further delay to implementing the expansion of JRF's role.⁴⁵ CEP and JRF staff said that the sub-agreement with JRF outlining its expanded role was signed recently and JRF received approval to implement it from the MOI in early October 2016.⁴⁶

A JRF representative informed the evaluation team that JRF was tasked with providing local technical experts to support the implementation of the HHS and facilitate the CWMs. However, as a key IP, JRF has not played a decision-making role in developing technical approaches. From the JRF perspective, until recently "we feel like a body shop," while noting with the signing of the new agreement, this should change.

Capacity Building Results with CETs

The most robust capacity building activities of CEP were directed at the CETs. CET survey respondents and group discussion participants were overwhelmingly positive and appreciative of CEP activities in this regard. Indeed, during all of the CET group discussions, participants expressed their appreciation of CEP-provided formal trainings with such comments as, "the way the trainers transmitted the information was effective," and "we would like them to increase their trainings." Overall, CET members found the CMM training to be the most valuable.

The CET survey results were also overwhelmingly positive on CEP capacity building activities. Of the 232 CET members surveyed:

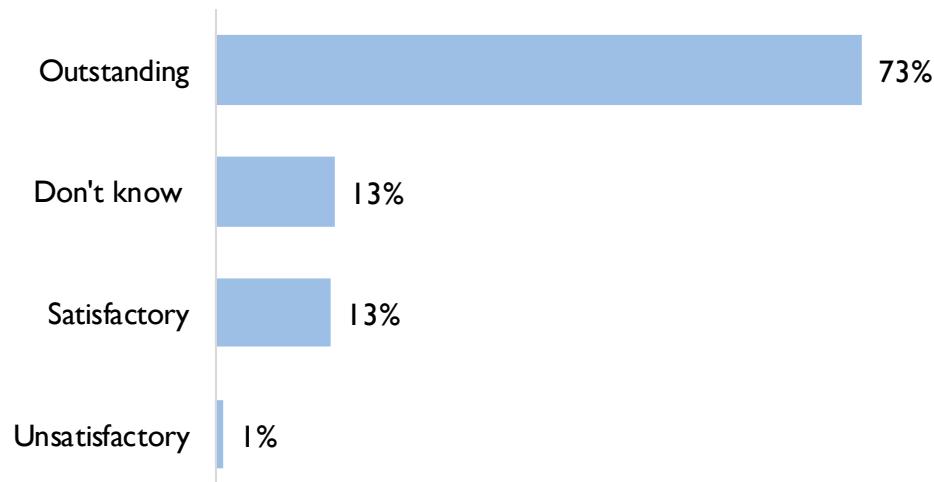
- 73 percent rated the overall quality of the trainings they received through CEP as outstanding ([Annex XIII: CET Survey Results, Section III Effectiveness of Community Engagement, Capacity Building and Grants, Q18](#)).
- 48.7 percent of CET members expressed interest in additional training; more youth (57.1 percent) than adults (39.8 percent) expressed such interest ([Annex XIII: CET Survey Results, Section III Effectiveness of Community Engagement, Capacity Building and Grants, Q23A](#)).

⁴⁴ USAID CEP Annual Report Year 1 - Reporting Period: April 10th, 2013-March 31st, 2014, p. 12

⁴⁵ At the end of Year 3, the seventh modification, which covered Years 4 and 5 (from April 10, 2016 through the present), was delayed and finalized in July 2016. USAID CEP submitted a draft Year 4 Annual Implementation Plan to USAID/Jordan, several activities including those related to JRF's expanded role, were delayed as they were contingent upon an executed modification.

⁴⁶ Personal communication with CEP staff in Amman on 11-16-16 and with JRF staff also in Amman, on 10-13-16.

Figure 19 CET Survey Results - How would you rate the overall quality of the trainings you received through the CEP program?



Similarly, the survey results are very positive in terms of the confidence of CET members in their acquired abilities to generate awareness and participation in community engagement processes. Of the 232 CET members surveyed:

- 84 percent believed that the program provided them with the necessary skills to act independently after the program ends ([Annex XIII: CET Survey Results, Section V Sustainability, Q5A](#)).
- 79 percent said the training sufficiently built their capacity to engage different partners after the project ends ([Annex XIII: CET Survey Results, Section III Effectiveness of Community Engagement, Capacity Building and Grants, Q21](#)).

These survey results were confirmed by participants from five of the CET group discussions who likewise said they believe that the training they received helped build their capacity to continue to engage stakeholders after the program ends.

In terms of informal capacity building activities, participants in seven CET group discussions mentioned that they have either met with other CETs to exchange experiences and/or to coordinate grant design and implementation. Participants in five of these discussions found the CEP-organized meetings with other CETs beneficial and they appreciated the opportunity to exchange experiences.

On the other hand, CEP capacity building efforts did not sufficiently support communities through the CETs to identify ways to address stressors on their own. CEP is meant to leave behind communities capable of developing solutions by accessing available resources through collaboration and partnerships with relevant stakeholders.⁴⁷ As discussed earlier, the majority of CET members, whether in the survey or the discussion groups, exhibited strong dependency on CEP staff for mobilization and funding. Furthermore, the majority of respondents in the CET survey said that additional donor funding would be required to sustain CETs. Even though 53 percent of CET members reported that CEP built their capacity to engage the private sector, concrete evidence in the form of partnerships or engagement with the private sector were not mentioned during the discussion groups with them. In fact, the majority of CET members in discussion groups said that the program did not build their capacity to engage the private sector on their own. The

⁴⁷ USAID CEP Year 3 Annual Report, p.5.

discrepancy between responses can be attributed to the different issue that the two groups were commenting on. The survey respondents might have been reporting on whether the program has included capacity building efforts to engage the private sector while the CET members in discussion groups were commenting on their actual capacity to do so on their own having been probed on their future ability to build bridges with the sector.

Project Design and Management Training

Under Sub-IR 2.2, CETs and Stakeholders capacity for project planning and implementation developed, CEP provides design and implementation monitoring training for the CETs, CBOs and municipalities. As part of the revision of the strategic approach, CETs are supposed to assume more responsibility to ensure sustainability and a successful exit for the program.

According to CEP, final proposals and budgets are designed for approval by USAID and are not working documents for CETs. Despite CETs' access to Data Collection Sheets that contain all projects' activity and budget information, CET members in group discussions expressed frustration that they are not applying project design and management skills in meaningful ways. In six of the nine CET group discussions, participants said they do not have access to final proposals or budgets, which makes it difficult for them to lead implementation or perform monitoring. In addition, in six of the nine discussions, participants said that their role in follow-up monitoring the quality and completion of CET grant activities was marginalized by CEP or that the CET had no role in this process.

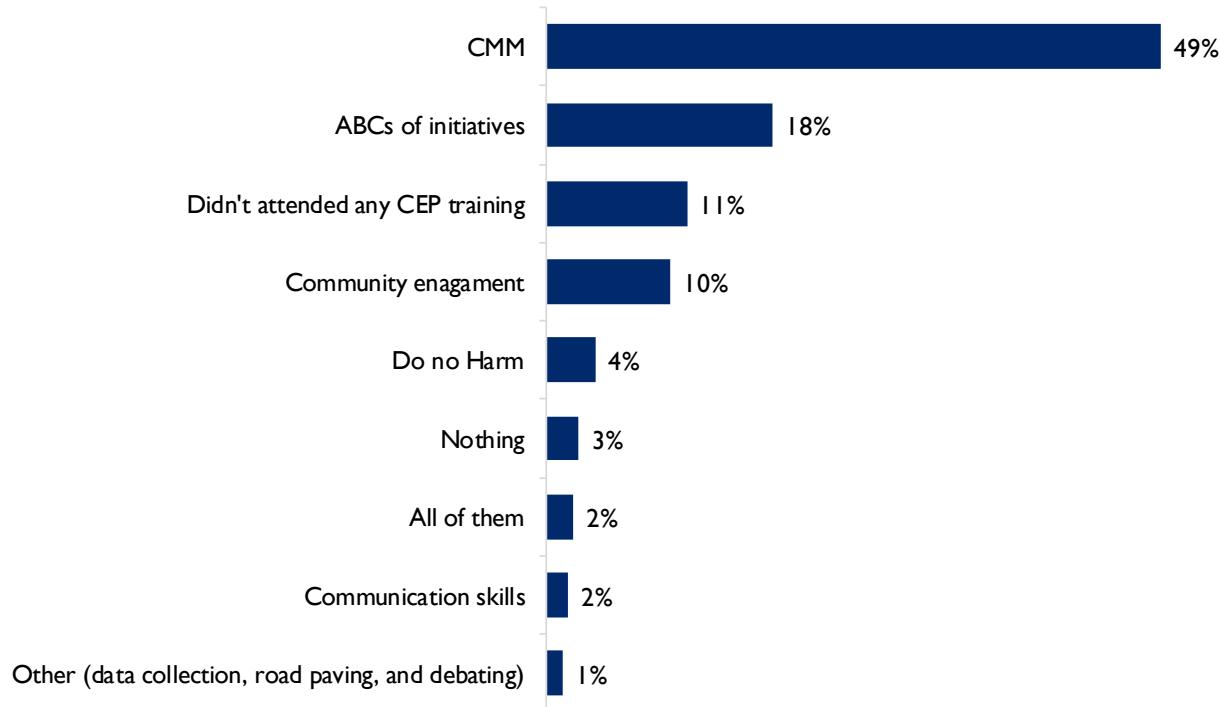
CMM Training to Identify TTCs

In Phase 3, under IR 2, Community Capacity to mobilize in response to TTCs strengthened, CEP delivers targeted training to the CETs in two main areas, CMM and Do No Harm. Under Sub-IR 2.1: CET capacity to identify TTCs strengthened, CEP focuses on increasing the collective competence of "partner communities to identify and address stressors and TTCs in a conflict sensitive manner." CEP aims to achieve this through providing CETs and other key stakeholders with CMM training that will enable communities to build on their previously identified stressors in order to, "dig deeper into underlying issues and community dynamics." The Do No Harm training was developed in Year 2 and was delivered to staff and incorporated into the CET training and project design approach.⁴⁸ In Year 3, CEP conducted a needs assessment, and developed and tested the pilot. The new training was rolled-out at the beginning of Year 4.

During the CET group discussions and in the members' survey, participants named CMM most frequently as the most valuable training. CEP staff were not surprised by these results, having received similar positive feedback, but they also noted that CMM is the most recent training the CETs have received so it is likely to be in the forefront of participants' memories. However, during the group discussions with CET members, the evaluation team found that despite the positive feedback about the CMM training, participants still did not clearly understand the relationship between stressors and TTCs, regularly conflating the two concepts. When asked specifically about the program's current focus on TTCs and how that differs from its earlier focus on stressors, almost all CET members in discussion groups were unable to explain the difference between the two.

⁴⁸ It should be noted that at the time of the evaluation, most but not all active CET members included in data collection have taken the CMM training with the related exercise to identify and map conflict dynamics and TTCs. The focus on TTCs is a new shift in the direction of CEP's program preparation and planning and related activities that took place in Year 3. Grants designed to address TTCs are being implemented in late 2016 and early 2017.

Figure 20 CET Survey Results - Which training listed below was most valuable to you in building your capacity to engage stakeholders and to identify and address stressors?



Capacity Building of CBOs

During Phases 1 and 2, under Component I *Grants to NGOs and Local Government*, capacity building activities focused on training for CBOs and NGOs in community engagement practices and becoming successful grant implementing partners. This targeted training included efforts in project design and management. In the case of CBO grants, CEP collaborated with USAID Civic Initiatives Support Program (USAID CIS), a USAID/Jordan program providing capacity building for CSOs, adapting some of their training modules to CEP's needs where appropriate.

As a result of the previously referenced changes in the intervention model, during Year 2 of the program, the capacity component witnessed a stronger integration into CEP's engagement approach and much narrower, project-focused approach.⁴⁹ Instead of providing general capacity building to CBOs, CEP started to provide such assistance to grantees tailored to their grants and in support of the implementation of their particular projects. According to CEP staff, the most valued capacity building interventions were those aimed at equipping CBOs with the key knowledge and skills needed to design and implement successful projects that address community stressors including “Project Design and Proposal Writing” workshops and project-focused M&E workshops.⁵⁰ Illustrating the impact of these efforts, when asked in the CET survey what were the tangible benefits they received from participating in CEP, two of the eight CBO partners interviewed, who are also CET members, mentioned the high quality training they received. A few CBO representatives also tied the training they received to their organizations being able to provide tangible benefits to their beneficiaries, such as access to soccer fields.

⁴⁹ USAID CEP Year 2 Annual Report, p.15.

⁵⁰ Ibid.

That said, capacity building efforts did not sufficiently improve the image of civil society or the understanding of its role. Twenty-nine percent of CET members said in the survey that civil society advocacy would be the most effective way to generate responsiveness from the government for a communal problem and 19 percent said CSO would be most effective in engaging the community and advocating for its needs. In other words, CETs perceive CSOs to be relatively less capable of vertical and horizontal engagement than other stakeholders.

Municipalities and GOJ

As with the CSO approach, changes to the intervention model resulted in a new approach focused on the provision of capacity building and equipment related to the specific project being implemented rather than more general capacity building.

When asked about methods staff uses to collect information on community needs, all municipal representatives described informal mechanisms for processing complaints and assessing needs that were in place before the program. The representatives did not speak of new mechanisms, processes or capacities that were developed as a result of the program. According to CEP staff, Year 4 interventions are designed to address this gap in vertical engagement mechanisms. In addition, USAID, CITIES and CEP are working on a robust coordination effort that will ensure that CITIES can build on these Year 4 efforts when CEP ends.

The majority of mayors and municipal staff interviewed by the team said their staff had participated in some CEP trainings, but were not able to articulate what they were or the specific value accrued by their municipalities as a result. A few of these interviewees did mention they thought their staff received operational and maintenance training as part of the training targeted to support the implementation of specific municipal services grants.

CONCLUSIONS

Capacity Building

CEP has largely implemented the ambitious planned capacity building activities for CETs with clear results. CETs have expressed a clear appreciation and understanding of the benefits of community consultation and collaborative project design as well as the importance of monitoring implementation to ensure that grants meet identified needs. CETs have also built some new skills that can help them work with communities to identify and respond to basic communal needs with the help of CEP and the municipalities. At this point in the program, it is unclear if they will develop the capacity to engage communities to design responses to threats to TTCs. CET members expressed confidence that their training would enable them to engage different partners after the projects ends but because such awareness and skills were developed within processes managed and implemented by CEP (including funding for grants), it is unclear how their collective or individual capacity will transfer and/or sustain itself in the absence of USAID funding and branding.

CET members viewed CEP training favorably and expressed keen interest in additional training. Although the CMM training was highly valued by CET members, they did not demonstrate sufficient knowledge to differentiate between stressors and TTCs. Their knowledge level of how relationships among stakeholders affect their reaction to stressors, which is the crux of the CMM training, was rudimentary at best.

The results of capacity building and other CEP activities directed at local government representatives have not yet changed the ways municipalities collect and process information on community needs, or the ways in which they communicate information to their communities. The program's Year 4 activities are expected to address this.

Despite the overall positive feedback on the program's capacity building activities, stakeholders exhibited a weak sense of agency and dependence on CEP to drive the engagement process. Capacity building efforts

seem to have promoted CETs' project-specific functionality for the most part (project design, monitoring, etc.) and may have missed some of the more basic conceptual points for CBOs and CETs to understand, namely the role of civil society, and how to become self-sustaining to continue to address pressing issues in their community after CEP ends.

CEP's Overall Effectiveness

While the effectiveness of CEP's grants and community engagement components has been discussed in the above responses to EQ 2 and EQ 3, respectively, the narrative below sums up the overall effectiveness of the whole program.

CEP's overall effectiveness was affected by limitations related to the project's logic model, operations and the various changes made to its strategic approach. The most pronounced challenges include the limited ability of the project to address higher-level stressors in the communities and the establishment of the CETs as new mechanisms whose sustainability is unclear after the project ends rather than working with existing mechanisms. In addition, USAID-inspired changes in the project's implementation approaches during the first and second years of performance, as well as in the expansion in the number of targeted communities has also constituted a significant challenge to the project. It affected CEP's ability to develop a strong baseline and focus on the most relevant indicators for program performance. It also caused significant delays and adversely affected community expectations regarding the program.

Despite these challenges, CEP has made progress towards enhancing horizontal and vertical cohesion in the communities in which it operates. Through its various types of grants, capacity building opportunities, and avenues for community engagement, CEP efforts have increased municipal/governmental responsiveness, enhanced the quality of municipal services, built the collective competence of CETs and, most importantly, demonstrated to immediate stakeholders the value and benefits of participation. CEP's current intervention with the MOI holds promise for its approach to sustaining community engagement mechanisms and enhancing public demand for accountability. That said, CEP is a technically and geographically broad program and, absent a more narrowly defined technical focus, risks implementing many one-off activities without generating a deeper impact.

EQ4 FINDINGS AND CONCLUSIONS

Map potential exit strategies from communities and pros/cons as well as the feasibility of each strategy

- a) **Strategies should note areas of potential alignment with future similar programming and areas outside of the scope of any current DRG activity**
- b) **Exit strategies should take into account CEP's current “phase out plan” and explore current gaps/issues**
- c) **All exit strategies should focus on the sustainability of mechanisms to address community level stressors**

To answer this question, the narrative initially focuses on CEP's current exit strategies at the community, municipal, and national levels. In the course of this discussion, the feasibility of these exit strategies is also assessed. Lastly, the potential for program sustainability at the same three levels is examined.

As CEP moves towards closeout in 2018, it is proceeding with its exit strategy in tandem with the mandates and responsibilities of its partners. As a part of the exit strategy, the CETs were asked to look into: 1) finding the most appropriate form of institutionalization of the CEP Community Engagement Methodology that does not require the support of a donor project; and, 2) exploring best options for feeding CE mechanisms and program efforts into government processes. The current exit strategy includes activities at the community, municipal, and national levels:

Community Level

At the community level, activities include:

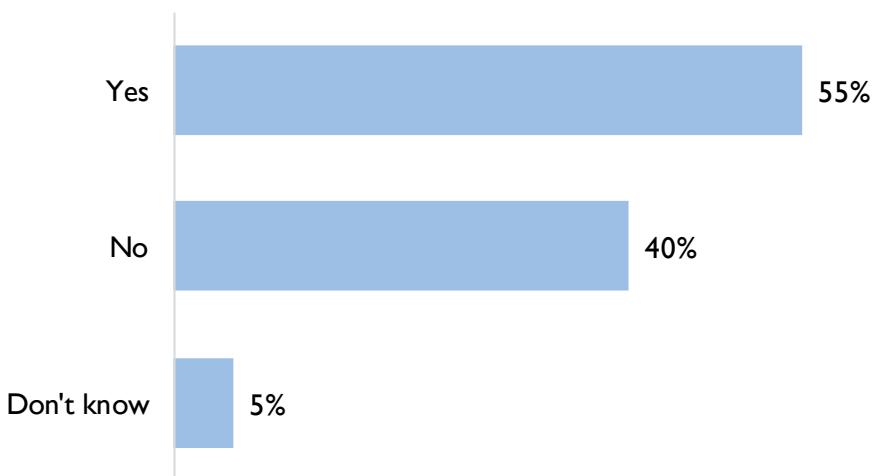
- The identification of 19 entities to serve as hosts to CETs. The hosts will provide space for CETs and maintain CE mechanisms. This will include developing criteria for the selection of hosts, by-laws, and communication, outreach, fundraising and advocacy plans;
- Working with CETs as community dialogue platforms to organize and facilitate dialogue around common priority stressors, TTCs and the development of LCDPs;
- Supporting host entities to transition to self-funding;
- Building capacity of stakeholders to map community assets and utilize communication mechanisms; and
- Packaging a toolkit including training, communications, project management and community mapping material to serve as a resource for stakeholders.

CEP has recently held workshops for CET members to discuss sustainability options. As indicated earlier, when CET members were asked about how they could continue operating after the program ends, 60 percent said with funding from another donor. When CET members were asked about how CEP support can be improved, most members articulated improvements in the form of additional training and funding; no CET respondents proposed scenarios for sustainability, or requested support to transition to self-funding.

When CET members were asked whether they thought CSOs could play the role of CETs, 55 percent of respondents said yes and 40 percent said no. However, and based on the evidence collected by the evaluation team, there are several issues that mean CEP's plan to identify 19 entities to host CETs may prove problematic. These reasons include:

- Considering that the majority of CET members are already members of CSOs, they may be reluctant to join other organizations as community engagement teams;
- CETs may be reluctant to play a dialogue platform role without the ability to deliver large-scale municipal and/or CBO projects that will in turn affect their ability to mobilize the community;
- CETs' lack of advocacy skills may impede their ability to push for the incorporation of LCDPs into government planning processes; and
- Utilizing the CET mechanism as a dialogue platform to assist communities to horizontally engage with each other will need to be supplemented by efforts to ensure that vertical engagement with the government to address stressors is not overlooked.

Figure 20 CET Survey Results - Do you think the civil society organizations can play the role of CETs?



In addition, the very challenges that plague the civil society sector might impede the host organizations from taking advantage of this opportunity. The sector's fragmentation, donor dependency, and inability to raise funds from local sources will require these organizations to continue to seek foreign funding.

On the other hand, the fact that 60 percent of CET members are already members of CSOs could work in favor of having CSOs become hosts after CEP ends. Members returning to their CSOs could act as mentors and catalysts and embed CEMs in their respective organizations, which could boost civil society and ensure the transfer of knowledge on community mechanisms to the sector. This is important in light of the 2015 USAID Civil Society Assessment, which revealed that Jordanian citizens do not fully understand the functions civil society performs and the role it plays in shaping public policy. The overriding challenge the sector suffers from, according to the study, is its limited impact overall and limited relevance to the constituencies it is there to represent.⁵¹ Citizens and decision-makers alike may learn to overcome their distrust for civil society if CSOs can prove their utility to them by:

- becoming more knowledgeable about community needs and more effective at relaying those needs to decision makers;
- becoming credible sources of data;
- offering evidence-based feedback on policies, government plans, or challenges; and/or
- piloting programs and services.⁵²

In effect, by embedding a CE mechanism into CSOs, CEP would be assisting the sector to expand its constituencies and, in the process, achieve “micro-relevance” to the daily lives of Jordanians and “macro-relevance” to the challenges facing the country.

⁵¹ USAID Civil Society Assessment, 2015, p.v.

⁵² Ibid., p.vi.

Municipal Level

Considering that CETs' sustainability is questionable, CEP is exploring how community engagement mechanisms can be built in and sustained through different avenues. One such option is municipalities, which is supported by the evaluation general population survey finding that citizens tend to trust mayors and municipal councils to a larger extent than the central government, parliament, government directorates at the local level, and governors. Accordingly, and as referenced earlier in this report, CEP is currently experimenting with three pilot projects in the municipalities of Tafileh, Ramtha, and Mafraq to assist them in establishing community engagement mechanisms that support participation in decision-making at the municipal level. The projects will have CETs support local councils in the development of LCDPs and help them broaden public engagement in decision-making. This will also include efforts to strengthen linkages with LDUs to ensure the integration of identified priorities into governorate plans.⁵³

In sum, the projects are well positioned to take advantage of the relative level of confidence survey respondents expressed regarding municipal structures. Municipal structures are closest to the people and are required to manage competing needs and synthesize them for action by other governmental levels. Integrating the CET mechanism into municipal structures through the pilot projects or as host entities to the CETs could help ensure their sustainability to address stressors. A partnership with CITIES will facilitate this considering that CEP will not have sufficient time, resources and technical capacity to undertake such a change in its limited time remaining.

National Level

CEP will continue to work with the MOI, MOMA and MOE to integrate and sustain CE mechanisms in their processes. Through many of its projects, and especially the Partnership Initiatives, the project has been working to shore up the role of schools within communities and emphasize this as an important element of its sustainability framework. To ensure the continuity of this component, CEP will be removing itself as a catalyst for the "Towards a More Beautiful School" Initiative, by working with the MOE to fully adopt its program approach and independently launch these activities.

CEP has also developed a good relationship with the MOI to take advantage of the GOJ's drive for decentralization and embed community engagement mechanisms in the new governance structure. It has collaborated with the MOI/LDD to organize three community dialogues in March 2016 in Irbid, Mafraq, and Tafileh. The dialogues, attended by 356 community members (265 males, 93 females) and stakeholders (130 government, 28 municipal), raised awareness about decentralization and gathered community input around what citizens are interested in seeing in terms of CE mechanisms in their communities. The results of the workshops fed into the design of a national conference held in Amman in May 2016. CEP is continuing to assist the MOI/LDD to integrate community engagement into the decentralization process. Ongoing and envisioned future support includes:

- Working with each governorate to develop mechanisms to ensure wide dissemination of the dialogues;
- Supporting integration of community engagement mechanisms into decentralization, regulations and bylaws;
- Designing an assistance package to increase the capacity of the MOI/LDD to implement community engagement mechanisms;
- Developing in-kind support to help operationalize bylaws; and
- Designing a media campaign and action plan in support of decentralization.

⁵³ USAID CEP Modification 7, p.18.

These efforts are expected to help ensure that community engagement mechanisms are duly integrated in the GOJ's decentralization infrastructure. Integration of CE mechanisms in decentralization by-laws and regulations could help ensure their sustainability and cultivate demand for accountability on a national level. On the other hand, the relationship with MOI will depend on "government champions" to continue and will require a sustained effort on the part of USAID or follow on projects like CITIES to ensure its continuation.

CONCLUSIONS

Potential Exit Strategies

The evaluation team has considered CEP's ongoing efforts regarding sustainability and developing CE avenues to incorporate into the GOJ legal framework and other civic outlets to ensure that channels for community input and feedback are embedded at the local level. These plans, in addition to other opportunities, are explored below.

Community Level

When asked about the role CETs would play under the decentralized governance structure, CET members' responses cited various possibilities including raising awareness regarding the new laws, running for local, governorate or municipal councils, and organizing Get-Out-the-Vote efforts during the upcoming elections. In discussion groups, more CET members were interested in running for the governorate councils than for municipal or local councils.

According to CEP, the vast majority of CET members have elected to pursue existing structures (namely, CSOs) rather than to create new ones. This strategy seems promising as supporting these members' integration into existing advocacy CSOs will leverage the knowledge they have acquired from their CET experience. Assistance along these lines should include capacity building for the organizations to help them conduct community needs assessments, administer surveys, do focus groups, map communities, and develop asset inventories.

Building on past CEP support for CET efforts to develop LCDPs that outline their vision for ongoing development of their communities is another area for potential exit strategy activity.⁵⁴ As mentioned earlier, CET members did not exhibit significant knowledge or ownership of these long-term plans. These plans have already been developed and undergone extensive stakeholder analysis. However, CET members are now well positioned to share these plans with candidates, mayors, LDUs and, eventually, the new decentralization councils. In fact, USAID CIS is gearing up to support CSOs to actively engage in defining development priorities for governorates and to discuss these initiatives with their respective communities to agree on priorities to be shared with candidates for the various councils. CEP could similarly leverage CET members and their host entities to support decentralization efforts by supporting their advocacy for the adoption of LCDPs.

CEP or other USAID implementers, such as IRI, can provide services to CET members interested in running for local councils. Their members' role in raising awareness and disseminating information on decentralization and the roles of the various councils can also be supported. In addition, their role in sharing information about the activities they participated in regarding decentralization (such as the stakeholder workshop to gather input on the draft procedures manual) is worthy of consideration. As community leaders, CET members could also be at the forefront of efforts to educate voters about how to judge candidates by learning their stands on issues, leadership abilities, and professional suitability.

⁵⁴ Year 3 Implementation Plan, p.17

CEP could also support CET members and their host entities by filling the gaps in their knowledge about promoting more effective community engagement for addressing stressors. As referenced earlier, CET members are not sufficiently aware of or knowledgeable about LCDPs, the role of civil society, municipal budget processes and municipal operations, advocacy skills, and skills to engage the private sector. These are areas that the program could work on for a more robust community engagement experience that is capable of engaging large constituencies, exploring already existing community engagement and conflict management and mitigation mechanisms, and increasing accountability.

Lastly, CEP's work is potentially aligned with Mercy Corps' efforts in Jordan in the area of conflict and governance, under which support is provided to communities, community leaders and local government to resolve local stresses and tensions and to help communities develop solutions to common problems.

Municipal Level

On the municipal level, CEP could explore leveraging the project-focused capacity it has developed in CETs by potentially transitioning those skills to host entities and especially CSOs, shifting them into a social accountability role. This would boost the demand for better services and enhance the vertical dimension of social cohesion. Such efforts would increase government responsiveness and help ensure citizens' meaningful involvement in the planning, delivery, and monitoring of services. The project's attempts to host CE mechanisms in municipalities is also promising considering the high level of trust exhibited by community members in municipal structures.

National Level

As one of CEP's original partners, JRF has been involved in its implementation from the beginning. It is also one of the three national intermediary organizations through which USAID CIS assistance has been provided to CBOs in local communities. Expanding the role of JRF and ensuring it has the capacity to support community engagement mechanisms could be a key element of the project's exit planning. Moreover, supporting periodic and structured peer-to-peer exchanges to pave the way for the development of a network of interested CET members, to be overseen by JRF, would signify that a national and well-positioned USAID assistance recipient is bringing its demonstrated capability and experience to the effort to sustain the community engagement model. This could, as well, contribute to the expansion of JRF's constituency, as recommended by the USAID Civil Society Assessment, and its ability to gather input on community needs.

In boosting support for the integration of CE mechanisms in decentralization regulations, CEP would need to ensure MOPIC and MOMA's buy-in to the process. Under the new decentralization law, the LDUs are assuming more responsibility as the Secretariat of the decentralized governance infrastructure. As part of their new mandate, the LDUs will be responsible for synthesizing the various "Needs Guides" received from the different municipalities. Part of CEP's assistance package to the LDUs could include information sharing about what it has accomplished and the resources they can draw upon.

Other USAID programs could take lessons learned and successful CE approaches implemented by CEP such as the methodology by which CETs engaged with municipalities to channel community input into municipal decision making and share or replicate them in communities beyond the ones where the project has worked. The IRI, CIS and CITIES programs, for example, have clear synergies with CEP. Hosting could take place at CSOs currently supported by CIS, where the latter has been building capacity or helping transition into an advocacy role. In the same vein, these USAID programs can provide support to the entities that have already absorbed the community engagement mechanism.

IRI's potential role along these lines could be tied to its work that encourages citizen advocacy through focus groups and town hall meetings. During these sessions, a cross-section of citizens identifies top local issues that need solutions and then designs advocacy plans to help raise public awareness about them. IRI

also enables local citizens' committees to organize town hall meetings that bring together citizens and local elected officials to raise awareness on issues of concern and discuss possible solutions to communal problems.⁵⁵ The role of citizens' committees is very similar to that of CETs and can be informed by the latter's approaches and accomplishments.

Lastly, transferring training material and program tools to USAID implementing partners and local entities such as JRF is another potential way to effectively disseminate CEP resources. CMM training, for example, could be delivered by CIS and IRI to their beneficiaries to ensure that their projects and interventions take into account local conflict dynamics and use a conflict analysis lens to ensure that assistance provided is not reinforcing divisions or inequities. Support could also be provided to CET members and stakeholders to enable them to participate in trainings offered by other IPs to ensure that their skills continue to be expanded and strengthened.

RECOMMENDATIONS

For USAID CEP

Program Management/Operations

- Avoid some of the past confusion and disappointments documented in the findings. Manage stakeholders' expectations by ensuring that they are aware of project complexities and standard USAID procurement approval processes and timeframes for delivery.
- Address the transparency related concerns voiced by CET members and other respondents by improving transparency, and clarifying roles, responsibilities, lines of authority, and accountability for CEP staff, CETs, CBOs and GOJ, in project design/implementation. To accomplish these ends, CEP should consider:
 - Sharing hard and electronic copies of final project proposal, budgets and other documentation with CETs and other partners;
 - Establishing a formal, accessible, and anonymous feedback mechanism in conjunction with developing the capacity to follow up and/or investigate complaints and, in both cases, keeping stakeholders informed of results; and
 - Ensuring field staff do not send mixed messages about potential tangible benefits partners can expect from participating in grant implementation.
- Avoid turf and credit-claiming issues by ensuring CEP activities do not cause strains in relationships between municipalities and CETs. Take into account implications of messaging and how different stakeholders will perceive actions or statements that might strain relationships between and/or among them.

Project Focus/Approaches

- Because the evidence showed that some interventions had limited impact, new projects should focus on ensuring the depth, instead of breadth, of the intervention. For example, in a project where CETs are supporting public meetings between schools and the directorate of education in a specific community, the project should be focusing on holding more sessions in a few schools leading to tangible results rather than single sessions in many schools.
- Since sustainable sources of funding may not be forthcoming, consider focusing effort on helping communities identify and develop solutions to stressors that do not require CEP's

⁵⁵ <http://www.iri.org/sites/default/files/Jordan%202010-01-22.pdf>

continuous and direct intervention. This can be partly accomplished by strengthening communities' ability to engage both horizontally and vertically and by strengthening municipalities' capacity to deliver services and supporting existing structures for community engagement.

Community Engagement

- In order to strengthen the project's ability to strategize about how to promote the most effective forms of community engagement, determine and map the different levels of engagement that CEP's community engagement avenues are promoting among communities and CETs. Levels of engagement include various levels of involvement that range from being kept informed to devolving decision-making. While CEP should be identifying lower-rung engagement opportunities for the public, more meaningful engagement should be moving CETs and their host entities up the ladder of engagement. This would ensure that engagement whether with municipalities, government, civil society or CEP staff is systematically progressing beyond one-way communication.
- To make community engagement efforts more sustainable, based on lessons learned, map engagement risks and develop contingency plans for when risks occur, making sure to build capacity of field staff and CET members as community leaders to respond without the involvement of staff in Amman. Other than for CEP, this will be a useful exercise to inform CITIES efforts in the field.
- To promote sustainability and deepen impact, harness the potential of CET members as community influencers. Catalyze opportunities for them to promote the narratives of successful activities and networks to spread best practices and lessons learned beyond their projects' immediate circles of implementation. In the same vein, use the time remaining for CEP to "encourage contagion" of best practices and lessons learned from pilot municipal projects to bring effective practices into other municipalities.
- To further build capacity for community engagement, strengthen meaningful peer-to-peer exchanges beyond visits and recreational networking events, to deepen experiences and help ensure cross-fertilization of knowledge. One way to do that is to identify positive outliers and organize peer-led circles in which CET members disseminate knowledge and help each other identify solutions to challenging communal problems.
- Continue to strengthen the relationship with MOI to formalize channels for community engagement. Resources should also be allocated to building the capacity of LDUs and ensuring they are well aware of LCDPs and how they are developed. MOPIC and MOMA should be on board with, and continuously informed about, these efforts.
- Prioritize and support private sector engagement by CETs and their future host entities, creating in the process models of excellence that community members can replicate.
- To help promote CEP's visibility, facilitate easier access to government stakeholders, and support CITIES, continue to focus efforts on integrating CE in municipal structures and ensuring all municipal projects include a meaningful vertical engagement component.
- To build sustainability, support and expand JRF's role to continue a CE community of practice and develop proof points to demonstrate success, and ensure lessons learned are used for cross-fertilization.

- To strengthen vertical engagement, ensure that municipal pilot projects and other projects trying to push the vertical dimension of social cohesion support the institutionalization of transparent mechanisms for community discussion, negotiation and decision-making between stakeholders at the municipal level.

Capacity Building

- Ensure that bottom-up engagement is not sidelined by top-down engagement in new round of municipal projects emphasizing vertical cohesion. Host CSOs/CET members and host entities should understand government decision-making processes and be able to influence them. Having acquired such knowledge, host CSOs/CET members can then share it with other community members.
- Address some of the gaps in capacity building identified in the evaluation. Concentrate CET capacity building activities on building advocacy skills so CET members are better able to practice their roles as proponents of social accountability for improved municipal services. At the same time, build skills and channels for the CETs and other community members to track change, generate feedback, and advocate for follow up action to increase accountability. This includes filling gaps in their knowledge of municipal budget processes and operations and the role of civil society. To strengthen sustainability, capacity building efforts should also focus on community needs assessments to ensure CSO hosts/CET members can independently administer surveys, conduct focus groups, map communities and develop asset inventories.
- To address the gaps in understanding of LCDPs identified in the evaluation, ensure host CSOs and CETs have access to the LCDPs, understand the process by which they were developed, and support advocacy efforts to adopt them.

For USAID

Program Approaches

- When designing projects that are meant to solicit and address community needs, ensure that either limitations are not imposed on what needs can be addressed or that effective measures are in place to manage the expectations of beneficiaries and stakeholders. Alternatively, link up with other programs that can address needs identified as highest priority.
- As changes USAID made in CEP created difficulties in implementation and confusion among beneficiaries, going forward USAID should make sure that any plans to change guidance on program implementation for other programs are carefully weighed in light of this experience. When and where changes are made in future programs, careful thought should be given to approaches that might mitigate any of the potential difficulties encountered in CEP, particularly to preventing beneficiary confusion and effectively managing beneficiary expectations and understanding of interventions.
- Ensure that outreach, communication and feedback channels in projects similar to CEP are a key component of implementation. Perceptions of beneficiaries and stakeholders can be detrimental to programming and results.
- If the intention of projects like CEP is to develop communication channels between community and decision makers through structures similar to CETs then ensure such projects consider sustainability and institutionalization of new structures and build capacity of individuals responsible for these mechanisms to take on more ownership of the process/mechanisms at the earliest possible opportunity within the project implementation (i.e. slowly concede the

management and decision-making authorities of such mechanisms and move into more of a mentorship role as the program implementation progresses).

- Better target community engagement projects and development projects in general, whether technically or geographically to ensure deeper impact. If projects are broad, then sufficient human and financial resources should be allocated to avoid implementing one-off activities with insufficient impact at the community level.

CEP Improvements

- To deepen the impact of the project and sustain its efforts, ensure that CET members continue to participate in other USAID programs' trainings.
- Implement efforts to sustain tools, resources and knowledge developed/transferred by CEP such as posting resources on KaMP and building a database of CET members that other programs can utilize. Actively seek out other ways to leverage these tools and resources.
- As a new USAID program targeting municipalities that might overlap with those in which CEP worked, ensure CEP coordinates with CITIES to avoid duplication and ensure long-term cumulative benefits to communities.
- Through capacity building support CET members who run for municipal or governorate council elections and win so they can continue to collaborate and share experiences/knowledge. This can be achieved through referrel to other USAID projects.

ANNEXES

ANNEX I: JORDAN CEP STATEMENT OF DIFFERNCE



Erin Leonardson
Agreement Officer Representative (AOR)
USAID/Jordan

February 23, 2018

Subject: Statement of Difference - Jordan Community Engagement Program Midterm Evaluation

To Whom It May Concern,

Thank you for providing Global Communities with the opportunity to review the final draft of the Midterm Evaluation of the USAID Community Engagement Program (CEP) completed by MSI. The final version of this report has been carefully reviewed by Global Communities' technical staff in the field and at headquarters. This "statement of difference" summarizes Global Communities' continuing concerns regarding the methodological rigor applied to the evaluation design, and consequently, the quality and accuracy of findings and recommendations detailed in the final version of this report. Pursuant to [ADS Chapter 201.3.5.17](#) (Evaluation Reports, effective 09/07/2016), Global Communities requests that this statement of difference be included as an annex to the final version of the USAID CEP Midterm Evaluation Report. It is further important to note that this statement of difference was drafted based on the final draft of the evaluation report provided to Global Communities on January 7, 2018 and that Global Communities has not reviewed any further drafts.

Overall, Global Communities finds that this evaluation report does not adhere to the criteria for evaluation reports established by [USAID's Evaluation Policy](#). In the sections below, Global Communities presents the overarching comments, followed by only the most salient examples to substantiate its concerns. For efficiency, Global Communities did not include all noted differences. The overarching comments are as follows:

1) Limitations to the evaluation are not adequately disclosed in the evaluation report. This evaluation report fails to disclose the most obvious limitations associated with an evaluation design based "predominantly on people's self-reported views and perceptions," including the potential for selection bias, gender bias, and negativity bias as a result of USAID/Jordan's shifting priorities. Specific biases that can be seen in the report include selection bias where the selection of key informants and focus group discussion participants was not random, and therefore is not representative, and gender bias which can be seen as a result of purposive sampling where female respondents are not equally represented in the qualitative data generated. Especially important, but not ever cited in the report is the negativity bias that may be attributed to USAID's shifting priorities throughout the course of the project as documented by the Regional Inspector General's audit report, "Mission's Changing Focus and Approach Make it Difficult to Measure



Success of the Jordan Community Engagement Project" (March, 2017). The only time a potential bias is reported under the "Limitations" section of the report is on page 21¹, where the report briefly cites the potential for "respondent bias" in their methodology, but does not describe how that bias could manifest within the report itself. This is notwithstanding the fact that other sections of the report state that both recall bias and social acceptability bias as potentially impacting the report's findings – even though neither are mentioned in the "Limitations" section.

Additionally, this report does not disclose any actions taken by the evaluation team to mitigate the biases intrinsic in the evaluation design, or discuss how quantitative responses gathered have informed the team's qualitative approach and analysis. Indeed, later on page 21, the report argues the value of drawing broad conclusions from the statement or opinions of one stakeholder or interviewee, despite the fact that the respondent bias noted above can be especially evident in the statements of individuals, rather than a representative sample.

2. Evaluation findings are not presented as analyzed facts, evidence, and data that is not based on anecdotes, hearsay, or simply the compilation of people's opinions. This evaluation report contains a number of critical findings, assertions, and recommendations where the perceptions and opinions of individuals are offered as the only evidence base to substantiate the evaluation team's claims (including the entirety of the report's Executive Summary). The multitude of secondary data sources or experiences shared by USAID and USAID CEP, both verbally and in writing, is not mentioned as having been considered in the analysis of the evaluation's findings to inform or contextualize their findings. As a result, the evaluation report demonstrates a fundamental misunderstanding of USAID CEP's methodological approach and provided facts, despite USAID CEP's significant efforts – through over 8 hours of in-briefing, copious sharing of documents, targeted discussions, etc. – to explain the rationale for project design and offer insights into the history of the project. A few key examples of this misunderstanding and wrongly drawn conclusions are presented below:

- On page 2 the report states that "CEP's overall effectiveness was affected by limitations to the project's logic model, operations and the various changes made to its strategic approach". The report further states that "the establishment of the CET's as a new mechanism whose sustainability is unclear after the project ends rather than working with existing mechanisms". Over the course of the evaluation, USAID CEP attempted to explain its approach and rationale for using CETs as catalysts for community-level dialogue, outlined the numerous steps used to triangulate on project selection in a particular community-identified sector, and discussed USAID CEP's sustainability framework and exit strategy with the evaluators at length. This information was also included in several documents provided to the evaluators. ***Despite these efforts, the evaluation report never references USAID CEP's justification for CETs and simply states that the rationale for CETs is not justified.***

¹ All page references in the state of difference are based on the final draft of the report provided to Global Communities on January 7, 2018, and as such may differ from the final published report. For efficiency and brevity purposes, this note will not be repeated and covers all page references made.

- On page 3, the report then adds that USAID CEP did not address economic stressors "which were most frequently identified as top stressors by respondents" which posed a fundamental challenge for USAID CEP as "CEP aimed to address stressors in communities purposefully selected based on criteria related to economic insecurity". As per USAID CEP's community engagement and grant selection approach provided and explained to the evaluation team, the sectors in which USAID CEP's implements activities are determined by the community itself through a multi-step process. This includes:
 - Household perception survey: Households are asked to identify key stressors negatively impacting their community, without any limitation, and nominate 50% of the CET (1 male, 1 female, 1 male youth, 1 female youth from their area they would like to have represent their interests)
 - Community-wide meeting: The community is asked to review and fill any gaps in the list of identified stressors, and help form the remainder of the CET
 - CET & stakeholder discussions: Through a series of steps that involve identification of key stakeholders for each sector and additional analysis and community involvement, a project is designed and submitted to USAID for review and approval

During none of the household perception surveys or community-wide meetings did the community rank the economic sector as a top priority. The results of these surveys and community-wide meetings were all documented in a report that was shared with the evaluators. While the evaluation report does make a reference to the USAID CEP baseline report which does reference economic findings under the "Safety and Security" baseline factor and their own surveys conducted in 2016, the report does not:

- Acknowledge in any manner that USAID CEP's baseline is not used for the selection of projects
- Reference any data collected by the project relevant to the project selection process and collected in years prior to the evaluation
- Acknowledge any changes in the local context that may have resulted in an increased focus on economic concerns
- On page 29 of the report, the evaluation states that in 6 of the 9 discussion groups held with Community Enhancement Teams (CETs) "several" respondents stated that agreed upon standards or specifications of materials procured under the project were not met. The report further states that "In response, CEP staff maintain that stakeholders sign off on all specifications before procurement, and participate in the technical review of the bidding process" (emphasis added). **In no case did the evaluation team attempt to verify either the CETs statements or the USAID CEP staff's statements; instead the report simply compiles people's opinions and anecdotes.** If an attempt had been made to verify specific statements USAID CEP could have provided the evaluation team with related stakeholder-



signed specifications, stakeholder-signed technical committee attendance sheets, and site visits to physically inspect the materials in question. This approach, which was not implemented, would have resulted in analyzed facts, evidence and data.

- 3) The narrative of the evaluation report continues to include inaccurate information and/or utilizes incorrect references to support findings and conclusions. The evaluation report refers to a number stakeholder opinions and presents these opinions as findings or conclusions without triangulating these perceptions by analyzing project implementation context and shared data.

- For example, on page 32, under section Partnership Initiatives, the evaluation report analyzes the impact of such efforts. While the report states that the initiatives were "somewhat useful", it is not clear what analyzed data the evaluation report is using to reach that conclusion and offers only anecdotal evidence through collected quotes. However, quotes used to demonstrate that the Partnership Initiatives were "somewhat useful" are from entities that were not actually involved in their implementation.

For example, a mayor is quoted as saying, "All cleaning campaigns that the program implemented don't convince me. Whoever wants to work right on the issue must work with our staff [sanitation workers] [...] awareness raising is much more effective. The municipality must be a main partner in these campaigns." However, clean up campaigns were not an element at all of any of the partnership initiatives. If there was an element of beautification, it was related to schools which do not fall under the jurisdiction of municipalities. In cases where clean up campaigns were implemented under community engagement grants, they were only implemented in collaboration with municipalities, used as awareness raising mechanisms to engage the community in taking pride in their neighborhoods, and implemented as cost share – with minimal support through the project. In other words, exactly as the quoted mayor had recommended.

Furthermore, the report then cites a CET member who stated, "Cleaning campaigns are not sustainable. It would have been much better if the funding was spent on infrastructure; the money was wasted." Again, this quote does not apply to Partnership Initiatives as they did not include clean up campaigns. In addition, the evaluation report does not present an overview of the three different types of Partnership Initiatives, nor does it present their purpose. More importantly, the report erroneously categorizes Partnership Initiatives as grants, falsely stating that "1% of the CEP grant pool in years 1-3 was allocated to Partnership Initiatives".

The Partnership Initiatives, as the name implies, were activities implemented in partnership with a private sector entity and a local, volunteer organization that generated upwards of \$120,000 in cost share. The implementation of these initiatives demonstrated the possibilities of working together to communities and served as a basis for the ABC's of Initiatives training

delivered to all CETs, which in turn resulted in over 17 initiatives implemented by the communities, on their own without funding from USAID CEP, by the time of the evaluation. If the evaluation report aimed to assess the utility of Partnership Initiatives in this section, the only quote that pertains to such activities, and as such the only relevant quote in this section, is from a school principal who participated in a Partnership Initiative and said that the “collaboration between Syrian and Jordanian students improved as well as the relationship between the parents and the school” – an actual goal of this type of initiative.

- On page 23, the report states that “the application of CEP selection criteria disqualified many of the projects communities had selected including economic growth interventions”. The report then provides two pages’ worth of charts that analyze data to support this assertion. However, that data is gleaned from the survey conducted for the purpose of the evaluation in late 2016. Based on that information, on page 32, the evaluation report then concludes that “While CEP grant activities address some community stressors, the nature of those did not always correspond with the most important stressors identified by the community, which were usually economic or job related”.

However, the report at no point analyzes any of the data provided by the project, collected for, and used by the stakeholders themselves, during the project selection and design process which clearly shows that the economic sector was not a priority sector at the time the projects were designed in 2013 and 2014. The report does not reference that such data exists and that the project identification and design was based on this data. If the evaluation report aimed to present a finding about USAID CEP’s effectiveness in responding to community-identified stressors, then that conclusion should have been drawn based on a thorough analysis of the historical information and data provided by the project that was used in the project design process – not just the respondent information collected years later.

- The evaluation team was provided with 15 grant applications for review. The break up was the following:

- 7 grants to CBOs
- 4 Municipal/government grants
- 4 CET grants

In addition, of the total grant pool available, 60% of the grants the team reviewed are from the Tafileh Governorate, which only represents 20% of CEP’s portfolio. Conversely, while Irbid makes up 40% of our portfolio, only 7% - or one grant – of the review was from that governorate. This in of itself raises questions about the methodology, its sampling process, and by extension the inaccurate conclusions draw. In addition, the pivots in program direction USAID CEP had to make can be difficult to understand, as evidenced in the report.



For example, on page 30, the report states "Stakeholders view municipal grants as targeted responses to stressors in the community." The first draft of the report, originally shared with Global Communities in early December 2016, has almost identical language, and draws the same exact conclusions as the final report. The draft included two examples of the four municipal grants they reviewed to support the assertion that stakeholders value "municipal" grants more than "CET" grants. At that point, Global Communities pointed out that one of the examples referenced was not a municipal grant at all – rather, it was grant provided to a CBO.

In addition, on numerous occasions, the USAID CEP team explained to the evaluators that the initial CET grants were functionally the same as municipal/government grants. Of the four CET grants the evaluators reviewed, two fall squarely in the municipal sector and two in the education sector. Of the four, three had a heavy emphasis on construction – again, a hallmark of municipal/government grants.

When this was pointed out to in the notes to the original draft of the report, the final draft of the evaluation report was edited to remove mention of the "CET" grant, while keeping the same exact findings concerning the effectiveness of "municipal" grants. **The question then has to be asked how the evaluation report reached this conclusion and what information and data was used to determine which type of activity was viewed as more effective.** This is particularly relevant when taking into account the arbitrary and retroactive decision, stated on page 2, that "The evaluation team was able to look at CEP efforts through April, 2016; any activities undertaken after that time, are not covered in this report." As a result, this means that the grant sample size was further reduced from 4 muni/gov and 4 CET to 3 muni/gov and 3 CET (reducing the total number from 15-13). In doing so, the evaluators also excluded the only CET project which, by design, is not functionally the same as a municipal/government grant.

3) Final recommendations are not supported by a specific set of findings and/or are not action-oriented, practical, and specific. Many of the recommendations offered by the evaluation team are either not actionable changes, had already been implemented before the evaluation took place, fall beyond the influence and responsibility of the implementing partner, or violate the "Do No Harm" principle. A few key examples include:

- On page 6 the report recommends to deepen impact by "focusing on holding more sessions in a few schools leading to tangible results rather than single sessions in many schools." This ignores the issue of tribal dynamics and the dangers of prioritizing a few geographical areas over the entire community. Following such a recommendation would almost certainly result in exacerbated tribal cleavages and tensions, and would be perceived as "wasta" or favoritism by program stakeholders. In addition, the recommendation ignores the fact that many of the program's municipalities are in poor environments with great geographic dispersion and no public transportation. Implementing such a recommendation would result in less – not more – engagement of stakeholder groups, particularly Syrians who are predominantly limited by lack



of resources to cover transportation costs. These points were discussed with the evaluation team on numerous occasions during the evaluation process.

- On page 5 the report recommends "expanding the role of JRF...to support community engagement mechanisms" in the future, which underscores the lack of inclusion and review of program data and documentation. This strategy had already been applied and codified in program modification #7, long before the start of the evaluation. Modification #7 was shared with the evaluation team.
- The evaluation report states that "CEP is technically and geographically broad program, and absent a more narrowly defined technical focus, risks implementing many one-off activities without generating deeper impact". Yet, on page 7, the report recommends to USAID that "when designing activities that are meant to solicit and address community needs, ensure that either limitations are not imposed on what needs can be addressed or that effective measures are in place to manage the expectations of beneficiaries and stakeholders". This recommendation is in direct contradiction with the report's assessment that the technical breadth of the program poses a risk to its ability to achieve impact. Further, the recommendation to include effective measures to manage expectations is broad and generic. As such, it serves limited management utility as it does not elaborate how USAID did or did not contribute to managing expectations during the implementation of USAID CEP.
- On page 8, the evaluation report recommends that USAID CEP "support CET members who run for municipal or governorate council elections and win so they can continue to collaborate and share experiences/knowledge". This recommendation is not only outside of USAID CEP's scope of work, but also demonstrates a lack of understanding of the local context and political sensitivities surrounding elections. Applying this recommendation to the Jordanian context will most definitely cause significant harm and create perceptions of favoritism. This, in turn, would not only cause a rift amongst councils instead of helping them create cohesive teams, but would also jeopardize the perceptions of USAID CEP's neutrality. Maybe most significantly, this may have cumulative negative impact on the reputation of USAID/Jordan, who could be viewed a favoring certain elected officials over others. Finally, implementing this recommendation could jeopardize the perceptions of integrity of those newly elected officials themselves, as "being in the pocket of the US".

4) Executive Summary does not present a concise and accurate statement of the most critical elements of the report. Global Communities feels this point to be of particular import as many readers will focus only on the executive summary, and not read the remaining 290+ pages of the report. In short the executive summary should be an accurate statement of the most critical elements of the evaluation report and which should, at minimum, include:

- As discussed above, the summary should specifically cite the limitations associated with an evaluation methodology based "predominantly on people's self-reported views and

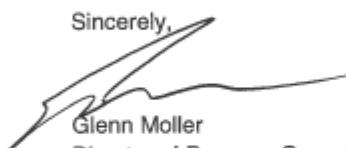


perceptions," including the specific potential for selection bias, gender bias, and negativity bias. Furthermore, the evaluation team does not disclose any actions that were taken to mitigate the limitations inherent in their evaluation design;

- A summary of the "Changes in Implementation Model" section that details USAID's shifting priorities as a key challenge to project implementation and limiting factor in measuring CEP's success as determined by the Regional Inspector General's audit report referenced above; and
- Findings based on analyzed facts, evidence, and data. The findings and recommendations provided in the Executive Summary in the final version of this report are not substantiated by any of the data – qualitative or quantitative – generated by the evaluation team. The result is an Executive Summary that does not adequately summarize the most critical elements of the evaluation or provide a reliable evidence base from which these findings and recommendations were developed.

Global Communities finds that this evaluation report does not adhere to the criteria for evaluation reports established by USAID's Evaluation Policy. In the above sections, Global Communities presented the overarching comments, followed by only the most salient examples to substantiate its concerns. As such Global Communities feels this statement of difference summarizes Global Communities' concerns regarding the methodological rigor applied to the evaluation design, and consequently, the quality and accuracy of findings and recommendations detailed in the final version provided to Global Communities on January 7, 2018. Pursuant to ADS Chapter 201.3.5.17 (Evaluation Reports, effective 09/07/2016), Global Communities requests that this statement of difference be included as an annex to the final version of the USAID CEP Midterm Evaluation Report.

Sincerely,



Glenn Moller
Director of Program Operations
Global Communities

ANNEX II: EVALUATION STATEMENT OF WORK

Community Engagement Project (CEP) Performance Evaluation

STATEMENT OF WORK

July 17, 2016

I. INTRODUCTION

The Democracy and Governance Office requests a midterm performance evaluation of the Community Engagement Project (CEP).

II. BACKGROUND AND ACTIVITY DESCRIPTION

The USAID Community Engagement Project, a \$50 million five-year project implemented by Global Communities, started in April 2013 with the goal of improving community cohesion and resilience. CEP convenes Community Engagement Teams (CETs) that utilize participatory approaches to help communities identify community-stressors that could contribute to conflict and ways to address those stressors. CEP facilitates constructive engagement among community members, civil society, and local government to address stressors, develop Long-term Community Development Plans (LCDPs), and determine which stressors must be alleviated immediately and by whom.

The CETs play an integral role in this process. They have 12-18 members; equal representation of men and women; and have 25% representation by youth (18-30 years). Ultimately, it is envisioned that as CEP funding diminishes over the five-year project period, CET members utilize skills learned to mobilize key stakeholders and local governments to fund community needs, with long-term needs identified through LCDPs and other needs addressed on an ad hoc basis by a more responsive local government. CEP aims to have the Local Development Units (LDUs) in each governorate and municipal governments integrate community engagement more systematically in their planning and implementation processes

CEP operates in 20 communities in Irbid, Mafraq, Tafileh, and Ma'an governorates, with 11 of these communities added to the project during the second year of implementation. Communities were selected based on an assessment conducted at the project inception (selection criteria is detailed in Annex I) with the following rationale:

- Irbid and Mafraq in the North: Urban and densely-populated Irbid has experienced an influx of Syrian refugees as well as strikes and protests around lack of government transparency, provision of services, and economic opportunity. Syrian refugees have swelled the population of Mafraq by more than 30%, crippling basic services and increasing unemployment in an already poor governorate;
- Tafileh in the South: Small, impoverished Tafileh has received less attention and support from the donor community than other locations but was where the main strikes and protests in Jordan began. In addition to recent demographic shifts, it suffers high unemployment and high rates of poverty.
- Ma'an in the South: Poverty, illiteracy, and unemployment – coupled with the residual effect of the 2003 unrest in Ma'an–resulted in the accumulation of stressors.

CEP uses the following interventions:

1. Community Engagement
 - a. Community mapping and household surveys
 - b. Forming and training CETs
 - c. Facilitating a community meeting to introduce CETs, present mapping/survey results, and vote on prioritization of community needs
2. Capacity Building
 - a. Training and support to CETs to produce proposals to address stressors with USAID funding
 - b. Training in grants management, project management, procurement and financial management, communications and community outreach, proposal writing and project design
 - c. Training and support to develop LCDPs, community outreach through focus groups and messaging for awareness of activities
 - d. Training in community asset mapping, stakeholder dynamics, communications and outreach, and community engagement
 - e. Training in networking to strengthen stakeholders' ability to form partnerships, mobilize non-USAID CEP resources, share experiences, demonstrate and replicate successes, and find solutions for common challenges
 - f. Training in Conflict Management and Mitigation (CMM) to help community members (including local tribal leaders), NGOs, and government partners effectively respond to emerging challenges
3. Grants
 - a. Grants to CBOs and NGOs and in-kind grants to key stakeholders and local government to relieve tensions through improving interventions such as infrastructure and health services, providing safe classroom environments, and providing youth-friendly services. Grant duration is up to twelve months.

Implementation Challenges

CEP has encountered challenges resulting from changing USAID direction of the project due to the changing context in Jordan⁵⁶, resulting in shifting implementation approaches during the first and second years of performance, as well as an expansion in communities from nine to twenty. This affected the ability of the project to develop a strong baseline and focus on the most relevant indicators for project performance. These changes during the first two years of the project affected community expectations from the project, from the length of the grant process to the amount communities, including municipalities, could receive from the project. Investments in time and transparent processes with the communities alleviated some of these challenges.

III. PURPOSE OF THE EVALUATION

The purpose of this evaluation is to assess the project's progress toward achieving its objectives.

The evaluation will also recommend shifts in project implementation to enable a strategic exit from communities, particularly those that may receive support from the upcoming Cities Implementing Transparent, Innovative and Effective Solutions (CITIES) project. The evaluation will also consider the implications of any unanticipated positive or negative outcomes. Recommendations from this evaluation

⁵⁶ For example, after project implementation began, USAID removed ceilings of grants to communities to help municipalities address urgent needs. Once these needs were met, USAID reinstated grant ceilings, which caused changes in the types of community projects that were funded and their results.

will be used to inform changes in project implementation during its last twelve to eighteen months to strategically align with and provide best practices to incorporate from CEP into future similar programming (such as CITIES and efforts to incorporate citizen engagement and social cohesion into governorate and municipal bodies).

IV. CEP GOAL AND DEVELOPMENT HYPOTHESIS

The goal of USAID CEP is to leave behind stronger, more cohesive and resilient partner communities. This goal will be achieved by working through, and building the capacity of, CETs as USAID CEP's key stakeholders to collaborate and partner with municipalities/local governments, NGOs, and others to:

- Engage in a continuous, conflict-sensitive participatory process of identification and prioritization of stressors;
- Develop immediate and long-term solutions by accessing available resources through collaboration and partnerships with relevant stakeholders; and
- Utilize effective and transparent communication mechanisms in support of increased community cohesion.

CEP is based on the following development hypothesis:

"If the capacity of CETs to serve as dialogue platforms in targeted communities is increased to enable them to engage municipalities, local government entities, potential partners, and other community members in a solution-oriented, positive dialogue focused on common interests, then social cohesion and resilience will increase."

CEP supports one Intermediate Result (IR) and its sub-IRs under USAID's Country Development Cooperation Strategy CDCS results framework:

- IR 2.4: Community Cohesion Enhanced⁵⁷
 - Sub-IR 2.4.1: Institutions and mechanisms to build cohesion and resilience strengthened
 - Sub-IR 2.4.2: Mediation and constituency-building skills enhanced

V. EVALUTION QUESTIONS:

1. Assess the overall effectiveness of CEP interventions (community engagement, capacity building and grants) as they relate to CEP goals? Are there opportunities for improvement and lessons learned for the remainder of this activity?
2. To what extent have the community-level projects relieved tensions or stressors (or achieved desired objectives)? Are any types/categories of community level projects more effective than others and why? These stressors and tensions are identified through the community engagement process. For example, disengagement of youth is a stressor in some communities.
3. To what extent have CETs been able to strengthen relationships between their community and local government entities? Local civil society organizations? Have CETs established sustainable mechanism(s) for community engagement in local governance? Is it feasible or better to use municipal councils and/or existing municipal bodies, rather than CETs, for citizen engagement? Are there opportunities for improvement in this area in the second half of implementation?

⁵⁷ USAID/Jordan's Country Development Cooperation Strategy (CDCS) was revised during the project's second year. This project was designed under the original CDCS but shifted after the revision of the CDCS. These changes are reflected in the project's AMEP, with CEP supporting IR 2.1 and 2.3 of the DRG Office's PMP during the first two years and then supporting IR 2.4 beginning in the third year.

4. Map potential exit strategies from communities and pros/cons as well as the feasibility of each strategy.
 - a) Strategies should note areas of potential alignment with future similar programming and areas outside of the scope of any current DRG activity
 - b) Exit strategies should take into account CEP's current "phase out plan" and explore current gaps/issues.
 - c) All exit strategies should focus on the sustainability of mechanisms to address community level stressors.

The evaluation team will ensure that, where relevant, gender disaggregation and gender differential effects are captured in answering the evaluation questions.

VI. EVALUATION METHODOLOGICAL APPROACH

The evaluation team will be responsible for developing an evaluation methodology that includes a mix of qualitative and quantitative data collection and analysis approaches. The methodology should comply with the USAID Evaluation Policy and its strengths and limitations should be described. The data needs to be disaggregated by sex, youth and geographic locations. Data collection should be systematic and findings and conclusions should be evidence-based. Within data limitations, the evaluation team will be expected to present strong quantitative analysis in response to the research questions. The methodology will be presented as part of the draft work plan as outlined in the deliverables below.

Data collection and evaluation methodology should include, at a minimum:

1. Review of secondary data:

- Basic program documents such as the Cooperative Agreement, the revised program description, Monitoring and Evaluation Plan (M&E Plan), annual work plans, quarterly reports, list of deliverables, surveys and training materials
- Material related to community engagement, social cohesion and conflict mitigation in Jordan
- CITIES RFTOP (to address evaluation question 3)

2. Focus group and individual interviews with:

- The CEP team in Amman and the 4 governorates
- USAID/Jordan Democracy and Governance Office staff in Amman
- CET members
- Municipal and Local Directorate key staff, including mayors
- Staff from the Ministry of Municipal Affairs, Ministry of Planning and International Cooperation, and Ministry of Interior (particularly from the Local Development Units)
- Citizens and civil society organizations
- Donors

A questionnaire or guide of key questions for the interviews (individual or in groups) should be used to ensure consistency in data collection. Rigorous data analysis methods should be used to ensure the main questions are addressed and analyzed.

3. Survey to address these questions

VII. TEAM COMPOSITION

In accordance with guidance provided in USAID ADS 203 the proposed evaluation team is composed of the following areas of expertise:

- Approaches to conflict mitigation in developing countries, and experience with participatory community development approaches in particular;
- Community development, civil society, local government, and conflict mitigation in Jordan;
- Evaluation and assessment design methodologies;
- USAID evaluations and familiarity with USAID evaluation policy;
- Excellent writing and communication skills with experience in producing team-based, collaborative reports that are learning-oriented;
- Skills in qualitative data analysis; and
- Local language skills.

In order to meet the requirements of team composition, ensure data quality, and contribute to building capacity of local evaluation specialists, the following is suggested for team composition:

1. Team Leader (position combined with Evaluation Specialist or Technical Specialist)
2. Subject Matter Expert (Participatory Community Development and/or Conflict Mitigation)
3. Evaluation Specialist
4. Jordanian Technical Specialist: Community Development Specialist
5. Jordanian Technical Specialist: Conflict and Conflict Mitigation Specialist
6. Research Coordinator/ Interviewer

The evaluation team will also be supported by a MESP M&E Specialist, Senior M&E Specialist and Evaluation Assistant. The Senior M&E Specialist will assist the team in designing and implementing the survey to capture the quantitative data to support evaluation findings.

Proposed Team Members and Roles

1. Team Leader: Primary point of contact for evaluation with responsibility for assigning team member activities and facilitates smooth team operations, resources, and team member performance to meet objectives. Leads meetings with USAID.
2. Subject Matter Expert (Participatory Community Development / Conflict Mitigation): leads design methodology and instruments; conducts literature review; participates in interviewing and data collection; ensures that findings, conclusions, and recommendations answer evaluation questions and meet USAID purposes; leadership role in analysis, final reporting and presentation; produces report sections as assigned by Team Lead; and ensures final reporting meets USAID evaluation requirements.
3. Evaluation Specialist: Contributes to design methodology and data collection instruments; conducts literature review; participates in data collection; leads data analysis and interpretation; produces report sections as assigned by Team Lead.
4. Jordanian Community Development Specialist: Provides culturally and contextually relevant information about environment in which civil society operates. Contributes to design methodology and data collection instruments; participates in pilot testing for data collection and data collection efforts; participates in data analysis and interpretation; produces report sections as assigned by Team Lead. Ensures assessment and evaluation processes and reporting adhere to USAID requirements.
5. Jordanian Conflict and Conflict Mitigation Specialist: Provides contextually relevant information on community level stressors, conflict dynamics and mitigation strategies. Contributes to design methodology and data collection instruments; participates in pilot testing for data collection and data collection efforts; participates in data analysis and interpretation; produces report sections as assigned by Team Lead. Ensures assessment and evaluation processes and reporting adhere to USAID requirements.
6. Research Coordinator / Interviewer: Support every stage of the evaluation and assist the evaluation team in data collection: scheduling and conducting interviews; note taking and data analysis.

Members of the team are all expected to sign statements confirming that there are no conflicts of interest with their working on the assessment and evaluation.

VIII. PERFORMANCE PERIOD

The evaluation will be conducted from August 2016 through December 2016 with data collection conducted in September/October and final report submitted by December 29, 2016. The team should be aware that Eid al Adha (on or around September 12) are national holidays in Jordan (of about 3 to 4 days each) and fall within the evaluation timeframe.

The Evaluation Team should plan for a six-day workweek although the formal workweek in Jordan is Sunday through Thursday. Logistics for the assessment and evaluation will be provided by MESP.

IX. DELIVERABLES REPORTING REQUIREMENTS AND GUIDELINES

- **Evaluation Work plan:** Within *2 weeks from USAID in-briefing*
- **Evaluation Design Report:** Within *4 weeks from USAID in-briefing*
- The evaluation team will conduct an initial briefing, interim briefing, final briefing, and internal dissemination with USAID;
- **Draft Evaluation Report**
- **Joint Development of Actionable Recommendations:** USAID and the Evaluation team will collaborate on developing actionable recommendations based on findings and conclusions for inclusion in the final report.
- **Final Evaluation Report:** The length of the final evaluation report will not exceed 25 pages, consistent with USAID branding policy and exclusive of annexes and executive summaries;
- The report will address each of the questions identified in the relevant sections of the SOW and any other factors the team considers to have a bearing on the objectives of the evaluation;
- All evaluation questions must be answered, and recommendations must be stated in an actionable way with defined responsibility for the action;
- Sources of information will be properly identified and listed in an annex;
- The evaluation reports must include a table of contents, list of acronyms, and executive summary;
- The assessment and evaluation reports will be published on USAID's Development Experience Clearinghouse at edec.usaid.gov.
- Upon request from USAID or closure of MESP, both electronic and hard copy data files will be transferred to USAID. In the meantime, electronic files are on the MESP file and hard copies are warehoused at MESP.

APPENDIX I

CRITERIA TO ENSURE THE QUALITY OF THE EVALUATION REPORT

- The evaluation report should represent a thoughtful, well-researched and well organized effort to objectively evaluate what worked in the project, what did not and why.
- Evaluation reports shall address all evaluation questions included in the scope of work.
- The evaluation report should include the scope of work as an annex. All modifications to the scope of work, whether in technical requirements, evaluation questions, evaluation team composition, methodology or timeline need to be agreed upon in writing by the technical officer.
- Evaluation methodology shall be explained in detail and all tools used in conducting the evaluation such as questionnaires, checklists and discussion guides will be included in an Annex in the final report.
- Evaluation findings will assess outcomes and impact on males and females.
- Limitations to the evaluation shall be disclosed in the report, with particular attention to the limitations associated with the evaluation methodology (selection bias, recall bias, unobservable differences between comparator groups, etc.).
- Evaluation findings should be presented as analyzed facts, evidence and data and not based on anecdotes, hearsay or the compilation of people's opinions. Findings should be specific, concise and supported by strong quantitative or qualitative evidence.
- Sources of information need to be properly identified and listed in an annex.
- Recommendations need to be supported by a specific set of findings.
- Recommendations should be action-oriented, practical and specific, with defined responsibility for the action.

Annex I: Community Selection Criteria

Table I: Components of Community Selection Criteria

I. Demographic Shifts: rapid recent population shifts, especially near Syrian border, rural-urban immigration

Criteria	Data and/or observations
I.a. Significant and rapid demographic shift	<ul style="list-style-type: none"> • Population • Population of Syrian refugees
I.b. Stress on social and municipal services	<ul style="list-style-type: none"> • Complaints regarding the quality of services (trash collection, health services, schools) • Situation of roads • Situation of trash collection • Issues with water supply • Issues with sewage • The % increase in the number of students in the community schools • The % increase in the number of daily patients received by the local health center

2. Economic Stressors: economic downturn, high unemployment, increase in poverty, increase in cost of living

Criteria	Data and/or observations
2.a. Poverty and unemployment	<ul style="list-style-type: none"> • Poverty Pocket • Poverty rate • Unemployment rate

3. Social/Political Stressors: recent demonstrations, violence in response to demographic and economic changes

Criteria	Data and/or observations
3.a. Incidents of unrest	<ul style="list-style-type: none"> • Incidents of unrest • Rate of crime • Rate of drug use • Child abuse • Violence against women • Divorce rates
3.b. Cohesion and resilience	<ul style="list-style-type: none"> • Cohesion and resilience

4. Additional elements

Criteria	Data and/or observations
4.a. Community acceptance of the program	<ul style="list-style-type: none"> • Community acceptance of the program
4.b. Municipal government willingness to cooperate	<ul style="list-style-type: none"> • Municipal government willingness to cooperate
4.c. Previous donor activity	<ul style="list-style-type: none"> • List of current donor funded programs working on Community Engagement (the larger the number, the lower the rating).

ANNEX III: EVALUATION METHODOLOGY AND LIMITATIONS

This section describes the overall methodology that was used to answer the evaluation questions for the mid-term performance evaluation of the Community Engagement Project (CEP). The Team performed its research and analysis in accordance with an Evaluation Design Report (Annex III) developed in response to the Evaluation SOW (Annex I), which was submitted to and accepted by USAID/Jordan in mid-October 2016. The Evaluation Design included a work plan and detailed description of the research methods, tools, and instruments the Team used in conducting the evaluation. After a brief desk review in Washington, the fieldwork component of the evaluation was completed in country between September 24 and November 5, 2016 in Amman and Irbid, Mafraq, Tafileh, and Ma'an Governorates. To answer the evaluation questions, the Team utilized a mixed-methods approach that relied on secondary data from a wide range of reports and documentation, as well as primary qualitative and quantitative data sources. The draft Evaluation Report was written in November 2016 and submitted to USAID on November 28.

The Evaluation Team included Harold (Hal) Lippman (Team Leader), Dima Toukan (Evaluation/Country Specialist t), Jessica Gajarsa (Evaluation Specialist), and Jerome Hansen (Conflict Management and Mitigation Specialist). A description of the Team composition including roles and responsibilities is provided in Annex V.

TIMELINE AND PROCESS OVERVIEW

Document Review and Design. The evaluation team's initial review of CEP activity documentation began on September 1, 2016. The expatriate team members had the opportunity to meet with the CEP Chief of party (COP) as well as senior management staff supporting CEP at Global Communities headquarters in Silver Spring Maryland on September 16. The COP provided a presentation about the shifting context and adaptations of the implementation model over the period of performance. The evaluation team arrived in country on September 24, 2016. The evaluation team developed a draft design and work plan before departure which they refined in country after briefings with USAID, and several presentations provided by CEP senior technical and management staff. The team submitted the draft design report including for USAID and CEP to review on October 5. USAID and senior COP staff reviewed the draft design and provided comments on October 10. The team responded to all comments and submitted a final design report and qualitative discussion guides instruments for USAID approval on October 11.

Data Collection Instruments. In close collaboration with the USAID Jordan MESP Senior Evaluation Advisor, the team developed qualitative and quantitative instruments which were translated into Arabic. The team tested the qualitative discussion guides in Al Taybeh, a CEP target community in Irbid governorate during October 17-19. The team revised them and translated the revised versions which were submitted to USAID on October 20. Both the Arabic and English versions of the instruments were revised and finalized based on USAID comments.

The qualitative discussion guides were targeted to the primary respondent categories the team determined would be the most informative. The team developed semi-structured discussion guides for key informant interviews (KII) with:

- GOJ representative at the Central level including Local Development units (LDUs), Governors, and directorate officials
- Mayors and municipal council members and staff
- CEP implementing partner staff
- Senior staff of community based organizations (CBOs) that have participated in, and/or benefitted from CEP grants
- Senior staff of CBOs that haven't participated in, and/or benefitted from CEP grants

- Senior staff of other related donor programs
- Individual community members that have benefited from CEP grants

The team also developed semi-structured discussion guides for group discussions with:

- CETs in nine of the 20 CEP target communities.
- Beneficiaries of selected CEP grants

In close collaboration with the Jordan MESP Senior Evaluation Adviser and Mindset, the local data collection firm that conducted the survey and supported the qualitative data collection, the team developed the two survey instruments. These included a phone survey for current and former Community Enhancement Team (CET) members, as well as a population based survey for members of the 20 communities where CEP is implemented. The survey instruments were informed and adjusted after the team tested the qualitative instruments. The team developed and submitted draft versions of the survey instruments on October 20 and submitted the final instruments based on USAID comments on October 26.

A list of qualitative and quantitative data collection instruments is provided in Annex IV. The final Arabic and English versions of the qualitative data collection instruments are presented in Annex VII; and the final quantitative survey instruments in English are presented in Annexes VIII and IX.

Primary Data Collection. Primary data was collected over three phases. First, to inform the design, the team conducted preliminary KIIs from October 4 -10 with selected stakeholders based in Amman, including Ministry of Interior (MOI) officials, donors and implementer of related interventions, as well as USAID staff. CEP senior management and technical staff generously provided a series of structured detailed presentations to orientate the team to CEP technical approaches and assumptions, implementation processes, as well as the contextual dynamics, constraints, and obstacles the project has experienced over the period of performance thus far. The team also had the opportunity to attend and observe the last planned CEP community wide meeting (CWM) in Ma'an City, on October 12. In the second phase, the team conducted qualitative data collection in nine of the 20 CEP target communities from October 17 - November 3 and Mindset conducted FGDs with CEP grant beneficiaries from November 4-7. In the third phase, Mindset collected the CET Phone survey and the general population based survey.

Data Analysis, Presentation, and Reporting. Analysis of the various data streams was an ongoing process and a preliminary report summarizing qualitative findings to date and closed-ended responses to the survey questionnaire was delivered to USAID on November 28. This version of the final report incorporates the full analysis of all data streams discussed in more detail below.

DATA COLLECTION METHODS

To answer the evaluation questions, the Team utilized a mixed-methods approach that relied on secondary data from a wide range of reports and documentation, as well as primary qualitative and quantitative data sources. Table I below provides a list of completed data collection activities followed by descriptions of the qualitative and quantitative methods used by the team.

Table I Data Collection Sources and Methods

Respondent Category and Data Collection Methods	Amman	Irbid	Mafraq	Tafileh	Ma'an	Total KIIs
	# of KIIs (# of individuals if multiple participants)					
KIIs – GOJ Central/ LDUs/ Governors/ Directorates	5 (9)	3 (7)	1 (4)	4 (5)	1 (2)	14
KIIs – Mayors/ municipal council members and staff		4 (11)	2	2	1 (2)	8
KIIs – CEP Implementing Partner	1					1
KIIs – CBOs CEP Grantees	1	2	2	4		8
KIIs – CBOs Non-Grantees		1	1	1 (4)	2 (4)	5
KIIs – Grant Beneficiaries		3 (13)	1 (3)	2 (3)	2 (3)	8
KIIS – Other Donor Programs	3					3
CET Group Discussions		3	3	2	1	9
FGDs – grant beneficiaries		2	2			4
Site Observation visits		6	4	2	2	14
Global Communities CEP staff: 6 presentations and 4 KIIs	5	1	1	2	1	10
USAID: 2 Briefings/1 KII	3					3
Total qualitative data collection events					86	
Telephone survey of current and former CET Members		86	81	52	13	232
Population based survey in target communities - final sample		385	385	385	385	1,594

Secondary Data Sources

Secondary data sources included:

- CEP Cooperative Agreement and subsequent modifications;
- CEP Work Plans for Years 1-4;
- CEP Activity Monitoring and Evaluation Plan (AMEP) and Results Framework;
- CEP Grants Manual and Grants database;
- Quarterly and Annual Reports;
- Baseline Survey Reports for old and new communities;
- Documented program guidelines including the PACE Methodology, activity guides, manuals, and training curricula and materials;
- Program performance data including reports, summaries, databases (e.g., training, household perception surveys, field perception surveys, community workshops, community-wide meetings, youth engagement assessments, data quality assessments, and indicator tracking tables);
- Government plans, laws, regulations, reports and other official documentation in effect during the period of performance related to CEP's social cohesion and resilience objectives, including:

- Frameworks and plans to address the Syrian refugee crisis such as the Jordan Response Plan 2016-2018 Guiding Framework (JRP), Regional Refugees Resilience Plan (3RP), and National Resilience Plan (NRP) 2014-2016.
- Laws and policies that are restrictive to civil society and potentially constrain CEP's ability to achieve intended results, such as the Law on Societies of 2008 as amended in 2009, as well as key provisions in other texts relevant to civil society operations, including the Penal Code (particularly Articles 149 and 191); the 2004 Law on Public Gatherings (especially Article 4); the 2007 Press and Publications Law, as amended in 2012 (especially Article 5 and 38b); and the 2006 Anti-Terrorism Law as amended in June 2014. The recently passed decentralization and municipal laws.

A full list of the documents and sources included in the desk review is included in Annex XVI.

Qualitative Data Sources and Sample Selection

In order to identify qualitative sources, the team created a purposive sample selection of the CEP implementation communities, a purposive sample selection of grant activities on which to focus data collection activities, and then a purposive sample of individuals or groups based on their familiarity with and role in the selected CEP activities. The final list of interviewees and group discussion was determined by convenience in terms of who was available in a given location at the time of data collection.

Community Sample Selection. For primary qualitative data, as depicted in Table I below, the evaluation team conducted KIIs and group discussions, and firsthand observation at activity sites in Amman and nine communities in the four Governorates in which CEP operates. These communities are: Al Taybeh, Hay Jalama, and Hay Dabbet Nimer (Irbid); Hay Al Hussein, Hay Al Janoubi, and Al Salheyyeh (Mafraq); Al Hassa and Hid (Tafileh); and Ma'an City (Ma'an). As described above, the evaluation team developed semi-structured discussion that were tailored guides to different respondent categories. The team made a purposive selection of communities for qualitative data collection based a comparison of several factors:

- the community's score on demographic, economic, and socio-political stressors in the original CEP community selection process;
- balancing old and new CEP communities;
- optimal coverage of grant projects – e.g., health, education, youth – and Partnership Initiatives; and,
- other opportunities for learning based on the team's document review and preliminary discussions with USAID and CEP.

A more detailed description of the community selection criteria is included in Annex VI.

Grant Sample Selection. The team made a purposive selection of grant activities to focus data collection in identifying key informants in each of the nine communities. This selection was based on the optimal coverage of grants that based on several factors. The team identified potential activities from a spreadsheet of Year 1-3 grants provided by CEP. This spreadsheet included key characteristics of the grants that were useful for purposive selection including: location, sector, period of performance, grant amounts, cost-sharing contribution amounts, completion status, and the key implementer of each grant activity. (explained in more detail below). The evaluation team made an original selection of activities in the target communities based on the factors described below and requested the grant proposals from CEP for those that were missing. The team augmented the spreadsheet to add in other key characteristics such as the targeted beneficiaries, other participants or stakeholders and activity descriptions. The team selected 18 grants based on the following factors.

First, the team considered the status and timing of the activity over the period of performance: The team selected a mix of activities including those that were started and completed earlier in the project performance, and ones that were underway or nearly complete. The team wanted to capture if there was a difference in the perceived effectiveness of grants that were implemented differently as CEP has adjusted

the technical approach and grant award amounts for each yearly grants cycle. The team also wanted to evaluate completed older grants, which could present a recall bias issues with respondents, but also present the best opportunity to learn whether grant activities have sustainable aspects.

Second the team considered which entity had served as the designated “key implementer” which is the role of the lead partner that CEP supports to implement grant activities. The key implementer could be a CBO, the municipality, or the CET in a given target community. The team wanted to understand if there were differences in the effectiveness or sustainability of activities based on who was the lead implementer. This characteristic was also useful in understanding if the lead implementer may have experienced any lasting benefits, such as capacity building, as a result of participating in CEP grant activities.

Third, the Team considered what sector the grants targeted to make sure there was an optimal capture of the different types of grants activities including: municipal services, health, education, civil society, and community engagement, as well as to include one or more of the Partnership Initiatives which were designed to have very small award amounts, higher cost share contributions, and to be implemented by a broader base of community members.

Lastly the team considered the amount of the grant award and cost share contribution. Both the sector and award/ contribution amounts were particularly helpful in understanding what types of activities are perceived by beneficiaries as the most effective for addressing needs and/or stressors in order to answer evaluation Question 2.

The list of the final selection of grant activities in the nine communities targeted for qualitative data collection is provided in Table 2 below.

Individual Sample Selection. Following the section of grants for qualitative data collection activities, the team tried to speak to as many different types of stakeholders that would be familiar with one or more of the selected grant activities. For example, the Team asked mayors and municipal council members or staff about multiple grant activities implemented in their jurisdiction, including those for which the respondent didn’t serve as the key implementer. Similarly, the Team discussed all grant activities implemented in a given community while conducting group discussions with the CEP field staff in each of the four governorates, and the CETs in each of nine communities selected for qualitative data collection. These discussions provided insights across a broader selection of activities. To select the representatives of CBOs which were not CEP grant partners or beneficiaries, the Team used information gathered from different sources and made a final selection based on convenience. As the team anticipated, these sources provided valuable insights into the successes, failures, and constraints of CEP activities due to their positions and involvement in similar efforts in the nine CEP target communities selected for qualitative data collection.

Table 2 Selection of CEP Grants

Grant #	Name	IP	IP type	Governorate	Municipality	Community	Sector
Y3034	Activate Schools as Community Hubs	Taybeh Directorate of Education	CET	Irbid	New Al Taybeh	Al Taybeh	Education
Y3049	Partners for Community Health	Hay Jalama CET	CET	Irbid	Greater Ramtha	Hay Jalama	Community Engagement
PR002	Pave, rehabilitate and lighting of roads	Hay Al Hussain CET	CET	Mafraq	Greater Mafraq	Hay Al-Hussein	Municipal Services
PR047	Clean-up project	Greater Mafraq Muni.	Muni	Mafraq	Greater Mafraq	Hay Al-Hussein	Municipal Services
PR132	Soccer Field	USAID CEP (MoU with Alharameen Association)	N/A	Mafraq	Al Salheyeh & Nayefeh	Al Salheyeh	Municipal services
PR144	Maintenance of the western health center in the city of Ramtha	Arab Society for Thought and Culture	CBO	Irbid	Greater Ramtha	Dabbet Nimer	Healthcare
PR131	Soccer Field	USAID CEP (MoU with Mandah Association)	CBO	Irbid	New Al Taybeh	Al Taybeh	Municipal Services
PR124	Promotion of Schools' role in terms of health, environment and education in cooperation with the local community	Al-Ard Al-Taibah	CBO	Mafraq	Greater Mafraq	Hay Al-Hussein	Education
PR001	Pave, rehabilitate and lighting of roads	Hay Al Janoubi CET	CET	Mafraq	Greater Mafraq	Hay Al-Janoubi	Municipal services
PR014	Enhancing the educational environment for Al Hassa Schools	Al Hassa CET	CET	Tafileh	Al Hassa	Al Hassa	Education

PR012	Enhancing the capability of the Muni. to deliver better services to the community	Al Hassa Muni.	Muni	Tafileh	Al Hassa	Al Hassa	Municipal Services
PR119	A cultural center that serves Heid, Tein, and Al Mansoura	Tafileh Women's Union	CBO	Tafileh	Greater Tafileh	Heid, Tein, & Al Mansoura	Youth
Y3023	Improve the community's connection and access to HTM Muni. services	Hid, Tein and Mansoura (HTM)	Muni	Tafileh	Greater Tafileh	Heid, Tein, & Al Mansoura	Municipal Services
N/A	Free Medical Day Partnership Initiative	Basmet Taghyeer, Jordanian volunteer org.	CBO	Ma'an	Ma'an	Ma'an City	healthcare
N/A	Ma'an Brings Us Together	Ma'an City Muni.	Muni	Ma'an	Ma'an City	Ma'an City	Municipal Services
Y3052	Towards an Active Positive Community	Al Hassa CET (with partner JOHUD Center in Al Hassa)	CET	Tafileh	Al Hassa	Al Hassa	Community Engagement
Y3030	Enhance Opportunities for Social Unity and Cultural Unity	Al Salheyyeh CET	CET	Mafraq	Al Salheyyeh & Nayefeh	Al Salheyyeh	Civil Society
Y3035	Our Culture is Our Pride	Mafraq Directorate of Culture	CET	Mafraq	Greater Mafraq	Hay Aljanoubi	Civil society

Quantitative Data Sources

For the quantitative data, the evaluation team worked with a local data collection firm to conduct surveys that covered all 20 CEP target communities and included two groups of respondents:

- Current and former CET members: and
- Representative survey of the general population residing in the twenty communities targeted by CEP.

The sample of the CET members was based on the list of 264 current CET members, as well as about 160 former members, and the survey was conducted by telephone. The members survey provided an opportunity to capture their perception of the effectiveness of the various CEP-inspired activities they were part of, including capacity building, identification of stressors and prioritization of projects to meet those stressors, as well as vertical and horizontal engagement. This survey also augmented the team's understanding of members' conception of sustainability scenarios and CETs' relationship to the decentralization process.

The direct/indirect beneficiaries survey sampled 1,540 individuals from all the communities in the four governorates (385 per governorate) in which CEP has been active. Distribution was based on the Probability Proportional to Size (PPS) sampling approach, which yielded a representative sample at the governorate level, with a +/- 5 % margin of error at 95% confidence level. The survey sample size allowed for generalizable data at the governorate level, as well as comparisons across regions at a comparable margin of error. This general population survey has made it possible for the evaluation team to do a combined, proportionally weighted analysis of the data from all four governorates to identify general trends across all the communities in which CEP is working. As a representative survey of the population in the 20 communities, it has provided an opportunity to:

- assess perceived effectiveness of different types of interventions;
- identify the tensions and stressors that are currently seen as most significant by the communities;
- surface community perceptions regarding the different mechanisms for vertical and horizontal community engagement; and
- gain understanding of contextual variables, current challenges and opportunities for CEP work, and future USAID programming in these or other similar communities.

Mindset provided a Data Collection Services End of Task Report about the quantitative and qualitative data collection activities they supported which is included in Annex VII.

DATA ANALYSIS PROCEDURES

This evaluation primarily relied on three types of analysis:

Before and After: The unit of observation under this type of analysis was at the individual participant or beneficiary level (i.e., CET members and representatives of participating CBOs and municipalities). This line of analysis explores patterns and trends that can be observed from the primary and secondary data collected. The before and after aspect is ascertaining whether or not the individuals perceived that they (or their organizations or communities) have received any tangible or lasting benefits from CEP activities.

Planned versus Actual: This line of analysis focuses on tracking the achievement of outcomes and outputs reported by the project as laid out from the cooperative agreement and modifications, annual work plans, and annual reports. The ability to apply and integrate a detailed analysis of indicator data was constrained by the fundamental changes the Activity Performance Monitoring Plan (AMEP) indicators based on the periodic shifts in the implementation model. The team found the descriptions of the grant activities. The planned versus actual analysis mainly focused on a broader level than relying mainly on performance indicator targets in order to determine the overall effectiveness of the project. It was relevant to understanding whether or not, how, and to what extent CEP implemented the original project design and planned activities, and then adjusted the to the USAID directed adjustments to the implementation model over the implementation model. This broader understanding of the changes in the implementation model framed the findings on the perceived successes and failures of the project distilled during the content analysis described below.

Thematic content analysis: The evaluation team further conducted content analysis of primary data collected during the KIIs, FGDs, and group discussions, as well as the open-ended survey responses around key themes corresponding to the evaluation questions and sub-questions. Descriptive statistics are provided based on CET phone survey and general population surveys conducted in all 20 CEP communities. The findings under the themes were grouped by respondent category and then compared across respondent categories including the descriptive statistics generated by the surveys.

DATA STORAGE AND TRANSFER

Data storage procedures for this evaluation are governed under the provisions set out in the MESP contract signed by USAID and MSI. Survey data collected for this evaluation will be cleaned for submission to the Development Data Library in a machine readable format. Respondent identifying information will be redacted in accordance with MSI and MESP ethical guidelines.

LIMITATIONS

A number of items have affected the evaluation team's efforts to carry out its work. First, major changes in CEP's intermediate results and results frameworks, which took place between years one and three, have made it difficult to evaluate the effectiveness of some interventions. For example, some Year 1 and 2 interventions, such as aspects of capacity building, are no longer being emphasized or have been superseded by the major shift in program emphasis starting in Year 3. Notably, along these lines, of the 32 indicators included in CEP's revised AMEP, all but three are new and tracking them only began in FY 2016. This has constrained the team's ability to integrate an analysis of planned versus actual performance data.

Relatedly, because of these significant changes in the program approach, CEP began implementing activities regarding CMM and TTCs in 2015 and the baseline for such activities was only completed late that same year. Thus, it has been difficult to assess the effectiveness of such interventions because there is not enough of a record of activity to draw from and analyze with any degree of reliability. Lastly, as customary with qualitative research, data collected through key informant interviews and focus group discussions is self-reported and as such has presented possible limitations, such as social acceptability bias.

The team followed a clearly stated and translated informed consent protocol at every data collection event, and repeating the key points of the protocol at the end. Despite the team providing additional emphasis that it is an evaluation team independent of the implementer or USAID, the team repeatedly encountered and made a concerted effort to correct the misunderstanding of respondents whom thought the implementing partner was the same as USAID, and/or that the valuation team was also part of USAID. As a result, their responses may be biased towards those supportive of claims of need in order to elicit more donor support.

Lastly, the perceptions of respondents involved in Year I-I CEP activities may have been affected by recall bias.

ANNEX IV: EVALUATION DESIGN REPORT – JORDAN COMMUNITY ENGAGEMENT PROGRAM (CEP)



USAID
FROM THE AMERICAN PEOPLE

EVALUATION DESIGN REPORT JORDAN COMMUNITY ENGAGEMENT PROGRAM (CEP)

OCTOBER 11, 2016

This publication was produced for review by the United States Agency for International Development. It was prepared by Harold Lippman, Jerome Hansen, Dima Toukan, and Jessica Gajarsa on behalf of Management Systems International, a Tetra Tech Company.

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ACRONYMS

3RP	Regional Refugee & Resilience Plan
AMEP	USAID Jordan CEP Activity Monitoring and Evaluation Plan
CBO	Community Based Organization
CSO	Civil Society Organization
CE	Community Engagement
CEM	Community Engagement Mechanism
CEP	Community Engagement Program
CET	Community Enhancement Team
CMM	Conflict Management and Mitigation
COP	Chief of Party
COR	Contracting Officer Representative
CSO	Civil Society Organization
CVE	Countering Violent Extremism
FGD	Focus Group Discussion
GOJ	Government of Jordan
IR	Intermediate Results
IRI	International Republican Institute
JRP	Jordan Response Plan 2016-2018 Guiding Framework
JRF	Jordan River Foundation
KII	Key Informant Interview
LCDP	Long-term Community Development Plan
LCDD	Local Community Development Department
LDU	Local Development Units
MOI	Ministry of Interior
MOPIC	Ministry of Planning and International Cooperation
MSI	Management Systems International
M&E	Monitoring and Evaluation
NGO	Non-Governmental Organization
NRP	National Resilience Plan 2014-2016
PACE	Communities' Participatory Action for Community Enhancement Methodology
SOW	Statement of Work
USAID	United States Agency for International Development
USG	United States Government

A. INTRODUCTION

Program Summary

The USAID Community Engagement Program (CEP) is a \$50 million, five-year program which began in April 2013 and will run through March 2017. CEP is implemented by Global Communities in partnership with the Jordan River Foundation (JRF) under Cooperative Agreement Number: AID-278-A-13-00001. The goal of USAID CEP is to leave behind stronger, more cohesive and resilient partner communities.

CEP implements activities in 20 communities across the Governorates of Irbid, Mafraq, and Tafileh, as well as Ma'an City, and operates through three field offices in Irbid, Mafraq, and Tafileh. CEP initially started working in nine target communities in the governorates of Irbid, Mafraq and Tafileh: Hay Jalama, Hay Dabbet Nimer, and Yarmouk (Irbid Governorate); Hay Al Hussein, Hay Al Janoubi, and Al Sarhan (Mafraq Governorate); and Bseira, Ein Al Beyda, and Al-Hasa (Tafileh Governorate). In March 2014, CEP expanded into ten additional target communities in the three governorates, in addition to Ma'an City: Mo'ath Bin Jabal, Khalid Bin Al Waleed, Al Wasatayah, No'aimeh, and Al Taybeh (Irbid Governorate), Al Salhyeh, Sabha, Um Aljmal, and Hosha (Mafraq Governorate), and Tein, Hid, and Al Mansoura (Tafileh Governorate).

The program aims to facilitate constructive engagement among community members, civil society, and local government to prioritize and address needs, stressors, tensions, and threats to cohesion (TTCs). CEP's general approach is to first establish and build the capacity of community enhancement teams (CETs), and then work through them to facilitate community engagement mechanisms (CEMs). As the primary actors in the CEP approach, the CETs play an integral role and are established with an aim to be seen as representative and legitimate facilitators of community engagement (CE) processes. CETs have 12-18 members; work towards equal representation of men and women; and have 25% representation by youth (age 18-30). Each CET also includes two municipal representatives, one employee and one elected official (council member), to strengthen the relationship with the municipality and elected officials, integrate participation from the administrative and political side of the municipality, and ensure continuity in case of elections.

CEP supports the CETs to act as dialogue platforms to promote engagement among stakeholders within the communities horizontally, as well as with their municipal and local government entities vertically. The CETs have been trained to engage with community stakeholders to prioritize identified needs, stressors, tensions, and TTCs. CETs also help communicate these issues to the broader community and develop grant activities to alleviate them.

Beginning in Year 4, CEP is implementing activities intended to engender the sustainability of these CEMs beyond the life of the program. Ultimately, it is envisioned that as CEP funding diminishes over its five-year lifespan, CET members will utilize skills learned to mobilize key stakeholders and local governments to fund community needs, with long-term needs identified through Long-term Community Development Plans (LCDPs) and other needs addressed on an ad hoc basis by more responsive municipalities and local government. The CETs have also been trained and have developed LCDPs that are designed to inform municipal and local councils to prioritize community issues in the Needs Guide of the government that will be submitted to the Executive Council, as part of the Government of Jordan (GOJ) decentralization process. CEP aims to have the central government, Local Development Units (LDUs) in each governorate, and municipal structures integrate community engagement more systematically in their planning and implementation processes.

Program Adjustments

Over the life of the program CEP has experienced significant shifts in its direction and implementation. Perhaps most notably, for example, after the first year the program expanded from the original nine into

ten additional communities. Following this expansion, CEP developed a standardized approach and clear roadmap for implementation applicable to all CETs, including revising its community engagement methodology and developing program selection criteria. In Year 3, reflecting these changes and in conjunction with the enactment of the new decentralization laws at the end of 2015, CEP revised its existing results framework into a new Activity Monitoring and Evaluation Plan (AMEP), which was approved in April 2016.

CEP Goal and Development Hypothesis

The goal of CEP is to leave behind stronger, more cohesive, and resilient partner communities. This goal will be achieved by working through, and building the capacity of, CETs as the program's key community engagement mechanism to collaborate and partner with municipalities/local governments, NGOs, and others to:

- Engage in a continuous, conflict-sensitive participatory process of identification and prioritization of stressors;
- Develop immediate and long-term solutions by accessing available resources through collaboration and partnerships with relevant stakeholders; and,
- Utilize effective and transparent communication mechanisms in support of promoting increased community cohesion.

CEP is based on the following development hypothesis:

“If the capacity of CETs to serve as dialogue platforms in targeted communities is increased to enable them to engage municipalities, local government entities, potential partners, and other community members in a solution-oriented, positive dialogue focused on common interests, then social cohesion and resilience will increase.”

The program is implemented through the following intermediate results (IRs):

- IR 1: Effective Community engagement mechanisms (CEMs) established
 - Sub-IR 1.1: Community engagement with government strengthened
 - Sub-IR 1.2: Community participation enhanced
- IR 2: Community capacity to mobilize in response to threats to cohesion strengthened
 - Sub-IR 2.1: CET capacity to identify threats to cohesion strengthened
 - Sub-IR 2.2: CETs and stakeholder capacity for program planning and implementation developed
 - Sub-IR 2.3: CETs and stakeholders effectively utilize communication skills

CEP supports one Intermediate Result (IR) and its sub-IRs under USAID/Jordan's Country Development Cooperation Strategy (CDCS) results framework:

- IR 2.4: Community Cohesion Enhanced
 - Sub-IR 2.4.1: Institutions and mechanisms to build cohesion and resilience strengthened
 - Sub-IR 2.4.2: Mediation and constituency-building skills enhanced⁵⁸

⁵⁸ USAID/Jordan's Country Development Cooperation Strategy (CDCS) was revised during CEP's second year. This program was designed under the original CDCS, but shifted after it was revised. These changes are reflected in the AMEP (see Annex IV), with CEP supporting IR 2.1 and 2.3 of the DRG Office's PMP during the first two years and then supporting IR 2.4 beginning in the third year.

Evaluation Purpose

The purpose of this evaluation is to assess CEP's progress toward achieving its objectives, and intermediate results. The evaluation will also recommend shifts in program implementation to enable a strategic exit from communities, particularly those that may receive support from the upcoming Cities Implementing Transparent, Innovative and Effective Solutions (CITIES) program. The evaluation will also consider the implications of any unanticipated positive or negative outcomes. Recommendations from this evaluation will be used to inform changes in program implementation during its last twelve to eighteen months, to strategically align with and incorporate best practices from CEP into future similar USAID programming.

Evaluation Questions:

Effectiveness

1. Assess the overall effectiveness of CEP interventions (community engagement, capacity building, and grants) as they relate to CEP goals.
 - a) Are there opportunities for improvement and lessons learned for the remainder of this activity?
2. To what extent have the community-level projects relieved tensions or stressors (or achieved desired objectives)?
 - a) Are any types/categories of community level projects more effective than others and why? These stressors and tensions are identified through the community engagement process. For example, disengagement of youth is a stressor in some communities.

Sustainability

3. To what extent have CETs been able to strengthen relationships between their community and local government entities? Local civil society organizations?
 - a) Have CETs established sustainable mechanism(s) for community engagement in local governance?
 - b) Is it feasible or better to use municipal councils and/or existing municipal bodies, rather than CETs, for citizen engagement?
 - c) Are there opportunities for improvement in this area during the remaining time the program has (April 2018)?
4. Map potential exit strategies from communities and pros/cons as well as the feasibility of each strategy.
 - a) Strategies should note areas of potential alignment with future similar programming and areas outside of the scope of any current DRG activity
 - b) Exit strategies should take into account CEP's current "phase out plan" and explore current gaps/issues.
 - c) All exit strategies should focus on the sustainability of mechanisms to address community level stressors.

The evaluation team will ensure that, where relevant, sex disaggregation and gender differential effects are captured in answering the evaluation questions.

B. EVALUATION APPROACH

This section summarizes the evaluation team's general understanding of and approach to answering the evaluation questions.

CEP Strategies and Interventions

The evaluation team's overall evaluation approach is based on examining the effectiveness and sustainability of the primary activities CEP has used to achieve its objectives and intermediate results (IRs), under the

three broad categories of interventions – community engagement, capacity building, and grants to fund community level projects.⁵⁹

Community Engagement

CEP seeks to establish and formalize avenues for soliciting community input and feedback to broaden community engagement. To achieve this, CEP builds the capacity of the CETs to engage with municipal and local government entities, community grantees, CBOs, and other local stakeholders to create partnerships, and mobilize resources to address identified needs, stressors, and tensions, and more recently, TTCs, over the period of performance. Specific community engagement efforts include:

- Community mapping and household surveys to identify and document needs, tensions and stressors, and TTCs;
- Facilitating community meetings to introduce CE concepts, elect members to the CETs, present mapping/survey results, and vote on the prioritization of community needs;
- CET led dialogue platforms;
- Integration of CE into the decentralization process; and
- Pilot activity in Ma'an (Advisory Committee).

Capacity Building

CEP aims to increase the communities' collective competence by providing the CETs and selected stakeholders with the knowledge and skills to prioritize identified needs, tensions, stressors, and TTCs, and engage with each other in a conflict sensitive manner, mobilize the community, and form partnerships on their own to respond to community priorities. Specific activities include training the CETs in the following: CE processes; communications and community outreach; grant proposal design; the development of Long-term Community Development Plans (LCDPs); and, CMM and mapping Threat to Cohesion (TTCs). Training for grantees (CBOs and NGOs) has included grant proposal writing, project design, and project management.

Grants

CEP provides grants to relieve stressors in areas such as infrastructure and health services and provide safe classroom environments and youth-friendly services. Grant duration is up to twelve months. Grants include:

- CBO grants;
- CET grants, including projects focused on gender and youth initiatives;
- municipal/government grants;
- pilot municipal grants; and,
- Partnership Initiatives.

Understanding and Answering the Evaluation Questions

The first two of the four evaluation questions focus on the concept of effectiveness. The third question addresses the status of CEP's efforts to ensure the sustainability of results. The fourth requests that the evaluation team provide a map and assessment of potential exit strategies. Below is an outline of the evaluation team's understanding of and plan to answer the evaluation questions.

Effectiveness

The first and second evaluation questions address the concept of effectiveness on several levels. The first question asks whether CEP interventions were effective in achieving its overall goal and if there are

⁵⁹ Per agreement with USAID/Jordan, the evaluation team will not focus on the Year 1 Rapid Start-up Grants and early Gender Grants directed at the national level.

opportunities for improvement and lessons learned for the remainder of this activity. Examining effectiveness under question one will entail the measurement of program performance against targets for outputs and outcomes. It also entails examining whether or not the program strategy and interventions, as they were adapted to address shifts in USAID requirements, were successful in bringing about any demonstrated successes in terms of the IRs. As part of this process, the evaluation team will assess whether or not CEP generated unintended positive or negative outcomes. The evaluation team will use these findings to identify opportunities for improvement and lessons learned for the remainder of the program.

Effectiveness of Community Engagement Interventions

In order to evaluate the effectiveness of CEP in terms of the CE interventions, the evaluation team will determine whether or not viable CEMs have been developed in the target communities. The evaluation team will also ascertain the role of CEP, and the CETs in particular, in creating these mechanisms. It is important to understand not only whether the CEP-generated CE mechanisms were effective, but also whether they facilitated broad participation and were seen as legitimate and transparent mechanisms in the target communities. Similarly, the questions of whether or not the CEP-generated mechanisms had an impact on other formal and informal CE mechanisms (e.g., municipal councils and local tribes) and interacted with other legitimate CE structures will be addressed.

To respond to these questions, the evaluation team will triangulate the perspectives of a range of stakeholders, including those directly involved in implementation (CETs, municipal government representatives, directorate representatives, CBOs, and CSOs), as well as those not directly involved in implementation. To reach a wider sample of indirect beneficiaries, the evaluation team will use a local data collection firm to ask community members whether or not: they have participated in the CEMs; they perceive them as valuable, legitimate, and transparent; and, if they think they should continue and, if so, what is the best forum or structure for CE. If interviewees from the community have not been exposed to the CEM, they will be asked questions about how to broaden participation to inform the rest of implementation and future activities. Other sub-groups of interest in this regard include grantees or mid-level government workers and community leaders that were and/or were not involved in implementing CEP funded grants.

The team will use qualitative and quantitative data collection instruments with these respondents to ascertain the effectiveness of CE interventions in terms of the following:

- What were the challenges CEP faced with the changes in technical direction and strategies over the period of performance?
 - How did these challenges affect the achievement of program objectives?
- What were the criteria CEP applied for the selection and formation of the CETs?
 - Were these criteria appropriate for the context?
- Were these criteria applied sufficiently to ensure that CETs were representative of the communities they serve?
- To what extent are CET-led discussions and processes transparent, inclusive, and participatory?
- How are CETs viewed by their communities?
- What were the challenges the program faced in engaging women, youth, and other vulnerable constituencies?
- Has the collective ability of community members to identify, prioritize, and address stressors and threats to cohesion improved?
- Did the CEP strategy and interventions including the use of CETs contribute to improvements for the communities in terms of the horizontal and vertical dimensions of social cohesion?
- Whether and how the CEP strategy of initiating CEMs through the CETs have supported or disrupted informal consultation processes and government structures?

Effectiveness of Capacity Building Interventions

In order to assess the effectiveness of CEP capacity building interventions, the evaluation team will assess whether or not, and to what extent, the capacity building activities enabled program participants, especially the CETs and GOJ representatives, to engender strong CEMs in the target communities. The team will also ascertain the effectiveness of other training in building skillsets to work with communities to prioritize among identified stressors and tensions, as well as mobilize resources to address them. For the CMM training being implemented currently, the team will assess the progress of TTC mapping activities and initial uptake of conflict sensitive approaches. In addition, the team will ask the CEP team about their process for identifying their capacity building needs and whether or not program activities improved these skill sets and, if so, how?

To respond to evaluation question one in terms of the effectiveness of capacity building activities, the evaluation team will triangulate the perspectives of a smaller group of stakeholders. This will primarily include those directly involved in CEP training and capacity building activities, such as CEP and JRF staff, CETs, ministry and municipal government representatives, as well direct grantees. The team will employ qualitative data collection instruments with these respondents to ascertain the effectiveness of capacity building interventions in terms of the following:

- Whether or not participants perceive the different training sessions and materials as valuable?
- The extent to which the training delivered to the CETs has improved their abilities to work with communities in order to:
 - Maintain viable and participatory CEMs;
 - Identify and address stressors and increase resilience;
 - Use the Do No Harm training to effectively identify and mitigate potential negative consequences of CEP interventions;
 - Map TTCs, as well as identify and mobilize CEP and existing resources to address them
 - Perform these current functions independently without the support of CEP
- Do those GOJ officials who received training perceive CEP capacity building efforts to be valuable and effective at improving their community engagement skills and knowledge?
 - Have they applied what they learned from the CEP training and, if so, how?

Effectiveness of Grants and Community Projects

Evaluation question two asks the team to examine the extent to which community-level projects have relieved tensions or stressors (or achieved desired objectives). It also asks the team to determine if there are any types/categories of community level projects more effective than others and, if so, why. To respond to this question in terms of the effectiveness of grant projects, the evaluation team will develop a typology of the different types of grants by sector and project type. Data collectors will be informed about what specific activities have been implemented before data collection in order to ascertain if respondents are referring to specific CEP activities as well as capture feedback on specific sectors and project types whether or not they were implemented by CEP. The evaluation team will seek to understand the extent to which the various types of sector specific – e.g., education, health, gender, and youth – community or municipal project (including their identification and implementation) have contributed to the achievement of CEP's objectives. The evaluation team will develop a depth of understanding of local dynamics and stressors, as well as examine the design and implementation of specific interventions from the standpoint of participants and non-participants, such as community leaders, government workers, and community members.

The team will triangulate the perspectives of a range of stakeholders, including those directly involved in grant project implementation (CEP and JRF staff, CETs, municipal government representatives, CBOs, and CSOs), as well as those not directly involved in project implementation (community leaders and members). To reach a wider sample of indirect beneficiaries, the evaluation team will use a local data collection firm to ask community members whether or not: they are aware of the grant activities; if they perceive them as effective in terms of addressing their tensions/ stressors; and whether or not they perceived the process as transparent and fair. If interviewees from the community have not been exposed to the CEP grants, they will be asked questions about whether they experienced different sector interventions and project types they perceived as effective in terms of addressing their tensions/stressors; and whether or not they perceived the process as transparent and fair. This information will also be used to inform the rest of implementation and future activities.

Sustainability and Exit Strategies

Evaluation question three examines sustainability in terms of the extent to which CEP has enabled CETs to strengthen and broaden engagement on the horizontal level with communities and targeted civil society organizations, and on the vertical level with municipal/government entities. In particular, the evaluation team will examine whether CEP has proposed a realistic and achievable strategy for sustainable mechanisms that can facilitate participation of all stakeholders to identify and address stressors and TTCs after the program ends. This will include a review of earlier Phase I and II activities (excluding Rapid Response Grants) to assess their sustainability over the life of the CEP and beyond. The team will also address the question of whether or not existing municipal, or other local structures, are better positioned to undertake community engagement.

The evaluation team will also examine whether or not the assumptions, both explicit and implied, of the CEP sustainability framework and existing exit strategies are sound. These assumptions include, but are not necessarily limited to, the following:

- JRF's role and ability in promoting CETs' sustainability as dialogue platforms through support to them and their host CSO.
- That CSOs targeted for becoming "hosts" to the CETs after CEP ends have "strong roots" in their communities and have the capacity, resources, and incentives to play this role.
- That CETs as community dialogue platforms, their host CSOs, and municipal local councils will successfully transition to self-funding.
- That CETs as community dialogue platforms can mobilize and engage the community and identify and respond to stressors and threats to cohesion in a sustainable manner.

- That engagement continues without an external catalyst such as an INGO or donor.
- That there are opportunities under the emerging decentralization process that CEP can leverage for sustainability.
- The current status and future likelihood of the alignment of local and municipal government goals with those of targeted CSOs and communities.
- The sustainability or lack thereof of earlier program interventions.

In addition, reflecting the importance of stakeholders’ – e.g., government, private sector, CSOs, and donors – continued engagement, the evaluation team will examine the extent to which community engagement structures will be able to secure their ongoing support of vertical and horizontal engagement and mobilizing communities to advocate for their needs. Relatedly, the evaluation team will assess the potential for synergies and leveraging with current and/or upcoming USAID programming (e.g., the CITIES program) in terms of continued efforts to improve social cohesion and resilience within communities.

Evaluation question four requests the evaluation team to map potential exit strategies and assess their feasibility, potential alignment, and timing with: future similar programming; the program’s “phase out plan;” and, ability to address community level stressors. In responding to this question, the evaluation team will start by examining the feasibility of the CEP’s conception of potential exit strategies. This includes the transition of CETs into community dialogue platforms, finding suitable CSO hosts for CETs, self-funding of CETs, and the sustainability of CE mechanisms within the GOJ’s legal framework and operations. The evaluation team will also focus attention on the program’s Partnership Initiatives and municipal pilot projects as models that could be replicated for effective horizontal community engagement and vertical engagement on the municipal level.

The answer to this question will draw heavily on, and synthesize the content of, the answers to the previous questions, examining in the process:

- The status of the MOI’s drafting of decentralization bylaws to ensure integration of community engagement mechanisms;
- The potential for pilot municipal projects to inform further efforts to promote and formalize community engagement at the municipal level;
- The feasibility of CSOs serving to host CETs, CETs’ transition to dialogue platforms, and JRF’s role in facilitating this process;
- Capacity building needs at the various levels of the decentralization and municipal infrastructure to incorporate and sustain CE mechanisms;
- Advocacy for and sustainability of LCDPs;
- The potential for formalizing, packaging and transferring training material to host CSOs and MOI; and
- Lessons learned and opportunities for USAID CITIES to build on the CEP’s successes and support the sustainability of CEP interventions.

Limitations

A number of items could affect the evaluation team’s efforts to carry out its work. First, major changes in CEP’s intermediate results and results frameworks, which took place between years one and three, may make it difficult to evaluate the effectiveness of some interventions. Some Year 1 and 2 interventions, such as capacity building, are no longer being emphasized or have been superseded by the major shift in program emphasis starting in Year 3. Notably, for example, of the 32 indicators included in CEP’s revised Monitoring and Evaluation Plan, all but three are new and tracking them only began in FY 2016. Relatedly, because of these significant changes in the program approach, CEP began implementing activities regarding CMM and TTCS in 2015 and the baseline for such activities was only completed late that same year. Thus, it will be difficult to assess the effectiveness of such interventions because it is unlikely that there will be

enough of a record of activity to draw from and analyze with any degree of reliability. Lastly, as customary with qualitative research, data collected through key informant interviews and focus group discussions is self-reported and as such presents possible limitations, such as social acceptability bias.

C. DATA COLLECTION METHODS AND SOURCES

This evaluation will rely on secondary data in a wide range of reports and documentation, as well as primary qualitative and quantitative data collection.

Secondary Data Collection

The team will review and incorporate into the analysis relevant secondary data sources, including:

- CEP Cooperative Agreement and subsequent modifications;
- CEP Work Plans for Years 1-4;
- CEP AMEP;
- CEP Grants Manual and Grants database;
- Quarterly and Annual Reports;
- Baseline Survey Reports for old and new communities;
- Documented program guidelines including the PACE Methodology, activity guides, manuals, and training curricula and materials;
- Program performance data including reports, summaries, databases (e.g., training, household perception surveys, field perception surveys, community workshops, community-wide meetings, youth engagement assessments, data quality assessments, and indicator tracking tables);
- Government plans, laws, regulations, reports and other official documentation in effect during the period of performance related to CEP's social cohesion and resilience objectives, including:
 - Frameworks and plans to address the Syrian refugee crisis such as the Jordan Response Plan 2016-2018 Guiding Framework (JRP), Regional Refugees Resilience Plan (3RP), and National Resilience Plan (NRP) 2014-2016.
 - Laws and policies that are restrictive to civil society and potentially constrain CEP's ability to achieve intended results, such as the Law on Societies of 2008 as amended in 2009, as well as key provisions in other texts relevant to civil society operations, including the Penal Code (particularly Articles 149 and 191); the 2004 Law on Public Gatherings (especially Article 4); the 2007 Press and Publications Law, as amended in 2012 (especially Article 5 and 38b); and the 2006 Anti-Terrorism Law as amended in June 2014.
 - The recently passed decentralization and municipal laws.

Primary Data Collection/Sampling Approach

For primary data collection the evaluation team will employ a mixed methods approach encompassing qualitative and quantitative data. Wherever feasible, the evaluation team will verify program results and reported accomplishments via firsthand observation at activity sites, such as schools, parks, youth centers, and municipal buildings. The evaluation team intends to gather qualitative data in seven communities in Mafraq, Tafileh, Irbid, and Ma'an, augmented by efforts by a local data collection firm to identify opportunities for quantitative data collection from a broader range of communities.

Qualitative Methods and Sources

Qualitative data collection methods will incorporate a range of sources in order to capture the nuances of the complexities in the communities, as well as, stakeholders' perceptions of effectiveness in terms of challenges, opportunities, lessons learned, and scenarios for sustainability. The evaluation will also use purposive sampling in developing the selection of communities and respondents to be examined.

To provide for equal distribution, two communities will be selected from each of three of the governorates, i.e., Mafraq, Tafileh, and Irbid and another encompassed by Ma'an City. Selection criteria for the communities within the governorates will be developed to provide for a balanced representation of the original USAID selection criteria, as well as for a range of grant projects by type and partner. Unique opportunities for learning that can contribute to strategy development for CEP and related USAID efforts in Jordan will also be considered. The final list of communities, and their justification based on the selection criteria, will be submitted to USAID for final review and approval.

The draft instruments for qualitative data collection are presented in Annex III. They will be pre-tested and if necessary modified after data collection in the first community. After pre-testing and making modifications as necessary, the evaluation team will share the updated version with USAID.

KIIs - The evaluation team will conduct about 30-35 group and individual KIIs drawn from: USAID; CEP and JRF staff; GOJ line ministries; local government (directorate level representatives based in the governorates); municipal councils; as well as implementers of similar programming funded by USAID and other donors in the targeted municipalities. Interviewees will be selected based on their affiliation and familiarity with the program and ability to answer questions that speak to the effectiveness and sustainability of CEP interventions, as well as inform exit strategies, lessons learned, and areas for improvement. As of October 5th, extensive in-briefings have been conducted with CEP's program management and field office teams, as well with USAID Amman's DRG staff and the CEP AOR.

KIIs with National, Local, and Municipal Level GOJ Representatives

GOJ representatives will include a cross-section of officials at the national, municipal, and local levels. At the national level, the emphasis will be on representatives of ministries that are familiar and/or affiliated with CEP. KIIs with government representatives will encompass the following:

- The Governors of Mafraq, Tafileh, Irbid, and Ma'an;
- Four LDU representatives, one from each of the program governorates;
- Directorate representatives, one from each of the CEP affiliated ministries – MOI, MOE, MOPIC, and MOMA;
- The mayors from the seven communities targeted for qualitative data collection, two each from Irbid, Mafraq, and Tafileh, and one from Ma'an; and
- Municipal council members and representatives from each of the seven municipalities.

KIIs with Community Leaders

In each of the seven communities targeted for qualitative data collection, the evaluation team will conduct two KIIs with community leaders (e.g., from CSOs, CBOs, youth groups, and, where relevant, key private sector partners), disaggregated by whether or not they were involved in grant project implementation.

FGDs with CETs and Beneficiaries

The evaluation team will conduct two focus groups in each community with residents that are beneficiaries of one of the projects implemented in each target community. The team will conduct separate FGDs with female and male beneficiaries, as well as Syrians where possible. The team will also conduct **FGDs** with each of the CETs in the seven communities targeted for qualitative data collection. The focus groups will consist of all CET members who are not municipal government representatives and there will be separate breakout sessions for adult women and youth members.

The columns represent the sample to be collected at each administrative level. If the evaluation team reaches saturation or finds that particular respondent categories are less useful for answering the evaluation questions, the team will elect to focus on the most useful respondents. For example, it is possible that the team will find that some high level government representatives may be less informative than community members about whether CEP established effective and sustainable CEMs in a particular

community. The table below shows anticipated sample by respondent category for the communities targeted for qualitative data collection.

Table 1. Example of the anticipated sample for each community selected for qualitative data collection

Administrative levels	Governorate/ Directorate	Municipality	Community
Qualitative Data Collection Methods, Sources and Sample Selection per Community	<ul style="list-style-type: none"> ● One KII with governor ● One KII with LDU representative ● One KII with directorate representative of line ministries affiliated with CEP ● KII with CEP Program Manager 	<ul style="list-style-type: none"> ● One KII with mayor ● KIIs with municipal council members, including the representative and the appointee to the CET 	<ul style="list-style-type: none"> ● One FGD with all CET members and then separate breakout sessions for female and youth members ● One KII with the CEP Community Mobilizer ● Two KIIs with community leaders, disaggregated by their involvement with CEP ● Two FGDs with beneficiaries of a CEP project implemented in the community (separate sessions for females and males) ● Observation visits at grant project sites

Quantitative Methods and Sources

The evaluation team will work with a local data collection firm to conduct surveys that will cover all 20 CEP target communities, including two groups of respondents:

- Current and former CET members: and
- Direct / Indirect beneficiaries residing in the targeted communities.

Current and former CET members

The quantitative sample of the CET members is based on the list of about 264 current CET members, as well as about 160 former CET members. The team will consider phone and/or in-person interviews to decide which approach is the most feasible for contacting and interviewing all CET members.

The survey will provide an opportunity to capture CET members' perception of the degree of effectiveness of the various programmatic activities the CETs were part of including capacity building, the identification of stressors and the prioritization of projects to meet those stressors, in addition to vertical and horizontal engagement. The survey will also serve to augment the team's understanding of CET members' conception of sustainability scenarios and how best to link up to the decentralization process. Questions will be formulated and prioritized based on the results of the initial phase of the qualitative data collection.

Direct / Indirect beneficiaries residing in the targeted communities

Below is a summary of the suggested survey sample, survey limitations and the overall value of doing a survey as part of this evaluation. This is followed by a brief description of the process of developing the survey instrument, as well as a summary table detailing the suggested sample breakdown.

Survey Sample: We recommend an overall combined survey sample size of 1540 for all the communities in which CEP was active in the four governorates. For all the communities within each governorate, the sample size will be 385, distributed based on Probability Proportional to Size (PPS) sampling approach. This will yield a representative sample at the governorate level, with a +/- 5 % margin of error at 95% confidence level.

This sample size will allow for generalizable data at the governorate level, as well as comparisons across regions, at a comparable margin of error. Moreover, the evaluation team can do a combined analysis of the data from all four governorates, proportionally weighted, to identify general trends across all the communities in which CEP is working.

What will the Survey Represent: This sample is focused on the communities where CEP was active, and these communities were selected using pre-determined selection criteria that included economic and social/political stressors such as: significant and rapid demographic shift; stress on social and municipal services; poverty and unemployment; increase of living costs, incidents of unrest, and cohesion and resilience. The survey sample will therefore provide a representative capture of public opinion in areas facing considerable economic, social and political stressors.

Survey Limitations: Given the suggested approach of focusing on the general population living in these communities and to ensure a representative capture of this population, the survey respondents will likely have varying levels of exposure to CEP interventions. However, the survey itself will be an effective tool for gauging overall perceptions regarding different types of interventions and their effectiveness, including the types of interventions CEP has focused on.

Value of Doing a Survey: The survey data will provide the broader context for the qualitative findings of the evaluation team. For example, the survey findings will tell us about the overall population's perspectives and preferences related to interventions they consider most effective in responding to stressors and cohesion. The qualitative data in turn, will lay out the causal mechanisms undergirding these preferences, as well as how and why are some interventions more effective.

As a representative survey of the population in the 20 communities, the survey will provide an opportunity to assess perceived effectiveness of different types of interventions, identify the tensions and stressors that are currently seen as most significant by the communities, as well as community perceptions regarding the different mechanisms for vertical and horizontal community engagement. The survey data will also provide contextual variables, as well as current challenges and opportunities for CEP work, as well as USAID's future programming in these or other similar communities.

Development of the Survey Instrument: The instrument will be developed in consultation with USAID. As part of the survey tool development, the evaluation team will review the instruments used in the previous baseline questionnaires, as well as consider the questions or relevant sub-questions guiding this evaluation. The survey tool will be pre-tested in some of the study communities, prior to being finalized.

Sample Breakdown

The population figures in the table below are not up to date and have been taken from CEP's past baselines and in the case of Ma'an City from an online search. The evaluation team will use the most up-to-date census information for developing this sample.

Governorate	Community	Population	Percentage of Community Population by Governorate	Sample Size
Irbid				
	Hay Jalama	16,787	0.09	36
	Hay Dabbet Nimer	6,839	0.04	15
	Al Yarmouk Al-Jedida	15,953	0.09	34
	Al Wastyah	29,450	0.16	63
	Al Taybah	35,680	0.20	77
	Khalid bin Al-Waleed	21,991	0.12	47
	Mo'ath Bin Jabal	36,784	0.21	79
	No'aimeh	15,240	0.09	33
Total		178,724		385
Mafraq				
	Hay Al Hussein & Al Ifdain	9,657	0.09	35
	Hay Al Janoubi	21,581	0.20	78
	Sama Al Sarhan	16,405	0.15	59
	Um Al Jmal	17,737	0.17	64
	Hosha	15,754	0.15	57
	Sabha w Eldafyaneh	12,170	0.11	44
	Alsalhyah w Nayfha	12,895	0.12	47
Total		106,199		385
Tafileh				
	Bseira	6,547	0.19	74
	Ein Al Beyda	10,099	0.30	114
	Al Hasa	11,028	0.32	125
	Al Mansoura, Tein, Hid	6,300	0.19	71
		33,974		385
Ma'an City	Ma'an City	50,350	1.00	
Total		50,350		385
Total		369,247		1540

D. DATA ANALYSIS METHODS

Qualitative and quantitative data analysis methods will be used to understand, explain, and interpret emerging data. The data analysis methods used in the evaluation will depend on content analysis, cross tabulation and comparison, and triangulation. All qualitative and quantitative data will be disaggregated by sex and respondent category and, where possible, by geographic region, age, nationality, etc.

Data analysis will be structured by the evaluation's primary questions and sub-questions. For qualitative data analysis the team will use constant comparative analysis to identify themes and create a coding framework based on emerging trends in the data. As appropriate, descriptive statistics will be used to summarize the frequency of responses, disaggregated by respondent category. The team will analyze and document trends among and across the respondent categories to establish relationships between the themes. This quantification of the prevalence of certain themes in the data will allow the team to formulate findings for each of the evaluation questions.

Qualitative and quantitative data will be collected and analyzed at the same time. The aim of the combined use of qualitative and quantitative data is the mutual validation and convergence of findings. Data collected through qualitative and quantitative methods will be triangulated for each question, e.g., information collected from interviews with mayors will be compared to responses of community leaders and beneficiaries.

ANNEXES

- I. Getting to Answers Matrix (G2A)
- II. Work plan
- III. Data Collection Instruments
- IV. CEP Results Framework.
- V. Team Composition and Roles and Responsibilities
- VI. Community Selection Criteria and Justification

ANNEX I: GETTING TO ANSWERS

Program or Project: CEP Mid-Term Evaluation

Team Members: Harold (Hal) Lippman, Jessica Gajarsa, Jerome Hansen, Dima Toukan, May Mansour

EVALUATION QUESTIONS	Type of Answer/ Evidence Needed (Check one or more, as appropriate)	Methods for Data Collection, e.g., FGDs, Survey, Key Informant Interviews		Sampling or Selection Approach, (if one is needed)	Data Analysis Methods
		Data Source(s)	Methods		
Effectiveness I: Achievement of overall goals and indicator targets/ opportunities for Improvement and Lessons Learned					
I. Assess the overall effectiveness of CEP interventions (community engagement, capacity building and grants) as they relate to CEP goals? a. Are there opportunities for improvement and lessons learned for the remainder of this activity?	✓ Yes/No or multiple choice	Secondary: <ul style="list-style-type: none">- CEP CoAg, Modifications, and work plans- Annual, Quarterly & other activity reports- CEP AMEP and reported performance data Primary: <ul style="list-style-type: none">- CEP and JRF staff- Members of the CETs- Community members/ CEP grant beneficiaries- GOJ representative at the	Qualitative: <ul style="list-style-type: none">- Document & secondary data review- KIIs- FGDs Quantitative: <ul style="list-style-type: none">- Surveys	Purposive sampling approach for qualitative data will include <ul style="list-style-type: none">- 35-40 KIIs with: CEP and JRF staff; USAID; community leaders; GOJ representatives including 7 mayors, 7 municipal councils, 4 LDUs, and the directorates in the 4 governorates; and other international donors and implementers;- 7 FGDs with CETs- 14 FGDs with community- Members/ beneficiaries of CEP activities A representative sampling approach will be used for survey data collection	<ul style="list-style-type: none"> - Content analysis and thematic coding of qualitative data - Comparison of the identified strategy and implementation approaches as stated in the activity documents with performance data and reports - Quantitative analysis of CET and beneficiary survey responses - Qualitative analysis of transcripts and notes triangulated with findings from document review and survey - Gap analysis - Primary document analysis

	✓	Description	governorate, local, and municipal levels - Community leaders from CBOs, youth groups, schools, etc.		with two respondent groups: - 424 current and former CET members - Residents of the 20 targeted communities	
	✓	Comparison ⁶⁰				
	✓	Explanation ⁶¹				
	✓	Perceptions of change (Likert scales)				

Effectiveness II Community Project success at identifying and relieving community tensions and stressors

2. To what extent have the community-level projects relieved tensions or stressors (or achieved desired objectives)? a. Are any types/categories of community level projects more effective than others and why? These stressors	Yes/No or multiple choice	Secondary: - CEP CoAg, Modifications, and work plans - Annual, Quarterly & other activity reports	Qualitative: - Document & secondary data review - KIIs - FGDs Quantitative: - Surveys	Purposive sampling approach for qualitative data will include - 35-40 KIIs with: CEP and JRF staff; USAID; community leaders; GOJ representatives including 7 mayors, 7 municipal councils, 4 LDUs, and the	- Content analysis and thematic coding of qualitative data - Comparison of the identified strategy and implementation approaches as stated in the activity documents with performance data and reports
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⁶⁰ Comparison – to baselines, plans/targets, or to other standards or norms

⁶¹ Explanation – for questions that ask “why” or about the attribution of an effect to a specific intervention (causality)

<p>and tensions are identified through the community engagement process. For example, disengagement of youth is a stressor in some communities.</p>		<ul style="list-style-type: none"> - CEP AMEP and reported performance data <p>Primary:</p> <ul style="list-style-type: none"> - CEP and JRF staff - Members of the CETs - Community members/ CEP grant beneficiaries - GOJ representative at the governorate, local, and municipal levels 		<p>directories in the 4 governorates; and other international donors and implementers;</p> <ul style="list-style-type: none"> - 7 FGDs with CETs - 14 FGDs with community - Members/ beneficiaries of CEP activities <p>A representative sampling approach will be used for survey data collection with two respondent groups:</p> <ul style="list-style-type: none"> - 424 current and former CET members - Residents of the 20 targeted communities 	<ul style="list-style-type: none"> - Quantitative analysis of CET and beneficiary survey responses - Qualitative analysis of transcripts and notes triangulated with findings from document review and survey - Gap analysis - Primary document analysis
<input checked="" type="checkbox"/>	Description				
<input checked="" type="checkbox"/>	Comparison⁶²	<ul style="list-style-type: none"> - Community leaders from CBOs, youth groups, schools, etc. 			
<input checked="" type="checkbox"/>	Explanation⁶³				
<input checked="" type="checkbox"/>	Perceptions of change (Likert scales)				

⁶² Comparison – to baselines, plans/targets, or to other standards or norms

⁶³ Explanation – for questions that ask “why” or about the attribution of an effect to a specific intervention (causality)

Sustainability I Strengthened relationships and sustainable mechanisms								
<p>3. To what extent have CETs been able to strengthen relationships between their community and local government entities? Local civil society organizations?</p> <p>a. Have CETs established sustainable mechanism(s) for community engagement in local governance?</p> <p>b. Is it feasible or better to use municipal councils and/or existing municipal bodies, rather than CETs, for citizen engagement?</p>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	Yes/No or multiple choice	<p>Secondary:</p> <ul style="list-style-type: none"> - CEP CoAg, Modifications, and work plans - Annual, Quarterly & other activity reports - CEP AMEP and reported performance data <p>Primary:</p> <ul style="list-style-type: none"> - CEP and JRF staff - Members of the CETs - Community members/ CEP grant beneficiaries - GOJ representative at the governorate, local, and 	<p>Qualitative:</p> <ul style="list-style-type: none"> - Document & secondary data review - KIIs - FGDs <p>Quantitative:</p> <ul style="list-style-type: none"> - Surveys 	<p>Purposive sampling approach for qualitative data will include</p> <ul style="list-style-type: none"> - 35-40 KIIs with: CEP and JRF staff; USAID; community leaders; GOJ representatives including 7 mayors, 7 municipal councils, 4 LDUs, and the directorates in the 4 governorates; and other international donors and implementers; - 7 FGDs with CETs - 14 FGDs with community - Members/ beneficiaries of CEP activities <p>A representative sampling approach will be used for survey data collection with two respondent groups:</p>	<ul style="list-style-type: none"> - Content analysis and thematic coding of qualitative data - Comparison of the identified strategy and implementation approaches as stated in the activity documents with performance data and reports - Quantitative analysis of CET and beneficiary survey responses - Qualitative analysis of transcripts and notes triangulated with findings from document review and survey - Gap analysis - Primary document analysis 		
	<input checked="" type="checkbox"/>	Description						

	✓	Comparison ⁶⁴	municipal levels - Community leaders from CBOs, youth groups, schools, etc.		- 424 current and former CET members - Residents of the 20 targeted communities	
	✓	Explanation ⁶⁵				

Sustainability II Exit Strategy Mapping

4. Map potential exit strategies from communities and pros/cons as well as the feasibility of each strategy. a. Strategies should note areas of potential alignment with future similar programming and areas outside of the scope of any current DRG activity. b. Exit strategies should take into account CEP's current "phase out plan" and explore current gaps/issues. c. All exit strategies should focus on the sustainability of mechanisms to address community level stressors.	✓ ✓	Yes/No or multiple choice	Secondary: - CEP CoAg, Modifications, and work plans - Annual, Quarterly & other activity reports - CEP AMEP and reported performance data Primary: - CEP and JRF staff - Members of the CETs - Community members/ CEP grant beneficiaries - GOJ representative	Qualitative: - Document & secondary data review - KIIs - FGDs Quantitative: - Surveys	Purposive sampling approach for qualitative data will include - 35-40 KIIs with: CEP and JRF staff; USAID; community leaders; GOJ representatives including 7 mayors, 7 municipal councils, 4 LDUs, and the directorates in the 4 governorates; and other international donors and implementers; - 7 FGDs with CETs - 14 FGDs with community - Members/beneficiaries of CEP activities A representative sampling approach will be used for survey data collection	- Content analysis and thematic coding of qualitative data - Comparison of the identified strategy and implementation approaches as stated in the activity documents with performance data and reports - Quantitative analysis of CET and beneficiary survey responses - Qualitative analysis of transcripts and notes triangulated with findings from document review and survey - Gap analysis - Primary document analysis
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⁶⁴ Comparison – to baselines, plans/targets, or to other standards or norms

⁶⁵ Explanation – for questions that ask “why” or about the attribution of an effect to a specific intervention (causality)

	✓	Description	at the governorate, local, and municipal levels		with two respondent groups: - 424 current and former CET members - Residents of the 20 targeted communities	
	✓	Comparison ⁶⁶	- Community leaders from CBOs, youth groups, schools, etc.			
	✓	Explanation ⁶⁷				

⁶⁶ Comparison – to baselines, plans/targets, or to other standards or norms

⁶⁷ Explanation – for questions that ask “why” or about the attribution of an effect to a specific intervention (causality)

ANNEX II: CEP EVALUATION WORKPLAN

Activity	Responsible Party(s)	Timeframe
Task 1: Desk Review, Workplan and Research Design		
Pre-selection interviews with USAID/Jordan staff; initial Team meeting/request for source documents	MESP, Team	Completed
Team building	MESP, Team	In process
Review source documents, complete desk review	Team	Aug 22 – Sep 22, 2016
Conduct pre-fieldwork meetings	Team	Sep 16 – Sep 22, 2016
Submit draft workplan to Mission	MESP & Team	Sep 26, 2016
Prepare and submit draft evaluation design report (including methodology, instruments, and interview protocols) to USAID	Team	Oct 5, 2016
Arrange schedule and logistics for fieldwork	MESP, Team	Sep 25 – Oct 3, 2016
Task 2: Conduct/Complete Fieldwork		
Travel to Amman	Team	Sep 23/Sep 24, 2016
Team building, in-briefing with USAID	MESP, Team	Sep 25/26, 2016
Data collection activities – Amman	Team	Sept 28 – on-going
Data collection activities – Irbid, Mafraq, Tafileh, Ma'an	Team	Oct 10 – Oct 31, 2016
Complete data collection	Team	Oct 31, 2016
Regular updates to USAID	Team	Oct 2016
Task 3: Draft Report Preparation		
Complete data analysis	Team	Oct 27 – Nov 8, 2016
Power point presentation/briefing on tentative findings and preliminary conclusions to USAID	Team, MESP	TBD
Prepare and submit draft evaluation report	Team, MESP	Nov 8 – Nov 22, 2016
Task 4: Submit Final Report		
Receive USAID comments on draft report	Team, MESP	Dec 2, 2016
Submit final report incorporating USAID comments	Team, MESP	Dec 9, 2016

ANNEX V: LIST OF DATA COLLECTION INSTRUMENTS

Types of Respondents	Number of Interviews/ Focus Groups	Data Collection Method	Instruments
<u>Implementing Partners staff - CEP</u> <ul style="list-style-type: none"> • Chief of Party, DCOPs (current and former, DFA) • Program management and implementation team • Monitoring and Evaluation team • Global Communities headquarters staff 		KII	<ul style="list-style-type: none"> • The team has received presentations and asked questions at GC HQ and Amman on the contextual dynamics, adaptions on the overall strategy and approaches, CE, decentralization, and grant activities. The team will receive presentations and ask questions about the communications practices, M&E, and capacity building activities and ask follow up questions as necessary.
<u>Implementing partners staff –</u> <ul style="list-style-type: none"> • JRF and Al-Jidara • CEP Field Office staff (field office program managers, program coordinators, and seven community mobilizers) 	9		<ul style="list-style-type: none"> • IP partner Interview Guide
<u>USAID</u>	1	KII	Initial meetings to review the CEP Mid-term Evaluation SOW and evaluation question and on technical program components. The team will ask follow up questions
Governors	4	KII	Interview Guide for Governors
Mayors	7	KII	Mayors and Municipal Council Members Interview Guide
Municipal council members	14	KII	Mayors and Municipal Council Members Interview Guide
<u>MOI-LDD /MOE/MOMA</u>	3	KII	Interview Guide for Ministry Officials
<u>LDUs</u>	4	KII	Interview Guide for Ministry Officials
CIS and IRI	2	KII	Questions for implementers of other related donor funded programs
Community leaders	7	KIIs	Discussion Guide For Community Leaders
Community members/ Grant beneficiaries	14	FGD	Beneficiary FGD Guide
CET members	7	FGDs	CET FGD Guide
Ma'an Advisory Committee	1	KII	Municipal/local government Interview Guide
TOTAL KIIs AND FGDS	KIIs: 35+ CET members, former members 264 160	FGDs: 21 Survey	
Direct / In-direct Beneficiaries	1540	Survey	Survey Questionnaire

ANNEX VI: USAID CEP RESULTS FRAMEWORK

USAID/Jordan Goal: Improved Prosperity, Accountability, and Equality for a Stable, Democratic Jordan
DO 2: Democratic Accountability Strengthened
IR 2.4 Community Cohesion Enhanced

Sub-IR 2.4.1 Institutions and Mechanisms to Build Cohesion and Resilience Strengthened

Sub-IR 2.4.2 Mediation and Constituency-building Skills Enhanced

USAID CEP Program Goal: Community cohesion and resilience strengthened

1) % change in community members' perception score of social well-being; 2) % change in community members' perception score of safety; 3) % Change of community members' satisfaction with the provision of municipality and government services; 4) % change in community members' perception score relating to community's ability to deal with stressors (2.4.1.b); 5) % community members who state their government/ local government responds to the input of communities; 6) # of avenues for positive youth engagement (2.4.1.a); 7) # community-led activities that address identified stressors or mitigate threats to cohesion (2.4.b); 8) # of community engagement processes formalized

IR 1: Effective community engagement mechanisms (CEMs) established

- 1.1 Number of avenues established for soliciting community input and feedback (2.4.2.b)
- 1.2 Total value of cost share collected through community engagement activities
- 1.3 % of interviewed focus groups who state they believe CEMs resulted in increased engagement

IR 2: Community capacity to mobilize in response to threats to cohesion strengthened

- 2.1 # of identified threats to community cohesion alleviated
- 2.2 # of community members participating in response mechanism

Sub-IR 1.1: Community engagement with government strengthened

- 1.1.1 # municipal/government projects designed with community and stakeholder engagement
- 1.1.2 # of municipal/government representatives serving as CET members
- 1.1.3 # of municipal/government officials and employees participating in USAID CEP activities

Sub-IR 1.2: Community participation enhanced

- 1.2.1 Number of CET projects designed with community and stakeholder engagement
- 1.2.2 # of community members engaged through community engagement activities
 - 1.2.3. # of events involving multiple communities
 - 1.2.4 # of USG-supported community meetings and educational events that expand social dialogue on gender equality (4.1.b)
 - 1.2.5 # of women and girls benefitting from new or improved USG-supported social services targeted at women and girls (4.3.a)

Sub-IR 2.1: CET capacity to identify threats to cohesion strengthened

- 2.1.1 # of threats to community cohesion identified through mapping
- 2.1.2 # of groups trained in conflict mediation/resolution skills or consensus-building techniques with USG assistance (DR 3.1-2) (F 2.3.1-6)

Sub-IR 2.2: CETs and stakeholders capacity for project planning and implementation developed

- 2.2.1 % of trainees exhibiting an increase in capacity as a result of KAP-identified trainings delivered to key stakeholders
- 2.2.2 # of community – led activities implemented without USAID CEP support

Sub-IR 2.3: CETs and stakeholders effectively utilize communication skills

- 2.3.1 % of focus groups stating increased knowledge and awareness about USAID CEP projects
- 2.3.2 # of outreach and communications avenues

Cross-Cutting: Increased awareness of USAID CEP and partner efforts and activities that address stressors: 1. # of articles and press releases published; 2. # of printed publications; 3. # of active Facebook pages established by USAID CEP partners; 4. # of MSC success stories written. **USAID CEP Outputs:** # of direct beneficiaries of USAID CEP activities

ANNEX VII: Team Composition and Roles and Responsibilities

Hal Lippman - Team Leader: Primary point of contact for evaluation with responsibility for assigning team member activities and facilitates smooth team operations, resources, and team member performance to meet objectives. Leads meetings with USAID.

Jerome Hansen – Participatory Community Development / Conflict Mitigation Expert: Leads design methodology and instruments; conducts literature review; participates in interviewing and data collection; ensures that findings, conclusions, and recommendations answer evaluation questions and meet USAID purposes; leadership role in analysis, final reporting and presentation; produces report sections as assigned by Team Lead; and ensures final reporting meets USAID evaluation requirements.

Jessica Gajarsa - Evaluation Specialist: Contributes to design methodology and data collection instruments; conducts literature review; participates in data collection; leads data analysis and interpretation; produces report sections as assigned by Team Lead.

Dima Toukan - Community Development Specialist: Provides culturally and contextually relevant information about environment in which civil society operates. Contributes to design methodology and data collection instruments; participates in pilot testing for data collection and data collection efforts; participates in data analysis and interpretation; produces report sections as assigned by Team Lead. Ensures evaluation processes and reporting adhere to USAID requirements.

Local Qualitative Researchers: The evaluation will be supported by two local researchers to support the FGDs with the CETs and beneficiaries.

Research Coordinator / Interviewers/ Interpreters: The evaluation team will be supported by two note-takers and two interpreters who will support every stage of the evaluation and assist the evaluation team in data collection, scheduling and conducting interviews, and note taking and data analysis.

ANNEX VIII. COMMUNITY SELECTION CRITERIA AND JUSTIFICATION

The CEP evaluation team will collect qualitative data in between seven and up to nine of the 20 CEP target communities. To select these communities, the following criteria were developed:

- The community's score on demographic, economic, and socio-political stressors, as developed and applied by CEP in the original community selection process:
 - Demographic considerations include municipalities and communities with higher populations, greater demographic shifts, and/or greater heterogeneity;
 - Economic considerations include communities that are considered to be a "poverty pocket" and/or experiencing high unemployment;
 - Considerations of social-political stressors include municipalities and communities where higher amounts of social unrest and protests have been documented.
- A balance of old versus new CEP communities, in order to generate information on potential differences in the sustainability of project interventions;
- Optimal coverage of the different sectors of the grant projects – e.g., health, education, youth – and Partnership Initiatives implemented by CEP across the municipalities and communities;
- Other opportunities for learning based on the team's document review and preliminary discussions with USAID and CEP:
 - Ma'an Governorate should be covered because that is where future USAID programs will be implemented;
 - Coverage of municipalities where pilot projects to institutionalize community engagement on the municipal level will be implemented.⁶⁸

Based on the above, the team selected two municipalities and two to three target communities in three of the four project governorates (Irbid, Mafraq, and Tafileh) and the municipality of Ma'an. To reflect the higher population percentage of northern governorates – Irbid and Mafraq –and the higher number of Syrians residing in them, the evaluation will cover a larger number of communities in their respective municipalities as follows:

Governorate	Population	Percentage of Syrians	Number of Selected Municipalities	Number of Selected Communities
Irbid	1,316,618	27.14%	2	3
Mafraq	314,164	16.43%	2	3
Tafileh	90,108	.15%	2	2
Ma'an	127,989	.67%	1	1

⁶⁸ The design of these pilot projects is mentioned under Sub-IR 1.1, "community engagement with the government strengthened," in the CEP Year 4 Work Plan. Although these pilot projects may not have been implemented fully at the time of the evaluation, it is important to examine the expanded efforts they entail to effectively implement IR 1 activities.

Irbid

Old Communities: Greater Ramtha Municipality/Hay Jalama and Dabbet Nimer communities

- These two communities scored highest in Irbid against the criteria that CEP used to select the first group of communities for the project. The criteria included demographic, economic, and socio-political stressors.
- A pilot project to institutionalize community engagement on the municipal level will be implemented in the municipality.
- A "Towards a More Beautiful School" Partnership Initiative was implemented in the Greater Ramtha Municipality to benefit both communities.
- Nine grant projects were implemented in Greater Ramtha Municipality through the end of Year 3, which covered a wide variety of sectors, including: municipal services, education, healthcare and community engagement.

New Community: New Al-Taybeh Municipality/ Al-Taybeh community

- Strong combustive tribal dynamics, which have escalated to violence.
- Madrasati Ajmal Partnership Initiative was implemented in the community.
- Four grants were implemented in the community through Year 3, which addressed project sectors such as municipal services and education.

Tafileh

Old Community: Al-Hasa Municipality/ Al-Hasa community

- Al-Hasa scored highest in Tafileh and among communities across the governorates against the criteria employed by CEP to select the first group of communities for the program.
- Five grants have been implemented in the community to address project sectors such as education, municipal services, and community engagement.
- A "Towards a more Beautiful School" Partnership Initiative was implemented in the community.

New Community: Greater Tafileh Municipality/ Tein, Eid, and Al Mansoura community

- This is the only new community added in Tafileh Governorate.
- A high level of social unrest and demonstrations have taken place in this community.
- Three grants have been implemented through Year 3 that address municipal services, youth, and community engagement.
- This community has a high population (6,300), as CEP decided to merge three small neighboring communities at the center of Tafileh (Tein, Eid, and Al Mansoura) and consider them as one.
- A pilot project to institutionalize community engagement on the municipal level will be implemented in the municipality.

Mafraq

Old Community: Mafraq Greater Municipality/Hay Al-Hussein and Hay Al-Janoubi communities

- These two communities scored highest in Mafraq against the criteria CEP used to select the first group of communities.
- Six grants have been implemented in the municipality to address a range of sectors including municipal services, education, community engagement, civil society, and "women issues."
- A pilot project to institutionalize community engagement on the municipal level will be implemented in the municipality.

New Community: Al Salheyeh and Nayefeh Municipality/ Salheyeh Community

- The community scored highest in Mafraq against the criteria CEP used to select the second group of communities. For example, it had the highest poverty rate in the Governorate (44%) at the time the second group of communities were selected. It also has a high number of refugees, both in random camps and urban areas.
- Three grants have been implemented through Year 3 in the civil society and municipal services sectors.

Ma'an

New Community: Ma'an City

- Ma'an City has been selected at the request of USAID/Jordan.
- A municipal services grant project and free medical day Partnership Initiative have been implemented in the community.

The team intends to pre-test the community selection criteria/justification described above as part of its broader effort to pre-test the evaluation approach and qualitative instruments. This effort will take place in the communities of Irbid municipality, as part of the team's initial visit to the targeted governorates. The results of this exercise will be analyzed and communicated to USAID for its review before the team continues its work elsewhere in Irbid and the other governorates. The MESP Senior Evaluation Specialist will join the team in this undertaking.

ANNEX IX: DATA COLLECTION INSTRUMENTS - DISCUSSION GUIDES

DISCUSSION GUIDE FOR CET MEMBERS

لله لمق ابلی ةفلد فوي قال تهلي رالمجتمع

This interview guide is to be used for focus groups with CET members who are not municipal council members or government representatives.

لله لمق اللقصت خدامه من قبل مج مجموع تالق اش معنل را في المخعي الين ملبيسوا اعضا لبلبي او من شطبليه او من شطبليه او من شطبليه .

Introduction and Informed Consent Protocol to be read at the start of each interview:

يـن بـغـيـرـأـةـ الـقـدـمـ وـرـوـتـوكـولـ الـهـفـقـقـةـ الـمـسـقـقـ قـيـبـدـاـيـ ةـكـلـمـقـبـلـةـ :

Thank you very much for meeting with us today and for being willing to answer our questions. We are an independent team of consultants that have been contracted by USAID to evaluate a USAID funded program being implemented in Jordan.

شكرا جزيلا لمق قال قوي للتحقييم اليوم واستعدناكم الـجـلـدةـ عـلـىـ اـهـلـتـقـنـاـ نـحـنـيـقـ مـنـالـمـتـشـاـيـنـ لـعـنـ الـعـلـيـهـينـ معـالـكـالـةـ الـأـمـيـلـيـ اـهـلـتـقـنـيـ تـلـقـيـيـمـ هـنـ روـعـيـفـهـيـ الـرـدـنـ وـمـوـلـ مـنـ الـكـالـةـ الـأـمـيـلـيـ اـهـلـتـقـنـيـهـ.

Before we start, let me provide some context for this meeting and explain briefly what we would like to discuss with you and why. As you know, USAID is supporting a wide range of programs and activities in Jordan including the USAID Community Engagement Program which, started in April 2013 with the goal of improving community cohesion and resilience mainly through the convening of Community Engagement Teams (CETs) that utilize participatory approaches to help communities identify community needs and ways to address those needs.

فيـلـ انـفـداـ اـسـمـ حـوـلـ يـتـبـقـيـهـ عـضـ لـعـلـومـاتـ عنـ هـذـاـ الـاـتـامـ اـعـوـشـ رـحـلـيـجـازـ مـانـوـدـ اـنـنـقـشـةـ مـخـفـمـ لـلـبـلـبـ الـذـيـقـيـ ذـلـكـتـقـوـمـ وـكـالـةـ الـأـمـيـلـيـ اـهـلـتـقـنـيـ قـبـدـعـمـلـعـيـدـ مـنـالـيـرـاـمـ وـالـشـاطـافـيـ الـرـدـنـ وـمـنـضـنـيـ طـبـرـنـ اـمـجـالـ طـوـلـرـالـمـخـمـعـيـ الـتـيـبـدـأـتـ اـعـالـ فـيـ 2013ـ وـلـذـيـيـ مـدـفـالـعـتـقـيـمـ سـيـيـنـ الـمـاسـكـ وـالـنـدـمـاـجـ الـمـخـمـعـيـ عـنـ طـوـقـنـاشـ اـفـرـقـ الـتـطـوـرـ.

As part of its own planning for the next few years, USAID has asked us to conduct a mid-term evaluation of the program to assess its progress toward achieving its objectives. So, what we are trying to evaluate are the strengths and weaknesses of the program, its accomplishments but also its shortcomings, and how it can be more effective and better aligned with USAID programs for local governance in Jordan.

وـشـيـتـتـمـكـنـ الـكـالـةـ مـلـلتـخـطـيـ طـلـاسـنـ وـاـتـلـاقـ اـدـمـقـتمـ طـبـتـقـيـعـيـذـقـيـهـيـ صـفـسـنـ وـيـلـبـنـ اـمـجـ بـلـقـيـمـ مـدـىـ مـاحـقـقـةـ ظـالـبـنـ اـمـجـ

تـجـاهـ أـهـفـهـ لـذـلـكـ لـمـحـأـوـلـ أـنـقـيـمـهـ مـنـقـ اـطـلـقـوـقـ الـصـعـفـيـ الـلـيـنـ اـمـجـ،ـ وـالـلـيـجـازـاتـ الـتـيـنـقـحـيـقـ هـاـخـيـ الـلـنـ.

You may refuse to participate in this research without concern for repercussions. If you agree to participate in this interview, you may refuse to answer specific questions or end the interview at any point.

يـمـاـنـكـ اـنـتـفـضـ اـمـشـارـكـ قـيـ هـلـلـبـحـثـ دـونـ لـتـقـلـقـ منـ ايـتـقـلـجـ فـيـ حـالـاـفـوـقـتـ عـلـىـ اـمـشـارـكـ قـيـ هـذـهـ المـقـالـةـ،ـ

يـمـاـنـكـ اـنـتـفـضـ الـجـلـدةـ عـلـيـهـ عـضـ الـسـطـنـهـ اوـلـهـاءـ المـقـالـهـ قـيـ ايـ وقتـ.

If you agree to participate in this interview may we record your responses for ensuring the quality of the data? We will not share this recording outside of evaluation team members.

اذا وافقتم على المقابلة فلديكم انتقامات تجاه القاش شئناكم من صحة المهمات؟ لتنقوني اي حال من الحال والبعض انشر مذالقكم خارج نطاقكم.

If you agree to participate in this interview, your answers will be kept confidential; the report that will be developed out of this study will not attribute any particular comment to any particular individual. We will summarize our findings in a brief report that will be given to USAID. USAID will then use that report to inform and guide its planning for this and other related projects it supports.

في الواقع قررت المشاركة، نتمنى أن كل اجبلنكس في هذا، لن يتم عرض أي معلومة أو بطاقة ملاحقة بشخص معين سوف ندخل خصوصياتكم في دراسة المدنية، ونقوم بذلك على أساس المعيار، متوجهة إلى إنشاء آلية ملائمة لتقدير خطة عمل تخدم مذالقكم وتوجهها نحو إيجاد حلول مبتكرة من خلال اهتماماتكم.

Again, we are very grateful for your willingness to help us as we conduct this study. If you are comfortable with this approach, I am planning to ask you about 23 questions, a few of which entail follow-up questions. But before we proceed, do you have any questions for us?

نحن ممتنون جدا لكم على مساعدتكم في إجراء هذه الدراسة، إذا كانتم بهذه الطريقة، فلائق بكم سأبدأ بطرح 3 سؤال، وعدهما يلخصان ملخصاً لطبعاتكم، لكن قبل أن نبدأ، هل لديك أي أسئلة فوريّة لتقديمي؟

Questions

الأسئلة

- What is your community's 3 biggest stressors after unemployment? Did the projects CEP supported and funded through this program address these stressors? If no, why not?

1. ما هي اهم 3 ضغوطات في مجتمعك غير رسمية بعد البطالة؟ هل حلّت المشاكل المدعومة من قبل برنامج المشاركة؟ هل تم حل مشكلة مذالقكم؟ اذا لا، لماذا؟

- Which type of donor projects best responds to your community's main stressors (Prompts: Projects to improve schools, municipal services, the employability or entrepreneurship skills of community members, projects to create spaces for community engagement including women and youth, or projects to improve health services and raise awareness on health issues). Why?

2. أي نوع من المشاكل التي تواجهكم كفلاً من الضغوطات الرسمية؟ هل تم حل مشكلة المدارس والخدمات التعليمية في القرى والبلدات؟ أو مهارات الادارة والعمل في المجالس المحلية؟ أو مشاكل المراقبة والشرايين؟ أو مشاكل الصحة؟ وما هي الأسباب؟

- What methods/community engagement mechanisms did you use to participate in or engage with municipal/ decision-makers before CEP to address needs or problems? Was this method/s effective?

3. ما هي الطرق / طرق للمشاركة في المجتمع المحلي التي ملحتها على حل مشكلاتكم وتلبية احتياجاتكم من قبل المسؤولية في تلك المجتمعات؟ هل تم حل مشكلة المدارس والخدمات التعليمية في القرى والبلدات؟ أو مهارات الادارة والعمل في المجالس المحلية؟ أو مشاكل المراقبة والشرايين؟ أو مشاكل الصحة؟ وما هي الأسباب؟

- Do you think decisions that affect you in your municipality/governorate are mostly decided at the local or central levels of government? Please elaborate.

4. هل تعتقد أن القرارات التي تؤثر على أهالي المدنية في المحافظة هي اتخاذ القرارات في المدنية أو في المحافظة؟ هل تم اتخاذ القرارات في المحافظة؟ هل تم اتخاذ القرارات في المدنية؟

- Did the program increase the municipality/government responsiveness to community needs? If yes, how? If no, why not?

5 . هل ادى بن امجال مشارك ةالمجتمعى ةإلى نتائج سا قت جيل ةقليل ة والحكومة ةلهم لاي اقات الم المجتمع ؟ إذا كان ال جواب نعم ، ليهيف ؟ إذا لا ، لم اذا لا ؟

6. Did the program improve the municipality to provide services? If yes, how? If no, why not?

6. هل حسن ال بين امجال محقق در ةقليل ةغلى تغير لخدمات ؟ إذا كان ال جواب نعم ، ليهيف ؟ إذا لا ، لم اذا لا ؟

7. What is your role as a CET member? How does the community see your role? How did you present yourself to the community? As what team?

7. ما هو دور اتفيسي في ةطهور المجتمع ؟ ليهيف يرى المجتمع دورك ؟ ليهيف تعرف عنفسك ةلمجتمع ؟ ليهيف ماذا ؟

8. How does your role differ from that of the municipal council or CSOs? How are the roles different and how do they overlap?

8. ليهيف يختلف دورك عن دور اعضاء المجالس المحلي او المنظمات المجتمعية ؟ ليهيف تختلف أدوار ولغيهيف تداخل ؟

9. How often does the CET meet? Who organizes and leads these meetings? Did you/do you follow up/monitor the projects that were/are being implemented?

9. لكم عدد امارات التي يجتمع فيها اعضاء افقي ةطهور المجتمع ؟ هل تتبعها / رفيق تالمش اعي انتي فذت والتينفذ الن ؟

10. How many times did the CET engage in the following activities over the course of the project: Community wide meeting, community surveys and stakeholder analysis?

10. لكم عدد امارات التي يجتمع فيها اعضاء افقي ةطهور المجتمع ةالمشارك ةفي ةالمجتمع ء مع اعضاء االمجتمع ةلمحل ، عمل اسنيفات مع االمجتمع المحلي والمجتمع ةكليل راكا (مسح افق طاعات) ؟

11. Are you in contact with CETs in other communities? What types of topics do you discuss? How do you most frequently interact with each other (phone, Facebook, face-to-face meetings)?

11. هل تتعلى تواصل مغبر ةطهور المجتمع ةفي اي مجتمعات اخرى ؟ ما هي ال اوضاع التي يبتم ةشاشت ؟ ليهيف تتم ةعاليات التواصل ةفي ملئكم ؟ Facebook ، ال هلف او الاجتماع ةلهاشرة ؟

12. Did the training you received help build your capacity to continue to engage stakeholders after the program ends? What was the most useful training you received? How did you apply your newly acquired skills in your work in the community?

12. هل قام الهدى ب ةنقل تفاصيل ةمنقول ال بين امجال اعي ةدريل ةست مباشرتك تدريج في ةالمجتمع ةلشراك اعمل ةلهم ليهيف بعد ةناء ال بين امجال ؟ ما هو الهدى ب ةلسفدت ةفي ؟ ليهيف قمت بتغيير ةلم هارات ةلجمي ةالتي افسنت ةطيبي ةلمجتمع ؟

13. Do you understand the municipality's budget process plan/operational framework and on what basis resources are allocated to meet needs? Did the program enhance your understanding of this process? What other training would you need to engage municipal/local government structures?

13. هل تعلم ليهيف تتم ةعاليه اعداد هيز ةقليل ة و ةنظم ةعمل ةقليل ة ؟ هل زاد ال بين امجال ةنظام ةمهكم ةذلة ةلهم ةعاليه ؟ ما هو الهدى ب ةالظفري ةليبي ةتخاج ةلمشارك ةقليل ة او ةلجمي ةالمجتمع ةليقي مذلة ةلهم اوضاع ؟

14. Did the CEP program help strengthen your relationship with local government entities and civil society? If yes, how? If no, why not?

14. هل قام برنامجه مشاركة في تقوية العلاقات مع الجهات الحكومية والمجتمع المدني؟ إذا نعم، فلماذا؟ إذا لا، لماذا؟

15. Did the program strengthen your relationship with or build your capacity to engage with the private sector? If yes, how?

15. هل قام البرنامج بتعزيز علاقتك أو بناء علاقتك مع القطاع الخاص؟ إذا نعم، فلماذا؟

16. Are you aware of the LCDPs? How are you advocating for the LCDPs to ensure their incorporation into municipal and governorate level development plans?

16. هل لديك فكرة عن خطط تطوير المجتمع-طريق الامدادات؟ أي عدد؟ هل تتفق وهم عاشرة لشبكة التأهيل؟ أو حش دال دع ل هذه الخطط؟ أكيد مشمول هي خططتن في ظلليه؟ ولهم حلظة؟

17. Were there any negative effects of the program in your community? If so, what were they? Do you think the project had any positive effects beyond those we've discussed? If so, what were they?

18. هل أكلت فاك أي بذار سلبي في برنامجه؟ إذا نعم، ما هي؟ هل تتبعك أن الله يروع أي بذار إيجابي؟ نتج أو تلقيت أي تناقض؟ إذا نعم، ما هي؟

18. Do you think CETs will continue to meet/function after the CEP program ends? Did other groups in the community or organizations adopt the same mechanism you are using to engage the community?

19. هل يمكّن تحقيق النطوير للمجتمع المستمر بغير العمل بعد انتهاء البرنامج؟ هل قام اي مجموعة اخرى بتنفيذ نفس المهمة؟

19. How do you think CETs can be sustained after the program ends? Do you think this mechanism or approach of community driven projects will continue? What about the improved relations between the municipality/local government and the community?

20. بربطاً، أي فوائد كثيرة من النطوير للمجتمع أتيت به؟ هل تتبعك أن الهدف أو المهمة ذاتها؟ هل يتبعك أن المهمة ذاتها؟ هل تتبعك أن الهدف ذاته؟

21. New local councils and governorate councils will be elected next year as part of the government's drive for decentralization. What role do you expect your CET to play then? Will there be any overlap in the roles?

21. سيعينكم في ذلك خبراء مجتمعيون جودة و مجلس محلي يمثل كل جزء من مشروع على حكمه. هل تتبعك ذلك، ماذا؟

22. If you were to recommend changes to the program, what would you propose?

22. اذا طلبتك احد انت تغيرات على لشروع ، ماذا تقترح؟

23. Is there anything else you'd like to share beyond what we've asked?

23. هل هناك شيء آخر ترغبه في مشاركته أو اضطررت له؟

After CET members respond to the questions in the Discussion Guide above, women and youth members break out into different group sessions to answer the following additional questions:

بعد اني چې بټرافقویت طور لایم جتمعی غلبي الأسئلة لوارد فدي لدیل ټشكیة اعلاءه، سو فيت هفص لسلساه لېشې باپ لای جيئن ات جمعیة مخچفه إل جبله غلبي الأسئلة الإضافي ټلکلایه:

1. Do you think that CEP projects and activities are responding to youth/women's needs in your communities? Why or why not?

1. هل تتحقق أن مشاعر وآراء طبقن امجل مشارك ةالمجتمع تجيب البحريات الالى افقياً مخچع لكم كل ما ولما لا؟

2. As members of CETs, what are some of the challenges you face that are specific to you as youth/women?

2. كأعضاء في المجتمع ، ما هي التحديات التي تواجهكم / تواجهكم؟

3. How effective was the training you received from the CEP project in addressing these challenges?

3. ما مدى فعالية التدريب الذي تم تقديمها من مشروع المشارك ةالمجتمع في حل هذه التحديات؟

4. How can future community engagement mechanisms overcome some of the challenges listed in question 2?

4. كيف من الممكن إيجاد آليات لحل هذه التحديات؟

5. In your opinion why did the project face challenges recruiting women and youth as CET members?

5. في رأيك لماذا واجهت المهمة تحديات في تجنيد النساء والشباب كأعضاء في المجتمع؟

INTERVIEW GUIDE FOR GOVERNORS

لیق ابل الامح افظین

This interview guide is to be used for Key Informant interview with governors.

دليـلـ مـقـالـه لـاستـخـادـه لـكـ حـوـارـيـهـ سـيـ معـ الـعـذـبـيـنـ.

Introduction and Informed Consent Protocol to be read at the start of each interview:

ينـبـغـيـ قـرـاءـةـ الـقـدـمـهـ وـرـوـكـولـ الـمـفـقـهـ الـمـسـقـيـ هـيـ بـداـيـهـ كـلـ مـقـالـهـ:

Thank you very much for meeting with us today and for being willing to answer our questions. We are an independent team of consultants that have been contracted by USAID to evaluate a USAID funded program being implemented in Jordan.

شكراً جزيلاً لمقابلة فريق التقييم اليوم واستعدادكم الجيد للجواب. نحن فريق مثالمنتشرين في الأردن للتحقق من تطبيق المعايير الأمثلية في الأردن وموهول من قبل الأمانة العامة.

Before we start, let me provide some context for this meeting and explain briefly what we would like to discuss with you and why. As you know, USAID is supporting a wide range of programs and activities in Jordan including the USAID Community Engagement Program which, started in April 2013 with the goal of improving community cohesion and resilience mainly through the convening of Community Engagement Teams (CETs) that utilize participatory approaches to help communities identify community needs and ways to address those needs.

فيـلـ انـضـاـءـ اـسـمـ حـوـارـيـهـ بـعـضـ الـعـلـوـمـاتـ عنـ مـذـاـ الـجـمـاعـ وـشـ رـحـلـيـ جـازـمـ نـوـدـ أـنـ نـقـاشـ هـيـ بـقـيـ ذـلـكـ ،ـ تـقـوـمـ الـأـمـيـاـيـيـ قـلـتـنـيـ بـعـدـ مـنـ الـعـرـاجـ وـالـشـاطـئـيـ الـرـدـنـ وـ مـنـ ضـمـنـ مـلـرـاجـ الـمـشـرـكـ ذـاـلـمـخـمـعـهـ الـذـيـ بـدـأـتـ اـعـالـ فـيـ 2013/04

والـذـيـ يـدـافـعـ عـنـ الـاسـكـ وـ الـنـدـاجـ الـمـخـمـعـيـ عنـ طـقـقـنـاشـ اـفـرـقـ الـطـهـرـ الـمـخـمـعـيـ الـيـسـتـ خـدـمـاـلـيـاتـ تـشـارـكـيـ قـلـتـعـهـ بـلـتـعـيـ اـجـاتـ الـمـخـمـعـ وـطـرـقـ سـدـ مـذـهـ الـاـتـيـ اـجـاتـ.

As part of its own planning for the next few years, USAID has asked us to conduct a mid-term evaluation of the program to assess its progress toward achieving its objectives. So, what we are trying to evaluate are the strengths and weaknesses of the program, its accomplishments but also its shortcomings, and how it can be more effective and better aligned with USAID programs for local governance in Jordan.

وـ خـىـتـمـكـنـ الـوـكـلـةـ الـأـمـيـاـيـيـ قـلـتـنـيـ بـلـقـلتـ خـطـيـ طـلـبـنـ وـاتـلـاقـ اـدـمـ قـتـمـ طـبـتـنـ عـيـشـ تـقـيـيـمـ صـفـسـنـ وـيـلـبـنـ اـمـجـ بـلـقـيـيـمـ مـدـيـ مـاـ قـقـ ئـالـبـرـنـ لـعـ،ـ لـذـلـكـ لـمـ نـجـاـلـ اـنـقـيـمـهـ مـنـ قـاطـقـوـهـ لـيـلـضـ عـفـفـيـ الـبـرـنـ اـمـجـ،ـ وـإـنـجـاـزـ الـتـيـيـتـمـ جـوـقـقاـ.

You may refuse to participate in this research without concern for repercussions. If you agree to participate in this interview, you may refuse to answer specific questions or end the interview at any point.

يـمـنـكـ اـنـتـفـضـ اـمـشـارـكـ فـيـ مـلـلـبـحـثـ دـورـاـلـ قـلـقـ منـ اـيـ تـنـجـيـجـ فـيـ حـالـفـيـقـتـ عـلـىـ اـمـشـارـكـ فـيـ مـذـهـالـمـقـالـهـ يـمـنـكـ اـنـتـفـضـ اـلـجـلـدـ عـلـىـ بـعـضـ الـسـيـطـهـ اوـ لـاءـ الـمـقـالـهـ فـيـ اـيـ قـتـ.

If you agree to participate in this interview may we record your responses for ensuring the quality of the data? We will not share this recording outside of evaluation team members.

اذا وفقت علیاً مشارکة مليئاً من انقومت تحيل القاش بخی تأکد من صحة المعلومات؟ لتنقوفي اي حال من الحوالب عرض ان شر مذالت تحيل خارج نطاق التقييم .

If you agree to participate in this interview, your answers will be kept confidential; the report that will be developed out of this study will not attribute any particular comment to any particular individual. We will summarize our findings in a brief report that will be given to USAID. USAID will then use that report to inform and guide its planning for this and other related projects it supports.

في حالي تالمش ارك في هذه المقالة سوفيتاً على حفاظ على سرية الجلسات؛ ولذلك سبب هذه الدراسة وللوقاية الذي سيعتمد على دار اهالى شخص معين. سوف نعمل على حفظ المحتوى في تقرير مختص روسوفيتاً متقدّم في ظل الامانة للأحوال الأممية، متقدّم الوكالة الأممية، للتحقق في قطبيات تخدام هذا التقرير لتوسيع النطقي في مجال آخر غيره من البرامج التي يتدعمها الأحوال .

Again, we are very grateful for your willingness to help us as we conduct this study. If you are comfortable with this approach, I am planning to ask you about 15 questions, a few of which entail follow-up questions. But before we proceed, do you have any questions for us?

نحن نهنئونكم وعلی ایت عداكم مساعتنا في اجراء هذه الدراسه ، إذا كان هذا اللجن هجي ایت افاده ان بدبل طرح 15 اسئلة، وعند كل اسئلة للبقاء ، لو اتيت قبل انتهاء ، ملليك أي اسئلة في قي مللي تقييم ؟

Questions

الأسليمة

1. Are there participatory processes/channels through which local government identifies community needs? If yes, what are they?

1. هل هناك اشكال مشاركة حددت احتياجات المجتمع؟ إذا كانت الإجابات عن فهم ما هي؟

2. How does civil society seek to provide input into governorate level development plans?

2. أيهي مشاركة المجتمع لمن يمثله مشاركة في تقديم المعلومات في خطط التنمية؟

3. How will the various structures under the new decentralization and municipalities laws (governorate, executive, municipal and local) communicate with each other? What will the effect of decentralization be on the community?

4. كيف ستتواصل المجالس الجيدة التي تتوجه عن غايات الامر الكنيسة والطائفيات (مخلاصة ، التنفيذية والكلية والمحلية)؟

5. In your opinion, which junctures in the new decentralized structure offer the best opportunities for supporting community engagement and bottom-up strategic planning?

4. في رأيك ، أي جزء من هيئات الامر الكنيسة والطائفيات التي تتيح فرص المصالحة في ظل انتخاب طالب تبني انشئ عن المجتمع؟

6. In your opinion, do you think that civil society structures are the best local structure to engage the community and design programming to address its needs or are local councils better equipped for this role? Why or why not?

6. في رأيك، هل تعتقد أن المجتمع المدني هو الأفضل لشراك المجتمع وتحقيق احتياجاته، أم أن المجالس المحلية المشاركة في دورها؟ لماذا؟

7. Are you aware of the CEP program and its activities in your governorate?

7. هل أنت على علم بمشروع الشريك في المحافظة ونشاطاته؟

If the respondent answers no, the interview ends.

إذا كان الإجابة عن السؤال لا ترتدي لقباً.

8. What are some of the effective interventions/activities that the program has implemented in your governorate? What are some of the challenges it faced?

8. ما هي البرامج / النشاطات التي فدّت في المحافظة؟ ما هي تحديات التي واجهتها؟

9. Do you think the program has enhanced the community's ability and willingness to engage with municipal/local government structures? If yes, how?

9. هل تعتقد أن البرنامج قد عزز مقدرة المجتمع على اتخاذ اجراءات معالجة؟ إذا كان ذلك، في أي نوع من التحفيز؟

10. In your opinion, were there any negative effects of the program? If so, what were they? Do you think the program had any positive effects beyond those we've discussed? If so, what were they?

10. هل كان هناك أي تأثير سلبي على المجتمع؟ إذا كان ذلك، ما هي؟ هل تعتقد أن البرنامج أدى إلى أي تأثير إيجابي؟

11. Did the program inadvertently undermine local authority or informal tribal and leadership structures in the community and already existing mitigation practices? If yes, how?

11. هل قام البرنامج بمخالفته أو تقويضه؟ إذا كان ذلك، في أي نوع من التأثير؟

12. CEP is currently supporting the MOI in drafting the bylaws and regulations of decentralization to ensure the incorporation of community engagement mechanisms. What other forms of support can CEP provide to support the decentralization process at the governorate level?

12. أي دعم يُمكن للمشترك في البرنامج تقديمها وزارياً لخليقياً فنياً اقتصادياً لضمان دمج آليات المشاركة في المجتمع. ما هي الأشكال الداعمة الأخرى التي يمكن للبرنامج تقديمها لضمان دعم آليات المشاركة؟

13. If you were to recommend changes to the program, what would you propose?

13. هل تود تقديم توصيات على البرنامج؟

14. Is there anything else you'd like to share beyond what we've asked?

14. هل هناك أي شيء آخر تود مشاركته؟

INTERVIEW GUIDE FOR MAYORS AND MUNICIPAL COUNCIL MEMBERS

لديل قبليه اي س و اعضاء بلدي

This interview guide is to be used for group or individual interviews with Mayors and Municipal Council (MC) members who are not members of a CET.

لديل مقال للاقت خدام في المقابلة الفريدة او المجموعات مع رئيس و اعضاء بلديه ةالفي ممليين ممليين و اعضاء افقيين
الظهور الامتحاني.

Introduction and Informed Consent Protocol to be read at the start of each interview:

ينبغى راعاة القدرة بروتوكول الملف المسبق على أن يرقى بداعية كل قابلة:

Thank you very much for meeting with us today and for being willing to answer our questions. We are an independent team of consultants that have been contracted by USAID to evaluate a USAID funded program being implemented in Jordan.

شكرا جزيلا للاقتراف المأمول واستعدادكم الجيد على استئنافنا، نحثكم على تشاريئن لهم ملخص المهمة التي تم عقليها مع لوكالة الأمريكية للتنمية في الأردن و ممول من لوكالة الأمريكية للتنمية.

Before we start, let me provide some context for this meeting and explain briefly what we would like to discuss with you and why. As you know, USAID is supporting a wide range of programs and activities in Jordan including the USAID Community Engagement Program which, started in April 2013 with the goal of improving community cohesion and resilience mainly through the convening of Community Engagement Teams (CETs) that utilize participatory approaches to help communities identify community needs and ways to address those needs.

نهى ان نبدأ، اسمحوا لي بتوضيح بعض المعلومات حول هذا الاجتماع و شرح الهدف منه ان نناقشكم حول مشاركتكم في برنامج الاردن الشامل الذي بدأ في 04/04/2013 والذى يهدف إلى تحسين المعيشة والاندماج الاجتماعي عن طريق إنشاء فرق بمنزلة مشاركون يجتمعون لتبادل الخبرات و تطوير طرق العمل لحل مشكلات المجتمع.

As part of its own planning for the next few years, USAID has asked us to conduct a mid-term evaluation of the program to assess its progress toward achieving its objectives. So, what we are trying to evaluate are the strengths and weaknesses of the program, its accomplishments but also its shortcomings, and how it can be more effective and better aligned with USAID programs for local governance in Jordan.

وحيى يتمكن الحال من التخطيط لبياناته واتلاق دعوه مطلوبه من صحفى ويلعبون اجر بالتقدير مدى ماحققة
البرنامج تجاه أهلكم من حاصل على انتقامته من قاطلها لانتقامه من قاتلها، وإنجازاته التي تتحقق حققا.

You may refuse to participate in this research without concern for repercussions. If you agree to participate in this interview, you may refuse to answer specific questions or end the interview at any point.

يمكنك ان ترفض المشاركة في هذا البحث دون قلق من اي اشكال انتقام من اجر بالتقدير المطلوب في هذه المقابلة،
يمكنك ان ترفض الاجابة على بعض اسئلة المقابلة او لقاء المقابلة اي وقت.

If you agree to participate in this interview may we record your responses for ensuring the quality of the data? We will not share this recording outside of evaluation team members.

If you agree to participate in this interview, your answers will be kept confidential; the report that will be developed out of this study will not attribute any particular comment

to any particular individual. We will summarize our findings in a brief report that will be given to USAID. USAID will then use that report to inform and guide its planning for this and other related projects it supports.

فی حالوقت تالمشارک فی هذه المقالة، سوف يتم احتفاظ علی سیارة ال جدات؛ ولن ننسب هذه الدراسة وثائقیة
الذی سیتم انتصاراته اهالیش خص مجهیز. سوف نلخص صنایع البحوث ثقییة پور متصدر وسوف يتم تعمیق قیمة الایرانیة
الامیانیة لافتتنیة، متوجه الکمال الامیری لافتتنی قطییت خدام مذللیقیر لتوحی والتخطیفیي هذه الامصال فی خبره
من البرامج التي يتقدّم بها الایرانیة .

Again, we are very grateful for your willingness to help us as we conduct this study. If you are comfortable with this approach, I am planning to ask you about 23 questions, a few of which entail follow-up questions. But before we proceed, do you have any questions for us?

نحن مهتمون بكم وعلی اسپکتكم لمیسانعن فی اجراء هذه الدراسة ، إذا كان هذه الدراسة هدایة ای اتفاق ای دان بلداً
بطرح 20 سؤال، وعذر لایل من اهئل الاعباد، ولكن قبل أن نبدأ، هل لديك أي اسئلة فی المتابیع؟

Questions

الاسئلة

1. Are there participatory processes/channels through which municipalities identify community needs? If yes, what are they?

1. هل هناك اتيات من اركان المجتمع لمساعدكم في اقتضاب خدم الاليل واقتضاب حيوي اجتماعات المجتمع؟ إذا كانت إلی جملة قييم فما هي؟

2. How does civil society seek to provide input into municipal level development plans?

2. اتيات من يمثل المجتمع لمساهمة في تغيير الواقع واتخاذ القرارات في خطط المجتمع؟

3. How will the various structures under the new decentralization and municipalities laws (governorate, executive, municipal and local) communicate with each other? What effect will decentralization have on your community?

3. بداعی ادک اینی فستیو وطنی المصالح الایرانیة (الایرانیة) عن علیه الایرانیة (الایرانیة) ام خلطة، الایرانیة (الایرانیة)
لی حکوم الایرانیة (الایرانیة)؟ وماذا بداعی ادک ایون تأثیر الایرانیة (الایرانیة) علی المصالح الایرانیة (الایرانیة)؟

4. In your opinion, which junctures in the new decentralized structure offer the best opportunities for supporting community engagement and bottom-up strategic planning?

4. بداعی رؤیک، ای جزء من ظریفی ئالایرانیة (الایرانیة) خاص الایرانیة (الایرانیة) خاص الایرانیة (الایرانیة) ؟
عن المصالح؟

5. In your opinion, do you think that civil society structures are the best mechanism to engage the community to address its needs, or are local councils better equipped for this role? Why or why not?

5. في رأيك، هل تعتقد أن المجتمع لم يأتِ بال механизм المطلوب ملائماً لشراكة المجتمع وتحقيق احتياجاته، أم إن المجالس المحلية واللجان الدوائرية هي التي تحمل المسؤولية؟

6. Are you aware of the CEP program and its activities in your municipality?

6. هل أنت على علم بـ مشاركة المجالس المحلية في تنفيذ برامج المدن الجديدة؟

If the respondent answers no, the interview ends.

إذا كانت الإجابة عن سؤال لا تقتصر على ذلك.

7. What are some of the effective interventions/activities that the program has implemented in your municipality? What are some of the challenges it faced?

7. ما هي البرامج / الأنشطة التي تم تنفيذها في البلدية؟ ما هي التحديات التي واجهتها البلدية؟

8. Did the program increase the municipality's responsiveness to community needs? If yes, how? If no, why not?

9. هل أدى البرنامج إلى زيادة اهتمام البلدية بالمجتمع؟ إذا كان الجوابنعم،كيف؟ إذا لا،لماذا؟

9. Did the program increase the municipality's capacity to provide services? If yes, how? If no, why not?

9. هل أدى البرنامج إلى تقويم تطوير خدمات البلدية؟ إذا كان الجوابنعم،كيف؟ إذا لا،لماذا؟

10. Did the CEP program help strengthen the relationship between municipality and civil society? If yes, how? If no, why not?

10. هل أدى البرنامج إلى تقويم تطوير العلاقات بين المجالس المحلية والمجلس المدني؟ إذا كان الجوابنعم،كيف؟ إذا لا،لماذا؟

11. Has the program contributed to the creation of sustainable mechanisms for community engagement in the municipality? If yes, what are they?

11. هل ساهم البرنامج في تطوير آليات المشاركة المجتمعية في البلدية؟ إذا كانت الإجابةنعم،فما هي؟

12. Were there any negative effects of the program in your community? If so, what were they? Do you think the program had any positive effects beyond those we've discussed? If so, what were they?

13. هل أثرت تلك الآليات على المجتمع؟ إذا كان الأمر كذلك، ما هي؟ هل تتفق أو تتعارض هذه الآليات مع الآليات التي تطبقها البلدية؟ إذا كان الأمر كذلك، ما هي؟

13. Did the program inadvertently undermine local authority, informal tribal and leadership structures in the community and/or already existing mitigation practices? If yes, how?

14. هل قام المجلس المحلي بخوض معركة ضد النخبة الحاكمة؟ إذا كان الجوابنعم،كيف؟

14. How do you see the role of the CET in the community beyond the life of this program?

15. ما ال دور الذي يعيمك انطليع في قالت طهور الم المجتمع بعد تداء مذالين ام؟

15. In your opinion, do you think the CETs are the best local structure to engage the community and address its needs? Why or why not?

15. في رأيك، هل تتفق أن فرق لتطهور المجتمع هي فلائل التي تم تعيينها قبل شهرين فتح في المجتمع وعالية ايجاده؟
لما ولما لا؟

16. How is it similar or different from the municipal councils or CSOs or other such bodies responding to local community needs?

16. أي فريق شبيه أو مختلف دوره عن دور مجلس بلدي أو هيئة أو جمعية أو غيرها من الجماعات المجتمعية؟
الاستجابة لاحتياجات المجتمع التباين؟

17. Do you agree or disagree with the following statement: CEP reduced tensions in the community? Please explain.

18. هل تتفق أو تختلف مع لي عارفكم على الآتي: إن برنامجه مشاركة في المجتمع قد قلل من التوترات بين الأفراد في المجتمع؟
يرجى التوضيح.

18. If you were to recommend changes to the program, what would you propose?

19. لو لقيت متغيرات غير اطلع على البرنامج فما الذي تترح؟

19. Is there anything else you'd like to share beyond what we've asked?

20. هل هناك أي شيء تود أضافه؟

INTERVIEW GUIDE FOR LOCAL GOVERNMENT OFFICIALS

دلیل مقابله مسؤولی لاحکوم محلي

This interview guide is to be used with local GOJ representatives.

دلیل مقابل ظلست خدامه مع نظمی لاحکوم الارضی.

Introduction and Informed Consent Protocol to be read at the start of each interview:

ینبع عیق راءة القدر وروکول الوفقا المسق قبایلہ کل قبائلہ:

Thank you very much for meeting with us today and for being willing to answer our questions. We are an independent team of consultants that have been contracted by USAID to evaluate a USAID funded program being implemented in Jordan.

شکرا ج فیال مقابل قبیلہ التقویم الیوم واسیداکم لال جملہ علی اهلیتنا، نحرفی قعن الہمتش ای زالہتھن لیعن لیعنیں
معاللکالہ الأمیانی لیعنیہ تقویم هر روعیفہ فی الاردن و ممول من الکالہ الأمیانی لیعنیہ.

Before we start, let me provide some context for this meeting and explain briefly what we would like to discuss with you and why. As you know, USAID is supporting a wide range of programs and activities in Jordan including the USAID Community Engagement Program which, started in April 2013 with the goal of improving community cohesion and resilience mainly through the convening of Community Engagement Teams (CETs) that utilize participatory approaches to help communities identify community needs and ways to address those needs.

فیل انضدأ، اسمحولي بیتھی بعضا عن هذا الاجتماع عشر جلیج از ما نود أن ننشئه مفعوم السبق یذلک بتقویم
الکالہ الأمیانی لیعنیہ قبیلہ ملکیتی دمن الہیرام والشاطئی الاردن و من ضفی ملبن امج الذی بدأت اعوال فی
2013/04 ولذی ی مدفأی میتوخ سیہین لیتماسک و الندماج الامتحنی عن طویقناش اغراق بن ام جل مشراک الامتحنی
الیتیست ختمی انتشار لیعنیہ باخیاجات الامتحنی وطرق سد مذہالیتی ایجات.

As part of its own planning for the next few years, USAID has asked us to conduct a mid-term evaluation of the program to assess its progress toward achieving its objectives. So, what we are trying to evaluate are the strengths and weaknesses of the program, its accomplishments but also its shortcomings, and how it can be more effective and better aligned with USAID programs for local governance in Jordan.

وتحییتتمکن الکالہ من التخ طیطلسون اتالق ادم قتم طیستنی عیشیتھی فی صفسن ویلیلن امج بیتھیم مدی ما تھنی
البرنامی تجاه امفل ملکیتکما نحاول الن قیمة هنق اطلاع و لاضع فی الیمن امج، والإن جاز اتالکیتیتھن عیشیتھن.

You may refuse to participate in this research without concern for repercussions. If you agree to participate in this interview, you may refuse to answer specific questions or end the interview at any point.

یمأنيک ان نفرض المشرک فی ملک بحث دولیلوقن من ای لیک اساتھی حالیف تھی المشرک فی مذہالمقابلہ،
یمأنيک ان تفوض الال جملہ علیھی عضال سیکھ اور لیاءالمقابلہ فی ای وقت.

If you agree to participate in this interview may we record your responses for ensuring the quality of the data? We will not share this recording outside of evaluation team members.

If you agree to participate in this interview, your answers will be kept confidential; the report that will be developed out of this study will not attribute any particular comment to any particular individual. We will summarize our findings in a brief report that will be given to USAID. USAID will then use that report to inform and guide its planning for this and other related projects it supports.

في حال قيامك بالمشاركة في هذه الدراسة، سوف يتم تسجيل إجاباتك، ولكننا لن ننشر هذه الدراسة ونلتقط صوراً لها. وسيتم احتفاظنا ببياناتك الشخصية، مثل اسمك ورقم هويتك، لغرض إعداد تقرير ملخص حول نتائج الدراسة. لن يتم الكشف عن هويتك أو اسمك في التقرير. هذا التقرير سيُستخدم من قبل وكالة الأمم المتحدة للتنمية لتقديم الدعم والمساعدة في تنفيذ برامج التنمية في بلدك.

Again, we are very grateful for your willingness to help us as we conduct this study. If you are comfortable with this approach, I am planning to ask you about 16 questions, a few of which entail follow-up questions. But before we proceed, do you have any questions for us?

نحن نقدركم جدًا على مشاركتكم في إجراء هذه الدراسة، إذا كان ذلك ملائمًا. هل لديك أي أسئلة أو استفسارات؟

Questions

الأسئلة

- Are there participatory processes/channels through which local government identifies community needs? If yes, what are they?

هل هناك ملحوظات تتعلق بآراء المجتمع حول احتياجات المجتمع؟ إذا كانت الإجابة بنعم، فما هي؟

- How does civil society seek to provide input into governorate level development plans?

كيف يساهم المجتمع المدني في تطوير المخططات؟

- How will the various structures under the new decentralization and municipalities laws (governorate, executive, municipal and local) communicate with each other? What impact/effect will decentralization have on your community?

بما في ذلك أي تغييرات في الهيكل التنظيمي للمجلس المحلي؟ وما هي تأثيرات ذلك على المجتمع؟

- In your opinion, which junctures in the new decentralized structure offer the best opportunities for supporting community engagement and bottom-up strategic planning?

في رأيك، أي جزء من الهيكل التنظيمي للمجلس المحلي يوفر أفضل فرص الدعم للمجتمع؟

- In your opinion, do you think that civil society structures are the best local structure to engage the community and design programming to address its needs or are local councils better equipped for this role? Why or why not?

في رأيك، هل هي هيكل المجتمع المدني أم المجالس المحلية التي تمتلك أفضل إمكانية ل-engagement والدعم للمجتمع؟

6. Are you aware of the CEP program and its activities in your governorate?

6. هل أنت على علم بمشروع شراكة المحافظة ونشاطاته في محيطك؟

If the respondent answers no, the interview ends.

إذا كان الإجابة عن سؤال لا تنتهي لقابلة.

7. What are some of the effective interventions/activities that the program has implemented in the governorate? What are some of the challenges it faced?

7. ما هي البرامج /المشروعات التي نفذها المحافظة في محيطها؟ ما هي عيوبها؟ ما هي تحديات المحافظة؟

8. Did the program increase the government responsiveness to community needs? If yes how? If yes, how? If no, why not?

8. هل أدى البرنامج إلى تحسين حسبيات المحافظة تجاه احتياجات المجتمع؟ إذا كان ذلك جيداً، فلماذا؟ إذا لم يكن كذلك، لماذا؟

9. Did the program increase the government capacity to provide services? If yes, how?

9. هل أدى البرنامج إلى تحسين القدرة الحكومية على تقديم خدماتها؟ إذا كان ذلك جيداً، فلماذا؟ إذا لم يكن كذلك، لماذا؟

10. Did the CEP program help strengthen your relationship with local government entities and civil society? If yes, how? If no, why not?

10. هل أدى برنامج شراكة المحافظة إلى تحسين العلاقات بين المحافظة والجهات الحكومية؟ إذا كان ذلك جيداً، فلماذا؟ إذا لم يكن كذلك، لماذا؟

11. Has the program contributed to the creation of sustainable mechanisms for community engagement in local governance? If yes, what are they?

11. هل ساهم البرنامج في إنشاء مechanisms مستدامة لمشاركة المجتمع في صنع القرار؟ إذا كان كذلك، فما هي؟

12. Were there any negative effects of the program in your community? If so, what were they? Do you think the program had any positive effects beyond those we've discussed? If so, what were they?

12. هل كانت هناك أي تأثيرات سلبية على مجتمعك؟ إذا كان الأمر كذلك، ما هي؟ هل تتبعه أي برامج أخرى؟

13. The program is currently supporting the MOI in drafting the bylaws and regulations of decentralization to ensure the incorporation of community engagement mechanisms. What other forms of support can the program provide to support the decentralization process at the governorate level?

13. يدعم البرنامج المحافظة في إعداد قوانينها ومتطلباتها في مجال المشاركة المجتمعية لضمان دمجها في صياغة القوانين. هل هناك أي دعم آخر يمكن تقديمها؟

14. If you were to recommend changes to the program, what would you propose?

14. لو كنت متقدماً بغير انتهى، ما هي التغييرات التي ت建議؟

15. Is there anything else you'd like to share beyond what we've asked?

15. هل هناك أي شيء آخر تود اضافته؟

INTERVIEW GUIDE FOR MINISTRY OFFICIALS IN AMMAN

لیل مثی لوزارات الچنخ فی عمان

This interview guide is to be used with MOI, MOPIC, MOMA or other GOJ ministry representatives in Amman.

لیل مقاله لوزارات خدامه مع وزارۃ الداخلیة، وزارۃ التخطیط والتعاون الفولی، وزارۃ الشؤون للخلیج او اي وزارت اخری.

Introduction and Informed Consent Protocol to be read at the start of each interview:

ینبغی القدوم ببریوکول الہائق ڈالہمیق ڈعلی اھی قریبیتیہ کل مقالہ:

Thank you very much for meeting with us today and for being willing to answer our questions. We are an independent team of consultants that have been contracted by USAID to evaluate a USAID funded program being implemented in Jordan.

شکرا جنی لامقالہ قریبیم الیوم واستعدا کٹل الجل علی اھلتن ان حرفیق ہزالہتیش این لتفعیلین
مع الگالہ الامیکی قلائقی قریبیم ہر روعیفی فی الاردن و ممول من الگالہ الامیکی ڈللتی.

Before we start, let me provide some context for this meeting and explain briefly what we would like to discuss with you and why. As you know, USAID is supporting a wide range of programs and activities in Jordan including the USAID Community Engagement Program which, started in April 2013 with the goal of improving community cohesion and resilience mainly through the convening of Community Engagement Teams (CETs) that utilize participatory approaches to help communities identify community needs and ways to address those needs.

قیل ان بدأ اسمحولي پیماعض عن هذا الیتم اعون شرحیا جاز مانود اندرناشہ مختم لاسیبی ذلک بتقویت وکالتہ
الامیکی قلائقی قبیدع ملک عجید من لہیر امج والشاطافی الاردن و من ضعنہ ملبن امجل مشارکہ الامم متحمیعہ الذی بدأ
اعمالہ فی 2013 ولذی یهدف الی تحسینہن لتماسک و الان دماج المخیعی عن طویق ناشاء فرقہ بن امج
التطھیر الاممیجی انتیسارت خدامی انتشاری قلائقی عی بلایا اجات الاممیج و طرق سد مذہ الایتی اجات.

As part of its own planning for the next few years, USAID has asked us to conduct a mid-term evaluation of the program to assess its progress toward achieving its objectives. So, what we are trying to evaluate are the strengths and weaknesses of the program, its accomplishments but also its shortcomings, and how it can be more effective and better aligned with USAID programs for local governance in Jordan.

وچیتتمکن الگالہ ملک تخطیطیں و اتلاق ادم قتم طبیعتی قریبی مصفسن و یلہن امج بذوقیم مدی ما حقق ڈالہن امج
تجاه اھله، لذلک لم نحاول ائن قیمة ہنق اطلاع و ارض عفی الہن امج، و إلنحازات الی یتمتیحیقا.

You may refuse to participate in this research without concern for repercussions. If you agree to participate in this interview, you may refuse to answer specific questions or end the interview at any point.

یمنیک ارتوفض الی مشارکہ ھلک بحث دوڑل ڈلک من ای ریکاس ات بفی حال فوق تفییی امشارکہ قی مذہ المقالہ،
یمنیک ارتوفض الی جل علیہ عرض اسیکہ او لےاء المقالہ قی ای وقت.

If you agree to participate in this interview may we record your responses for ensuring the quality of the data? We will not share this recording outside of evaluation team members.

If you agree to participate in this interview, your answers will be kept confidential; the report that will be developed out of this study will not attribute any particular comment to any particular individual. We will summarize our findings in a brief report that will be given to

USAID. USAID will then use that report to inform and guide its planning for this and other related projects it supports.

في حال قيام مشارك في هذه المقابلة، سوف يهتم بالحفاظ على سرية الأجبات، ولن يتسبب بهذه الدراسة بـ“الثقب” الذي سيتعمق في معلوماتك الشخصية. سوف نلخص محتوى البحث في تقرير مختص روس وفقاً لبيانات الأمانة العامة لـ“الثقب”. نقوم بإنشاء قطبين تخدم هذان الثقبين توجيهات التخطيط في هذه المراجعة، وهي غيرها من المراجعة التي يتبعها المراجعة.

Again, we are very grateful for your willingness to help us as we conduct this study. If you are comfortable with this approach, I am planning to ask you about 15 questions, a few of which entail follow-up questions. But before we proceed, do you have any questions for us?

نحن نهنئكم وعلیكم بجهودكم لمجلس المحافظة، إذا كان هذه المراجعة هي انتقالية، ولكن قبل أن نبدأ، هل لديك أي أسئلة أخرى تهمكم؟

Questions

الأسئلة

- Are there participatory processes/channels through which government identifies local community needs? If yes, what are they?

1. هل هناك آلية مشتركة تحدّد احتياجات المجتمع؟ إذا كانت الإجابة بنعم، فما هي؟

- How will the various structures under the new decentralization and municipal laws (governorate, executive, municipal and local) communicate with each other?

2. أي هي هيكل مجلس المحافظة التي تتوجه إليها احتياجات المجتمع؟ (مخطط، مجلس التخطيط، مجلس المحافظة، مجلس المحافظة؟)

- In your opinion, which junctures in the new decentralized structure offer the best opportunities for supporting community engagement and bottom-up strategic planning?

3. في رأيك، أي جزء من هيكل المحافظة يتيح فرص المشاركة للمجتمع؟ أي هي المكان الذي يشتغل فيه المجتمع؟

- How would you like to see community engagement take place? What form and for what purposes?

4. أي هي الأهداف التي ترغب في تحقيقها؟ ما هي أدوات المشاركة؟

- The new decentralization project has brought down representation to the local councils level. Do you think that civil society can play a role in channeling community needs through this new structure? If no, why not and if yes, how can they do that?

5. قام مشروع المحافظة بتحقيق التغيير المطلوب في المجالس المحلية. هل تتوقع أن المجتمع لم يتحقق؟ إذاً، لماذا؟

- In your opinion, do you think that civil society structures are the best local structure to engage the community and design programming to address its needs or are local councils better equipped for this role? Why or why not?

6. في رأيك، هل تتوقع أن المجتمع لم يتحقق؟ لا، لأن المجتمع قادر على تغييره، أم لا؟

- Are you aware of the CEP program and its activities?

7. هل أتطلع إلى مشاركة آل متحمّلة في إنشاء آلية؟

8. What are some of the effective interventions/activities that the program has implemented? What are some of the challenges it faced?

ما هي البرامج / الأنشطة التي فدّها البرنامج؟ ما هي بعض تحديات التي واجهها البرنامج؟

9. Did the CEP program help strengthen your relationship with local government entities and civil society? If yes, how? If no, why not?

هل أدى البرنامج إلى تقوية العلاقة بين البرنامج والحكومة المحلية والمجتمع المدني؟ إذا كان الإجابة نعم، كيف؟ إذا لا، لماذا؟

10. Has the program contributed to the creation of sustainable mechanisms for community engagement in local governance? If yes, what are they?

هل ساهم البرنامج في إنشاء وتطوير آليات مشاركة مجتمعية لإشراك المجتمع في الحكم المحلي؟ إذا كانت الإجابة نعم، ما هي؟

11. Were there any negative effects of the program? If so, what were they? Do you think the project had any positive effects beyond those we've discussed? If so, what were they?

هل كانت هناك أي تأثيرات سلبية؟ إذا كان الأمر كذلك، ما هي؟ هل تتبع ذلك تأثيرات إيجابية؟ إذا كانت هناك، ما هي؟

12. The program is currently supporting the MOI in drafting the bylaws and regulations of decentralization to ensure the incorporation of community engagement mechanisms. What other forms of support can the project provide to support the decentralization process at this level?

البرنامج يدعم حاليًا وزارتي الداخلية والبلديات في صياغة لائحة الانتقال من إدارات محلية إلى مجالس محلية. ما هي أشكال الدعم الأخرى التي يمكن للبرنامج تقديمها من أجل دعم عملية الانتقال؟

13. If you were to recommend changes to the program, what would you propose?

لو كنت متقدمة، ما هي التغييرات التي ت建議؟

14. Is there anything else you'd like to share beyond what we've asked?

هل هناك شيء آخر تود اضافته؟

15. (For MOI only)

15. فقط موظفون في وزارة الداخلية

i) What is the status of the cooperation between MOI and the CEP program?

أين تتم عمليات التعاون بين وزارة الداخلية وبين البرنامج؟ ما هي آخر لمحات هذا التعاون؟

ii) How effective have these efforts been (strengths and challenges)?

ب) ما هي الدافع إلى هذه الاتصالات والتعاون؟

DISCUSSION GUIDE FOR COMMUNITY LEADERS

دلیل مقابله قاده‌المجتمع

This interview guide is to be used with community leaders (CBO and CSO representatives, religious leaders, youth group leaders, etc.). It may be used for KIIs or groups of respondents in this category who are directly or not directly involved in the implementation of CEP grants or interventions.

یستخدموه لمقابلات معقاده‌المجتمع (بمثیلین فنظماتالمجتمعالمحلیة، بشهادین فنظماتالمجتمعالمحلیةالذیاداتاللیفیة، ایاداتالمجموعاتالشیعیة) و منالمکانیت خدام کلدویللمقال فقرار او مجموعه منالمشارکینش کلبهماشرکه‌اللهملاش رفییتفعید فیحناش طبقرنهج المشاركه‌المجتمعیة.

Introduction and Informed Consent Protocol to be read at the start of each interview:

حقوقبروتوكول مفهوممسنقة على اینقرافیبدایه کلمقابلة:

Thank you very much for meeting with us today and for being willing to answer our questions. We are an independent team of consultants that have been contracted by USAID to evaluate a USAID funded program being implemented in Jordan.

شكرا جيال مقابل قوي للتحقيقاليوم واستهادكم لالجهة عملیاً اهليتنا، نحفىيقمن المختصين المتقاعدين لمعاليهين معاللکاله الأمیلیي لفیلتنی ملکیتی هنرو عیفیه‌ی الاردن و ممول مناللکاله الأمیلیي لفیلتنی.

Before we start, let me provide some context for this meeting and explain briefly what we would like to discuss with you and why. As you know, USAID is supporting a wide range of programs and activities in Jordan including the USAID Community Engagement Program which, started in April 2013 with the goal of improving community cohesion and resilience mainly through the convening of Community Engagement Teams (CETs) that utilize participatory approaches to help communities identify community needs and ways to address those needs.

تهیل انضدأ، اس محوالیتیقیم بعض عن هذا الاجتماع و شرحی جازما نود أن ننقدشة مخچو السبکیذلکت‌تقوم باللکاله الأمیلیي لفیلتنی قبدهم لاصدارج والشاطئی الاردن و من ضمیه ملکیت امدادیلشارکه‌اللکاله عیه‌ی ایالذی بدأ اعال فی 2013/04 والذی مدعی دهالیتی میتھین لکماسک و الفنداجالمجتمعی عن طیقناش اهربن امدادیلشارکه‌اللکاله عیه‌ی ایالذی پیش‌تخدم ایلی انتشارکی ایلک عزیز بناجی ایال مجتمع و طرق سد هذه الایمی ایاجات.

As part of its own planning for the next few years, USAID has asked us to conduct a mid-term evaluation of the program to assess its progress toward achieving its objectives. So, what we are trying to evaluate are the strengths and weaknesses of the program, its accomplishments but also its shortcomings, and how it can be more effective and better aligned with USAID programs for local governance in Jordan.

وتخیتتمکناللکاله مناللختیلطلسان و اتلاق ادم قتم طبیعتیه‌ی قیمی صفسن و یلکلین امدادیلتحیم مدی ما ماقیمة البرنامج تجاه اه مفلکه‌یذلکما نوح اول اینقیمة منق اطلاعه لاض عفیی الیمن امداد، والإنجازاتالییت حقیقاً.

You may refuse to participate in this research without concern for repercussions. If you agree to participate in this interview, you may refuse to answer specific questions or end the interview at any point.

یمأیک انفهوض المشارکه‌ی ملکیت دوراللکاله من ای لیکاسات‌تفیی حالافق‌تفیی المشارکه‌ی مهذاال مقابلة، یمأیک انفهوض الالجهة علیه عضالسریلة او لاءال مقابلة ای وقت.

If you agree to participate in this interview may we record your responses for ensuring the quality of the data? We will not share this recording outside of evaluation team members.

If you agree to participate in this interview, your answers will be kept confidential; the report that will be developed out of this study will not attribute any particular comment to any particular individual. We will summarize our findings in a brief report that will be given to USAID. USAID will then use that report to inform and guide its planning for this and other related projects it supports.

في حال قيامك بالمشاركة في هذا الالقاء، سنجعل تسجيل إجاباتك ممكناً، وذلك في ظل الدراسة التي نجريها. سنجعل جميع المعلومات التي تقدمها متعلقة بالبيانات التي تم جمعها في إطار هذه الدراسة، وذلك لضمان عدم الكشف عن أي معلومات متعلقة بفرد معين. ستكون المعلومات المنشورة في التقرير النهائي للجنة الأممية متعلقة بالبيانات التي تم جمعها في إطار هذه الدراسة.

Again, we are very grateful for your willingness to help us as we conduct this study. If you are comfortable with this approach, I am planning to ask you about 20questions, a few of which entail follow-up questions. But before we proceed, do you have any questions for us?

نحن نتعجب منكم جميعاً على املاكم لمعرفة اجراء هذه الدراسة، إذا كان ممكناً. هل لديك أي اسئلة اضافية حول المنهج؟

Questions

الاسئلة

- Are you aware of the CEP program and its activities in your community? [Prompts describing the different CEP grants/ activities implemented in the specific community]

1. هل لديك فكرة عن بناء مجتمع مشاركة متماسكة؟ اطأطاف المجتمع؟ اطأطاف المجتمع؟ اطأطاف المجتمع؟ اطأطاف المجتمع؟ اطأطاف المجتمع؟

- Have you participated in these activities? If yes please describe your involvement.

2. هل شاركت في أي من مشاريع الـCEP؟ (إذا نعم، الرجاء إلقاء الضوء على مشاريعكم.)

- Which types of interventions do you feel were most effective for addressing community level needs or tensions/stressors?

3. حسبيكم، ما هي فعاليات البرامج والمشاريع التي يشعرون بها مشاركون ذوي الأصول العالية في المجتمع؟

- Youth additional question – Do you feel that CEP projects are responding to youth needs in your community?

4. حسبيكم، هل تشعرون بأن مشاريعكم تلبي احتياجات الشباب؟

- Female additional question – Do you feel that CEP projects have responded to Women's needs in your community?

5. سؤال موجة لباقي الأسئلة – هل شعرت أن مشاريعكم تلبي احتياجات المرأة؟

- Did the program increase the municipality/government responsiveness to community needs? If yes how?

6. هل قام البرنامج بتحقيق تحسينات في تجاوب الحكومة والبلديات تجاه احتياجات المجتمع؟

7. Did the program increase the municipality/government capacity to provide services? If yes, how?
 7. هل قام البرنامج بزيادة القدرة على تقديم خدمات في حالات الطوارئ؟
8. Did the CEP program help strengthen the relationship with local government entities and civil society? If yes, how? If no, why not?
 8. هل يساعد البرنامج في تقوية العلاقات مع الهيئات الحكومية والمجتمع المدني في حال الطوارئ؟
9. Has the program contributed to the creation of sustainable mechanisms for community engagement in local governance? If yes, what are they?
 9. هل ساهم البرنامج في إنشاء مechanisms مستدامة لمشاركة المجتمع في إدارة محلية؟
10. Are you aware of the LCDP produced by the CETs? (If yes, continue to question 12, if no proceed to question 13)
 10. هل لديك معلومات عن خطة LCDP التي تم إنتاجها من قبل المجموعات المجتمعية؟
11. Are they considered as legitimate representations of your community? b) Do they accurately represent the needs of your community? c) Do they present appropriate responses to these needs?
 11. هل تمثل هذه المجموعات احتياجات مجتمعك؟
12. Did the program inadvertently undermine local authority, informal tribal and leadership structures in the community and/or already existing mitigation practices?
 12. هل تم تدمير الهيئات المحلية غير الرسمية والstructures القبلية أو المعاشرة في المجتمع؟ إذا كان الإجابة نعم، لماذا؟
13. In your opinion, what are the program's strength and challenges?
 13. في رأيك، ما هي نقاط القوة والضعف في البرنامج؟
14. In your opinion, do you think the CETs are the best local structure to represent the community and design programming to address its needs? Why or why not?
 14. في رأيك، هل تعتقد أن CETs هي أفضل هيكل تمثيل للمجتمع؟
15. Should these CETs be sustained beyond the life of this program? If so, how should it be done?
 15. هل يجب دعم هذه CETs خارج إطار هذا البرنامج؟
16. Are you familiar with the details of the new decentralization plan? If so, how should your community best use this plan to connect with Municipal Councils and local government for effective bottom up planning? Do you think that CETs or civil society in general can play a role in channeling community needs through this new structure?
 16. هل تعرف بالتفاصيل الجديدة لل-Decentralization؟

16. هل أنت على علم بتأثيرات خطة الامرائي ؟ إذا كنت كذلك ، لعنة في غيابك مخيم عك انتي عامل مع هذه الظروف واصول مع المجلس البلدي فوالحكوم لم يلهمش اركفي عاليه ؟ هل تعتقد أن فرق التطوير لم يتمتعي أو لم يتمتع لمن يشكل عاجيكم أن ظبي عب دور في التغيير من خلال مذكرة انت لجعيده؟

17. Do you think that stressors have increased or decreased in the community over the last 2-4 years? Please explain.

17. هل تعتقد أن حدوث غوطات للتغيرات قد ازدادت أو قصصي المجتمع خلال سنوات 2-4 الأخيرة؟

18. Do you think that trust in government has improved over the last 2-4 years? Please explain.

18. هل تعتقد أن الثقة في حكومة قد تحسنت خلال سنوات 2-4 الأخيرة؟ يرجى التوضيح

19. If you were to recommend changes to the program, what would you propose?

19. ما هي توصياتك للبرنامج؟

20. Is there anything else you'd like to share beyond what we've asked?

20. هل هناك أي شيء آخر تود معرفته؟

ANNEX X: GENERAL POPULATION SURVEY INSTRUMENT

General Population Survey

Survey Administration Details:

- I. Interviewer Name: _____
- II. Interviewer Code: _____
- III. Governorate: _____
- IV. District: _____
- V. Municipality/Community: _____
- VI. City/Town/Village: _____

Introduction:

Good Morning / Good Evening,

My name is _____. I work for Mindset, an independent organization that specializes in field studies and data collection. On behalf of USAID, we are currently conducting a public opinion poll with households in your community and I would appreciate your time to answer some questions. The survey questions focus on gauging your opinion regarding the overall situation in your community.

I assure you that all the information we gather will be treated with the utmost confidentiality and that none of your personal information will be revealed. The findings from the survey will be reported in aggregate and not at the individual level.

The survey will take around 30 minutes of your time. Do you have any questions at this time?

Household List:

How many people reside within this household (including yourself and including all members of all ages)?

[-----]

LIST THE AGE, SEX, EDUCATION AND EMPLOYMENT STATUS OF THE ADULTS (18 YEARS OR OLDER) IN THE HOUSEHOLD IN THE BELOW TABLE, STARTING WITH THE YOUNGEST TO THE OLDEST. I would like to ask you about your family members (male and female) that live in this household, and who are 18 years of age or older. FILL THE BELOW TABLE IN ASCENDING ORDER IN TERMS OF AGE.

Family member #	First name	Age	Gender	Education	Employment Status	Type of house
1.	[---]	[---]	A. Male	A. No formal education	A. Unemployed and looking for a job	A. Owned Apartment
2.			B. Female	B. Cannot read and write	B. Unemployed	B. Rented apartment
3.				C. No formal education and can read and write	C. Not looking for a job	C. Owned Detached house/ Villa
4.				D. Elementary	D. Self employed	D. Rented Detached house/ Villa
5.				E. Primary / Basic	E. Student	
6.						
7.						
8.						
9.						
10.						

- | | | | |
|-----|-------------------|----------------|----------|
| 11. | F. Secondary | E. Employed in | E. Tent/ |
| 12. | G. Diploma | private sector | Caravan |
| 13. | H. B.A/s | F. Employed in | |
| 14. | I. Higher degrees | public sector | |
| | | G. Employed in | |
| | | non for profit | |
| | | sector | |
| | | H. Retired | |

KISH GRID: TO RANDOMLY SELECT THE RESPONDENT AT THE HOUSEHOLD LEVEL

Instructions for using Kish Grid:

1. The first household where you do an interview is household 1, the second is household 2, and so on, up to household 8 - the last in the cluster.
2. Look up the column for the household number, and the row for the number of eligible people by referring to the household list. The number in the cell where the column and row meet is the person to interview. For example, if household 2 has 3 adults, interview the 2nd youngest (shown in bold type). If that person is not there when you call, arrange to come back later.

Eligible people	Household							
	1	2	3	4	5	6	7	8
1	1	1	1	1	1	1	1	1
2	1	2	1	2	1	2	1	2
3	1	2	3	1	2	3	1	2
4	1	2	3	4	1	2	3	4
5	1	2	3	4	5	3	4	5
6	1	2	3	4	5	6	3	6
7	1	2	3	4	5	6	7	4
8	1	2	3	4	5	6	7	8
9	1	2	3	4	5	6	7	8
10 or more	1	2	3	4	5	6	7	8

- Sex of Respondent
 - Male
 - Female
- Nationality of respondent
 - Jordanian (Show Q21, Q33, Q34, Q35, Q36)
 - Iraqi (Show Q32 and D&E of Q21)
 - Syrian (Show Q32 and D&E of Q21)
 - Egyptian (Show D&E of Q21)
 - Other, Specify----- (Won't be shown Q21, Q32, Q33, Q34, Q35, Q36)

Survey Questions

1. When it comes to Jordan, over the last six months, are things moving in the right direction or the wrong direction?
 - A. Right Direction, why do you say that, what improved:

 - B. Wrong Direction, why do you say that, what worsened:

 - C. Don't Know (**DO NOT READ**)
2. When it comes to your area, over the last six months or since you started living in this area, are things moving in the right direction or the wrong direction?
 - A. Right Direction, why do you say that, what improved:

 - B. Wrong Direction, why do you say that, what worsened:

 - C. Don't Know (**DO NOT READ**)
3. When it comes to the situation of your household, over the last six months, has your situation improved, worsened or remained the same?
 - A. Improved, why do you say that, what improved:

 - B. Worsened, why do you say that, what worsened:

 - C. Remained the same
 - D. Don't Know (**DO NOT READ**)
4. In your opinion, other than poverty and lack of employment what is the most important problem facing your community/area? (OPEN ENDED – DO NOT READ THE PRECODES – ONE RESPONSE ONLY)
 - A. Security (e.g. increase in crime and/or violence)
 - B. Food security
 - C. Water security
 - D. Overcrowded and ill-equipped schools
 - E. Lack of affordable housing
 - F. Lack of or low quality healthcare
 - G. Poor Municipal services (sewage, garbage pick up, lighting, roads, etc.)
 - H. Lack of safe recreational facilities/ spaces to socialize for men, women, and children
 - I. Discrimination against Syrian refugees or other minorities and vulnerable groups
 - J. Discrimination against women
 - K. Lack of services for people with disabilities
 - L. Radicalization of disengaged youth
 - M. OTHER (SPECIFY): _____
5. In your opinion, can the community solve this problem on its own without governmental help?
 - A. Yes, How: _____
 - B. No, Why Not: _____
 - C. Don't Know (**DO NOT READ**)
6. What is the most important problem facing your household? (OPEN ENDED – DO NOT READ)

- A. Security (e.g. increase in crime and/or violence)
- B. Food security
- C. Water security
- D. Poverty/ lack of jobs and sources of income
- E. Poor quality of education / Overcrowded and ill-equipped schools
- F. Lack of affordable housing
- G. Lack of or low quality healthcare
- H. Poor Municipal services (sewage, garbage pick up, lighting, roads, etc.)
- I. Lack of safe recreational facilities/ spaces to socialize for men, women, and children
- J. Discrimination against Syrian refugees or other minorities and vulnerable groups
- K. Discrimination against women
- L. Lack of services for people with disabilities
- M. Radicalization of disengaged youth
- N. OTHER (SPECIFY): _____

7. Can your household solve this problem on their own?
 - A. Yes, How: _____
 - B. No, Why Not: _____
 - C. Don't Know (DO NOT READ)
8. Can your household solve this problem with support from the community and without governmental intervention?
 - A. Yes, How: _____
 - B. No, Why Not: _____
 - C. Don't Know (DO NOT READ)
9. Has the overall security situation in your community improved, worsened or remained the same?
 - A. Improved, How: _____
 - B. Worsened, How: _____
 - C. Remained the same
 - D. Don't Know (DO NOT READ)
10. Do you sometimes face conflicts/ discords within your community- even if you are not a part of the conflict?
 - A. Yes
 - B. No (SKIP TO Q.18)
 - C. Don't Know (DO NOT READ) (SKIP TO Q.18)
11. What is the primary conflict/discord within your community/ between which parties do those conflicts/ discords occur primarily? (OPEN ENDED – DO NOT READ – ONE RESPONSE ONLY)
 - A. Between tribal/ethnic groups
 - B. Between individuals
 - C. Between citizens and government
 - D. Between citizens and municipality
 - E. Between citizens and law enforcement
 - F. Other (SPECIFY): _____
12. In your opinion, what is the primary cause of this conflict/discord? (OPEN ENDED – RECORD VERBATIM)

-
-
13. Are there existing mechanisms/processes, (whether at the individual level, collective level or institutions), in your community to resolve this discord/conflict?
- Yes
 - No (SKIP TO Q.15)
 - Don't Know (DO NOT READ) (SKIP TO Q.15)
14. Among the existing mechanism/processes to resolve conflict, which one is most effective in your opinion, and why? (RECORD VERBATIM RESPONSE)
- A. _____
- B. No effective mechanism (DO NOT READ)
15. For resolution of conflicts/discords, whom do you primarily resort to within your community? (OPEN ENDED – DO NOT READ)
- Elders or family members
 - Distinguished members of the community
 - Tribal leaders
 - Religious leaders
 - Mayor or municipal representatives
 - Police
 - District Administrative Officers
 - Local Government: Governor or governorate level official
 - Other: _____
 - Don't know (DO NOT READ)
16. In your opinion how effective is this mechanism (MENTIONED IN THE PREVIOUS QUESTION) for resolution of conflicts/discords?
- Very effective
 - Somewhat effective
 - Somewhat ineffective
 - Very ineffective
 - Don't Know (DO NOT READ)
17. How often are the people in your community able to solve problems within the community? Is it always, often, sometimes, rarely, or never?
- Always
 - Very Often
 - Sometimes
 - Rarely
 - Never
 - Don't know (DON'T READ)
18. Over the last year, has your level of trust with other people living in your community increased, decreased or remained the same?
- Increased, Why: _____
 - Decreased, Why: _____
 - Remained the Same
 - Don't Know (DO NOT READ)

19. Do you feel that you have a say in the decisions that affect your life?

- A. Always
- B. Very Often
- C. Sometimes
- D. Rarely
- E. Never
- F. Don't know (DON'T READ)

20. To what degree do you trust the following institutions/organizations to make decisions that will affect your life in a positive way?

Key decision-making institutions, organizations, or actors	Trust to a large degree	Trust to a moderate degree	Neutral neither trust or mistrust	Trust to a small degree	Don't trust at all	Don't know (DO NOT READ)
A. Central government/ The government in Amman						
B. Parliamentary representatives						
C. Governor						
D. Ministry Directorates at the governorate level, e.g., MOE, MOH, etc. (Local Government)						
E. Mayor						
F. Municipal council representatives						
G. Police						
H. Tribal leaders						
I. Religious leaders						
J. International NGOs						
K. Local NGOs						

21. When it comes to participation in the different formal elections and informal decision-making processes, do you: actively participate, sometimes participate, or never participate?

Formal and informal engagement Processes	Actively participate	Sometimes participate	Never participate	Don't know
A. Parliamentary Elections				
B. Informal Tribal Elections				
C. Municipal Elections				
D. Town halls and public meetings with municipality/government				
E. Community members working together to prioritize problems and find solutions				

22. When it comes to the responsiveness to your community needs, what is the level of responsiveness of the following institutions, very responsive, moderately responsive, or not responsive?

Key decision-making institutions, organizations, or actors	Very responsive	Moderately responsive	Not Responsive	Don't know (DO NOT READ)
A. Central government				
B. Parliament members				
C. Governor				
D. Health and Education Directorates or other directorates at the governorate level				
E. Mayor				
F. Municipal council representatives				
G. Police				
H. Tribal leaders				
I. Religious leaders				
J. International NGOs				
K. Local NGOs				
L. Private Sector (Businesses in your area)				
M. Utility Companies that provide water and electricity				
N. Media				

23. How would you characterize the relationship between your community and the Governor's office?

- A. Very Good
- B. Good
- C. Bad (SKIP TO Q.25)
- D. Very Bad (SKIP TO Q.25)
- E. No Relationship (SKIP TO Q.25)
- F. Don't Know (DO NOT READ) (SKIP TO Q.25)

24. Why do you say that, what accounts for this relationship being good? (OPEN ENDED)

25. How can this relationship be improved/ be even better? (OPEN ENDED)

26. How would you characterize the relationship between your community and the mayor or municipal representatives?

- A. Very Good
- B. Good
- C. Bad (SKIP TO Q.28)
- D. Very Bad (SKIP TO Q.28)
- E. Don't Know (DO NOT READ) (SKIP TO Q.28)

27. Why do you say that, what accounts for this relationship being good? (OPEN ENDED)

28. How can this relationship be improved/ be even better? (OPEN ENDED)

29. In your opinion, what is the most effective mechanism/approach to ensuring that the government is responsive to your community needs? (OPEN ENDED)

30. How do you hold your mayor accountable?

31. In addition to projects that focus on poverty and unemployment, what are some other kinds of projects that can address the problems faced by your community, whether funded by the government or international donors? (OPEN ENDED – DO NOT READ)

32. Is your family receiving humanitarian assistance?

- A. Yes
- B. No
- C. Not Sure / Don't Know (DO NOT READ)

33. Does your community host any Syrians?

- A. Yes
- B. No
- C. Not sure

34. Did you host any Syrians in your home?

- A. Yes
- B. No

35. Did you extend any other help to Syrians during the last six months?

- A. Yes
- B. No

36. Since the onset of the Syrian Crisis, as Syrians have come to Jordan to seek refuge, has this affected the following in your community:

	Yes, it has affected my community in a positive way	Yes, it has affected my community in a negative way	No, it has not affected my community in any way	Don't Know (DO NOT READ)
A. Job Security				
B. Quality of Medical Treatment				
C. Access to Medical Treatment				
D. Quality of Education				
E. Your family and neighborhood security				
F. Access to affordable housing				
G. Access and availability of water				
H. Municipal waste services				
I. Culture, norms and values				

37. In your opinion, are the perspectives of the entire community, including men, women, youth and minorities adequately captured in the decisions affecting your community?

- A. Yes
- B. No. If no, why do you say that, and why is this the case?

C. Don't Know

38. Are you aware of any trainings and/or activities in your area that focus on community engagement, community organizing or conflict mitigation?

- A. Yes
- B. No (SKIP TO Q.40)
- C. Don't Know (DO NOT READ) (SKIP TO Q.40)

39. How effective are such trainings and/or activities in your opinion?

- A. Very effective
- B. Somewhat effective
- C. Somewhat ineffective
- D. Very ineffective
- E. Don't Know

40. Are you aware of any activities that focus on building awareness and capacity of the people living in your area?

- A. Yes
- B. No (SKIP TO Q.42)
- C. Don't Know (SKIP TO Q.42)

41. How effective are such trainings and/or activities in your opinion?

- A. Very effective
- B. Somewhat effective
- C. Somewhat ineffective
- D. Very ineffective
- E. Don't Know

42. Over the last two years, can you think of any successful projects in your community, whether implemented by the government or non-government organizations?

- A. Yes (SPECIFY NAME AND/OR TYPES OF PROJECT)

- B. No (SKIP TO Q.44)
- C. Don't Know (DO NOT READ) (SKIP TO Q.44)

43. Why were they successful in your opinion? (RECORD VERBATIM)

- A. _____
- B. Don't Know (DO NOT READ)

DEMOGRAPHICS:

44. Respondent Marital Status

- A. Single
- B. Married
- C. Widowed
- D. Divorced
- E. Separated

45. Respondent Age

- A. _____
- B. Don't Know (DO NOT READ)

46. Respondent Education Level

- A. No Education
- B. Elementary
- C. Primary / Basic
- D. Vocational
- E. Secondary
- F. Diploma
- G. B.A
- H. H. Degrees

47. Respondent Employment Status

- A. Unemployed and looking for a job
- B. Unemployed and not looking for a job
- C. Self employed
- D. Student
- E. Employed in private sector
- F. Employed in public sector
- G. Employed in non for profit sector
- H. Retired

48. What are the average overall monthly expenses for your household?

- A. Specify: _____ (Post Code)
- B. Don't Know (DO NOT READ)

49. What is the monthly income of your household from all sources?

- A. Less than 200 JOD a month
- B. Between 201 and 350 JOD a month
- C. Between 351 and 500 JOD a month
- D. Between 501 and 750 JOD a month
- E. Between 751 and 900 JOD a month
- F. Between 901 and 1200 JOD a month
- G. Between 1201 and 1500 JOD a month
- H. Between 1501 and 2000 JOD a month
- I. Over 2000 JOD a month
- J. Refused to answer/ Do not know

50. How many families share this accommodation?

- A. One
- B. Two
- C. Three
- D. More than three

51. How long have you been living in this community? In year.

- A. _____

52. What is your primary source for finding out what is happening in your community?

- A. _____
- B. None
- C. Don't Know (DO NOT READ)

We have completed our survey, please let us know if there is anything else that you would like to share with us and/or if you have any questions for me:

THANK YOU FOR YOUR TIME

اس تبی ان لرأی لع ام الهر 2

تفاصیل الاسبی ان الاریة:

1. رقم الاستماره: _____
2. اسم ورمز مجري المقاله: _____
3. اسم و رمزالشرف: _____
4. المخطوطة: _____
5. الحیاللیۃ: _____
6. لمینکللہ/القیریۃ: _____
7. رقبہبلوک: _____

مقدمة:

صاحب آخر / من اءالآخر،

اسمي _____، ولد اعمل لدى هيئه، وهي مؤسسة مهنية متخصصة في الدراسات للهيئات وجمع المعلومات.
بالمقيدة عن USAID، نحن نقوم بتحليل انتطاع رأي العاملين في المجتمع، أرجو أنكم الجدة على بعض ألسنتكم.
حيث تتمحور أقوالنا حول استطاع آرائهم بموضوع الوضاعي مخيم نعم.

وأوكليكم بأن العمل وما تلقى من قوام جماعه وفتى اهل سرى قاتم، ولن يتم الكشف عن أي معلومات ملائمه الشخصية. وسوف يتم اعد المقابلة في بيتكم في اتجاه الستي ان الحج الى قولي سافري.

يحتاج الى اقتراح ٣٠ دقيقة من وقتكم. هل لديك أي شفاسارات؟

تفضلي لائحة:

كم عدد فئران الاسر فوق سن 18 بمن فيهم ائل؟

يرجى ذكر الاعمر، ال الجنس، ال درجة كل فئي والمسن لفظي للاطلاع (١٨ عاماً أو أكثر) في أسرة لواحد في إل جدول أدناه، من أصل غربي إل عمار الأكبر.

أود أن أضيف سر عن فئران العالق (ذكور وإناث) والفيزيقيون في هذا السن، والطلاع من العمر ١٨ عاماً وأكثر. الرجاء ملئ إل جدول أدناه كالتالي معاذ الله عز وجل عمر.

الاسم	العمر	ذكر / ثثى	التصنيف للاطلاع	لمسمى الوظيفي	نوع الجنس
		ذكر / ثثى	أ. لم يتم تحقيق المعايير المنظامية/ لا يمتلك علائقية وللقراءة	أ. عاطل عن العمل و يبحث عن عمل	أ. شقيق قملوك
		ذكر / ثثى	ب. لم يتم تحقيق المعايير المنظامية/ يمتلك علائقية للقراءة	ب. عاطل عن العمل ولا يبحث عن عمل	ب. شقيق ذايجار
		ذكر / ثثى	ج. بلطجياتي	ج. صاحب عمل	ج. فنزيل إسلام
		ذكر / ثثى	د. بلطجياتي أنس اسيوي	د. طالب	د. فنزيل إسلامي جار
		ذكر / ثثى	هـ. موظف في قطاع خاص	هـ. موظف في قطاع عام	هـ. خصم إلفان
		ذكر / ثثى	وـ. موظف في قطاع عام	وـ. موظف في قطاع عام	
		ذكر / ثثى	زـ. موظف في هيئة دولية	زـ. موظف في هيئة دولية	
		ذكر / ثثى	حـ. حبك الورديوس	حـ. بشعات على	حـ. بشعات عاد
1		ذكر / ثثى			
2		ذكر / ثثى			
3		ذكر / ثثى			
4		ذكر / ثثى			
5		ذكر / ثثى			
6		ذكر / ثثى			
7		ذكر / ثثى			
8		ذكر / ثثى			
9		ذكر / ثثى			
10		ذكر / ثثى			

جدول KISH: لخقوله سلسلي تجبي غوي مسوتوى الأسر فشكلا عش وظيفي
تابعى ما شست خدام جدول :KISH

1. تكون أول أسرة قسم عمل مقابلة معها هي أسرة رقم 1، والثانية هي أسرة رقم 2، ونفذا، أول غلية لسرة رقم 8. وهي أول خبرة في المجموعة.
2. ابحث عن رقم السرة عاًموبيا، وعدد أشخاص المؤهلين في الأسرة التي احوال رجوع لها في قطمة آل سرة يكون الشخص الذي يجيء بانتميته هو لرقم الذي يظهر في الخلاصة بعد تقاطع العاًموبي واتفاقى. مثال: اذا كانت السرة رقم 2 لبيها 3 أشخاص بلا خرين فان المقابلة تتم معهم أياً صغر أشخاص يجيء بخط غامق. اذا كان هناك شخص غير متوفر بعد لالصال، يتم التبديل لآخر.

												الأسرة	أشخاص لم يؤهلوا
10	9	8	7	6	5	4	3	2	1				
1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	1	2	1	2	1	2	1	2	1	2	1	2	2
1	3	2	1	3	2	1	3	2	1	3	1	3	3
2	1	4	3	2	1	4	3	2	1	4	1	4	4
5	4	3	2	1	5	4	3	2	1	5	1	5	5
4	3	2	1	6	5	4	3	2	1	6	1	6	6
3	2	1	7	6	5	4	3	2	1	7	1	7	7
2	1	8	7	6	5	4	3	2	1	8	1	8	8
1	9	8	7	6	5	4	3	2	1	9	1	9	9
10	9	8	7	6	5	4	3	2	1	أو كثير			10

- جنس العائد حسب
 - ذكر
 - أنثى

- خصيّة العائد حسب
 - أ. أرمني) اظطر اسئلة رقم 21، 32، 33، 34، 35()
 - ب. سوري) اظطر اسئلة رقم 21، 32، 33، 34، 35()
 - ج. عرقي) اظطر اسئلة رقم 21، 32، 33، 34، 35()
 - د. هنري) لات اظطر اسئلة رقم 21، 32، 33، 34، 35()
 - هـ. أخرى غير مدرج على تجبي

أسئلة الاستفهام

1. عدم ابتعاد الأمر إلى الردن ، خلال لستة أشهر مالم أصفي أو في بدايات لاجع شفي الردن ، هل تسير ألمورفي الاتجاه الصريح أم لا؟
أ. الاتجاه الصريح ، لم ينقول هذا ، ما الذي يتحقق من _____
ب. الاتجاه الصريح ، لم ينقول هذا ، ما الذي ازداد سوءاً _____
ج. لا يعلم (لائقاً)

2. عدم ابتعاد الأمر من طبقك ، خلال لستة أشهر مالم أصفي أو في بدايات لاجع شفي الردن ، هل تسير الأمور في الاتجاه الصريح أم لا؟
أ. الاتجاه الصريح ، لم ينقول هذا ، ما الذي يتحقق من _____
ب. الاتجاه الصريح ، لم ينقول هذا ، ما الذي ازداد سوءاً _____
ج. لا يعلم (لائقاً)

3. عدم ابتعاد الأمر بوضاعسك ، خلال لستة أشهر مالم أصفي ، هل تحسن نواعك ، ازداد سوءاً أو يقييكما هو؟
أ. يتحقق من ، لم ينقول هذا ، ما الذي يتحقق من _____
ب. ازداد سوءاً ، لم ينقول هذا ، ما الذي ازداد سوءاً _____
ج. يقييكما هو
د. لا يعلم (لائقاً)

4. برأيك ، عدا عن ظلقيرو البطالة ما هي أمهات المنشآت التي يتواجد م المجتمع به من طبقك؟ (غير محدد الصلة - لائقاً)
الرموز المخفية مهيبة - اتجاه واحد فقط
أ. الامن
ب. تأمين الغذاء
ج. تأمين الماء
د. الافتراضية جا هي ذات مدارس
ه. نصفية متفرقة مسكنها أسعار مرتفعة
و. عدم تغير أو تغيير نوعي ذات رغبة الصريح
ز. سوء لخدمات التعليمية (م杰اري ، جمع القمام ، الكهرباء ، لطرق ، الخ ...)
ح. نصفية المفلك التفعيلية الآمنة / مرفق لتعرف الاتصالات للرجال ، النساء أول الأطفال
ط. التهيز ضد الاحيائين أو الاتيارات الأخرى والمجتمعات الضيقية
ي. التهيز ضد المرأة
ك. نصفية لخدمات الأشخاص ذوي الهمم ايجاد لشخص
ل. تطرف لشواب لفزع و غير لشوارك
م. أخرى (حدد): _____

5. رأيك ، هل من الممكن أن يقوم المجتمع بحل هذه المشكلة وحده؟
أ. نعم ، أليف: _____
ب. لا ، لم لا: _____
د. لا يعلم التقريراً
ج. لا يمكن طبق

6. ما هي أمهات التي تتواجد بحسبك؟ (غير محدد - لائقاً)
أ. الامن
ب. تأمين الغذاء
ج. تأمين الماء
د. الافتراضية جا هي ذات مدارس
ه. نصفية متفرقة مسكنها أسعار مرتفعة
و. عدم تغير أو تغيير نوعي ذات رغبة الصريح
ز. سوء لخدمات التعليمية (م杰اري ، جمع القمام ، الكهرباء ، لطرق ، الخ ...)
ح. نصفية المفلك التفعيلية الآمنة / مرفق لتعرف الاتصالات للرجال ، النساء أول الأطفال
ط. التهيز ضد الاحيائين أو الاتيارات الأخرى والمجتمعات الضيقية

ي. انه يزيد في صرامة ضد المرأة
ك. نقص صفتى للخدمات لشخص ذنو الـ ايجات لشخص
ل. الفرعون و غيره لا مشارك
م. أخرى (حدد): _____

7. هل تستطيع مرتلك حل مذلل مشكل قفسه؟
أ. نعم، أتفيد: _____
ب. لا، لم لا: _____
ج. لا أعلم (لا أقدر) _____
د. لا أعلم (لا أقدر) _____

8. هل تستطيع مرتلك حل مذلل مشكل بقى ماسعدة المجمع وبدوره تدخل لاحكمه؟
أ. نعم، أتفيد: _____
ب. لا، لم لا: _____
ج. لا أعلم (لا أقدر) _____
د. لا أعلم (لا أقدر) _____

9. هل تحسن الوضع الأفقي بكل عافي متحملاً لك، ازداد سوءاً لم يقيكم ما هو؟
أ. تحسن، أتفيد: _____
ب. ازداد سوءاً، أتفيد: _____
ج. يقيكم ما هو _____
د. لا أعلم (لا أقدر) _____

10. مليح دث أحيل ان زاعات / خلافات ضمن متحملاً لك؟
أ. نعم _____
ب. لا (بـ**العقل العالى والرقم 18**) _____
ج. لا أعلم التقرار (بـ**العقل العالى والرقم 18**) _____

11. ما هو النزاع الغلسي بين الأشخاص من متحملاً لك؟ (غير محدد - لا يقدر - إجدة واحدق طر)
أ. عشتوري _____
ب. شخصي _____
ج. بين ال مواطنين والحكومة _____
د. بين ال مواطنين والطليعة _____
ه. بين ال مواطنين ولقوة الامانة _____
و. أخرى (حدد): _____

12 ببرئتك، ما هو النزاع الذي يليل هذه النزاعات / الخلافات؟ (غير محدد - سجل حفوي) _____

13. مليح دلائمة / هاج هباء على ملوكه توى الشخصي، أو جماعي أو هوى سات (في متحملاً لك حل هذه النزاعات /
خلافات وبدوره تدخل لاحكمه؟
أ. نعم _____
ب. لا (بـ**العقل العالى والرقم 15**) _____
ج. لا أعلم التقرار (بـ**العقل العالى والرقم 15**) _____

14. من بين الآليات / التي هي جملة النزاعات / ما هي ببرئتك الأكرف دلائمة؟ (ولم اذا؟) سجل إلى إجدة حفوي)
أ. لا يوجد دلائمه فعالة التقرار _____
ب. لا يوجد دلائمه فعالة التقرار _____

- 15 في حل النزاعات / الخلافات، لم يتطل جطي متحملاً لك؟ (غير محدد - لا يقدر)
أ. لبارالسن أو فلورادالعاليه _____
ب. وجهاً متحملاً _____
ج. شبيوه العشتر _____
د. رجال الدين _____

٥. رئيس البلدية أو ممثلي المجلس البلدي
و. الشرطة
ز. موظفي لجان اتفاق الادهين نهل لله صرف
ح. الحكومة المختلطة أو موظفي المختلطة
ط. أخرى
ي. لا أعلم (لتقرأ)

١٦. برأيك، ما مدفوعات حل النزاعات (الخلافات) المذكورة في السؤال سريلق؟

- أ. فعال جدا
- ب. فعال إلى حد ما
- ج. غير فعال إلى حد ما
- د. غير فعال تماما
- هـ. لا أعلم (لتقرأ)

١٧. لكم عادي سطيع الأشخاصي متحملاً حلل مشاكل التي تحدث في مجتمعك؟ هل هي غالباً، أحياناً، نادراً أمبداً؟

- أ. ظئماً
- ب. غالباً
- ج. أحياناً
- د. نادراً
- هـ. بلبداً
- و. لا أعلم (لتقرأ)

١٨. خلال سننكم الماضية، هل ازدادت تناقض الأشخاص الآخرين في مجتمعكم، أم قلت لهمياتكم هي؟

- أ. زادت، لم إذا
- ب. قلت، لم إذا:
- ج. تغيرت كما هي
- د. لا أعلم (لتقرأ)

١٩. هل شعرت أن لديك رأيف بالقرارات المجتمعية التي يتشرف بي حيث لك؟

- ظئماً
- غالباً
- أحياناً
- نادراً
- بلبداً
- لا أعلم (لتقرأ)

٢٠. إلى أي درجة تتفق المواقف / وللنظمات التي ينتمي إليها في مواقفها تجاه المجتمع؟

هـ. منظمات صناعية لقرار الرفع، هيئات، هيئات أو ممثلين	أثقل بدرجات كبيرة أثقل معتمدة	أثقل بدرجات معتدلة	أثقل بدرجات قليلة	لأنه أبداً	لا أعلم (لتقرأ)
أ. الحكومة المراكبية					
ب. ممثلوا البرلمان (نواب، أعيان)					
ج. المختار					

هنسنات صناع لقرار لفيفين، منظمات أو مهني	أثق بدرج فسيارة معتمدة	أثق بدرج فسيارة بدرجة اشق	مجد أشق أو لا أثق بدرج فسيارة	أشق أبدا	لا أعلم (لتقرأ)
د. نهضوي الوزارات على مستوى المخطط، نهل رؤساء لممارات نهضوي التنمية والتعاون و لصحة					
ه. هيسنلي					
و. نهضوي المحس طلبي					
زيلشرطة					
حشى ونهضوي عشطر					
ط. رجال لجين					
ك. المنظمات للهندر حكوي دولية () ليفسيف، النوروا ()					
ل. المنظمات للهندر حكوي لمحلية () الجمعيات و هيئات المجتمع المدني ()					

21. عدم ابعاد الأموال المشاركة الـلتـخـلاتـ الوـسـيـة وـغـيرـ الوـسـيـةـ الـتـخـفـفـ فـيـ عـلـيـهـ قـدـخـ الـقـرـارـاتـ، مـلـيـشـاـرـكـ بـنـشـ اـطـفـشـاـرـكـ أـجـمـلـاـ، لـشـاـرـكـ بـلـدـقـطـ للـثـيـيـنـ

لا أعلم	لا شارك بلدا	أشارك أجيالا	أشارك ناشط	عنيفة لمشاركة قراسمية بغيل راسمية
				أ. الـلتـخـلاتـ الـنـهـيـيـةـ
				ب. الـلتـخـلاتـ عـشـطـيـةـ غـيرـ الـرـسـيـةـ
				ج. الـلتـخـلاتـ طـلـبـيـةـ
				د. الـخـمـاعـاتـ لـلـعـامـةـ مـعـ الـلـلـبـيـةـ أـوـ لـاحـكـومـةـ
				ر. فـلـرـادـ الـمـخـتمـ الـفـينـ يعـملـونـ سـهـيـاـ لـتـحـوـيدـ طـلـبـيـانـشـكـلـ طـيـجـادـ حـلـلـوـلـ

22. عدم ابعاد الأموال ستـجـبةـ لـاـنـيـاـجـاتـ مـيـخـمـعـكـ، ماـ هـيـ درـجـةـ اـسـتـجـبـةـ لـفـهـسـاتـ الـلـاـيـيـةـ؟ـ اـسـتـجـبـةـ عـلـيـيـةـ،ـ اـسـتـجـبـةـ عـاـيـيـةـ،ـ لـاـيـوـجـلـسـتـجـبـةـ)

لا أعلم التـقـرأـ	لا يـوـجـلـسـتـجـبـةـ	سـتـجـبـةـ عـاـيـيـةـ	سـتـجـبـةـ ثـقـائـيـةـ	هـسـسـاتـصـنـاعـ لـقـرـارـ رـلـقـيـيـيـنـ،ـ مـنـظـمـاتـ أوـ مـمـثـلـيـ
				أـلـحـكـومـةـ الـمـرـكـبـيـةـ
				بـ.ـ نـهـلـوـلـ الـلـدـلـمـانـ
				جـ.ـ الـمـخـلـظـ
				دـ.ـ مـهـيـريـاتـ الـرـعـلـيـةـ الـصـحـيـةـ وـالـعـلـيـمـ أوـ وزـارـاتـ أـخـرـىـ عـلـىـ الـمـسـتـوـىـ لـاـحـكـومـيـ
				رـ.ـ هـيـسـ الـلـلـهـيـةـ
				وـ.ـ نـهـلـيـ الـمـخـسـ الـلـلـلـهـيـ

لا أعلم التقرأ (أ)	لاريوجلس تجربة	ستجربة عادي	ستجربة غيادي	هؤلئك يبيه، منظمات أو ممثلي
				زملشرطة
				ح. (شيئس) شيفل عشيرة
				طلقة من رجال فين
				ك. المنظمات الأولى
				ل. لبنيظم اتلهم حانية
				م. القطاع الخاص الحركات، محلات، مشاهير ضخيرة في بنطفك
				ن. المؤسسات للخدماتية (التي تغير الأحياء و الماء)
				هـ. الإعلام

23. أي فيه إمكان أن تصنف لاعاقتيين متحملاً عني مكتب الامثلية؟

- أ. جيدة جداً
- ب. جيدة
- هيئية (القول إلى سؤال رقم 25)
هيئية جداً (القول إلى سؤال رقم 25)
- هـ. لا أعلم التقرأ (القول إلى سؤال رقم 25)

24. برأيك، ما الذي يفسر إمكان مدخل عائقه جيدة؟

25. أي فيه إمكان مدخل عائقه أو تصريح فلضل؟ (غير محدد)

26. أي فيه إمكان أن تصنف لاعاقتيين متحملاً عني أو تمثيلية أو تمثيليات) المجلس البلدي؟

- أ. جيدة جداً
- ب. جيدة
- هيئية (القول إلى سؤال رقم 28)
هيئية جداً (القول إلى سؤال رقم 28)
- هـ. لا أعلم التقرأ (القول إلى سؤال رقم 28)

28. ليـفـيـمـكـنـتـسـيـنـ مـذـلـعـاقـةـ وـ أـقـصـحـفـلـهـضـلـ؟ـ (ـغـيـرـ مـحـدـدـ)

29. بـرـيـك، مـاـ هـيـ أـشـرـ طـفـقـ فـعـالـ قـلـجـ عـالـ حـكـومـةـ الـثـلـيـسـتـ جـبـلـ طـالـبـ مـخـمـعـكـ؟ـ (ـغـيـرـ مـحـدـدـ)

ليـفـيـمـكـنـمـسـهـلـهـتـكـ؟ـ

30. الـضـرـفـ إـلـيـمـشـأـيـعـالـتـيـرـكـزـعـلـيـظـلـقـرـ وـالـطـلـةـ،ـ مـاـ هـوـنـوـعـلـامـشـأـيـعـ،ـسـوـاءـ مـهـولـ مـنـقـلـلـ حـكـومـةـ أوـ مـنـ قـلـمـهـولـيـنـ دـوـلـيـهـيـنـ عـيـمـكـنـعـالـجـلـمـشـأـكـلـالـتـيـتـوـاجـهـ طـيـ مـخـمـعـكـ؟ـ (ـغـيـرـ مـحـدـدـ -ـ لـثـقـرـأـ)

31. مـلـسـنـلـمـ عـالـكـمـسـاـعـدـاتـنـاسـأـيـهـ؟ـ

- أـ.ـ نـعـمـ
- بـ.ـ لـاـ
- جـ.ـ غـيـرـ تـأـكـدـ /ـ لـأـعـلـمـ)ـ لـثـقـرـأـ)

32. مـلـيـسـتـضـيـفـ مـخـمـعـكـسـوـهـيـنـ تـقـقـ طـلـلـهـيـيـنـ

- أـنـعـمـ
- بـ.ـ لـاـ (ـ**لـثـقـلـالـىـسـوـالـرـقـمـ34ـ**)ـ
- جـ.ـ غـيـرـ تـأـكـدـ

33. مـلـتـسـتـضـيـفـسـوـهـيـنـقـيـعـيـكـ تـقـقـ طـلـلـهـيـيـنـ

- أـنـعـمـ
- بـ.ـ لـاـ

34. مـلـقـمـتـعـقـيـمـ أـيـنـوـعـ مـنـالـمـسـاـعـدـاتـلـلـهـوـهـيـنـ خـلـلـلـلـسـتـةـأشـهـرـ الـمـضـيـ تـقـقـ طـلـلـهـيـيـنـ

- أـنـعـمـ
- بـ.ـ لـاـ

35. فـيـبـطـيـةـ الـأـرـمـةـالـسـوـيـةـ،ـ وـ مـجـيـئـالـسـوـهـيـنـ طـلـلـلـجـوـءـ،ـ مـلـثـرـ مـذـاعـلـيـالـيـفـيـيـ مـخـمـعـكـفـقـ طـلـلـهـيـيـنـ

أـ.ـ تـفـرـ وـرـصـالـعـمـلـ	نـعـمـلـقـدـثـرـاـيـجـلـاـعـلـىـ مـخـمـعـيـ	نـعـمـلـقـدـثـرـاـيـجـلـاـعـلـىـ مـخـمـعـيـ	لاـ،ـلـمـيـوـثـرـعـلـىـ مـخـمـعـيـبـأـيـ طـيـقـةـ	لاـ،ـلـمـيـوـثـرـعـلـىـ مـخـمـعـيـبـأـيـ طـيـقـةـ	لاـلـعـلـمـ(ـلـثـقـرـأـ)
بـ.ـ نـوـعـةـ الـرـعـيـةـ الصـحـيـةـ	نـعـمـلـقـدـثـرـاـيـجـلـاـعـلـىـ مـخـمـعـيـ	نـعـمـلـقـدـثـرـاـيـجـلـاـعـلـىـ مـخـمـعـيـ	لاـ،ـلـمـيـوـثـرـعـلـىـ مـخـمـعـيـبـأـيـ طـيـقـةـ	لاـ،ـلـمـيـوـثـرـعـلـىـ مـخـمـعـيـبـأـيـ طـيـقـةـ	لاـلـعـلـمـ(ـلـثـقـرـأـ)
جـ.ـ تـفـرـ الـرـعـيـةـ الصـحـيـةـ	نـعـمـلـقـدـثـرـاـيـجـلـاـعـلـىـ مـخـمـعـيـ	نـعـمـلـقـدـثـرـاـيـجـلـاـعـلـىـ مـخـمـعـيـ	لاـ،ـلـمـيـوـثـرـعـلـىـ مـخـمـعـيـبـأـيـ طـيـقـةـ	لاـ،ـلـمـيـوـثـرـعـلـىـ مـخـمـعـيـبـأـيـ طـيـقـةـ	لاـلـعـلـمـ(ـلـثـقـرـأـ)
دـ.ـ نـوـعـةـ الـتـعـلـيمـ	نـعـمـلـقـدـثـرـاـيـجـلـاـعـلـىـ مـخـمـعـيـ	نـعـمـلـقـدـثـرـاـيـجـلـاـعـلـىـ مـخـمـعـيـ	لاـ،ـلـمـيـوـثـرـعـلـىـ مـخـمـعـيـبـأـيـ طـيـقـةـ	لاـ،ـلـمـيـوـثـرـعـلـىـ مـخـمـعـيـبـأـيـ طـيـقـةـ	لاـلـعـلـمـ(ـلـثـقـرـأـ)

أ. تفر و موظف و مصل عمل	نعملىقدثراي جلاعلى مجتمعى	نعملىقدثراي جلاعلى مجتمعى	لامليوشرعلى مجتمعىبأي طيقه	لامليوشرعلى مجتمعىبأي طيقه
ب. أمان عالتك و ولحي الذى بطقىه	نعملىقدثراي جلاعلى مجتمعى	نعملىقدثراي جلاعلى مجتمعى	لامليوشرعلى مجتمعىبأي طيقه	لامليوشرعلى مجتمعىبأي طيقه
و إلدرة عالى الحصوص عالى لكن بأسعار بيهولة	نعملىقدثراي جلاعلى مجتمعى	نعملىقدثراي جلاعلى مجتمعى	لامليوشرعلى مجتمعىبأي طيقه	لامليوشرعلى مجتمعىبأي طيقه
ز. الوصول للبياه وتتوفر ما	نعملىقدثراي جلاعلى مجتمعى	نعملىقدثراي جلاعلى مجتمعى	لامليوشرعلى مجتمعىبأي طيقه	لامليوشرعلى مجتمعىبأي طيقه
ح. خدمات للطبيه للعلاقه بيزاله الفطيات الصرف الصري	نعملىقدثراي جلاعلى مجتمعى	نعملىقدثراي جلاعلى مجتمعى	لامليوشرعلى مجتمعىبأي طيقه	لامليوشرعلى مجتمعىبأي طيقه
طبائعه قلاليقهم والعادات	نعملىقدثراي جلاعلى مجتمعى	نعملىقدثراي جلاعلى مجتمعى	لامليوشرعلى مجتمعىبأي طيقه	لامليوشرعلى مجتمعىبأي طيقه

36 ببرطيك، هل تستعد اني لاقارات التي يتشرفى مخمعك بتاخد عين العيار وجهاتن ظرالم مخمخيله، من رجال، نساء، شباب قلائيات؟

أن عم
ب. لا، لم اثق قول هذا، ولو ماذا هذا الحال:

ج. لا لعلم

37. هل أنت على علم عن أي دور استبدليه، أون شاطائف يمن طبق لافت عمل على ثرار الالم لمحي وبالهؤسات، تلوقل من حدة النزاعات؟

أن عم
ب. لا **بلقلاليسؤال رقم 40**
ج. لا لعلم التقرار(**بلقلاليسؤال رقم 40**)

38 ببرطيك، ما مدفاهليه نقل هذه الدورات التدريسيه و / أو الشاطفات؟
أفعاله جدا
ب. نوعا هفعاله
ج. نوعا ما غيرفعاله
د. غيرفعاله بلدا
ه. لا لعلم

39. هل أنت على علم عن أي دور استبدليه و / أون شاطائف في فئات ركز على فيادة الوصول الظافر ص القصابي، بحال، دور استبدليه يكركزعلى التدريب الباقي، نشاء عمل جيد أو مهارات اداريه؟

أن عم
ب. لا **بلقلاليسؤال رقم 42**

ج. لا أعرف التقرأ(**مُلْقِلُ الْمَسْؤَلِ رقم 42**)

- 40 برأيك، ما مدى لعنة دور انتدبيه نوش اطات لك هذه؟
أ. فعالة جدا
ب. نوعاً ملئية
ج. نوعاً ما غير فعالة
د. غير فعال قليلاً
هـ. لا أعلم

41. خلال سريان المضيدين، هل تستطيع أن تذكر أي مشاهد عن احتجاج في مطعمك، سواء كانت طبقاً من خلال
الحكومة، أو من خلال هؤلاء الذين غير حكومي؟
أ.نعم (حدالسم وأونواع المشروع أو موللالمشروع)

- بـ. لا (**مُلْقِلُ الْمَسْؤَلِ رقم 42**)
جـ. لا أعلم التقرأ(**مُلْقِلُ الْمَسْؤَلِ رقم 42**)

42. لم أنتبه أن مذلهمش اوي عكلتني احتجاجة؟ (**مُلْقِلُ الْمَسْؤَلِ رقم 42**)

- أـ. لا أعلم للفرأ()

لم يتم ملء إجابة

1. الحاله التي تمخض عنها ملخص جيب
أـ. أعزب
بـ. متزوج
جـ. أرمل
دـ. مطلق
هـ. منفصل

2. عمر الشخص

بـ. لا أعلم التقرأ()

3. النجاح الذي للاهتمامي للشخص

- أـ. يليه حق التعليم النظامي / ليس لديه القدرة على القراءة
بـ. له حق التعليم النظامي يستطيع القراءة
جـ. بلطفه
دـ. بلطفه أنساني
هـ. مفهوي
ثـ. ثانويه وجيدي
زـ. زبدة
حـ. بكالوريوس
طـ. شهاداته على

4. الحاله التي يشتكي منها الشخص

- أـ. عاطل عن العمل بسبب حادث عن عمل
بـ. عاطل عن العمل والبحث عن عمل
جـ. صاحب عمل
دـ. طالب
هـ. موظف في قطاع خاص
وـ. موظف في قطاع عام

ز. موظفي منظمات دولية

ج. بتفاوض

٨. ما هو معد لل霖ص ايف فلاش هي فلائلر ؟

أ. حدد: _____

ب. لا يعلم (القرار)

٩. ما هو الدخل الشهري أسرة من حيث علم الصادر؟

أ. أقل من 200 هيكلارش

ب. بين 201-350 هيكلارش

ج. بين 351-500 هيكلارش

د. بين 501-750 هيكلارش

ه. بين 751-900 هيكلارش

و. بين 901-1200 هيكلارش

ز. بين 1201-1500 هيكلارش

ح. بين 1501-2000 هيكلارش

ط. أكثر من 2000 هيكلارش

ي. فيض الجلة / لا يعلم

١٠. كم عدد الأشخاص الذين يعيشون لكوفي هذا المسكن؟

أ. واحد

ب. بليفين

ج. ثلاثة

د. أكثر من ثلاثة

١١. هذئى أول تجربة في ذلك المقيم سنوات () 1990

أ. _____

١٢. ما هو مصدرك الالهي لمعرفة مالذي يحيى حديثي مخيمك؟

أ. _____

ب. لا يوجد

ج. لا يعلم (القرار)

لقد تم في السؤال بالخصوص إثبات المفهوم، ارجو اعلان اذالقة واداضفة اي شيء، او مشاركتك بأي علوم أخرى أو طرح أي سؤال:

رقم ملفك الشخصي: _____

اسمك الشخصي: _____

شكرا لك على مشاركتك.

ANNEX XI: CET PHONE SURVEY QUESTIONNAIRE

Community Engagement Project (CEP)

I - Data According to CEP Database (To be completed by researcher prior to conducting the phone call)

Sex: _____

Community: _____

Governorate: _____

Respondent phone number: _____

II- Introduction

Hello, my name is and I work for MINDSET, a survey company based in Amman. We have been hired by USAID to conduct a phone survey as part of a mid-term evaluation of the USAID Community Engagement Program (CEP). The information you provide is confidential. We don't know your name, and only the aggregate results of this survey will be reported to USAID. Can you spare about 30 minutes to answer a few questions about your experience with the program? Thank you.

Q1. What is your role within the CET? _____

Q2. How old are you? _____

Q3. What is your occupation? _____

Q4. How long have you been a CET, CCT or Advisory Council member?

- a. _____ Less than 6 months
- b. _____ Between 6 months and 1 year
- c. _____ More than 1 year

Q5. Are you active in any community based organization or charity in your community?

- a. Yes
- b. No
- c. Not sure/don't know (**DO NOT READ**)

III- Effectiveness of Community Engagement, Capacity Building and Grants

Q1. Did you communicate or deal with your municipality before CEP to solve a problem?

- a. Yes
- b. No
- c. Don't Know (**DO NOT READ**)

Q2. What is the most effective way you used to communicate with the municipality to solve your problem? (**OPEN ENDED – DO NOT READ – ONE RESPONSE ONLY**)

- a. I relied on my personal connections with municipality and governorate staff
- b. I attended public meetings held by the municipality
- c. I voiced my opinion on social media

- d. I voiced my opinion in informal community/tribal gatherings
- e. I voiced my opinion through my association with civil society organizations
- f. I visited the municipality to solve a problem
- g. I did not voice my opinion
- h. Other (**SPECIFY**)_____

Q3. How effective was this method?

- a. Very effective
- b. Effective
- c. Ineffective
- d. Very ineffective
- e. Don't Know (**DO NOT READ**)

Q4. What is the method you used to communicate with the municipality to solve your problem since CEP? (**OPEN ENDED – DO NOT READ – ONE RESPONSE ONLY**)

- a. I rely on my personal connections with municipality and governorate staff
- b. I attend public meetings held by the municipality
- c. I voice my opinion on social media
- d. I voice my opinion in informal community/tribal gatherings
- e. I voice my opinion through my association with civil society organizations
- f. I voice my opinion through CET
- g. I do not voice my opinion
- h. Other (**SPECIFY**)_____

Q5. In your opinion, what is the most effective way to generate responsiveness from the government to solve your problem? (**OPEN ENDED – DO NOT READ – ONE RESPONSE ONLY**)

- a. Direct engagement with municipal/local government on a personal level
- b. Present problem to tribal leaders
- c. Protest
- d. Civil society advocacy
- e. Other (**SPECIFY**)_____
- f. Don't Know (**DO NOT READ**)

Q6. Do you think decisions that affect your life in the governorate /municipality are mostly decided at the local or central levels of government?

- a. Local government
- b. Central government
- c. Don't Know (**DO NOT READ**)

Q7. When it comes to engagement and participation in civil society, is your community:

- a. Very engaged (**SKIP TO Q.9**)
- b. Engaged (**SKIP TO Q.9**)
- c. Disengaged (**ASK QUESTION 8**)
- d. Don't Know (**DO NOT READ**) (**SKIP TO Q.9**)

Q8. Why do you think community members are not more engaged in civil society? (**OPEN ENDED – DO NOT READ – ONE RESPONSE ONLY**)

- a. Engagement is limited because civil society is not focused on issues important for my community

- b. Engagement is limited because civil society is weak
- c. Engagement is limited because local governance structures are not responsive to civil society's demands
- d. Engagement is limited because civil society is not sufficiently visible/clear in my community
- e. Engagement is limited because civil society does not have sufficient resources
- f. Other (**SPECIFY**) _____

Q9. In your opinion, should the CET include Syrians?

- a. Yes
- b. No; why not? _____
- c. Don't Know (**DO NOT READ**)

Q10. Do you think the CET is an effective platform to engage the community and has an effective role in decision making?

- a. Yes
- b. No; why not? _____
- c. Don't Know (**DO NOT READ**)

Q11. Do you think your CET is sufficiently visible/known to people in the community?

- a. Yes
- b. No
- c. Don't Know (**DO NOT READ**)

Q12. Do you think municipal services have improved as a result of the CEP program?

- a. Yes
- b. No
- c. Got worse.
- d. Don't Know (**DO NOT READ**)

Q13. Do you think the municipality/local government has become more responsive because of the CEP program?

- a. Yes
- b. No
- c. Got worse
- d. Don't Know (**DO NOT READ**)

Q14. To what extent did the program enhance the collective ability of the community to engage with the municipal/local government?

- a. To a great extent
- b. To some extent
- c. Not at all
- d. Don't Know (**DO NOT READ**)

Q15. To what extent did the program enhance the community's ability to activate engaging the private sector including any privately owned small business?

- a. To a great extent
- b. To some extent

- c. Not at all
- d. Don't Know (**DO NOT READ**)

Q16. To what extent did the program increase the value that municipalities/local government of the role of community engagement?

- a. To a great extent
- b. To some extent
- c. Not at all
- d. Don't Know (**DO NOT READ**)

Q17. Which CEP training did you attend?

Q18. How would you rate the overall quality of the trainings you received through the CEP program?

- a. Outstanding (**SKIP TO Q.20**)
- b. Satisfactory (**SKIP TO Q.20**)
- c. Unsatisfactory (**ASK Q.19**)
- d. Don't Know (**DO NOT READ**) (**SKIP TO Q.20**)

Q19. why? (**OPEN ENDED – DO NOT READ – ONE RESPONSE ONLY**)

- a. _____ Attended similar trainings previously
- b. _____ Training subjects could not be implemented in Jordanian community
- c. _____ Quality of the training was poor
- d. _____ Duration of the training was insufficient
- e. _____ The trainer was not qualified
- f. _____ There was no follow-up to training
- g. _____ Other; please specify _____

Q20. Did the training you receive enhance your ability to identify and address community stressors (Problems) /needs?

- a. Yes
- b. No
- c. Don't Know (**DO NOT READ**)

Q21. Has the training sufficiently built your capacity to continue to engage different partners including (directorates and different entities) after the program ends?

- a. Yes
- b. No
- c. Don't Know (**DO NOT READ**)

Q22. Which training was most valuable to you in building your capacity to engage stakeholders and to identify and address stressors? (**ONE RESOPNSE ONLY**)

Q23. Are there trainings you would have liked to receive from CEP in order to help you better engage and identify your community's needs after the project ends?

- a. Yes (**SPECIFY**) _____

- b. No
- c.

Q24. Did you feel that the CEP program had any particular negative or positive impact on you or the community?

- a. Yes, Negative impact (please explain) _____
- b. Yes, Positive impact (please explain) _____
- c. No

Q25. : How could the support you received from CEP be improved? (**OPEN ENDED – RECORD VERBATIM**)

IV: Reduction of Stressors

Q1. Please identify and rank the 3 top stressors your community is facing with #1 being the biggest? (**OPEN ENDED – DO NOT READ – ONE RESPONSE ONLY**)

- a. Unemployment
- b. Poverty
- c. Municipal services
- d. Quality of education
- e. Crime/violence
- f. Ethnic tension
- g. Lack of recreational facilities
- h. Other _____

Q2. Do the projects funded by CEP address any of the three top stressors you identified in the previous question?

- a. Yes
- b. No; Why not? _____

Q3. How can the process of identifying projects be more inclusive? (**OPEN ENDED – RECORD VERBATIM**)

Q4. Which type of donor projects best respond to your community's main stressors (**ONE RESPONSE ONLY**)

- a. Projects to improve schools
- b. Projects to improve municipal services
- c. Projects to improve the employability of community members
- d. Projects to generate jobs
- e. Projects to create spaces for community engagement including women and youth
- f. Projects to improve health services and raise awareness on health issues
- g. Other (**SPECIFY**) _____

Q5. Why is this type of project most effective in addressing community stressors?

VI: Sustainability

Q1. With which of the following do you feel your engagement can be most effective in enhancing municipal responsiveness to community needs?

- a. Municipal Council members
- b. The mayor
- c. The governor
- d. The CET
- e. My tribe
- f. Other (**SPECIFY**) _____

Q2. Were the program's selection criteria for CET members clear to you?

- a. Very clear
- b. Somewhat clear
- c. Somewhat unclear
- d. Very Unclear
- e. Don't Know (**DO NOT READ**)

Q3. Who usually calls for the CET meetings?

- a. CEP staff
- b. Members of the CET
- c. Don't Know (**DO NOT READ**)

Q4. Who sets the agenda for CET meetings? (**RECORD VERBATIM**)

Q5. Do you think that the program's approach with CETs has provided CET members the necessary skills they need to act independently after the program ends?

- a. Yes
- b. No; why not? _____ (**RECORD VERBATIM**)
- c. Don't Know (**DO NOT READ**)

Q6. Do you think your CET will continue to function once the CEP project ends and funding stops?

- a. Yes
- b. No, why not? _____
- c. Don't Know (**DO NOT READ**)

Q7. Do you think that the CETs should continue after the program ends?

- a. Yes/why? _____
(RECORD VERBATIM)
- b. No/Why not? _____
(RECORD VERBATIM)
- c. Don't Know (**DO NOT READ**)

Q8. At present, do you think that municipal councils are effective at engaging the community participation and local community?

- a. Yes
- b. No/Why not? _____
(RECORD VERBATIM)
- c. Don't Know (**DO NOT READ**)

Q9. At present, do you think that civil society organizations identify and advocate for the needs in your community?

- a. Yes
- b. No/Why not? _____
(RECORD VERBATIM)
- c. Don't Know (**DO NOT READ**)

Q10: Do you think community members trust the municipality in their community?

- a. Yes
- b. No/Why not? _____ **(RECORD VERBATIM)**
- c. Don't Know (**DO NOT READ**)

Q11. Did the CEP program enhance the community's trust in municipal/local government?

- a. Yes
- b. No
- c. Don't Know (**DO NOT READ**)

Q12. Do you understand the municipality's budget process /operational framework (such as how resources are allocated to meet needs)?

- a. To a great extent
- b. To some extent
- c. Not at all
- d. Don't Know (**DO NOT READ**)

Q13. Did the program enhance your understanding of this process/framework?

- a. To a great extent
- b. To some extent
- c. Not at all
- d. Don't Know (**DO NOT READ**)

Q14. Does the municipality have a transparent institutionalized mechanism for community discussion, negotiation and processing the basics of decision making between community members?

- a. Yes
- b. No
- c. Don't Know (**DO NOT READ**)

Q15. Do you feel that the municipality/local government take into consideration the input/opinions of community's?

- a. Always
- b. Sometimes
- c. Never
- d. Don't Know (**DO NOT READ**)

Q16. Does the municipality/local government consult with your CET over their planning and allocation of resources?

- a. Always
- b. Sometimes
- c. Never
- d. Don't Know (**DO NOT READ**)

Q17. To what extent have CETs been able to strengthen relationships between their community and municipality?

- a. To a great extent
- b. To some extent
- c. Not at all
- d. Don't Know (**DO NOT READ**)

Q18. To what extent have CETs been able to strengthen relationships between their community and civil society organizations?

- a. To a great extent
- b. To some extent
- c. Not at all
- d. Don't Know (**DO NOT READ**)

Q19. Do you think the civil society organizations (charities and other community organizations) can play the role of CETs?

- a. Yes
- b. No/Why not? _____ **(RECORD VERBATIM)**
- c. Don't Know (**DO NOT READ**)

Q20. Which of the following structures/organizations would be more effective in engaging and encouraging the community and advocating for its needs: the CET, a CSO or the municipal council? (**ONE RESPONSE ONLY**)

- a. The CET/Why? _____
- b. Municipal Council/Why? _____
- c. CSOs/Why? _____

VII: Exit Strategies

Q1. In your opinion, at the end of the CEP program, will your CET continue to function?

- a. Yes
- b. No/Why not? _____ (**RECORD VERBATIM**)
- c. Don't Know (**DO NOT READ**)

Q2. In your opinion how do you think CETs can continue after the CEP program ends? (**OPEN ENDED – DO NOT READ – ONE RESPONSE ONLY**)

- a. CBO hosts
- b. National NGO host
- c. Royal NGO host
- d. Registration of NGO
- e. Another donor program
- f. Community support (CBO)
- g. Other (**SPECIFY**): _____

Q3. New local councils and governorate councils will be elected next year as part of the government's drive for decentralization. What role do you expect your CET to play then?
(RECORD VERBATIM)

Q4 What forms of assistance do you think the CEP program or other donor programs should provide to support decentralization?

(RECORD VERBATIM)

Thank you for your time

ANNEX XII: RESPONDENT LIST BY LOCATION

Name, Title, and Organization	Community, Municipality, Governorate
Raed Al Adwan, Currently the Governor of Zarqa, formerly head of LDD, MOI	Zarqa
Ziad Obeidat, Plans and Program Department, MOPIC	Amman
Ramsey Day, COP and Andy Yates, Resident Program Officer, IRI Jordan	Amman
Amer Al Homoud, Project Management Specialist for the Water and Natural Resources (WRE) Office, USAID/ Jordan	Amman
Michelle Linder, Current Deputy Director of the Education, EDY Office and former CEP AOR D&G Offices, USAID/ Jordan	Amman
Iman Hadweh Dalia Al Alami, Director of Civic Engagement Eman Nimri, Senior Technical Assistance Specialist USAID Civic Initiatives Support Program (CIS), FHI360	Amman
Dr. Khalid I. Armoti, Governor, Local Development Directorate (LDD), MOI	Amman
Feryal Aqil, Head of Donor Coordination Unit at MOE, Community Engagement Unit at MOE	Amman
CEP Staff: Mina day, COP, Daniel Cruz, DCOP Hala Abunawar and Hatem Shatnawi, Capacity Building Team Lousada, CMM Analyst and Enam Malkawi, Program Development Manager Rania Faour, Communication & Outreach Specialist and Rana Hababbeh, Communications Coordinator Manal Husein and Abir Majiri, Monitoring and Evaluation Team	Amman
Mohammad Al Khatib, CEP Manager, Jordan River Foundation (JRF)	Amman
Fatimah Alhomsi, Ejad for consulting and economic studies (CBO grantee)	Amman
Ziad Obeidat, Plans and Program Department, MOPIC	Amman
Fadi Al-Ruteimeh, LDD	Amman
Hatem Hababbeh, Governorate Development Unit	Amman
Mr. Al Qaraan Mayor; Mr. Tareef Al Alawneh, Office Manager & Municipal appointee to the Al Taybeh CET; Mr. Mohammad Mousa Ali Qara'an, Head of Al Taybeh Municipality; Mr. Ali Al Alwaneh, Vice President; Mr. Abed El Ra'ouf Abu Taleb, Financial Manager Al Taybeh Municipal Council members: Ms. Abeer Al Kurdi, Mr. Firas Al Jidayeh, Mr. Awad Al Shalabi, and Mr. Yassin Khudairat	Al Taybeh, Irbid
Mr. Jamal Al Sarhan, Local Development Manager and Ms. Arwa Al Gharaibeh, Project Follow-up Unit, LDU for Irbid Governorate	Irbid City, Irbid
Mr. Bassam Quran, Principal, Al Taybeh Secondary School for Boys	Al Taybeh, Irbid
Mr. Ziad Dawagrah - Director, Mandah Charitable Association (CBO - CEP grantee)	Al Taybeh, Irbid
Eng. Mustafa Alawneh (EDR)	Al Taybeh and Greater Ramtha Municipalities, Irbid
Mohammad Jadai, Director, Sammeh Charitable Society (CBO - not a CEP grantee)	Al Taybeh, Irbid

CEP Irbid Field staff: Mr. Mohammad Bani Hani Mustafa, Program Manager Ms. Sammah Bani Hani, Community Engagement Officer Mr. Dia Al Outom, Senior Community Engagement Officer	Al Taybeh and Greater Ramtha Municipalities, Irbid
Ibrahim Saggar, Mayor	Greater Ramtha Municipality, Irbid
Dr. Amad Zraiqat, Director; Mr. Jihad Fakhiri, Project POC; and a female Public Health Officer, Greater Ramtha Municipal Ministry of Health Office;	Greater Ramtha Municipality, Irbid
Engineer Ni'eme, MOE Directorate	Al Taybeh and Al Wasatiah, Irbid
Mohammad Nassar, Director Arab Society for Thought and Culture and a male society member	Greater Ramtha, Irbid
Mr. Kamal Sa'ad Salah, Mrs. Salah and their two daughters, a family that resides on street that was paved and lighting installed by two CEP municipal services grants (KII with beneficiaries)	Hay Jalama, Greater Ramtha, Irbid
Four Syrian women refugees living in Taybeh, two are members of the Mother's Committee at Sammah School supported by a CEP grant (KII with beneficiaries)	Al Taybah, Irbid
KII with an active CET member	Hay Jalama, Greater Ramtha, Irbid
Engineer Yassir Al-Khalidi, MOE Directorate	Al Salhayeh, Mafraq
Mr. Noor Alwaqfi, Head of Nasham Al Khair CBO (Non-grantee)	Hay Al Hussein, Greater Mafraq, Mafraq
CEP Mafraq field staff: Nizar Shdeifat Program Manager	Greater Mafraq, Mafraq
Ahmad Alhawamdeh, Mayor of Greater Mafraq Municipality	Greater Mafraq, Mafraq
Hassan Ahmad, Director, Afaq Center (CBO grant partner)	Greater Mafraq, Mafraq
Salem Almahayra, Director of Education, DOE	Greater Tafileh, Tafileh
Hussein Gaeth, Manager, Badia Youth Cultural Forum	Al Salheyeh, Tafileh
Ghalib Abu Namous CBO Director / Mohammad Alfaori Project Manager, Alharameen Association (CBO grantee)	Al Salhayeh, Hay Salhyeh wa Nayfeh, Tafileh
Mr. Abd-alkreem Aladamat, Nayfeh Football team (beneficiaries of CBO grant)	Al Salhayeh, Hay Salhyeh wa Nayfeh, Tafileh
Mofeed Ananbed, Acting Mayor of Greater Tafileh and Governor of Tafileh	Heid, Tin, and Al Mansoura, Greater Tafileh, Tafileh
Ahmad Qararah, Senior Engineer HTM Municipality and CET member for Heid Tin, and Al Mansoura	Heid, Tin, and Al Mansoura, Greater Tafileh, Tafileh
CEP Tafileh Field Team: Omar Daoudieh, Program Manager Omara Badareen, Al Hassa Community Engagement Officer (CEO) Saif Faraheid, HTM CEO	Greater Tafileh, Tafileh
Ibrahim Ali Abu Jufin, Director in the Municipality overseeing Muni Grants	Al Hassa, Tafileh
Manal Alhajaya, Head of Hassa Young Women's Center (a CBO Grantee) and an Al Hassa CET member	Al Hassa, Tafileh
Adel Alzobi, Principal, Hassa Secondary School for Boys (CEP grant beneficiary)	Al Hassa, Tafileh
Doaa Mazin Al Awrtani, Head of Juhod Center Director (CBO CEP grantee) and an Al Hassa CET member	Al Hassa, Tafileh
LDU Tafileh Directorate	Greater Tafileh, Tafileh
Mithqal Odeh, Police Community Engagement (CET grant partner)	Greater Tafileh, Tafileh

Abed Salem Albdoor, Head of Tafileh youth center Re: Grant # Y3048 CET, Phase I "Enhance active communities in Hid, Tein and Al Mansoura (HTM) Neighborhood"	Hid, Tein and Al Mansoura, Tafileh
Dr. Jihad Alturk, Community Engagement Department Tafileh University	Greater Tafileh, Tafileh
Mayor of Hassa	Al Hassa, Tafileh
Khawala Kaladeh, Head of the Jordanian Women's Union in Tafileh (CBO - CEP grantee)	Greater Tafileh, Tafileh
Maha Ebideen Project Manager, AMAL Center for Family Counseling (CBO - not a CEP grantee)	Greater Tafileh, Tafileh
Majed Alsharari Mayor of Ma'an	Ma'an City, Ma'an
Yaser Kreshan, Railway Director (CEP grant beneficiary)	Ma'an City, Ma'an
CEP Ma'an Field Team: Zeyad Ahamri and Sahar	Ma'an City, Ma'an
Dr. Ghaleb Al Shamayleh, Governor of Ma'an and Eng. Nawaf Albdoor, LDU Ma'an	Ma'an City, Ma'an
Khitam Hanfi, School Principle, (beneficiary of CEP grant)	Ma'an City, Ma'an
Rakan Al Rwad and Mohammad Aldoerj, Municipal Youth Councils /Al Qantara Center for Human Resources Development (CBO not a CEP grantee)	Ma'an City, Ma'an
Abdelrazzaq Hani Almuhtaseb, Director, Ms. Yara Joma'an Al-Niemat, (and a male another male employee) Future Makers Center (CBO- not a CEP grantee)	Ma'an City, Ma'an

ANNEX XIII: GRANTS TABLES

Years 1-2 Grants by Governorate and Municipality	Number of grants	Sum of Projected Budget	Sum of Projected Match	% of projected match
bid	27	\$4,621,671.10	\$563,486.18	12%
Taybeh	3	\$269,003.95	\$85,734.45	32%
Wasatayah	4	\$112,405.26	\$17,683.92	16%
abbet Nimer	5	\$2,110,092.10	\$200,585.48	10%
ay Jalama & Dabbet imer	2	\$579,965.77	\$59,210.37	10%
ay Jalama, Dabbet imer, & No'aimeh	1	\$10,985.87	\$1,098.86	10%
halid Bin Waleed	4	\$216,279.11	\$22,302.27	10%
oath Bin Jabal	3	\$133,391.67	\$34,237.28	26%
o'aimeh	1	\$13,135.59	\$3,248.58	25%
urmouk	4	\$1,176,411.78	\$139,384.96	12%
afraq	19	\$2,932,435.04	\$563,791.81	19%
Salheyeh	1	\$54,084.75	\$5,084.75	9%
Sarhan	3	\$1,111,976.23	\$129,919.76	12%
ay Al-Hussein	4	\$1,123,877.73	\$334,547.74	30%
ay Al-Janoubi	4	\$430,834.48	\$71,909.06	17%
osha	1	\$56,002.82	\$6,002.82	11%
bha	4	\$89,614.40	\$10,282.48	11%
m Aljmal	2	\$66,044.63	\$6,045.20	9%
afileh	12	\$3,131,155.09	\$699,858.21	22%
Hassa	2	\$1,469,282.90	\$332,153.95	23%
jeira	4	\$1,139,077.12	\$305,055.94	27%
n Al Beyda	2	\$386,193.73	\$43,912.44	11%
n Al-Beyda, Al Hassa & jeira	1	\$15,536.72	\$1,412.43	9%
eid, Tein, & Al ansoura	3	\$121,064.61	\$17,323.44	14%
rand Total	58	10685261.22	1827136.191	17%

Year 3 Grants by Governorate and Municipality	Number of grants	Sum of Projected Budget	Sum of Projected Match	% of projected match
Irbid	18	\$3,419,449.31	\$987,379.29	29%
Al Taybeh	3	\$533,041.00	\$180,503.00	34%
Al Wasatyeh	2	\$646,792.87	\$226,792.87	35%
Dabbet Nimer	1	\$105,929.00	\$35,965.00	34%
Hay Jalama	1	\$115,386.30	\$45,421.61	39%
Hay Jalama & Dabbet Nimer	2	\$161,194.63	\$54,086.44	34%
Khalid Bin Waleed	2	\$571,069.08	\$151,071.90	26%
Moath Bin Jabal	3	\$557,649.00	\$138,919.00	25%
No'aimeh	2	\$544,840.00	\$90,875.00	17%
Yarmouk	2	\$183,547.43	\$63,744.47	35%
Ma'an	2	\$122,214.69	\$69,661.02	57%
Ma'an City	2	\$122,214.69	\$69,661.02	57%
Mafraq	17	\$3,059,359.44	\$1,002,336.38	33%
Al Salheyyeh	2	\$531,811.88	\$111,811.88	21%
Al Sarhan	2	\$201,446.29	\$81,523.98	40%
Hay Al-Hussein	2	\$201,606.64	\$81,987.99	41%
Hay Al Janoubi	2	\$196,866.52	\$76,912.43	39%
Hosha	2	\$731,646.00	\$311,667.00	43%
Hosha	1	\$8,898.00	\$-	0%
Sabha	2	\$542,587.00	\$122,587.00	23%
Um Aljmal	4	\$644,497.11	\$215,846.10	33%
Tafileh	10	\$1,582,988.49	\$633,703.64	40%
Al Hassa	3	\$203,117.34	\$80,957.89	40%
Bseira	2	\$230,816.90	\$119,298.50	52%
Ein Al Beyda	3	\$655,720.67	\$299,993.57	46%
Hid, Tein, & Al Mansoura	2	\$493,333.58	\$133,453.68	27%
Grand Total	47	8184011.929	2693080.327	33%

ANNEX XIV: DATA COLLECTION SERVICES END OF TASK REPORT

This report was provided by Mindset, the local data collection firm which USAID Jordan MESP subcontracted to perform qualitative and quantitative data collection services in support of the team conducting the CEP Mid-term Performance Evaluation. Mindset provided the following data collection services during this task:

1. Conducted phone survey interviews with current and former CET members
2. Conducted face-to-face survey interviews with a representative sample of the general population in the 20 communities where CEP is implemented
3. Provided note-taking support during qualitative group interviews with CET members
4. Conducted focus group discussions with beneficiaries of selected CEP grants

PHONE SURVEY WITH CET MEMBERS

Mindset was commissioned to perform a phone survey with CET members. Mindset was given a list of 443 contacts of current and former CET members and was able to successfully conduct 232 interviews. While 177 numbers were unreachable (phone disconnected, number wrong, phone switched off, etc.) and 34 refused to participate in the survey.

Mindset performed the following tasks for this activity:

1. Translated the tool provided by the USAID Jordan MESP team from English to Arabic.
2. Reviewed the tool and test it.
3. Scripted the tool onto the data collection system.
4. Recruited suitable team members.
5. Arranged for the training session.
6. Performed a pilot of the survey.
7. Performed the phone survey.
8. Cleaned the data.
9. Performed call back of responses for at least 30% to check on authenticity and correctness of responses registered by enumerators.
10. Coded open-ended responses.
11. Translated open-ended codes to English.
12. Delivered SPSS data file.
13. Provided live dashboard to the USAID Jordan MESP team to monitor data.

The team that worked on this task included the following:

1. 1 Field supervisor (Office Supervisor)
2. 7 Field/ Data Collector/ Enumerator
3. 1 Instrument/ Survey Design Specialist
4. 1 Data Entry Supervisor (Data processing)
5. 3 Data Entry Supervisor (Data cleaning/call back)

GENERAL POPULATION SURVEY

Mindset carried out a general population survey in the 20 communities where CEP project was implemented which were spread across these four governorates: Irbid, Mafraq, Tafileh, and Ma'an. The study designed and implemented a representative sample that targeted the general population in these communities. Within these communities, residential blocks (defined by the department of statistics) were the primary sampling units and the households within the

residential blocks were the secondary sampling units. With the aid of a KISH grid, one respondent was selected within the household. The sample distribution of the 20 communities included in the study were spread across the four governorates as listed in Table I.

TABLE I: NUMBER OF CEP TARGET COMMUNITIES BY GOVERNORATE

Governorate	Number of communities covered
Irbid	8
Mafraq	7
Tafileh	4
Ma'an	1
Total	20

Below is a description of the sample design steps for the General Population Survey data collection.

1. The population of each community was obtained from the GOJ Department of Statistics (DOS) according to the latest census data (2016 census). However, there were four communities for which data were not available at the DOS. Mindset obtained the populations for those communities from the Global Communities USAID CEP “Community Social Cohesion and Resilience, Baseline Study Report” published in 2016. Those communities were: Hay Jalama and Dabbet Nimer in Irbid, Hay Al Hussein, Al Ifdain in Mafraq and Al Mansoura, Tein, Hid in Tafileh.
2. The number of households and blocks to be sampled from each community was determined based on the community’s share of the total population (among the 20 CEP communities). Ten (10) households were sampled from each residential block.
3. Mindset obtained the total number of blocks and residential units within each community from the DOS. Mindset then randomly selected the required number of blocks within each community. For example, if 200 households were required from a specific community, Mindset randomly selected 20 residential blocks - i.e. 10 households per block - for the survey in that community.
4. Within each household, the KISH grid method was used to randomly select the respondent. This method was controlled by gender to ensure equal gender representation in the sample.

Below is a detailed description of sample size within each governorate, the communities covered, areas covered within the community, population within each community, and number of residential blocks covered by survey within each area.

Community	Areas covered within the community	Population of community	% of total population	No. of residential blocks covered by survey	Sample Size from each residential block	% representation within survey sample
Governorate	Irbid					
Hay Jalama*	Eighth-Ramtha	16,787	8.9	4	40	10.3
Dabbet Nimer*	Ninth-Ramtha	6,839	3.6	1	10	2.6

Al Yarmouk Al Jadeeda	Brashta	783	0.4	0	0	0.0
	Yarmouk	823	0.4	0	0	0.0
	Khreibeh	2,142	1.1	1	10	2.6
	AL Qasfa	1,384	0.7	1	10	2.6
	Al Seileh	1,384	0.7	0	0	0.0
Wasatiya	Kufor Asad	14,232	7.6	3	30	7.7
	Qumaim	8,675	4.6	2	20	5.1
	Houfa	7,084	3.8	1	10	2.6
	Qum	2,274	1.2	0	0	0.0
	Kufor Aam	4,077	2.2	1	10	2.6
	Al Kharaj	3,907	2.1	1	10	2.6
	Seidour	2,302	1.2	0	0	0.0
Al Tayba	Al Tayba	21,938	11.7	5	50	12.8
Khalid Bin Al Waleed	Malaka	11,706	6.2	2	20	5.1
	Umm Qais	6,124	3.3	1	10	2.6
	Al Mansoura	5,502	2.9	1	10	2.6
	Al Mkheibeh, Al Tahta	3,637	1.9	1	10	2.6
Moath Bin Jabal	Al Shouneh Al Shmaliyeh	18,821	10.0	4	40	10.3
	Al Adasiyah	3,214	1.7	1	10	2.6
	Al Baquora	730	0.4	0	0	0.0
	Wadi Al Arab	421	0.2	0	0	0.0
	Al Manshyeh	7,594	4.0	2	20	5.1
	Waqqas	6,170	3.3	1	10	2.6
Nuaimah	Nuaimah	29,128	15.5	6	60	15.4
Total		187,678	100	39	390	100
Governorate	Mafraq					
Hay Al Hussein & Al Ifdain*	Hay Al Hussein & Al Ifdain*	9,657	15.3	6	60	15.4
Hay Al-Janoubi	Hay Al Janoubi	21,581	34.1	13	130	33.3
Sama Al Sarhan	Sama Al Sarhan	7,018	11.1	4	40	10.3
Um Al Jmal	Um Al Jmal	4,524	7.1	3	30	7.7
Hosha	Hosha	2,558	4.0	2	20	5.1
Sabha	Sabha	9,338	14.8	6	60	15.4
Eldafyaneh	Eldafyaneh	2,688	4.2	2	20	5.1
Alsalyha	Alsalyha	3,959	6.3	2	20	5.1
Nayfha	Nayfha	1,970	3.1	1	10	2.6
Total		63,293	100	39	390	100
Governorate	Tafileh					
Bseira	Bseira	10,587	29.9	12	120	30.0
Ein Beyda	Ein Beyda	10,448	29.5	12	120	30.0
Al Hassa	Al Hassa	8,084	22.8	9	90	22.5
Al Mansoura, Tein, Hid*	Al Mansoura, Tein, Hid*	6,300*	17.8	7	70	17.5
Total		35,419	100	40	400	100
Governorate	Ma'an					
Ma'an City	Ma'an City	41,055	100	39	390	100
Total		327,445	100	157	1,570	100

* All population size was obtained from DOS based on 2016 national census with the exception of numbers shaded in yellow, for which data were obtained from the CEP 2014 baseline report.

QUALITATIVE DATA COLLECTION SERVICES

Mindset was commissioned to perform two types of services:

1. Provide note-takers for seven group discussions with CET members in three governorates.
 - o Deliverable: Excel sheet with responses for the CET FGDs in the following communities: Hay Jalama, and Dabbet Nimer in Irbid; Hay Al Hussein, Hay Al Janoubi, and Al Salhayeh in Mafraq; Al Hassa and Hid, Tein, and Al Mansoura in Tafileh.
2. Provide facilitators and note-takers for the following FGDs with:
 - o Three FGDs with female beneficiaries of selected CEP grant activities implemented in Irbid and Tafileh
 - o One FGD with male beneficiaries of selected CEP grant activities implemented in Mafraq

The team that worked on this task was as follows:

1. One Senior Interviewer/ Focus Group Moderator
2. Five Data Entry Operator (Note taker)
3. One Focus group recruiter

QUALITY ASSURANCE AND CONTROL

Mindset employed research best practice in the execution of this task. The below are the quality assurance and control measures that were used in this task.

- Recruitment of experienced members: All team members recruited for this task will have experience in conducting nation-wide household interviews. In addition, the interviewers will have experience in using tablets and electronic data collection tools. Most researchers already had experience using the KIDS method.
- Training: All team members underwent a research methodology and research ethics in addition to technical explanation of the tool and the sampling methodology.
 - 1- Project background
 - 2- Methodology of the survey
 - Target groups of the survey
 - Selection of households
 - Selection of respondents within the household
 - Methodology of work
 - 3- Key definitions
 - 4- Overview of the tools (gives a general idea about the various sections of the questionnaire)
 - 5- The tools in detail (Each question followed by its purpose and how it should be asked)
 - 6- Logistics for the project
 - How teams are divided
 - Meeting points
 - 7- Confidentiality
 - 8- Troubleshooting
 - 9- Hierarchy and reporting procedures
- Accompanied visits: 10% of all cases visits were accompanied by a field supervisor. The supervisor will ensure attendance of at least 1 visit per enumerator per day).

- *Back-check*: at least 25% of all respondents were called back to verify key questions. Those calls were used to monitor the performance of the enumerators. Those were selected randomly and cover work of all enumerators equally. Additionally, faulty responses identified by the data processing expert were re-contacted for verification.
- *Data cleaning*: The data processing experts performed several levels of data cleaning for cohesion, logic, and completeness of data.
- *Field supervision*: Field supervisors are required to ensure that the specified respondents are being interviewed as per the Kish method.
- *Weekly meetings*: A weekly meeting was held in the presence of the back-check team and the data processing experts to discuss progress of the previous week and pinpoint issues for additional focus within the data collection process.
- *Open house policy*: Mindset had an open-house policy that allows access of MSI-JMESP to any function and activity of the effort.
- *Trouble shooting of forecasted challenges and mechanism of handling them*: Within the initial quality assurance procedures and checks document that was prepared at the beginning of the project, a list of all foreseen challenges and errors and method of mitigation were developed.

ETHICAL CONSIDERATIONS

The teams were trained on the ethical considerations of data collection, namely:

- *Confidentiality*: All team members signed a non-disclosure agreement. All data related to the data collection effort, including personal data of respondents, their responses and the findings of the data collection is considered confidential and cannot be disclosed with any third party.
- *Informed consent*: All respondents were informed of the purpose of the data collection, the entities involved, the nature of the questions and observations and the expected length of the interview/ observation. The enumerators asked to obtain a consent from the respondents prior to commencing with the interview.
- *Respect of respondents' freedom of choice*: Prior to commencing the interviews, the enumerator explained the purpose and the expected length of the interview and will explain that the respondent is free not to partake in the interview, may choose not to answer any question they do not wish to answer and may stop the interview at any point.
- *An agreement against research misconduct*: All enumerators signed an agreement against fabrication or falsification in proposing, collecting, or reporting interview findings. All fieldwork staff must sign and abide by this pledge (in Arabic)

Mindset performed the following tasks for this activity:

1. Translate the tool provided by MSI-JMESP from English to Arabic.
2. Review the tool and test it.
3. Script the tool onto the data collection system.
4. Recruit suitable team members.
5. Arrange for the training session.
6. Perform the training session.

7. Assist MSI-JMESP team in development of sample methodology.
8. Perform a pilot of the survey.
9. Perform the phone survey.
10. Clean the data.
11. Perform call back of responses for at least 30% to check on authenticity and correctness of responses registered by enumerators.
12. Coding of open ended responses.
13. Translation of open ended codes to English.
14. Deliver SPSS data file.
15. Provide live access to MSI-JMESP team to monitor data.

The team that worked on this task was as follows:

1. One Field supervisor (Office Supervisor)
2. One Instrument/ Survey Design Specialist
3. 10 Field Supervisor
4. 32 Field/ Data Collector/ Enumerator
5. One Data Entry Supervisor (Data processing)
6. Six Data Entry Supervisor (Data cleaning/call back)

ANNEX XV: CET SURVEY RESULTS

Data are presented as a frequency and/or percent of the entire sample of 232 respondents unless otherwise noted.

I DEMOGRAPHICS OF RESPONDENTS

Sex of respondent	Frequency	Percent	Valid Percent	Cumulative Percent
Male	128	55.2	55.2	55.2
Female	104	44.8	44.8	100
Total	232	100	100	

Community of respondent	Frequency	Percent	Valid Percent	Cumulative Percent
Al Hassa CET	15	6.5	6.5	6.5
Al Hussein CET	9	3.9	3.9	10.3
Al Janoubi CET	13	5.6	5.6	15.9
Al Salhyeh CET	13	5.6	5.6	21.6
Al Sarhan CET	9	3.9	3.9	25.4
Bseira CET	15	6.5	6.5	31.9
Dabet Nimer CET	6	2.6	2.6	34.5
Ein Al Beyda CET	14	6.0	6.0	40.5
Hosha CET	14	6.0	6.0	46.6
HTM CET	6	2.6	2.6	49.1
Jalama CET	16	6.9	6.9	56.0
Khalid Bin Waleed CET	8	3.4	3.4	59.5
Maan City AC/CCT	13	5.6	5.6	65.1
Moath Bin Jabal CET	9	3.9	3.9	69.0
Noaimeh CET	7	3.0	3.0	72.0
Sabha CET	14	6.0	6.0	78.0
Taybeh CET	16	6.9	6.9	84.9
Um Aljmal CET	10	4.3	4.3	89.2
Wasatyeh CET	17	7.3	7.3	96.6
Yarmouk CET	8	3.4	3.4	100
Total	232	100	100	

Governorate of respondent	Frequency	Percent	Valid Percent	Cumulative Percent
Irbid	87	37.5	37.5	37.5
Ma'an	13	5.6	5.6	43.1
Tafileh	50	21.6	21.6	64.7
Mafraq	82	35.3	35.3	100
Total	232	100	100	

II INTRODUCTORY QUESTIONS

Q1. What is your role within the CET?

Role in the CET	Frequency	Percent	Valid Percent	Cumulative Percent
Active member in CET's activities	139	59.9	59.9	59.9
CET Committee Secretary	15	6.5	6.5	66.4
Coordination role between the local community and the municipality	43	18.5	18.5	84.9
Data collection activities	7	3.0	3.0	87.9
Inactive member in CET	4	1.7	1.7	89.7
Municipal/ government representative/ liaison	20	8.6	8.6	98.3
Team leader in the CET	4	1.7	1.7	100
Total	232	100	100	

Q2. How old are you?

Age of respondents Responses by age group	Frequency	Percent
20-29	45	19.4%
30-39	46	19.8%
40-49	63	27.2%
50-59	59	25.4%
60-72	19	8.2%
Total	232	100%

Q3. What is your occupation?

Occupation of respondent	Frequency	Percent	Valid Percent	Cumulative Percent
Employed in the government sector	89	38.4	38.4	38.4
Employed in the non-for-profit sector	22	9.5	9.5	47.8
Employed in the private sector	42	18.1	18.1	65.9
Retired	49	21.1	21.1	87.1
Student	6	2.6	2.6	89.7
Unemployed and looking for a job	11	4.7	4.7	94.4
Unemployed and not looking for employment	13	5.6	5.6	100
Total	232	100	100	

Q4. How long have you been a CET, CCT or Advisory Council member?

- a. _____ Less than 6 months
- b. _____ Between 6 months and 1 year
- c. _____ More than 1 year

How long have you been a CET, CCT or Advisory Council member?	Frequency	Percent	Valid Percent	Cumulative Percent
Less than 6 months	19	8.2	8.2	8.2
Between 6 months and 1 year	24	10.3	10.3	18.5
More than 1 year	189	81.5	81.5	100
Total	232	100	100	

Q5. Are you active in any community based organization or charity in your community? organizations?

- a. Yes
- b. No
- c. Not sure/don't know (DO NOT READ)

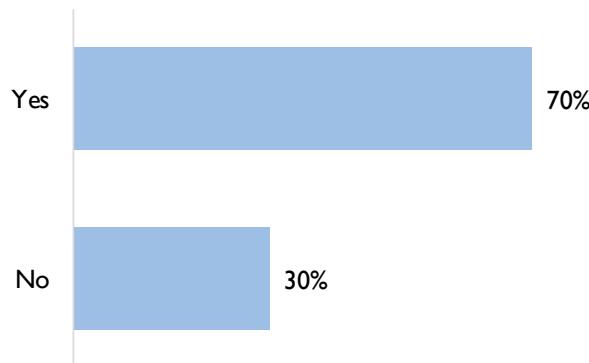
[EQ3 Findings](#)

Are you active in any community based organization or charity in your community?	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	143	61.6	61.6	61.6
No	89	38.4	38.4	100
Total	232	100	100	

III EFFECTIVENESS OF COMMUNITY ENGAGEMENT, CAPACITY BUILDING AND GRANTS

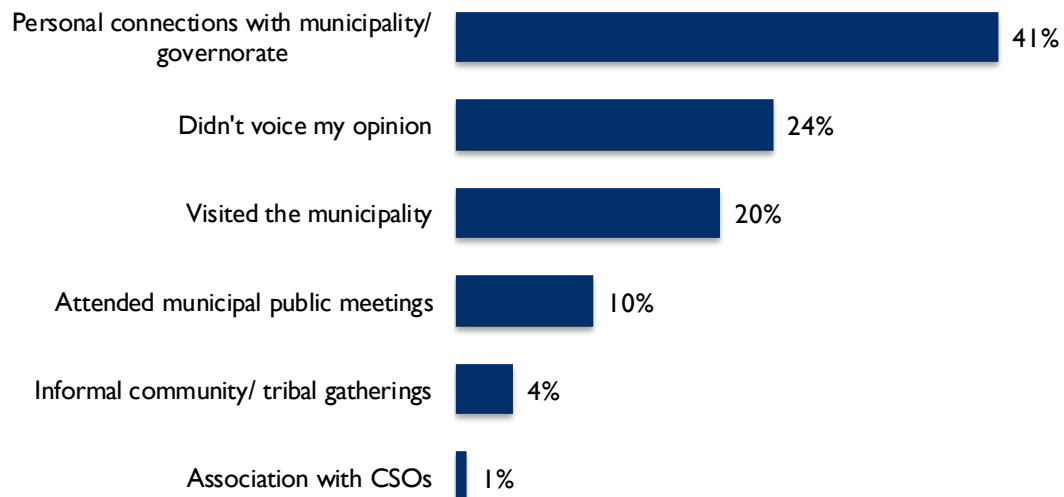
Q1. Did you communicate or deal with your municipality before CEP to solve a problem?

- a. Yes
- b. No
- c. Don't Know (DO NOT READ)



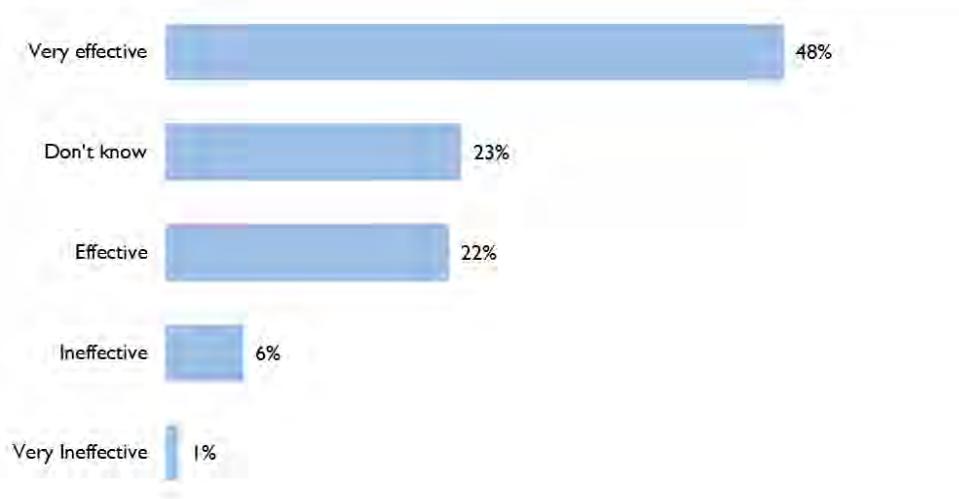
Q2. What is the most effective way you used to communicate with the municipality to solve your problem [before CEP]? (OPEN ENDED – DO NOT READ – ONE RESPONSE ONLY)

- a. I relied on my personal connections with municipality and governorate staff
- b. I attended public meetings held by the municipality
- c. I voiced my opinion on social media
- d. I voiced my opinion in informal community/tribal gatherings
- e. I voiced my opinion through my association with civil society organizations
- f. I visited the municipality to solve a problem
- g. I did not voice my opinion
- h. Other (SPECIFY)



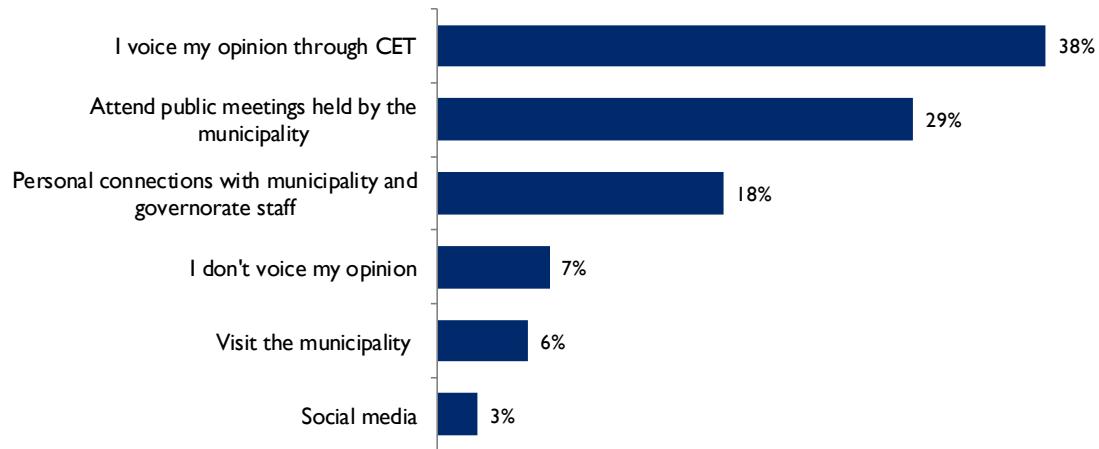
Q3. How effective was this method?

- a. Very effective
- b. Effective
- c. Ineffective
- d. Very ineffective
- e. Don't Know (DO NOT READ)



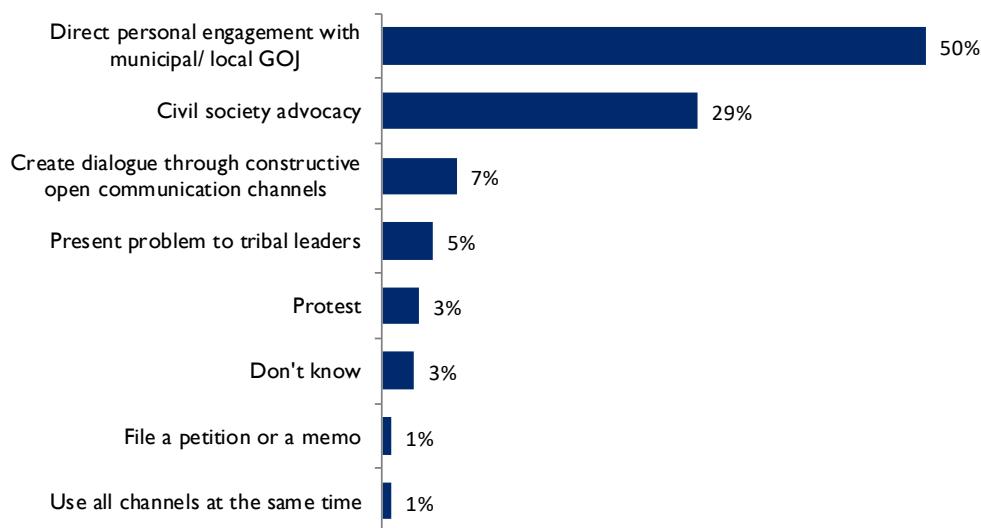
Q4. What is the method you used to communicate with the municipality to solve your problem since CEP? (OPEN ENDED – DO NOT READ – ONE RESPONSE ONLY)

- a. I rely on my personal connections with municipality and governorate staff
- b. I attend public meetings held by the municipality
- c. I voice my opinion on social media
- d. I voice my opinion in informal community/tribal gatherings
- e. I voice my opinion through my association with civil society organizations
- f. I voice my opinion through CET
- g. I do not voice my opinion
- h. Other (SPECIFY)



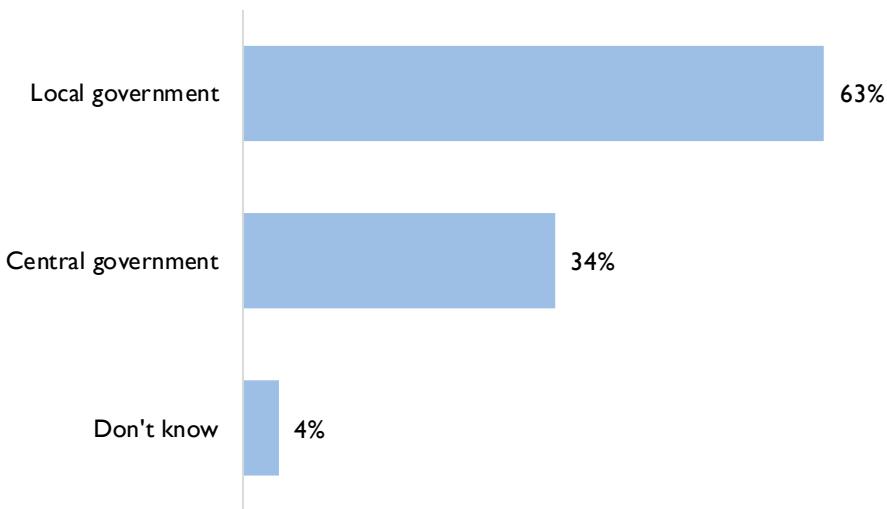
Q5. In your opinion, what is the most effective way to generate responsiveness from the government to solve your problem? (OPEN ENDED – DO NOT READ – ONE RESPONSE ONLY)

- a. Direct engagement with municipal/local government on a personal level
- b. Present problem to tribal leaders
- c. Protest
- d. Civil society advocacy
- e. Other (SPECIFY)
- f. Don't Know (DO NOT READ)



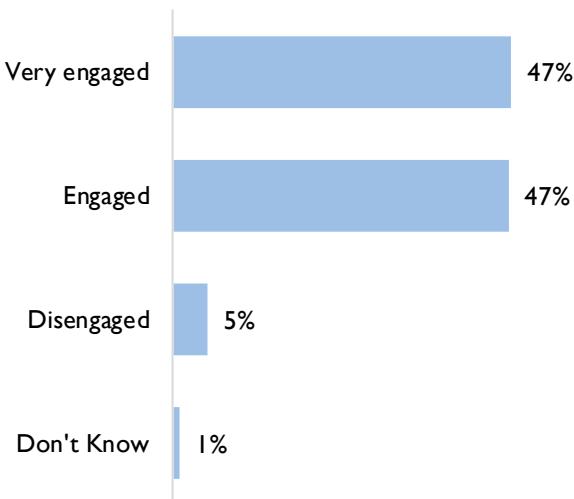
Q6. Do you think decisions that affect your life in the governorate /municipality are mostly decided at the local or central levels of government?

- a. Local government
- b. Central government
- c. Don't Know (DO NOT READ)



Q7. When it comes to engagement and participation in civil society, is your community:

- a. Very engaged (SKIP TO Q.9)
- b. Engaged (SKIP TO Q.9)
- c. Disengaged (ASK QUESTION 8)
- d. Don't Know (DO NOT READ) (SKIP TO Q.9)



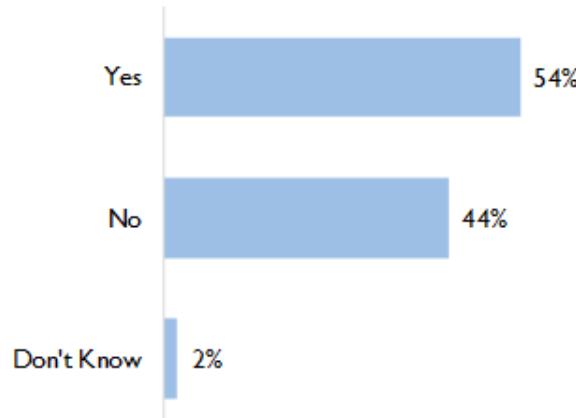
Q8. Why do you think community members are not more engaged in civil society? (OPEN ENDED – DO NOT READ – ONE RESPONSE ONLY) (percentage of 11 respondents that responded “disengaged” to Q7 above)

- Engagement is limited because civil society is not focused on issues important for my community
- Engagement is limited because civil society is weak
- Engagement is limited because local governance structures are not responsive to civil society’s demands
- Engagement is limited because civil society is not sufficiently visible/clear in my community
- Engagement is limited because civil society does not have sufficient resources
- Other (SPECIFY)

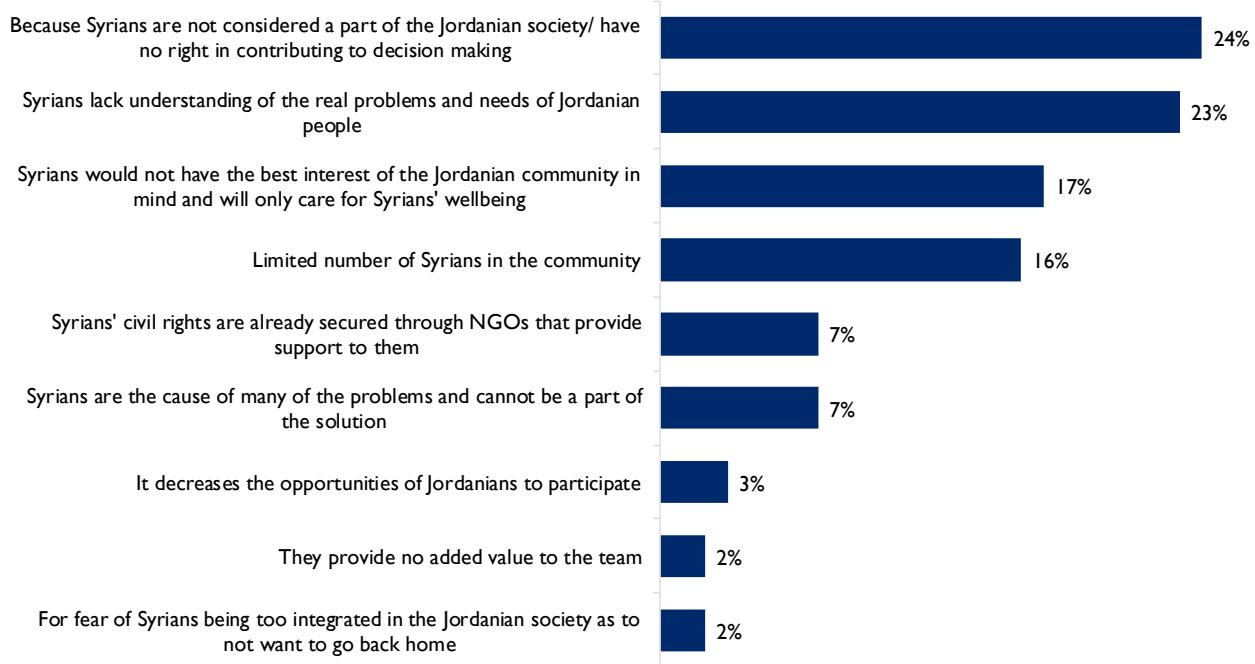
	lack of community members engagement in civil society	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Engagement is limited because civil society is weak	1	0.4	9.1	9.1
	Engagement is limited because local governance structures are not responsive to civil society’s demands	4	1.7	36.4	45.5
	Engagement is limited because civil society is not sufficiently visible/ clear in my community	1	0.4	9.1	54.5
	Engagement is limited because civil society does not have sufficient resources	2	0.9	18.2	72.7
	Other - Write In (Required)	3	1.3	27.3	100
	Total	11	4.7	100	
Missing System		221	95.3		
Total		232	100		

Q9A. In your opinion, should the CET include Syrians?

- Yes
- No; why not?
- Don’t Know (DO NOT READ)



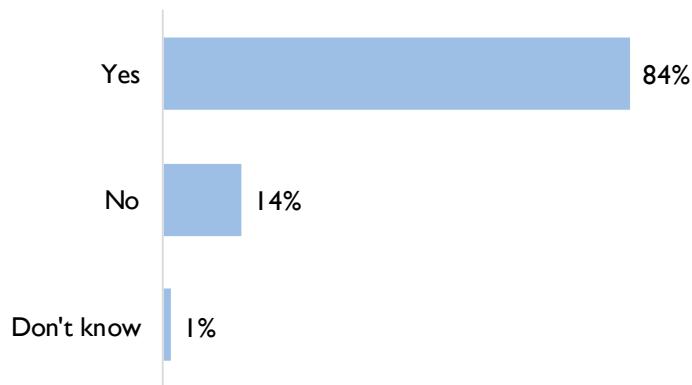
Q9B. If answered “no” to Q9A above and were asked, “Why shouldn’t the CETs include Syrians?” (percentage of 101 respondents that responded “no” to Q9A above)



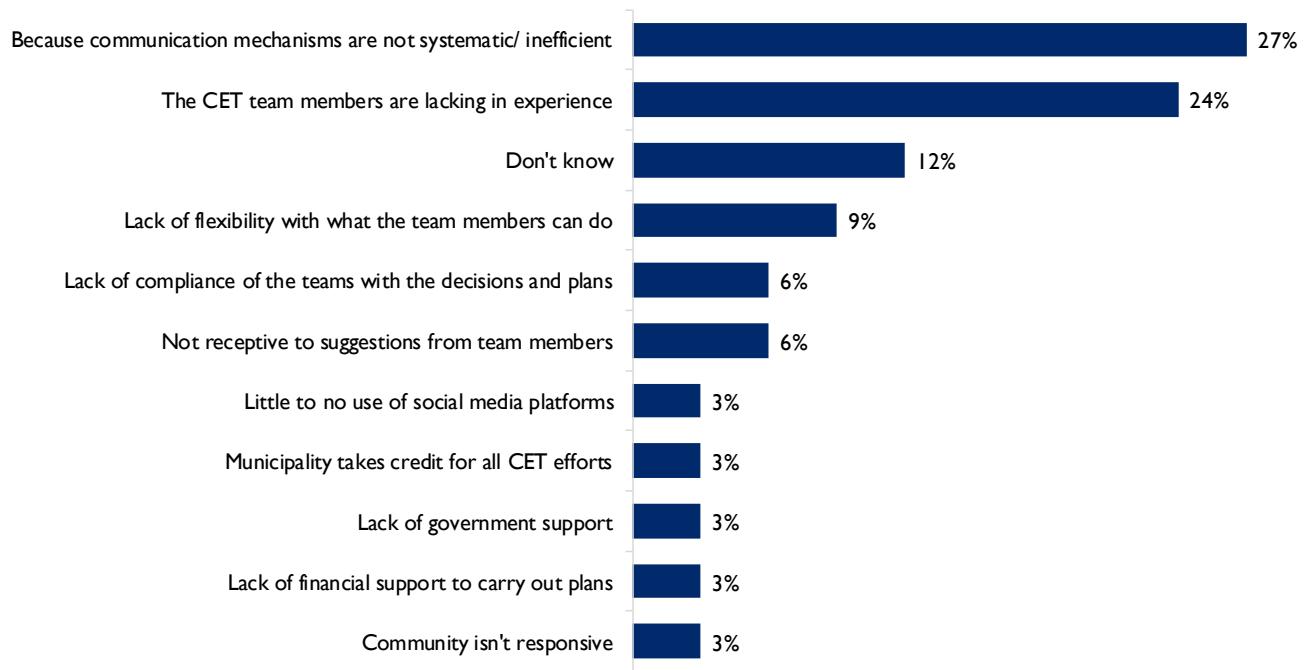
Q10A. Do you think the CET is an effective platform to engage the community?

- a. Yes
- b. No; why not?
- c. Don't Know (DO NOT READ)

[EQ3 Findings](#)

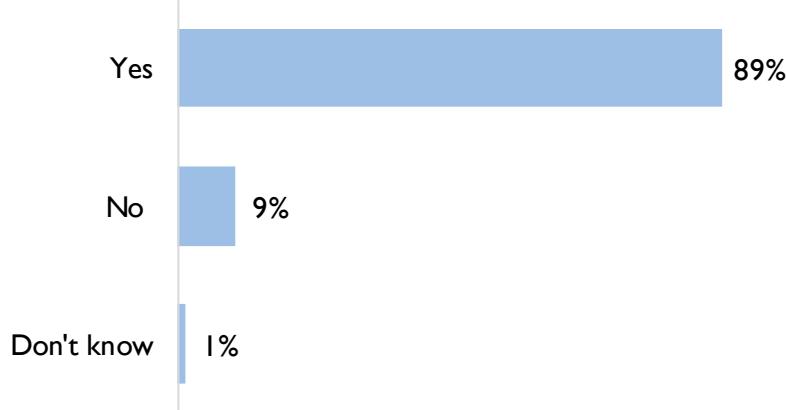


Q10B. If responded “no” to question 10A above, “Why don’t you think the CET is an effective platform to engage the community?” (percentage of 33 respondents that responded “no” to question 10A)

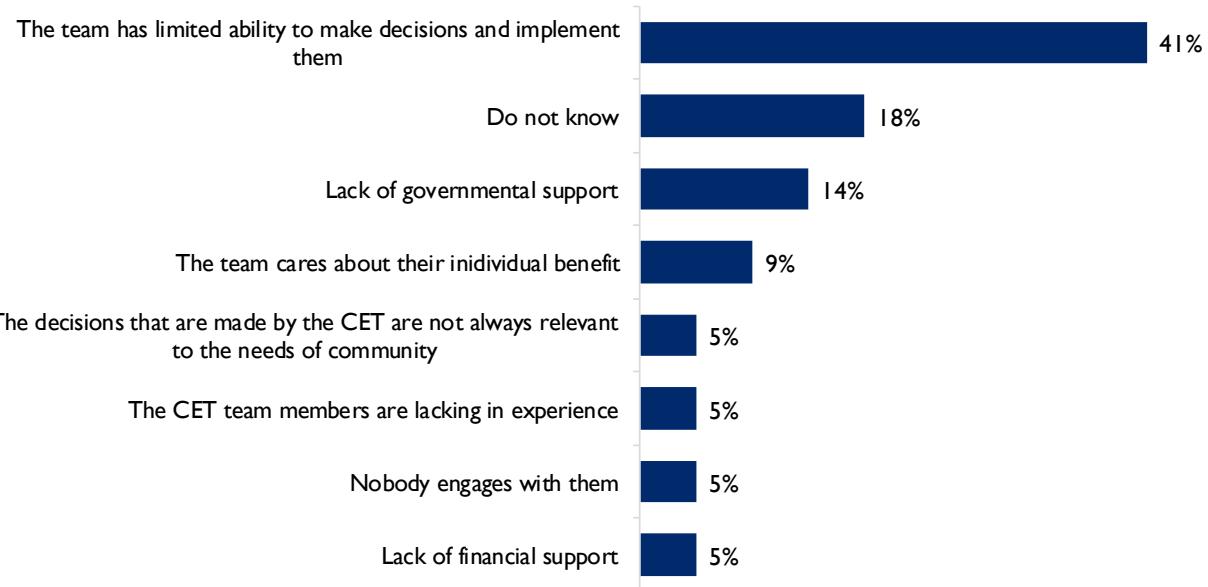


Q10C. Do you think the CET has an effective role in decision making?

- a. Yes
- b. No; why not?
- c. Don't Know (DO NOT READ)

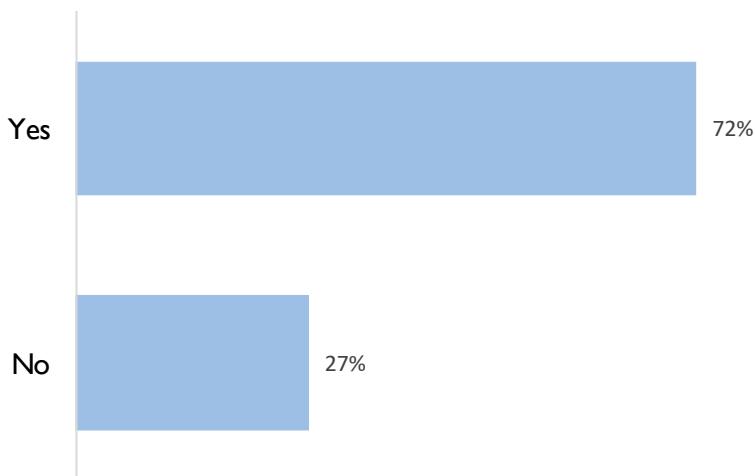


Q10D. If responded “no” to question 10C above, why don’t you think the CET has an effective role in decision making?” (percentage of 22 respondents that responded “no” to question 10C)



Q11. Do you think your CET is sufficiently visible/known to people in the community?

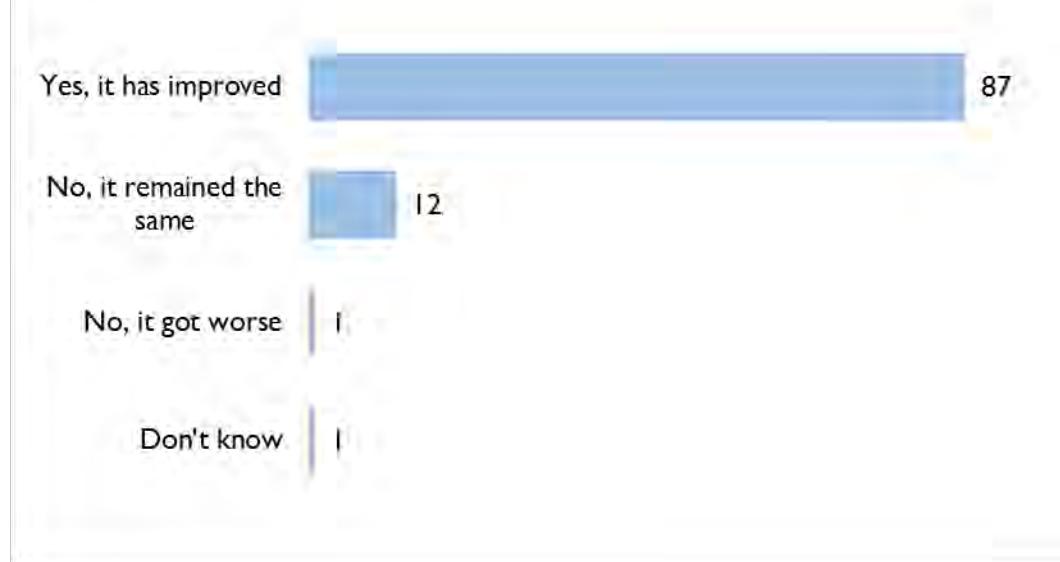
- a. Yes
- b. No
- c. Don't Know (DO NOT READ)



[EQ3 Findings CEP's Replicability and Visibility](#)

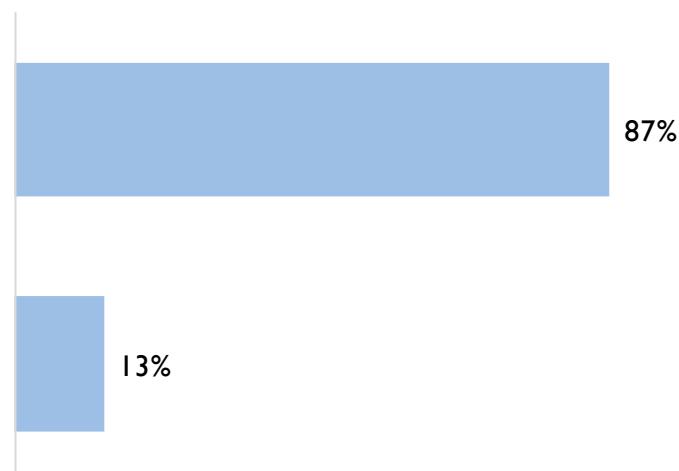
Q12. Do you think municipal services have improved as a result of the CEP program?

- a. Yes
- b. No, it remained the same
- c. No, got worse
- d. Don't Know (DO NOT READ)



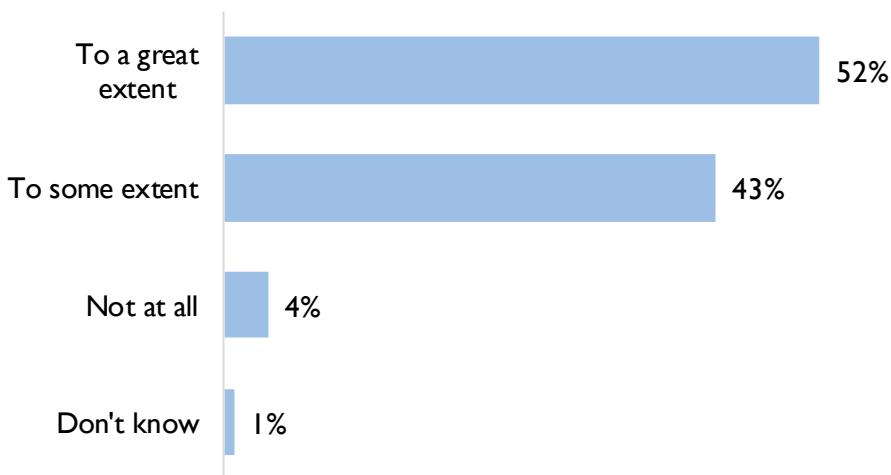
Q13. Do you think the municipality/local government has become more responsive because of the CEP program?

- a. Yes
- b. No, it remained the same
- c. No, got worse
- d. Don't Know (DO NOT READ)



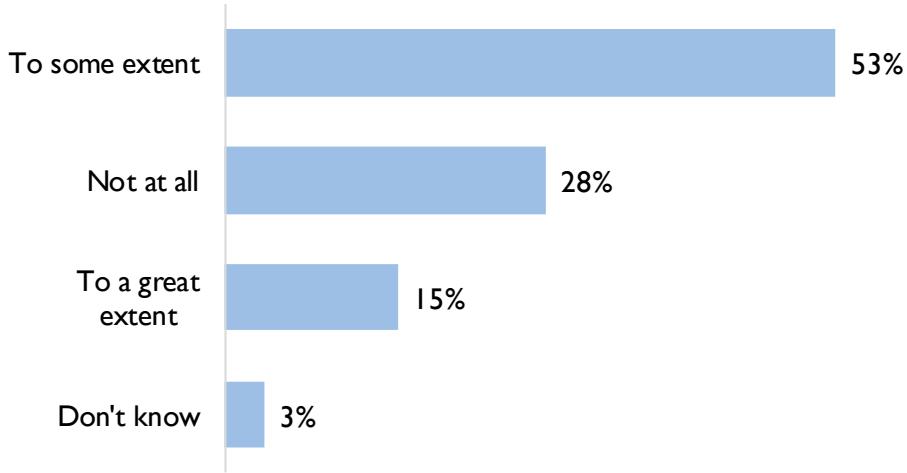
Q14. To what extent did the program enhance the collective ability of the community to engage with the municipal/ local government?

- a. To a great extent
- b. To some extent
- c. Not at all
- d. Don't Know (DO NOT READ)



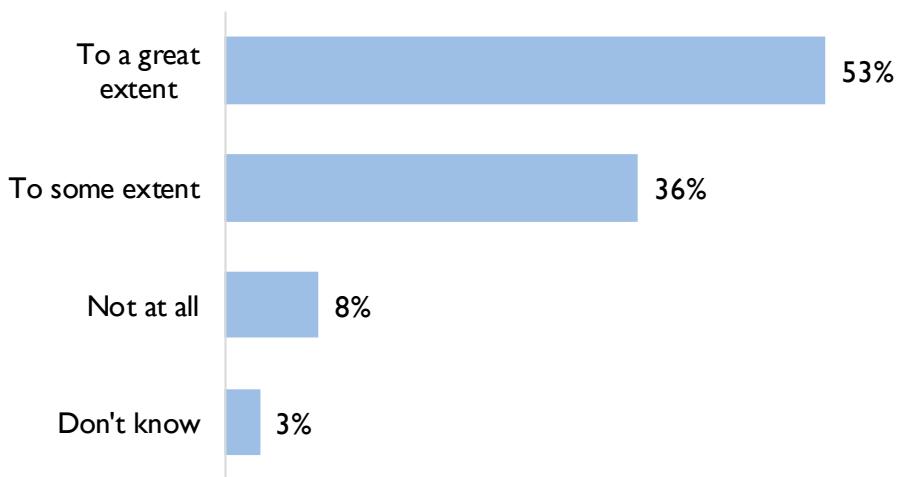
Q15. To what extent did the program enhance the community's ability to activate engaging the private sector including any privately owned small business?

- a. To a great extent
- b. To some extent
- c. Not at all
- d. Don't Know (DO NOT READ)

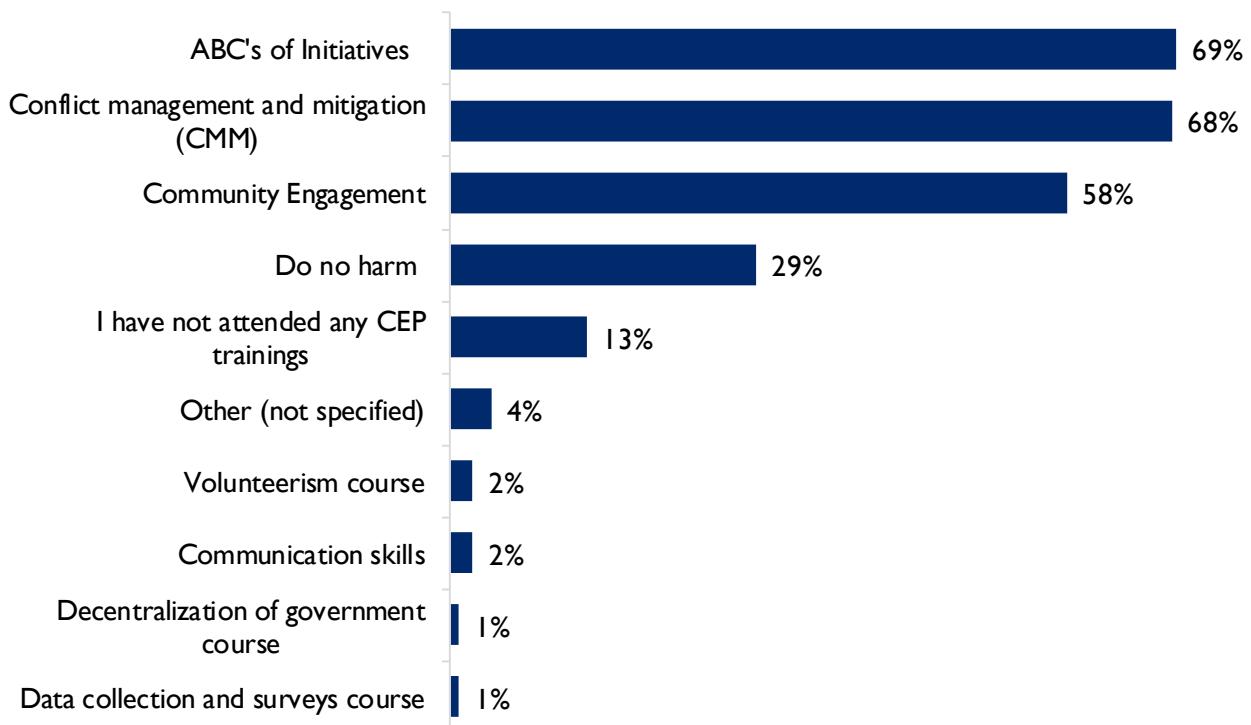


Q16. To what extent did the program increase the value that municipalities/local government of the role of community engagement?

- a. To a great extent
- b. To some extent
- c. Not at all
- d. Don't Know (DO NOT READ)

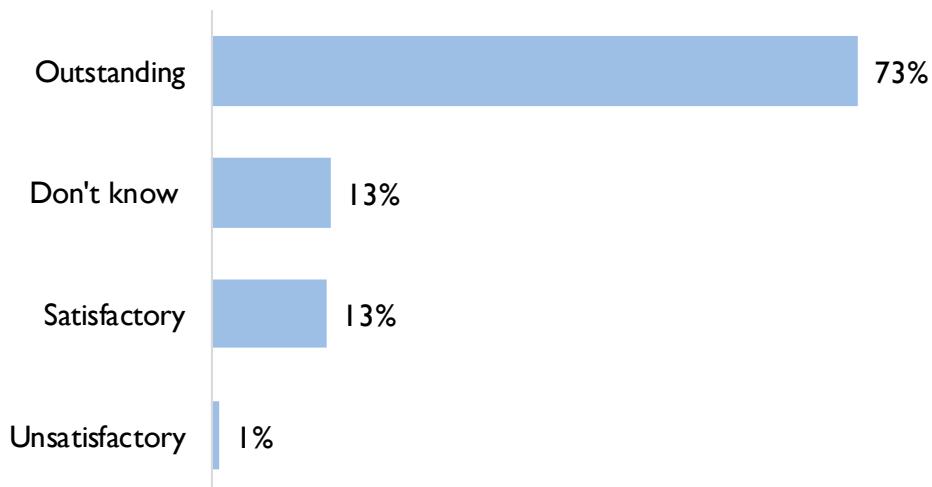


Q17. Which CEP training did you attend?



Q.18. How would you rate the overall quality of the trainings you received through the CEP program?

- a. Outstanding (SKIP TO Q.20)
- b. Satisfactory (SKIP TO Q.20)
- c. Unsatisfactory (ASK Q.19)
- d. Don't Know (DO NOT READ) (SKIP TO Q.20)



EQ1 Findings Capacity Building Results with CET's

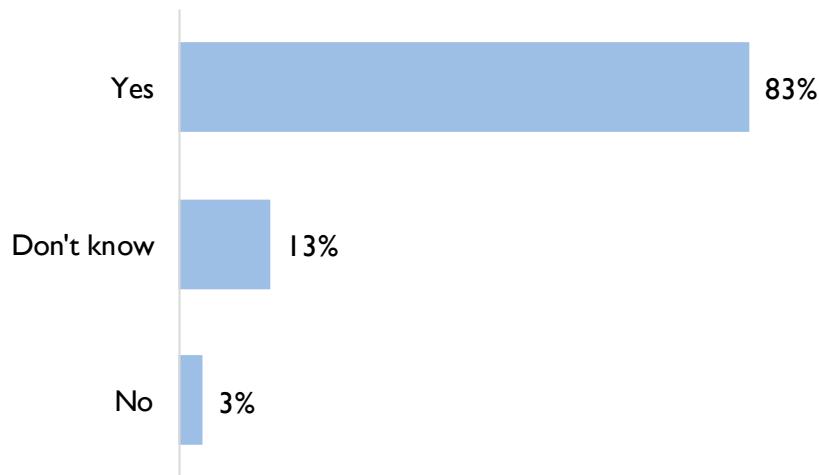
Q19. If answer to 18 was “unsatisfactory” ask why did you find the why? (OPEN ENDED – DO NOT READ – ONE RESPONSE ONLY) (percentage and frequency of the 2 respondents that answered “unsatisfactory” to Q18 above)

- a. Attended similar trainings previously
- b. Training subjects could not be implemented in Jordanian community
- c. Quality of the training was poor
- d. Duration of the training was insufficient
- e. The trainer was not qualified
- f. There was no follow-up to training
- g. Other; please specify

Responses represent the two respondents that found the CEP trainings unsatisfactory	Frequency	Percent
a. Attended similar trainings previously	0	
b. Training subjects could not be implemented in Jordanian community	0	
c. Quality of the training was poor	0	
d. Duration of the training was insufficient	0	
e. The trainer was not qualified	0	
f. There was no follow-up to training	0	
g. Training subjects were not applicable to the political context	1	50%
h. Other; please specify	1	50%
Total	2	100%

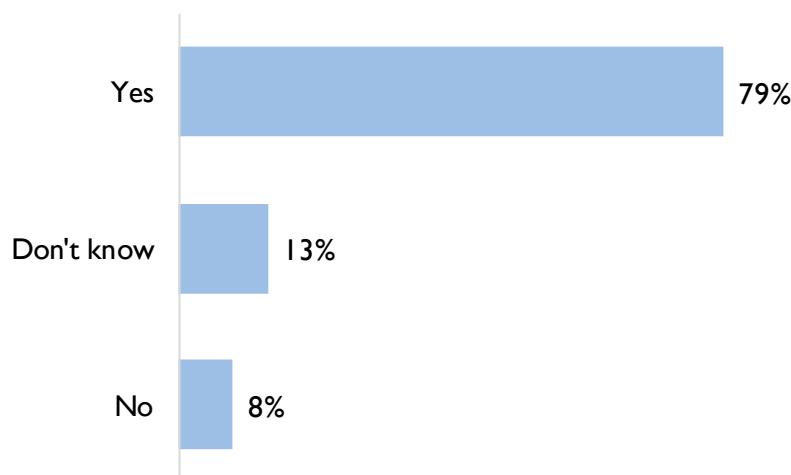
Q20. Did the training you receive enhance your ability to identify and address community stressors (Problems) /needs?

- a. Yes
- b. No
- c. Don't Know (DO NOT READ)



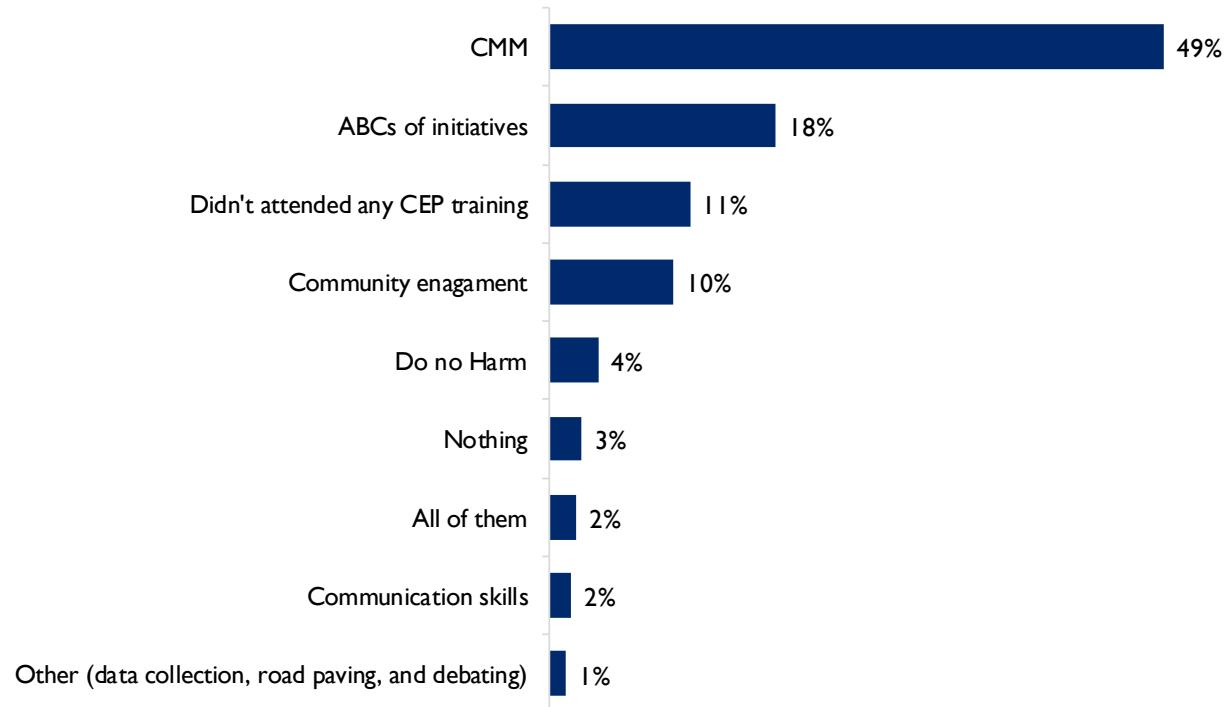
Q21. Has the training sufficiently built your capacity to continue to engage different partners including (directorates and different entities) after the program ends?

- a. Yes
- b. No
- c. Don't Know (DO NOT READ)



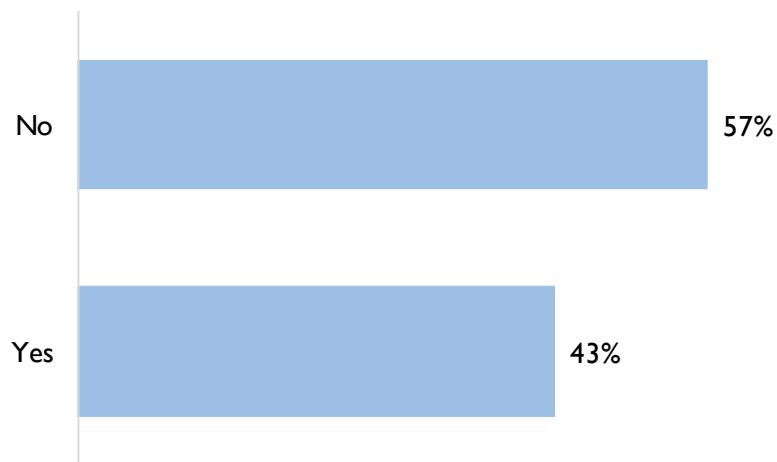
[EQ3 Findings CETs' Capacity and Independence](#)
[EQ1 Findings Overall Effectiveness of CEP Interventions](#)

Q22. Which training was most valuable to you in building your capacity to engage stakeholders and to identify and address stressors? (ONE RESPONSE ONLY)



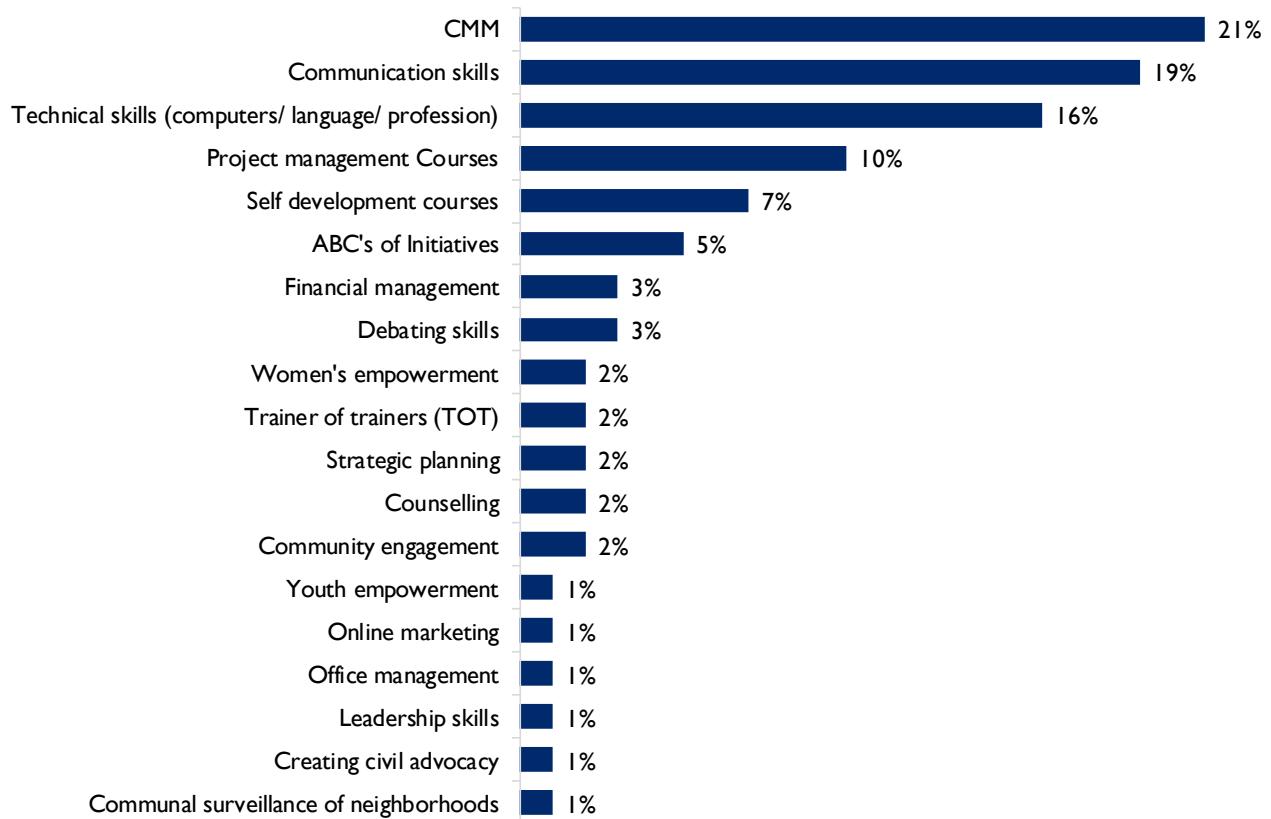
Q23A. Are there trainings you would have liked to receive from CEP in order to help you better engage and identify your community's needs after the project ends?

- a. Yes (SPECIFY)
- b. No



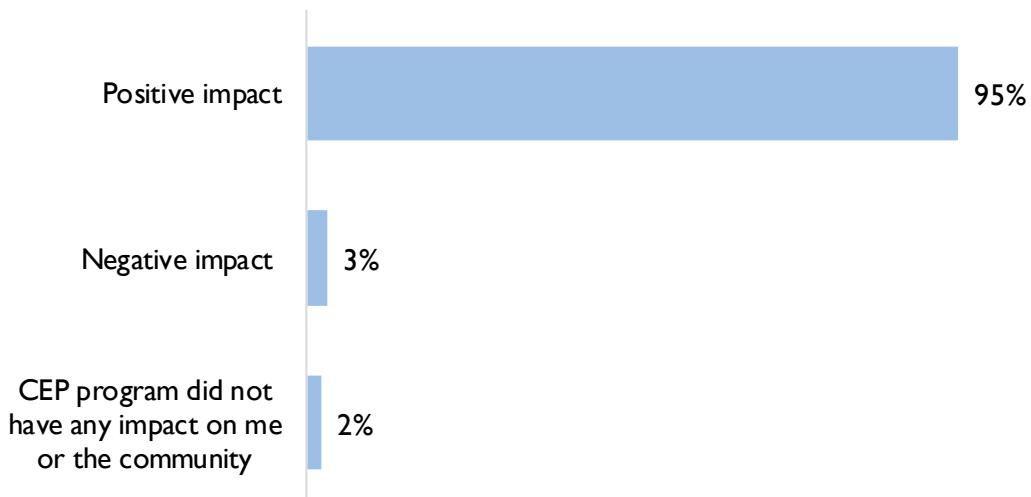
[EQI Findings Capacity Building Results with CET's](#)

Q23B. If responded “yes” to Q23A above, what are the other training courses you would have liked to receive from CEP in order to help you better engage and advocate for your community’s needs after the project ends? (percentage of 100 respondents that responded “yes” to question 23A above)

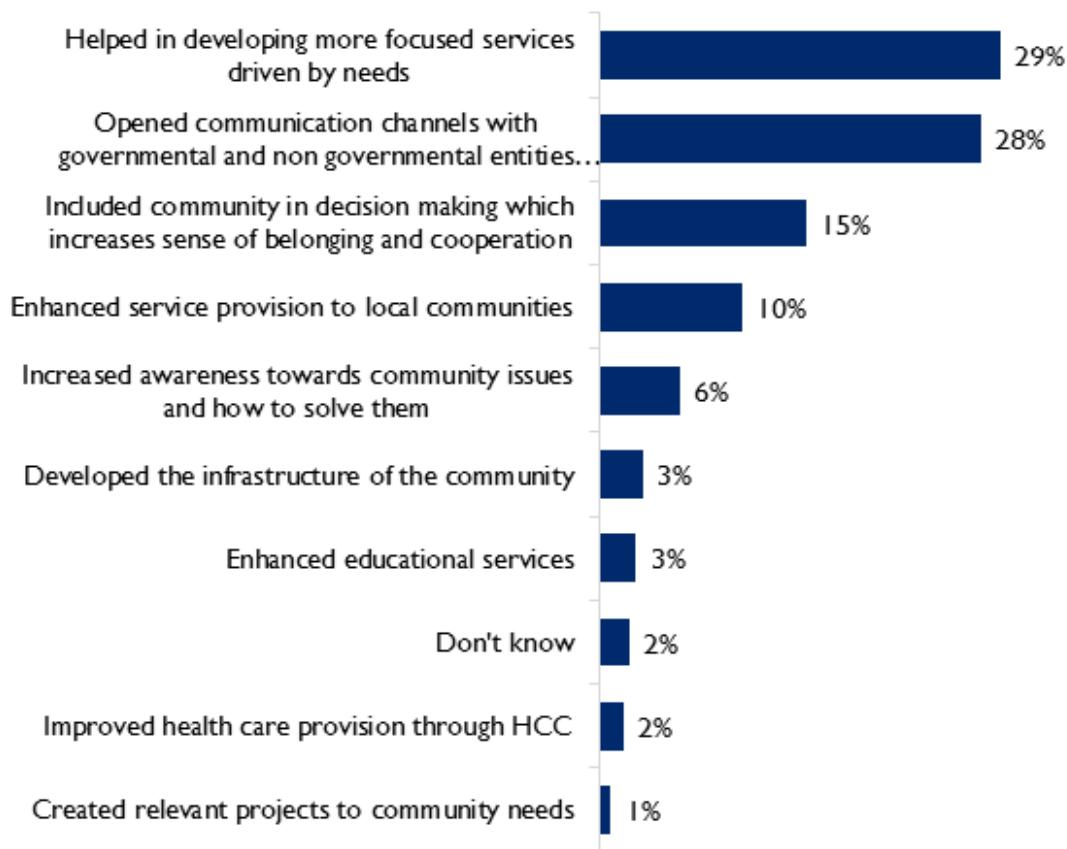


Q24A. Did you feel that the CEP program had any particular negative or positive impact on you or the community?

- a. Yes, Negative impact (please explain)
- b. Yes, Positive impact (please explain)
- c. No



Q24B. If responded to Q24A above that the CEP program had a particular positive impact on you or the community, what is the positive impact? (percentage of 220 respondents that said CEP had a positive impact in answer to Q24A above)

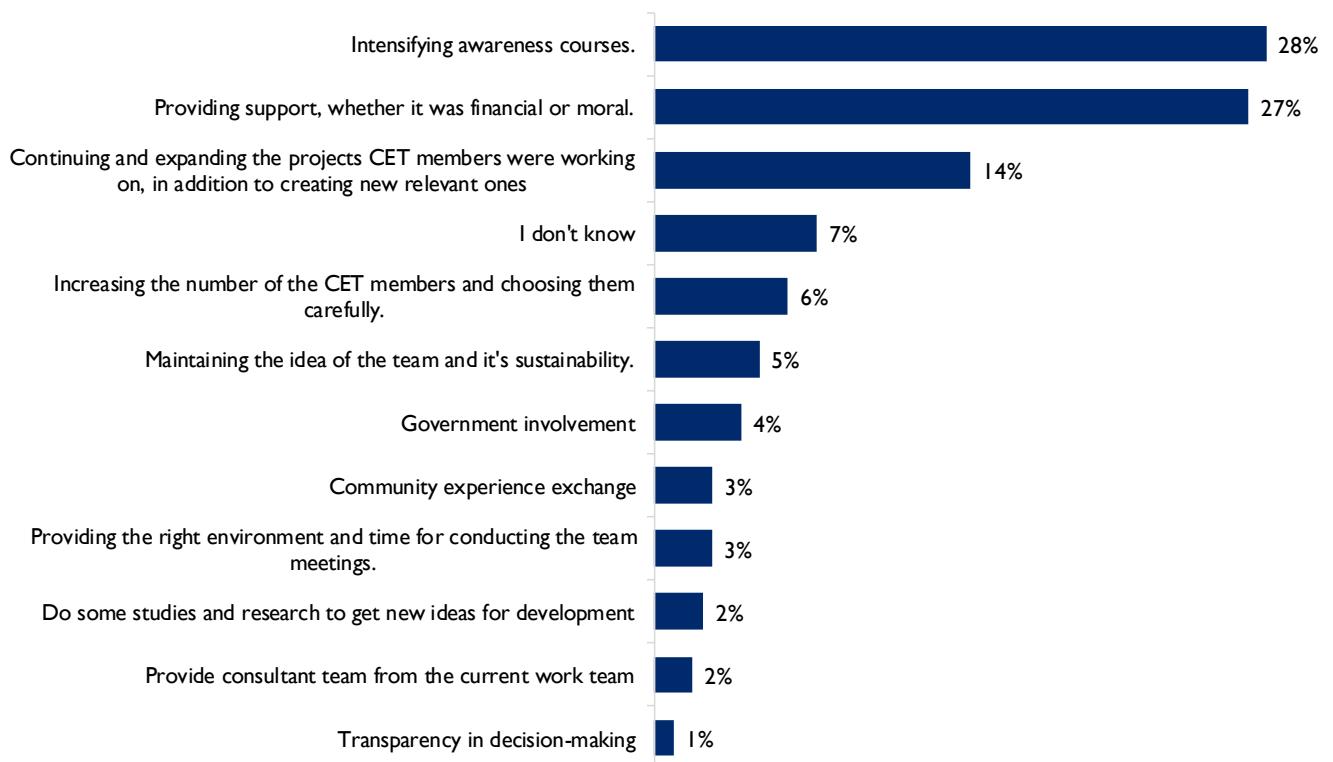


Q24C. If responded to Q24A above that the CEP program had a particular negative impact on you or the community, what is the negative impact?

	Percent	Frequency
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Did not take into consideration the demographics of the community	0	1
Lack of government support	0	1
Used nepotism/ favoritism	0	1
Lack of credibility of project because of constant change in plan	1%	2
There was no tangible benefit	1%	2
Total respondents that said CEP had positive impact or I don't know	97%	225
Total	100%	232

Q25. How could the support you received from CEP be improved? (OPEN ENDED – RECORD VERBATIM)

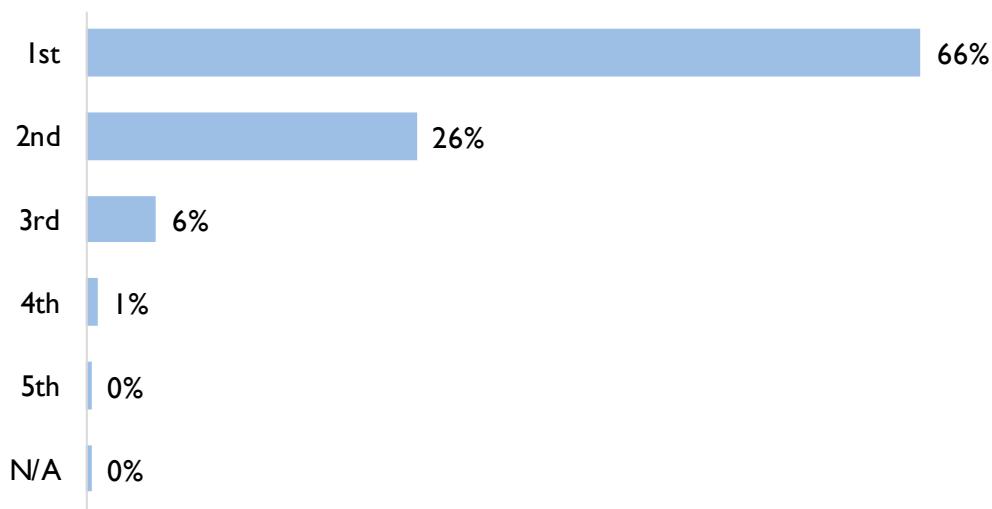


IV REDUCTION OF STRESSORS

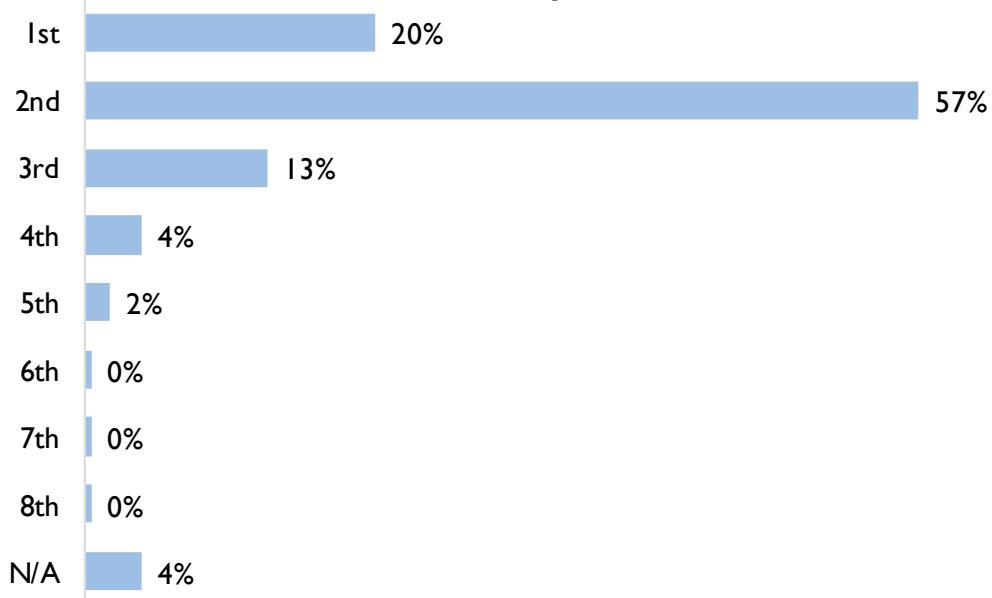
Q1. Please identify and rank the 3 top stressors your community is facing with #1 being the biggest? (OPEN ENDED – DO NOT READ – ONE RESPONSE ONLY)

- a. Unemployment
- b. Poverty
- c. Municipal services
- d. Quality of education
- e. Crime/violence
- f. Ethnic tension
- g. Lack of recreational facilities
- h. Other

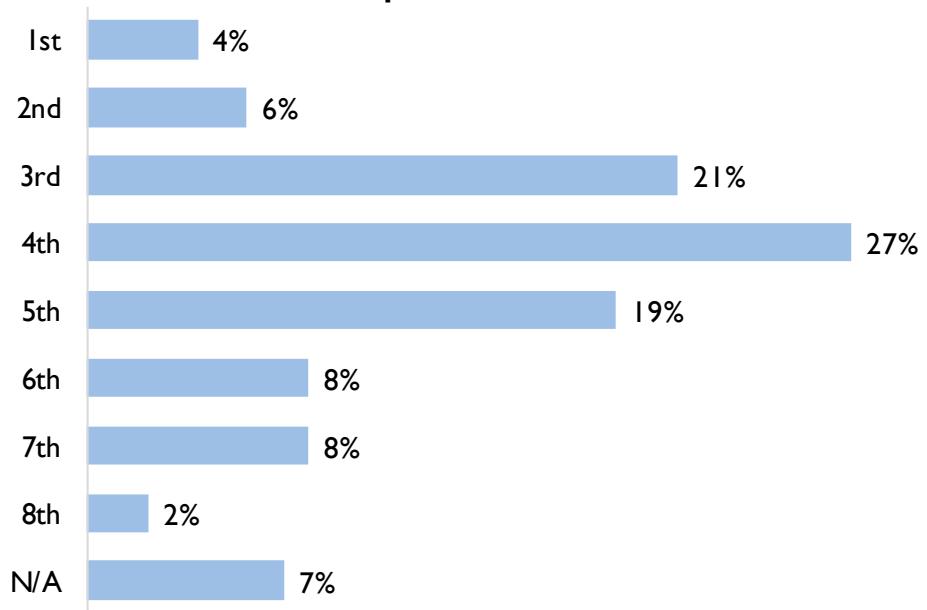
Unemployment



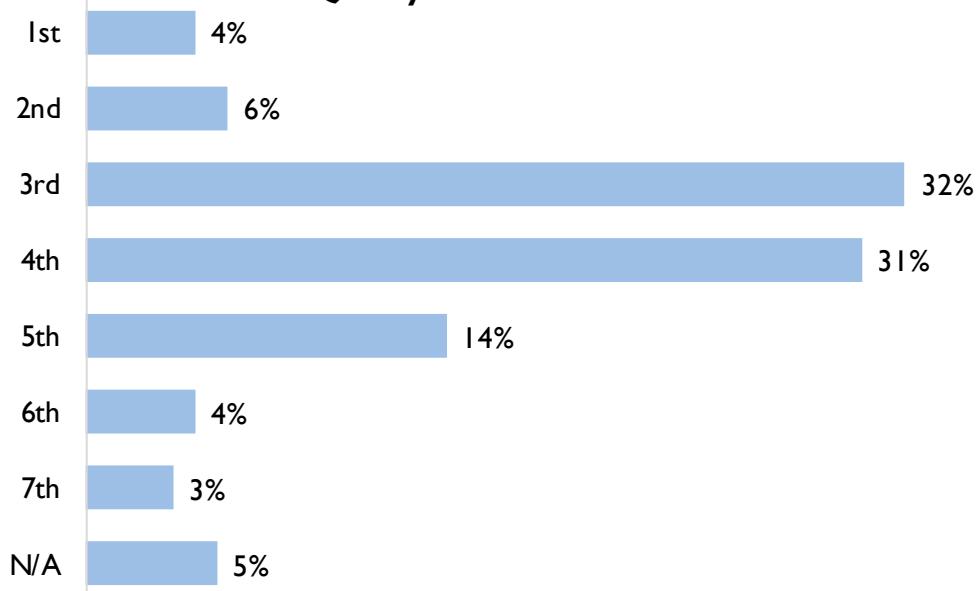
Poverty



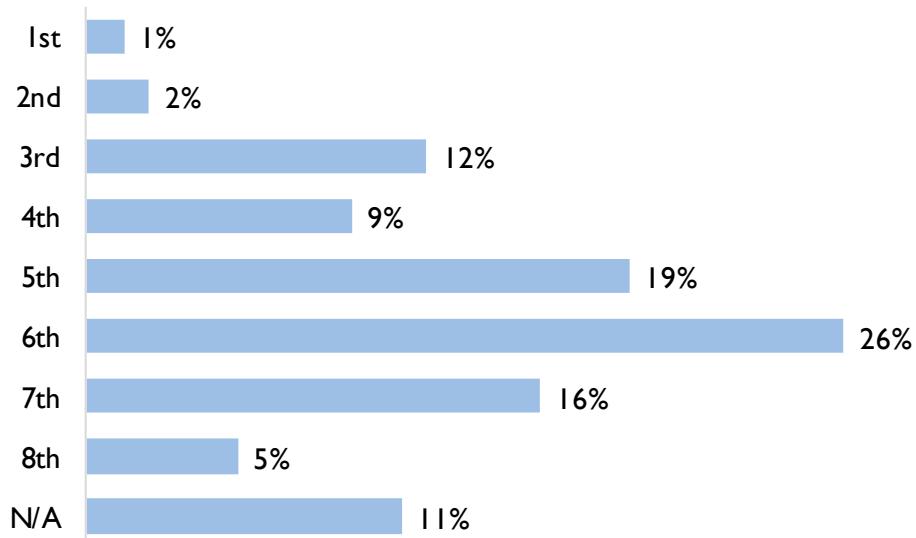
Municipal services



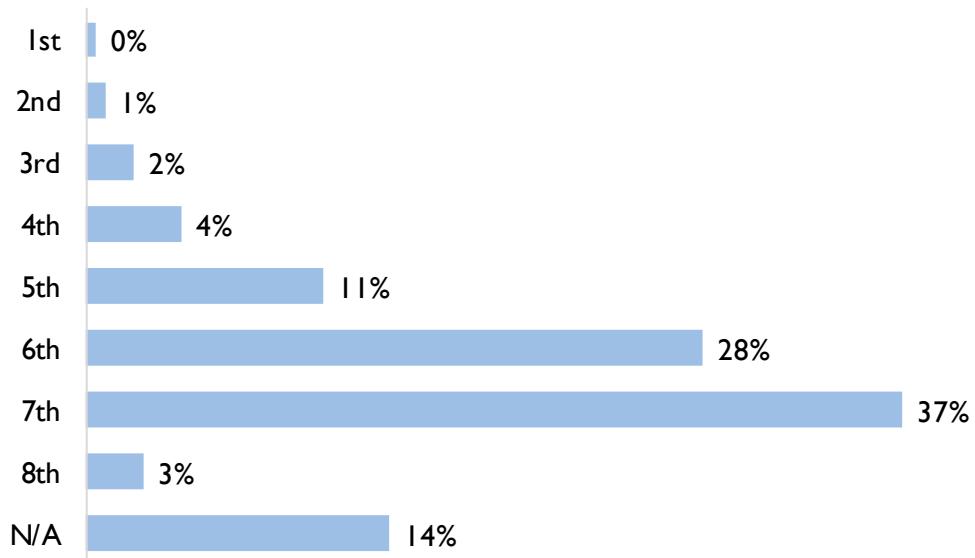
Quality of education

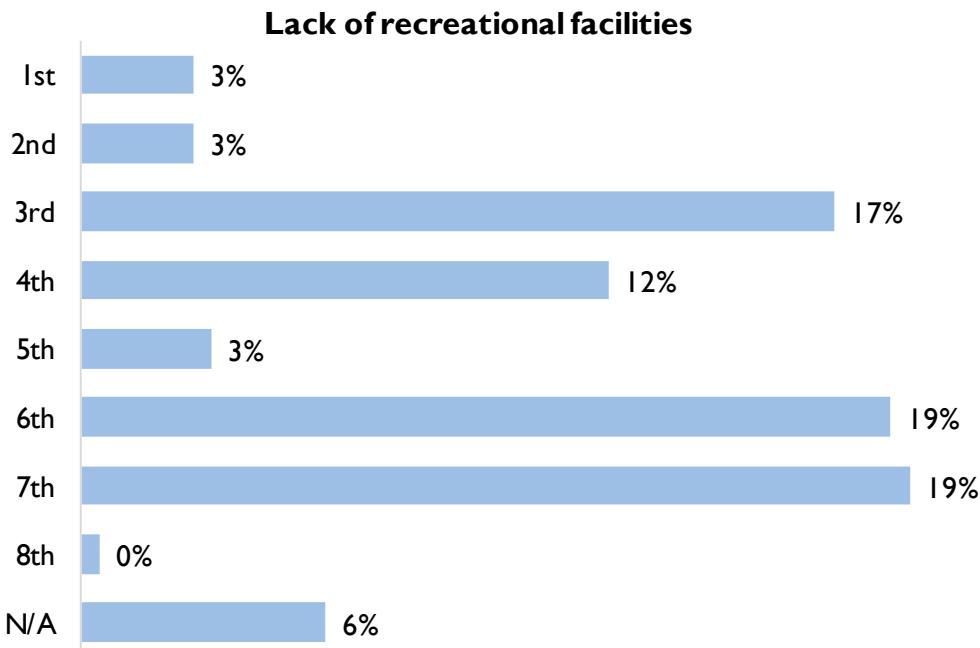


Crime/ violence



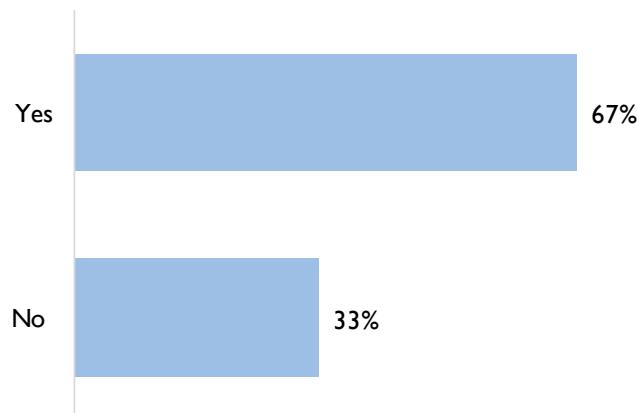
Ethnic tension





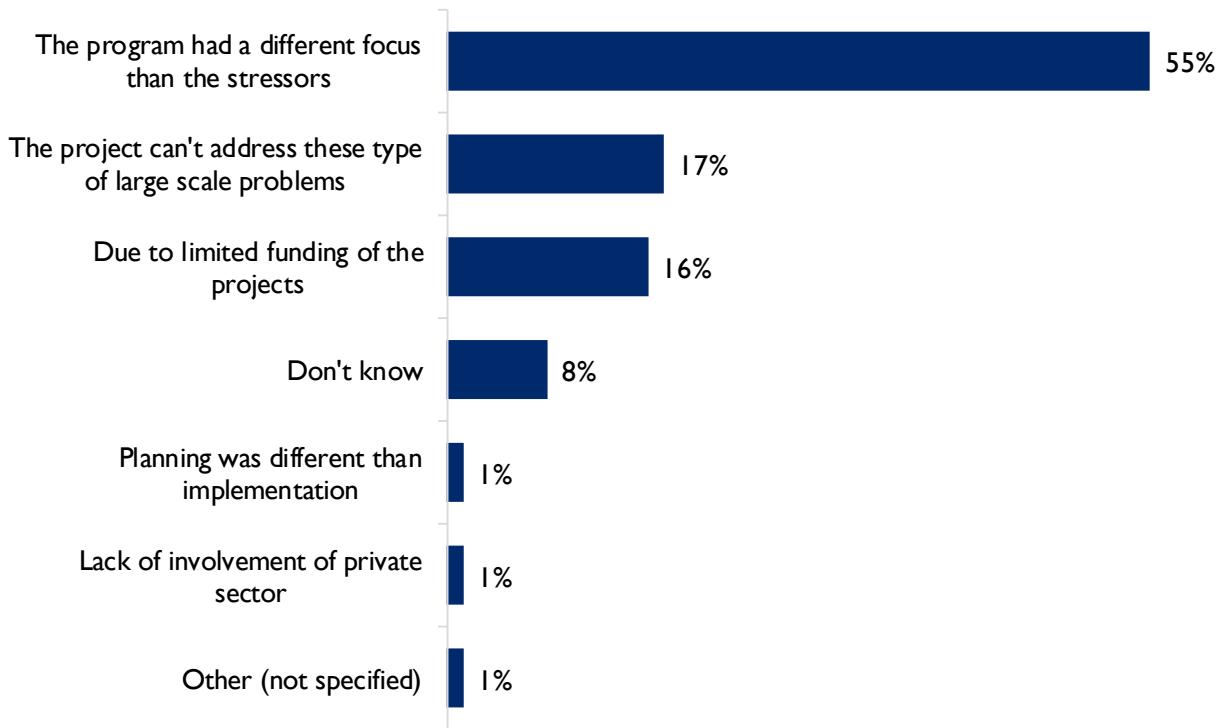
Q2A. Do the projects funded by CEP address any of the three top stressors you identified in the previous question?

- a. Yes
- b. No; Why not?

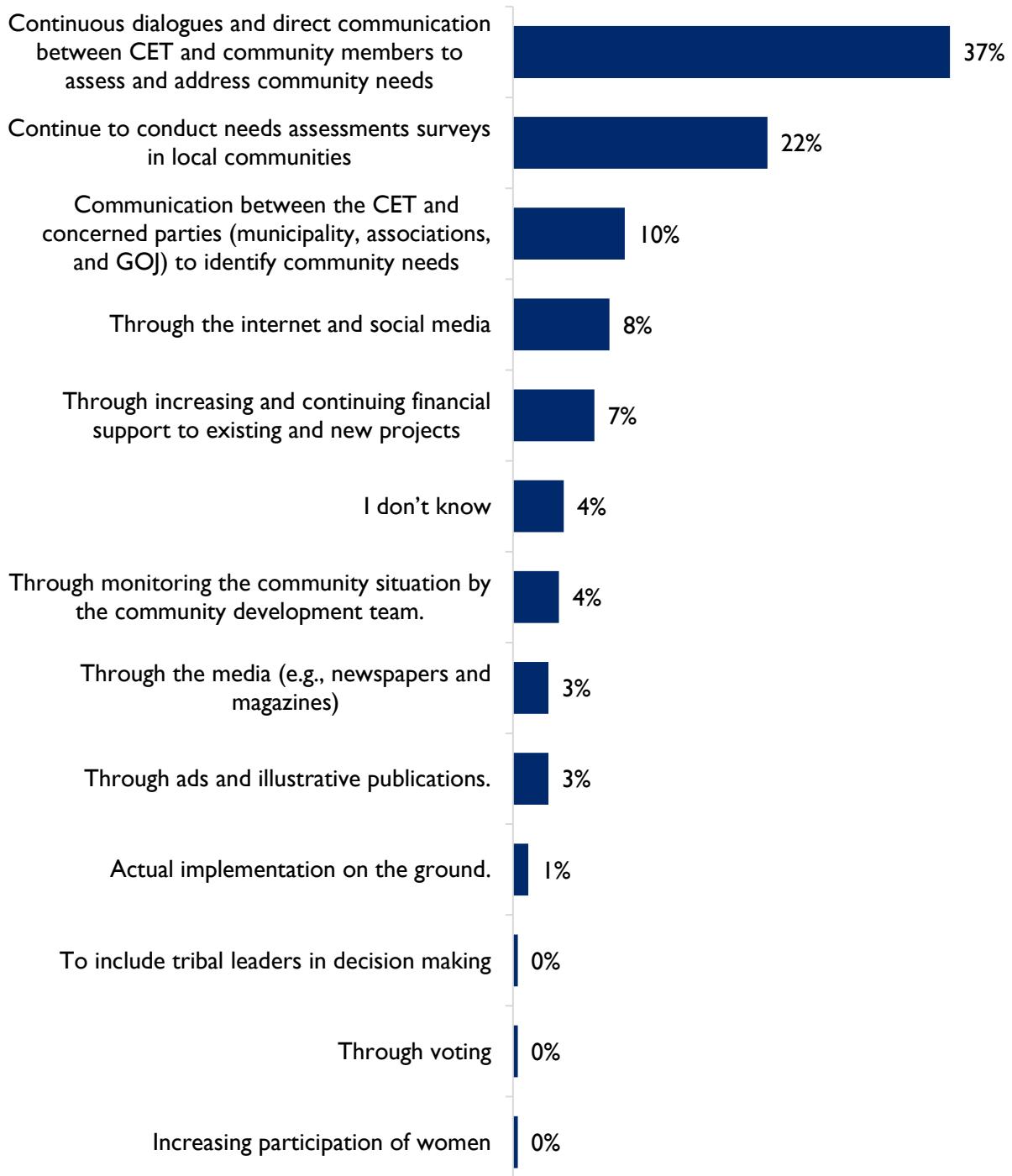


Q2B. If responded no to Q2A above, why do you think the projects funded by CEP haven't addressed any of the three top stressors you identified in the previous question

(percentage of the 76 respondents that responded "no" to Q2A above)

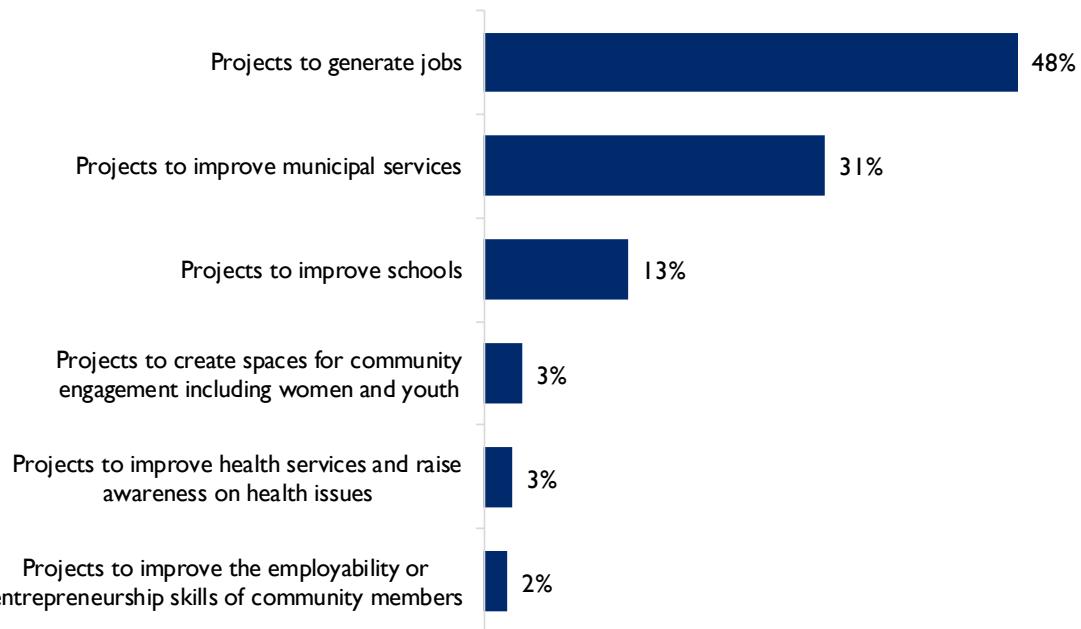


Q3. How can the process of identifying projects be more inclusive? (OPEN ENDED – RECORD VERBATIM)

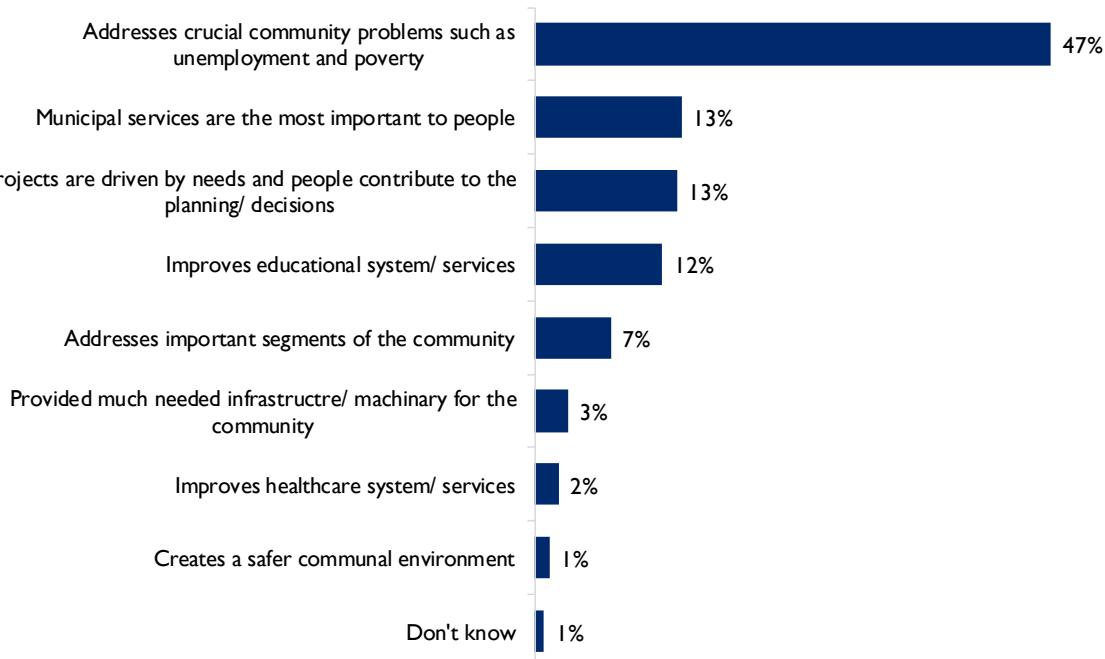


Q4. Which type of donor projects best respond to your community's main stressors? (ONE RESPONSE ONLY)

- a. Projects to improve schools
- b. Projects to improve municipal services
- c. Projects to improve the employability of community members
- d. Projects to generate jobs
- e. Projects to create spaces for community engagement including women and youth
- f. Projects to improve health services and raise awareness on health issues
- g. Other (SPECIFY)



Q5. Why is this type of project most effective in addressing community stressors?

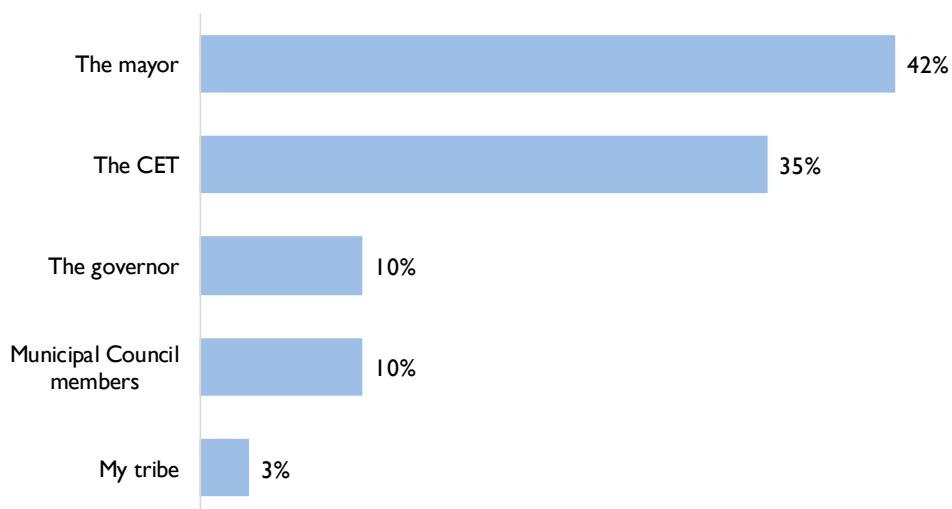


V SUSTAINABILITY

Q1. With which of the following do you feel your engagement can be most effective in enhancing municipal responsiveness to community needs?

- a. Municipal Council members
- b. The mayor
- c. The governor
- d. The CET
- e. My tribe
- f. Other (SPECIFY)

(percent of 231 responses – 1 missing)

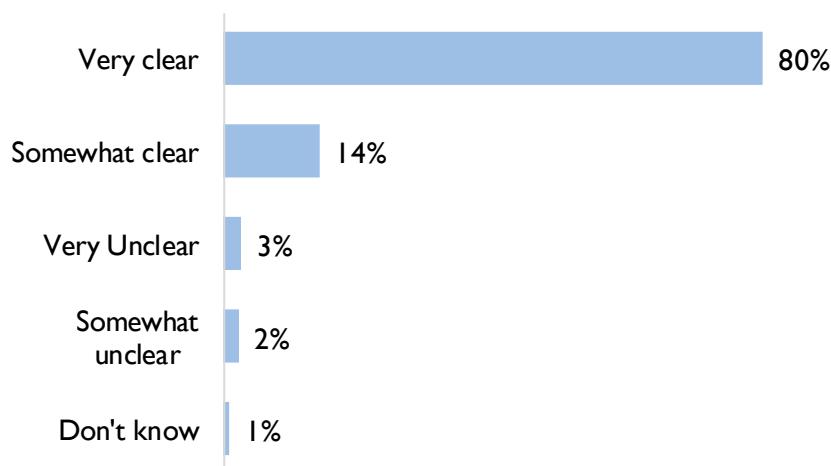


[EQ3 Findings Municipal Structures](#)

Q2. Were the program's selection criteria for CET members clear to you?

- a. Very clear
- b. Somewhat clear
- c. Somewhat unclear
- d. Very Unclear
- e. Don't Know (DO NOT READ)

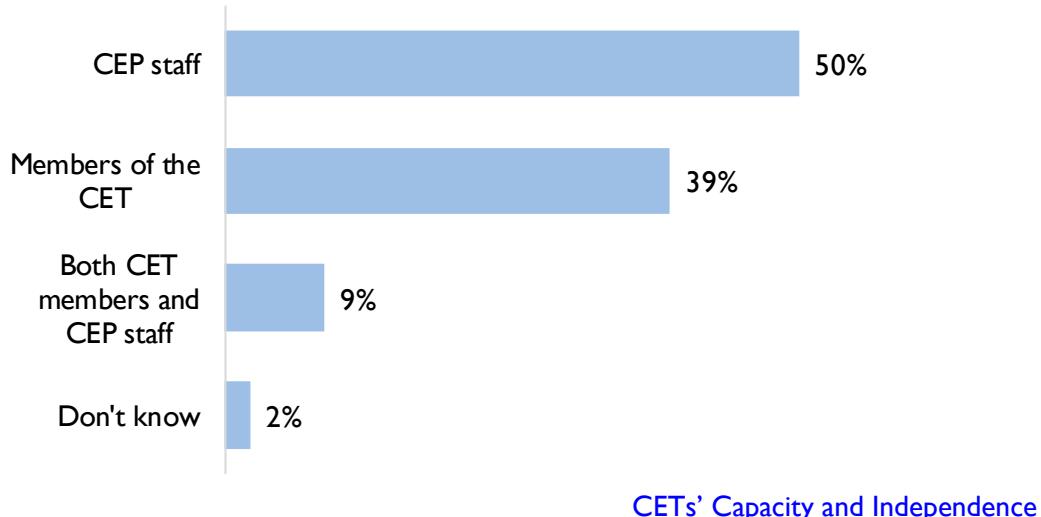
(percent of 231 responses – 1 missing)



Q3. Who usually calls for the CET meetings?

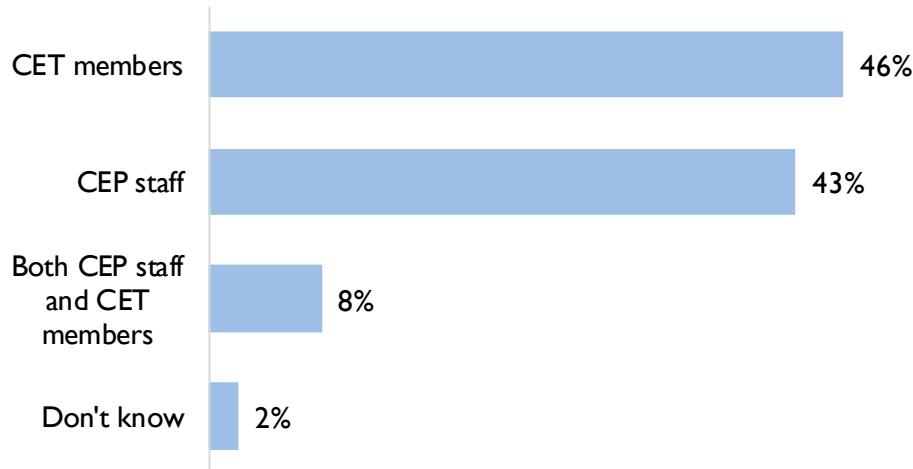
- a. CEP staff
- b. Members of the CET
- c. Don't Know (DO NOT READ)

(percentage of 231 responses – 1 missing)



Q4. Who sets the agenda for CET meetings? (RECORD VERBATIM)

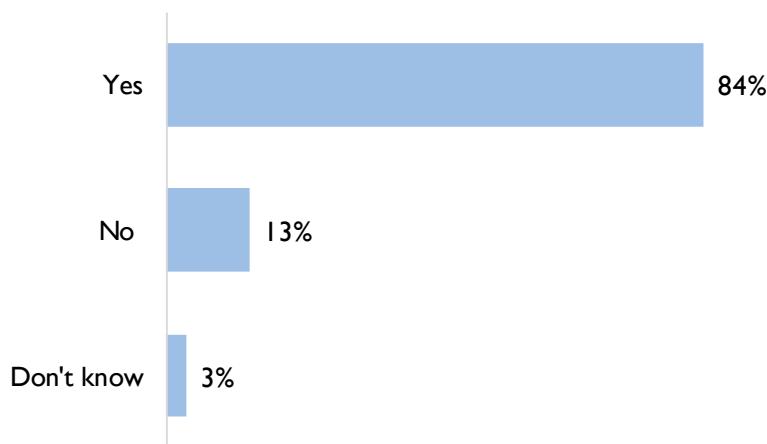
(percent of 231 responses – 1 missing)



Q5A. Do you think that the program's approach with CETs has provided CET members the necessary skills they need to act independently after the program ends?

(percent of 231 responses – 1 missing)

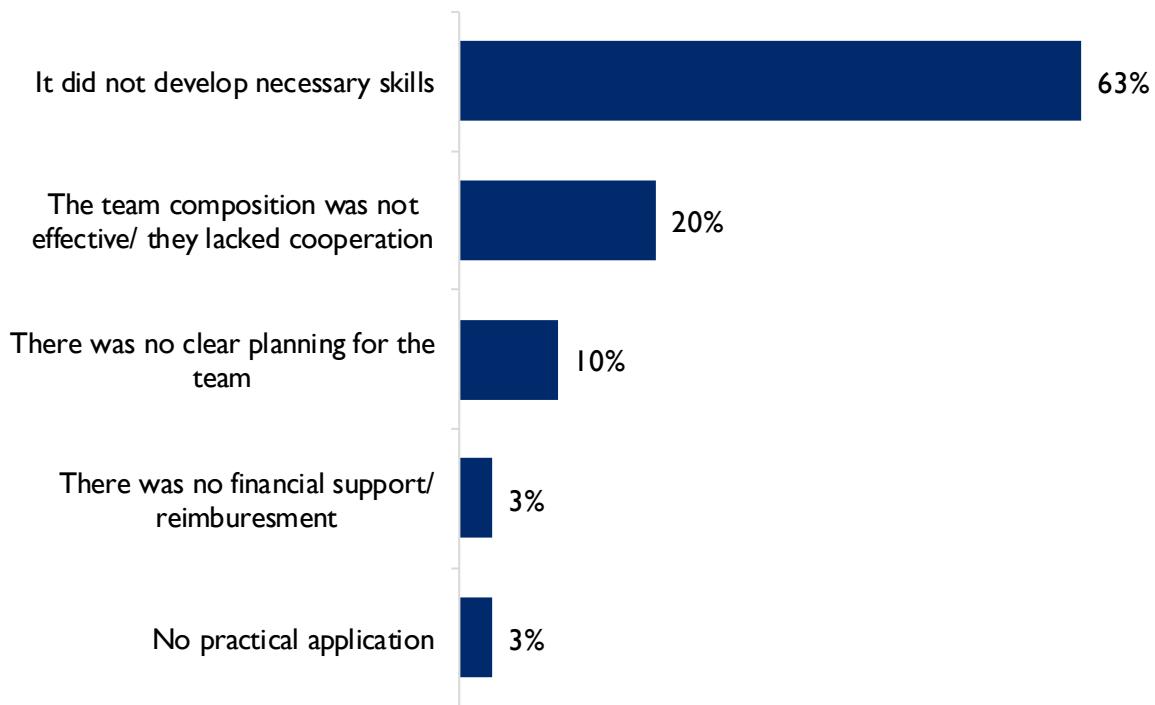
- a. Yes
- b. No; why not? (RECORD VERBATIM)
- c. Don't Know (DO NOT READ)



[EQI Finding Overall Effectiveness of CEP Interventions](#)

Q5B. If answered “no” to Q5A above, why do you think that the program’s approach with CETs has not provided CET members the necessary skills they need to act independently after the program ends?

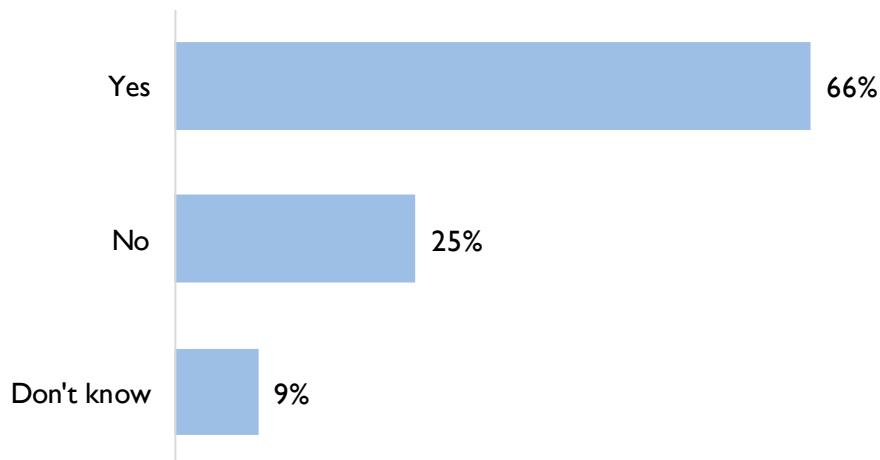
(percent of 30 respondents that replied “no” to Q5A above)



Q6A. Do you think your CET will continue to function once the CEP project ends and funding stops?

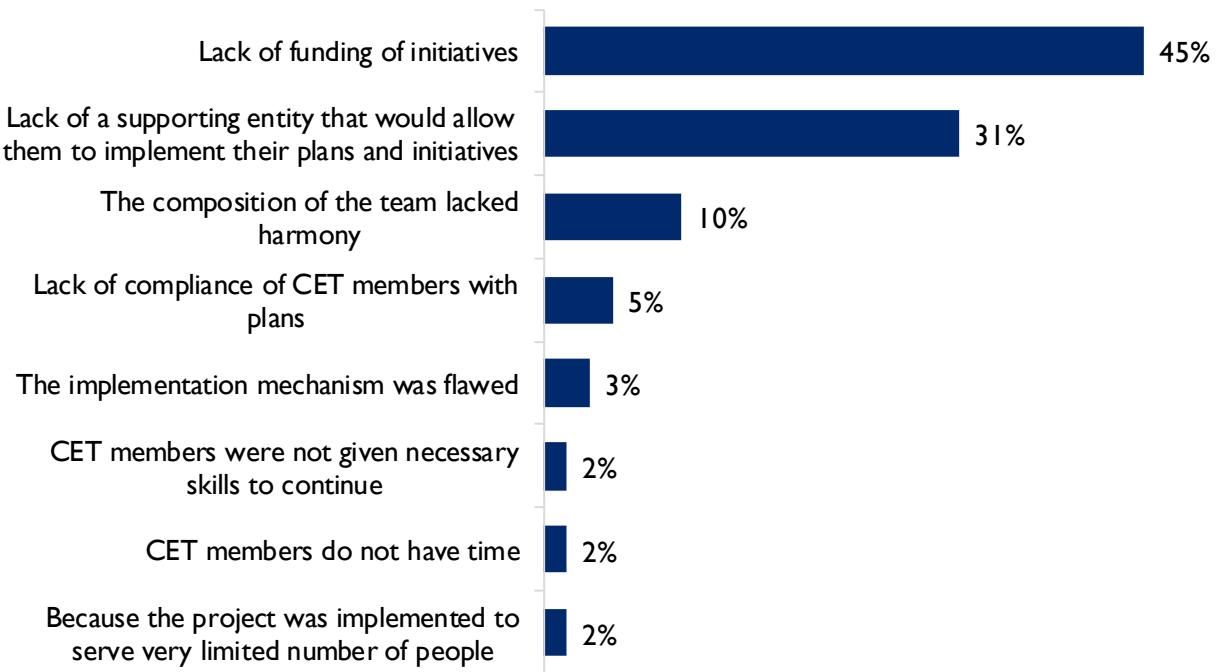
- a. Yes
- b. No, why not?
- c. Don't Know (DO NOT READ)

(percent of 231 responses – 1 missing)



Q6B. If responded “no” top Q6A above, why do you think your CET will not continue to function once the CEP project ends and funding stops?

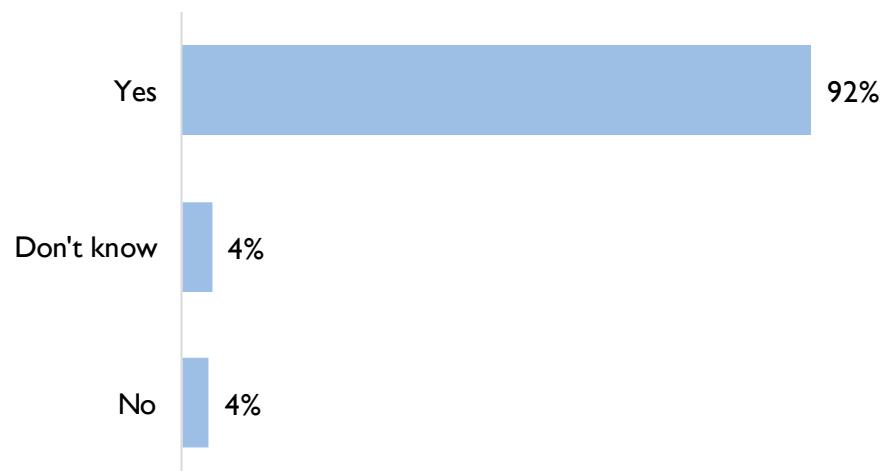
(percent of 58 respondents that replied “no” to Q6A above)



Q7. Do you think that the CETs should continue after the program ends?

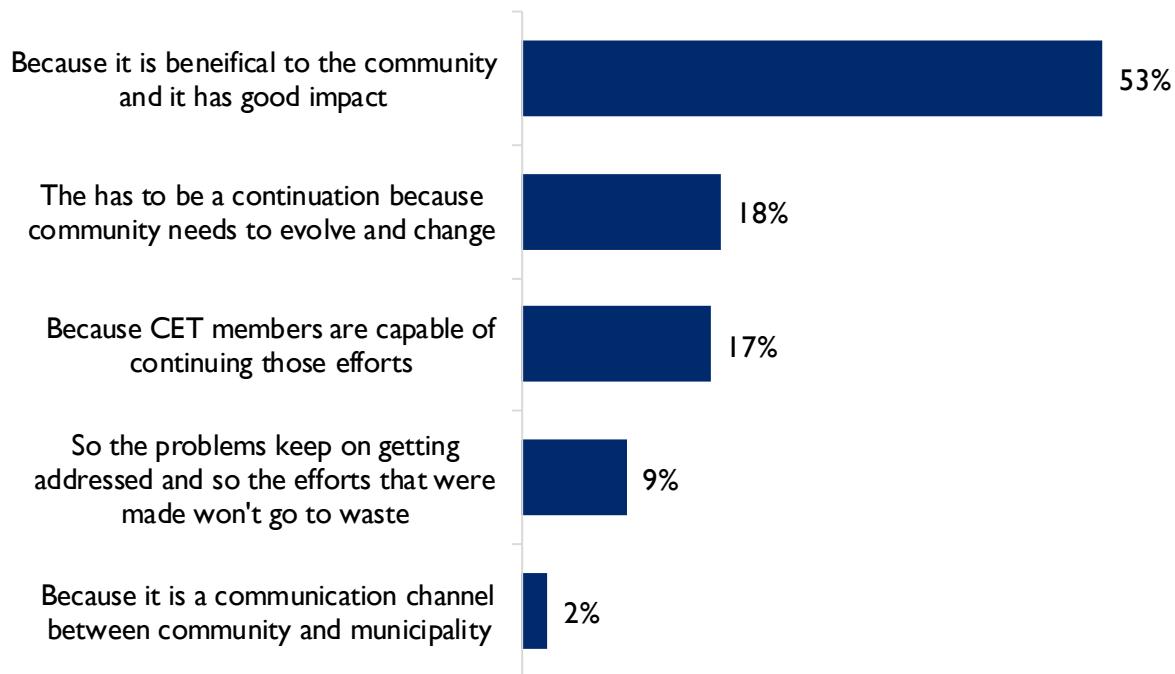
- a. Yes/why? (RECORD VERBATIM)
- b. No/Why not? (RECORD VERBATIM)
- c. Don't Know (DO NOT READ)

(percent of 231 responses – 1 missing)



Q7A. If responded “yes” to Q7 above, why do you think that the CETs should continue after the program ends?

(percent of 211 respondents that replied “yes” to Q7 above)



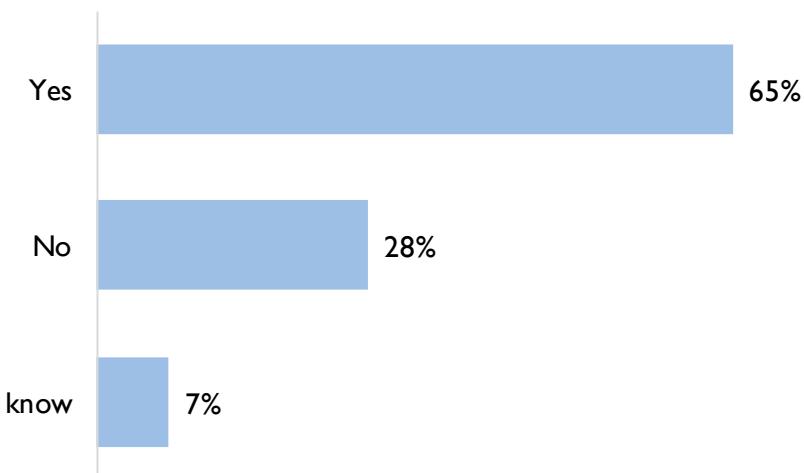
Q7B. If responded “no” to Q7 above, why do you think the CETs shouldn’t continue after the program ends?

Responses of the 9 respondents that answered "no" to Q7	Frequency	Percent
Don't know	1	11%
It will be difficult to continue without funding	1	11%
The CET's capacity must be improved	1	11%
The mechanism of implementing is unclear/ weak	2	22%
Because the value achieved is minimal, there is no value in continuing	4	44%
Frequency and percent out of 232 total responses	9	4%

Q8. At present, do you think that municipal councils are effective at engaging the community participation and local community?

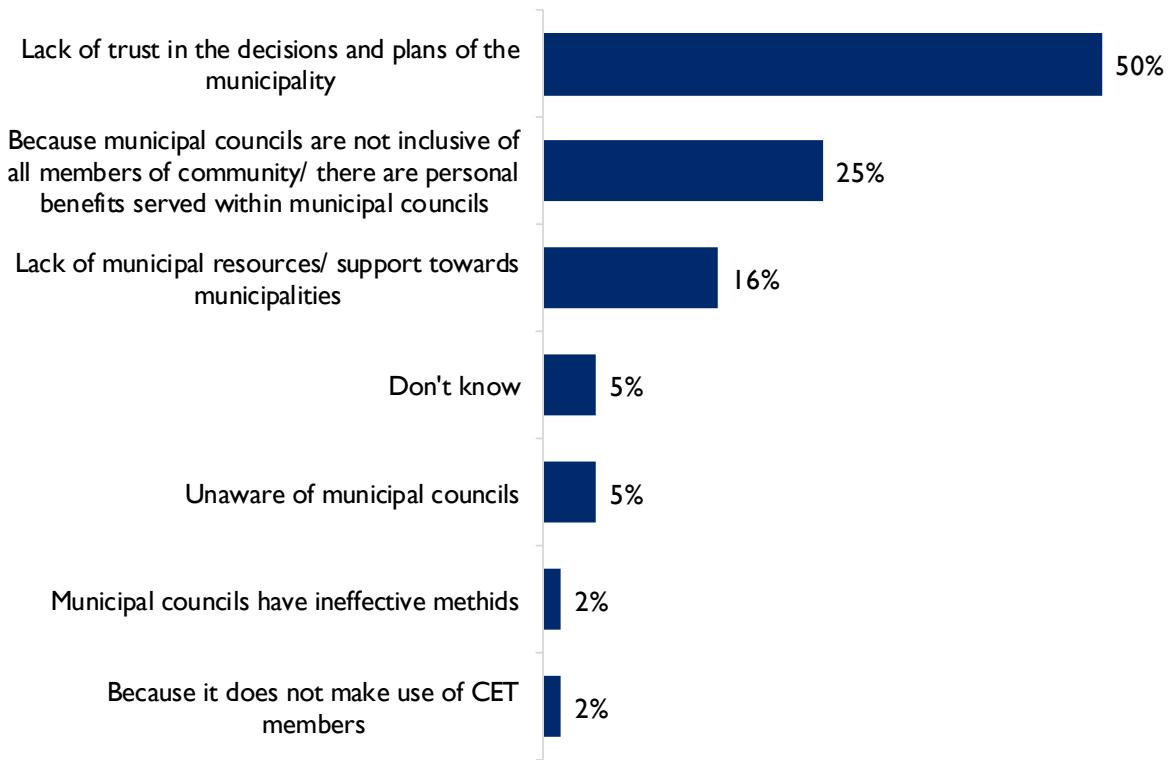
- a. Yes
- b. No/Why not? (RECORD VERBATIM)
- c. Don't Know (DO NOT READ)

(percent of 231 responses – 1 missing)



Q8B. If responded “no” to Q8 above, why do you think that municipal councils are not effective at engaging the community participation and local community?

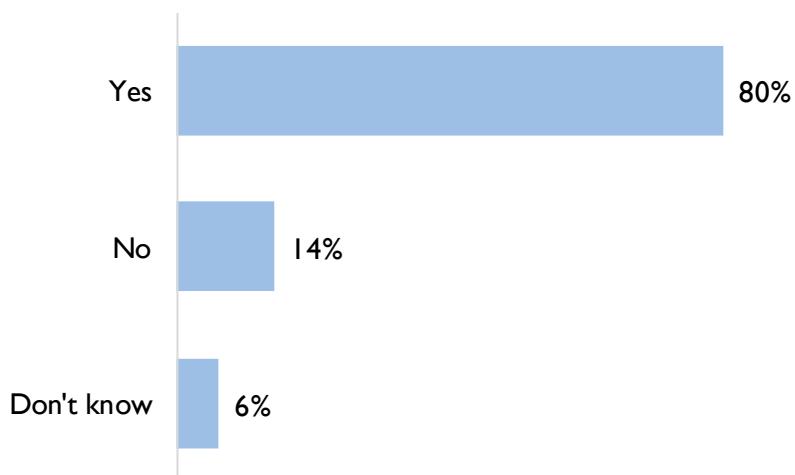
(percent of the 64 respondents that replied “no” to Q8A above)



Q9A. At present, do you think that civil society organizations (CSOs) identify and advocate for the needs in your community?

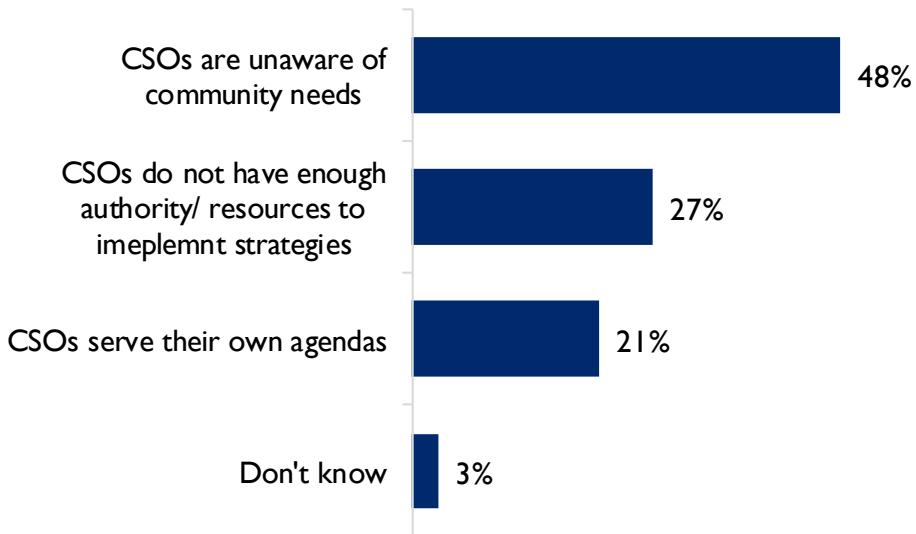
- a. Yes
- b. No/Why not? (RECORD VERBATIM)
- c. Don't Know (DO NOT READ)

(percent of 231 responses – 1 missing)



Q9B. If responded “no” to Q9A above, why do you think that CSOs don’t identify and advocate for the needs in your community?

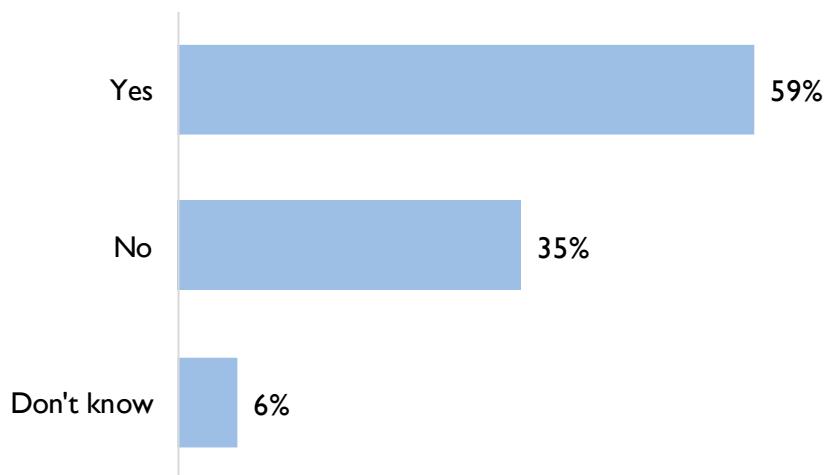
(percent of the 33 respondents that replied “no” to Q9A above)



Q10A. Do you think community members trust the municipality in their community?

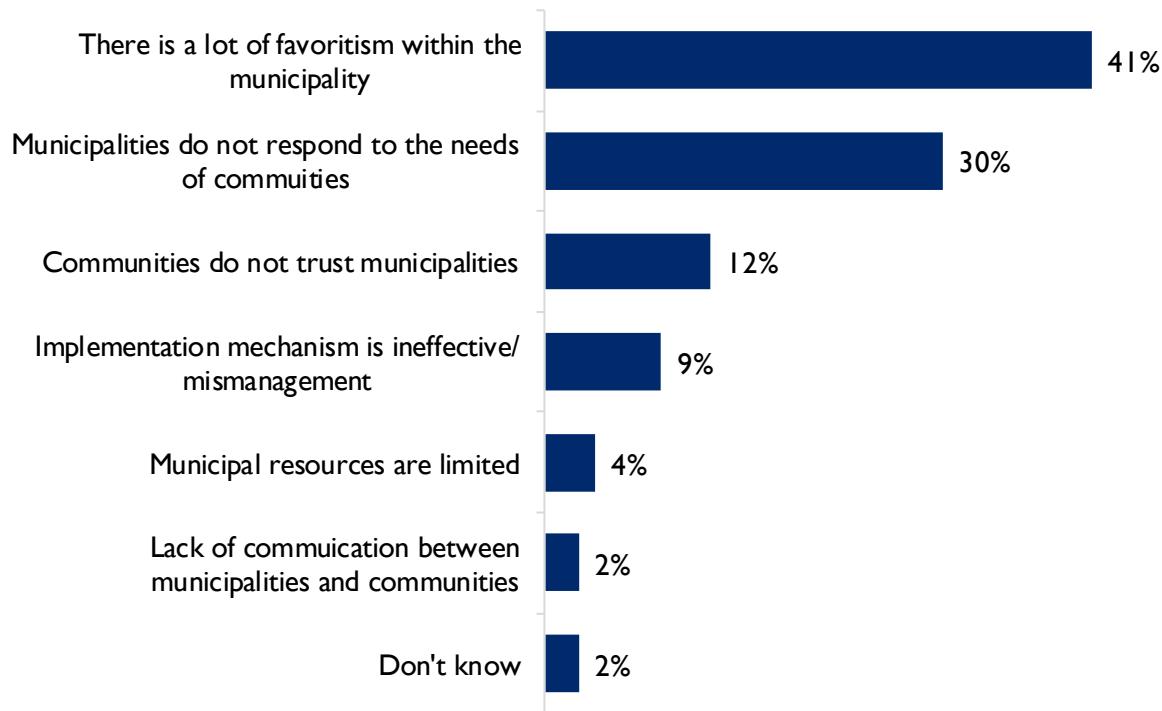
- a. Yes
- b. No/Why not? (RECORD VERBATIM)
- c. Don't Know (DO NOT READ)

(percent of 231 responses – 1 missing)



I0B. If responded “no” to Q10A above, why do you think community members don’t trust the municipality in their community?

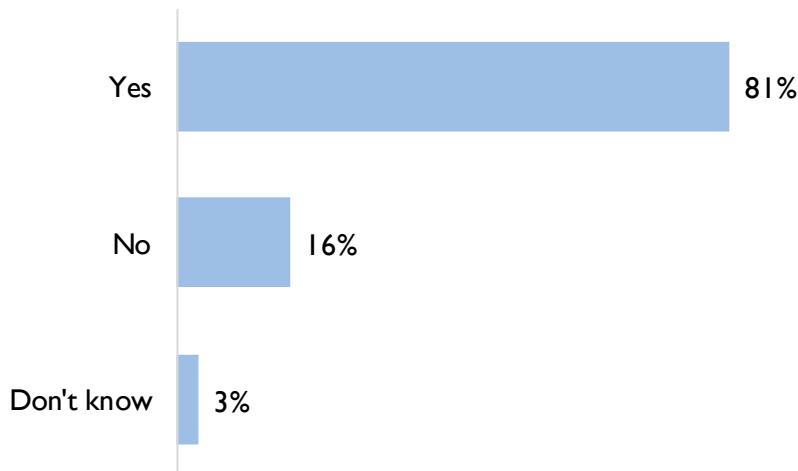
(percent of the 81 respondents that replied “no” to Q10A above)



Q11. Did the CEP program enhance the community’s trust in municipal/local government?

- a. Yes
- b. No
- c. Don’t Know (DO NOT READ)

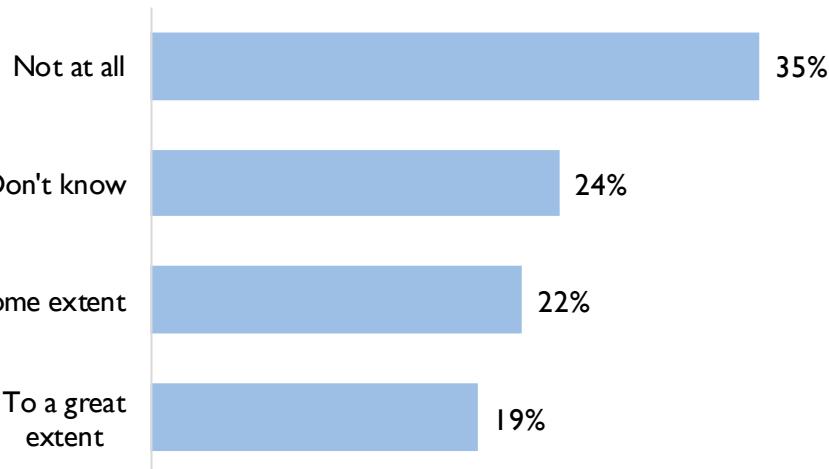
(percent of 231 responses – 1 missing)



Q12. Do you understand the municipality's budget process /operational framework (such as how resources are allocated to meet needs)?

- a. To a great extent
- b. To some extent
- c. Not at all
- d. Don't Know (DO NOT READ)

(percent of 231 responses – 1 missing)

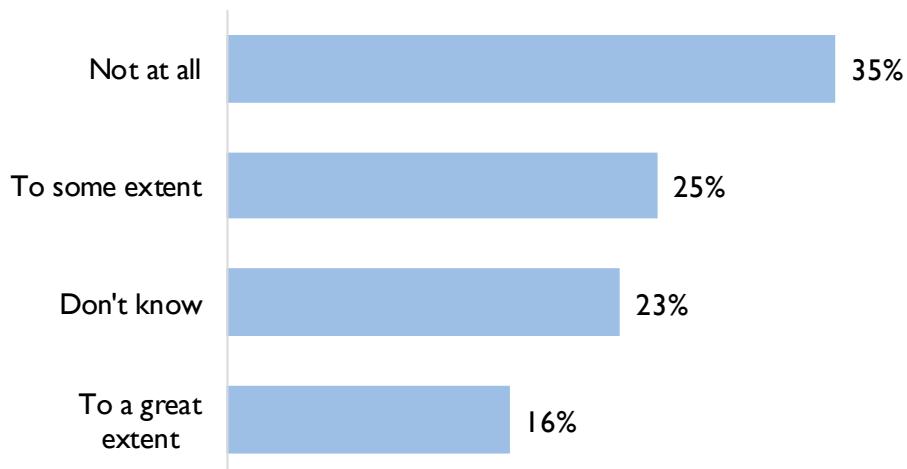


[EQ3 Findings CETs' Capacity and Independence](#)
[EQ3 Findings Opportunities for Improvement](#)

Q13. Did the program enhance your understanding of this process/framework?

- a. To a great extent
- b. To some extent
- c. Not at all
- d. Don't Know (DO NOT READ)

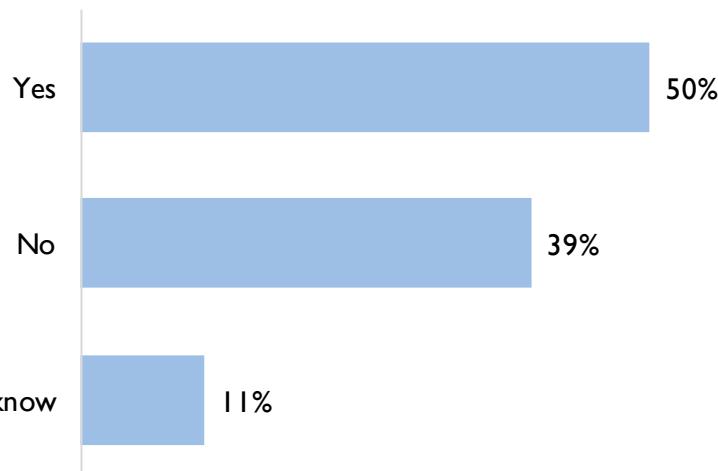
(percent of 231 responses – 1 missing)



Q14. Does the municipality have a transparent institutionalized mechanism for community discussion, negotiation and processing the basics of decision making between community members?

- a. Yes
- b. No
- c. Don't Know (DO NOT READ)

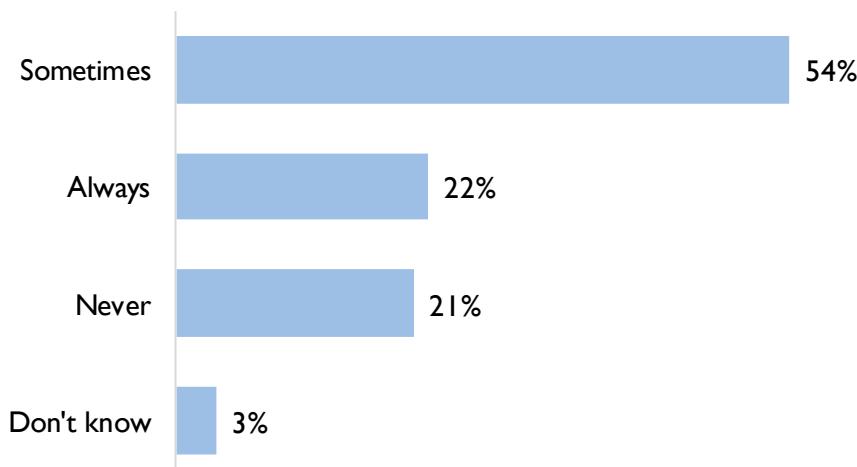
(percent of 231 responses – 1 missing)



Q15. Do you feel that the municipality/local government take into consideration the input/opinions of community's?

- a. Always
- b. Sometimes
- c. Never
- d. Don't Know (DO NOT READ)

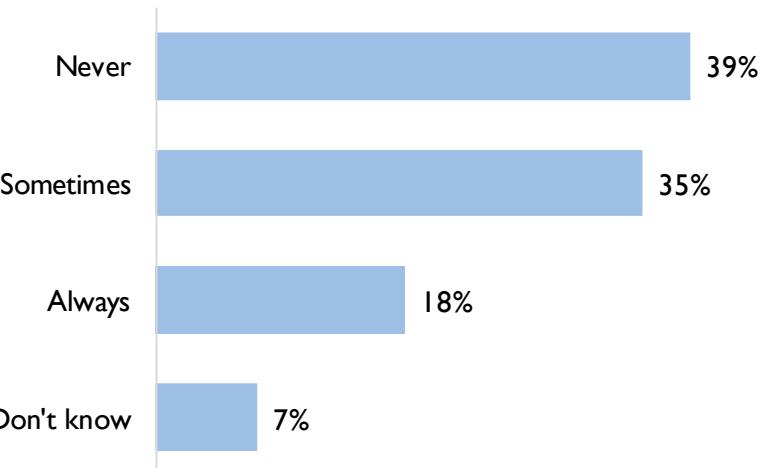
(percent of 231 responses – 1 missing)



Q16. Does the municipality/local government consult with your CET over their planning and allocation of resources?

- a. Always
- b. Sometimes
- c. Never
- d. Don't Know (DO NOT READ)

(percent of 231 responses – 1 missing)

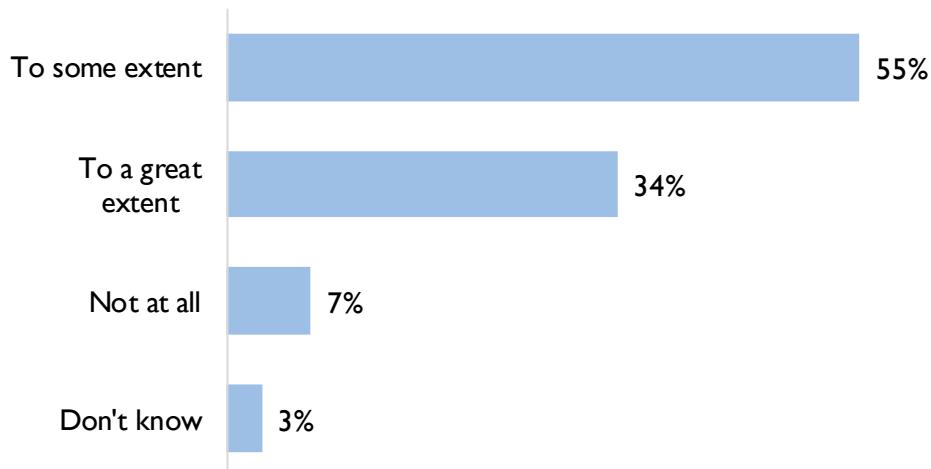


Improved Municipal Services

Q17. To what extent have CETs been able to strengthen relationships between their community and municipality?

- a. To a great extent
- b. To some extent
- c. Not at all
- d. Don't Know (DO NOT READ)

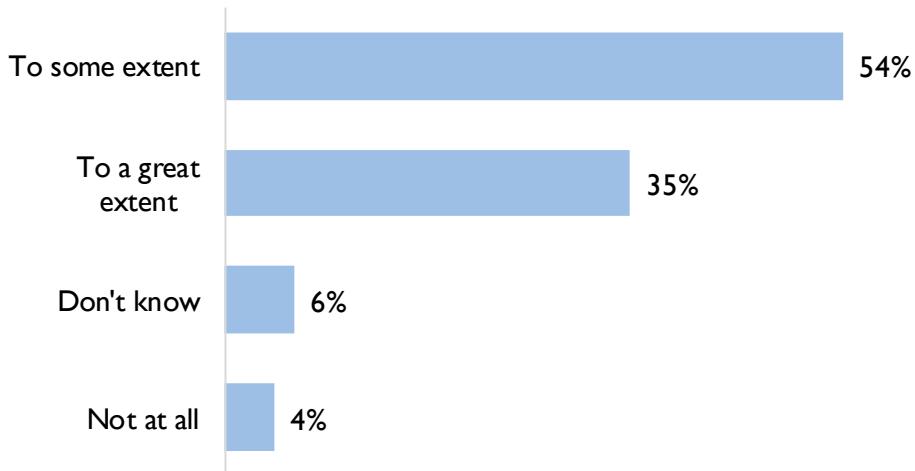
(percent of 231 responses – 1 missing)



Q18. To what extent have CETs been able to strengthen relationships between their community and civil society organizations?

- a. To a great extent
- b. To some extent
- c. Not at all
- d. Don't Know (DO NOT READ)

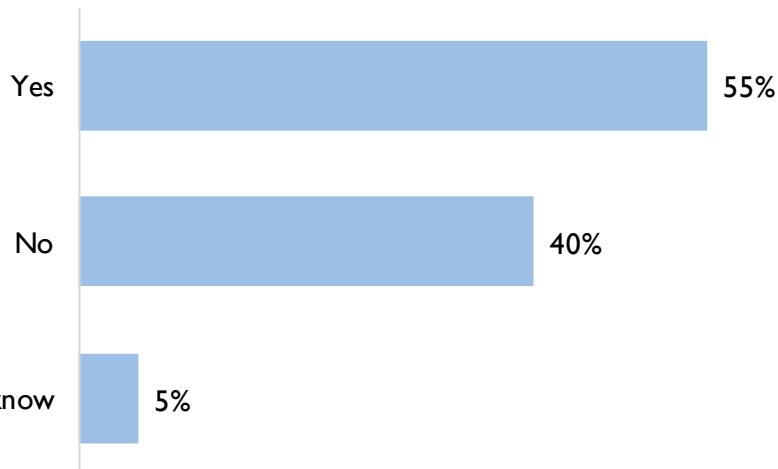
(percent of 231 responses – 1 missing)



Q19. Do you think the civil society organizations (CSOs) (charities and other community organizations) can play the role of CETs?

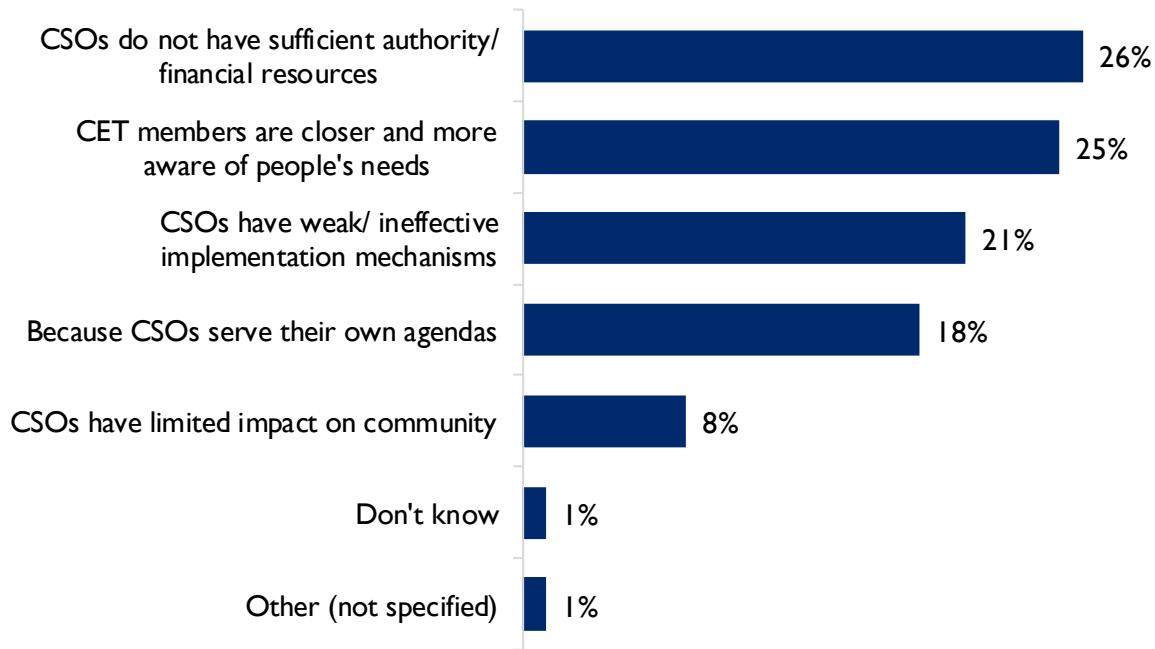
- a. Yes
- b. No - Why not? (RECORD VERBATIM)
- c. Don't Know (DO NOT READ)

(percent of 231 responses – 1 missing)



Q19B. If responded “no” to Q19 above, why do you think the CSOs (charities and other community organizations) cannot play the role of CETs?

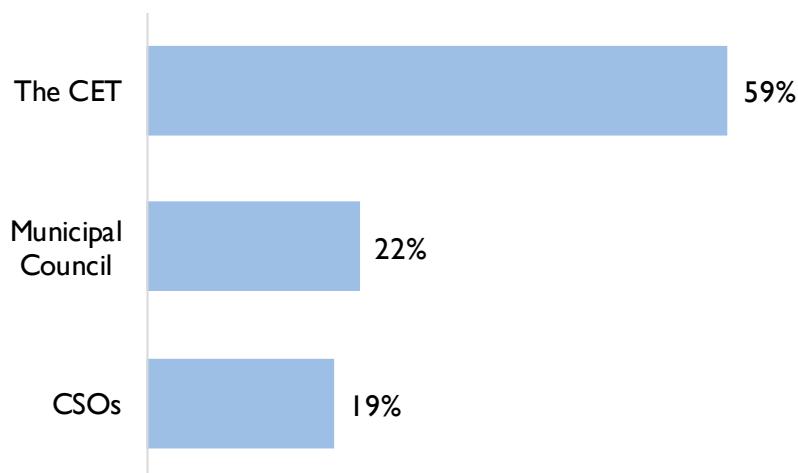
(percent of the 92 responses that replied “no” to Q19 above)



Q20. Which of the following structures/organizations would be more effective in engaging and encouraging the community and advocating for its needs: the CET, a CSO or the municipal council? (ONE RESPONSE ONLY)

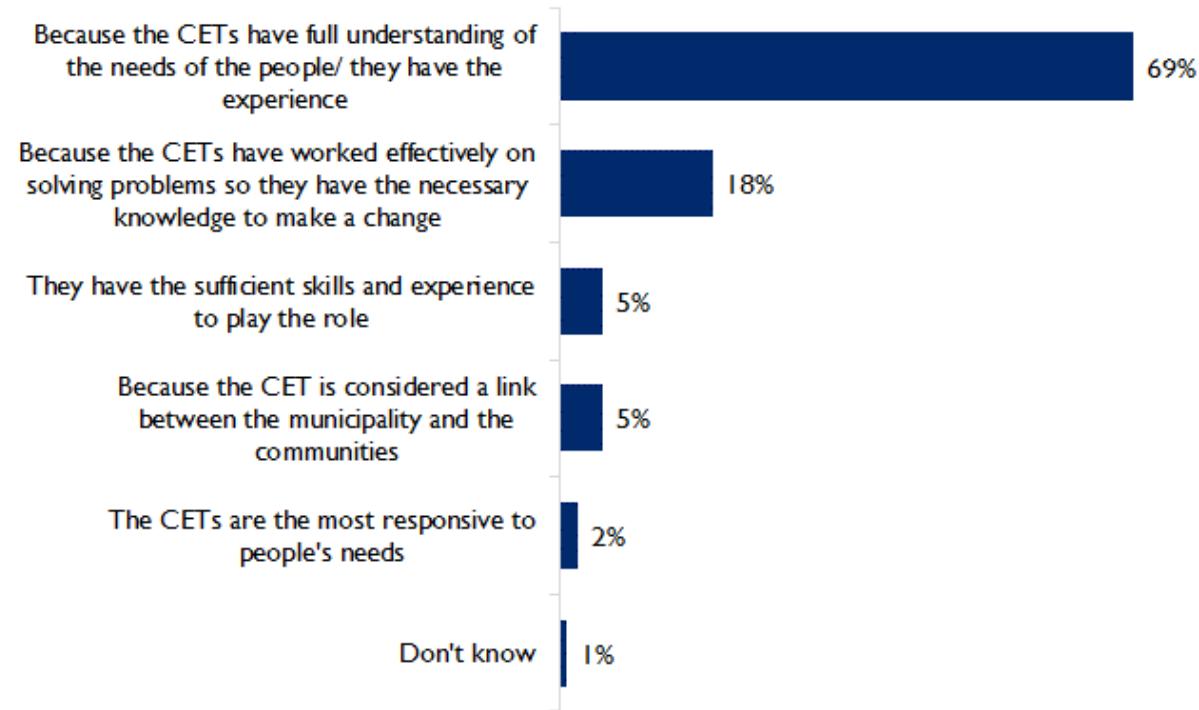
- a. The CET - Why?
- b. Municipal Council - Why?
- c. CSOs – Why

(percent of 231 responses – 1 missing)



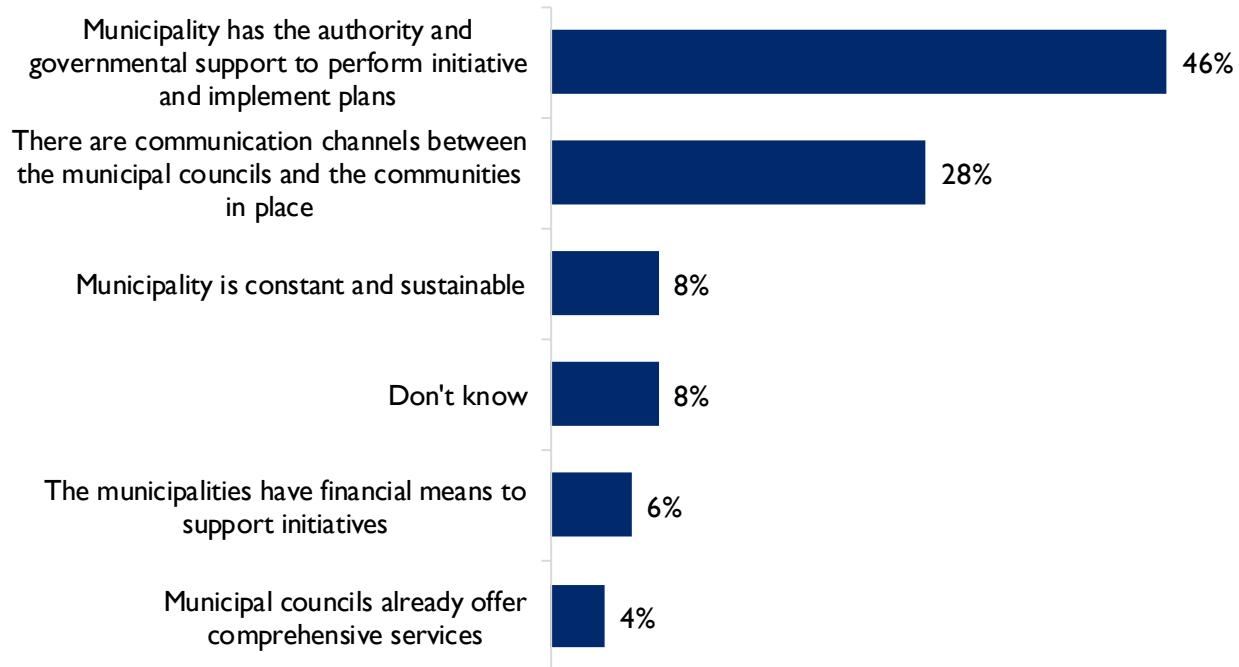
Q20A. If replied “the CET” to Q20 above, why do you say the CET would be more effective in engaging and encouraging the community and advocating for its needs?

(percent of the 137 respondents that replied “the CET” to Q20 above)



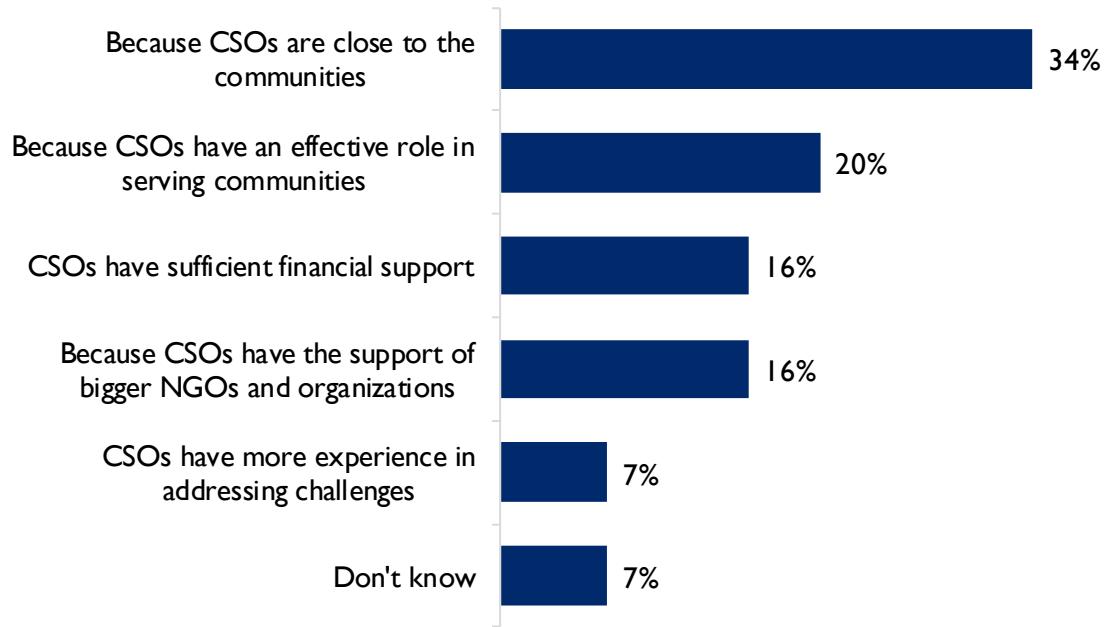
Q20B. If replied “the Municipal Council” to Q20 above, why do you say the Municipal Council would be more effective in engaging and encouraging the community and advocating for its needs?

(percent of the 50 respondents that replied “municipal council” to Q20 above)



Q20C. If replied “CSOs” to Q20 above, why do you say CSOs would be more effective in engaging and encouraging the community and advocating for its needs?

(percent of the 44 respondents that replied “municipal council” to Q20 above)

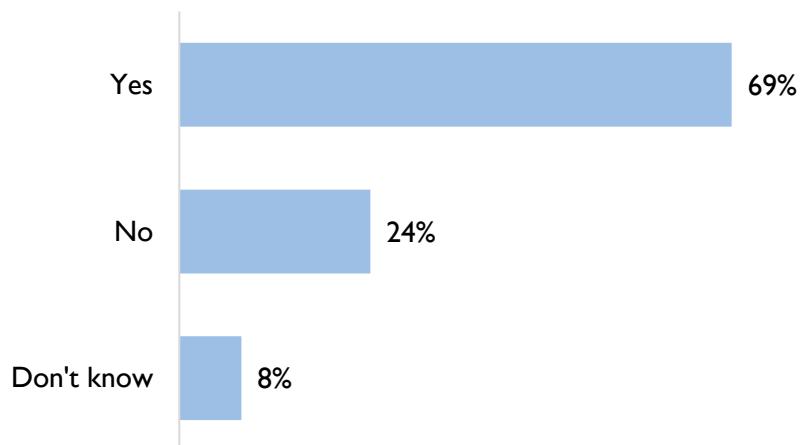


VI EXIT STRATEGIES

Q1. In your opinion, at the end of the CEP program, will your CET continue to function?

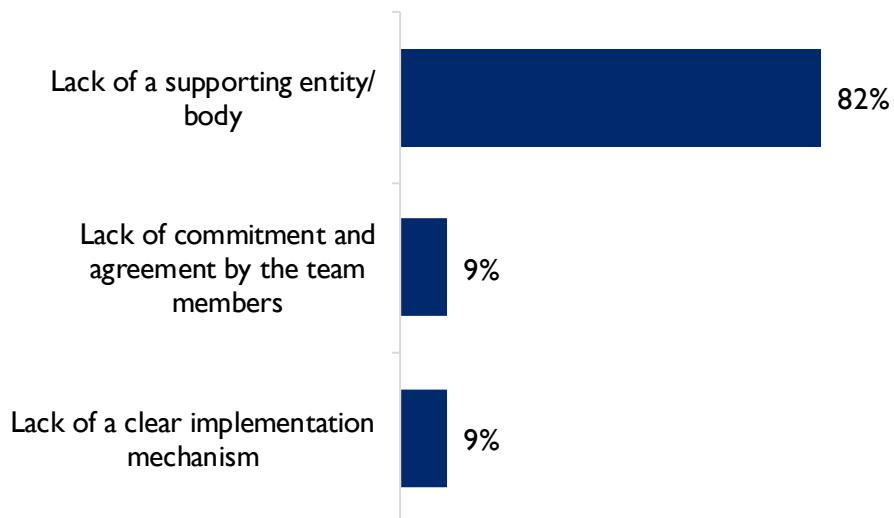
- Yes
- No/Why not? (**RECORD VERBATIM**)

c. Don't Know (**DO NOT READ**)



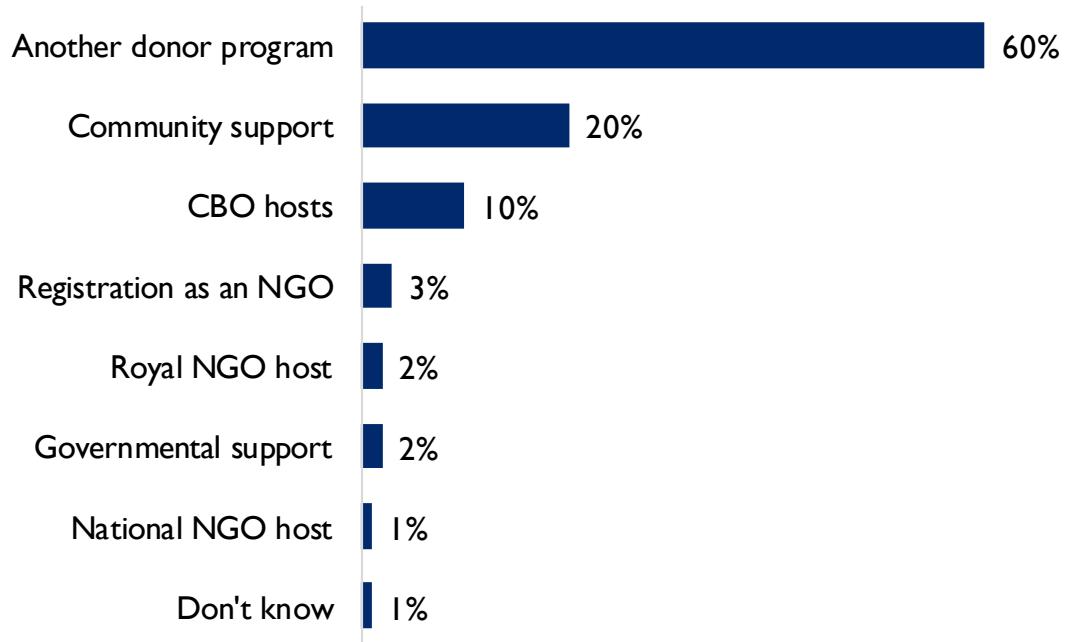
Q1B. If responded “no” to Q1 above, why do you think your CET will not continue to function at the end of the CEP program?

(percent of the 55 responses that replied “no” to Q1 above)

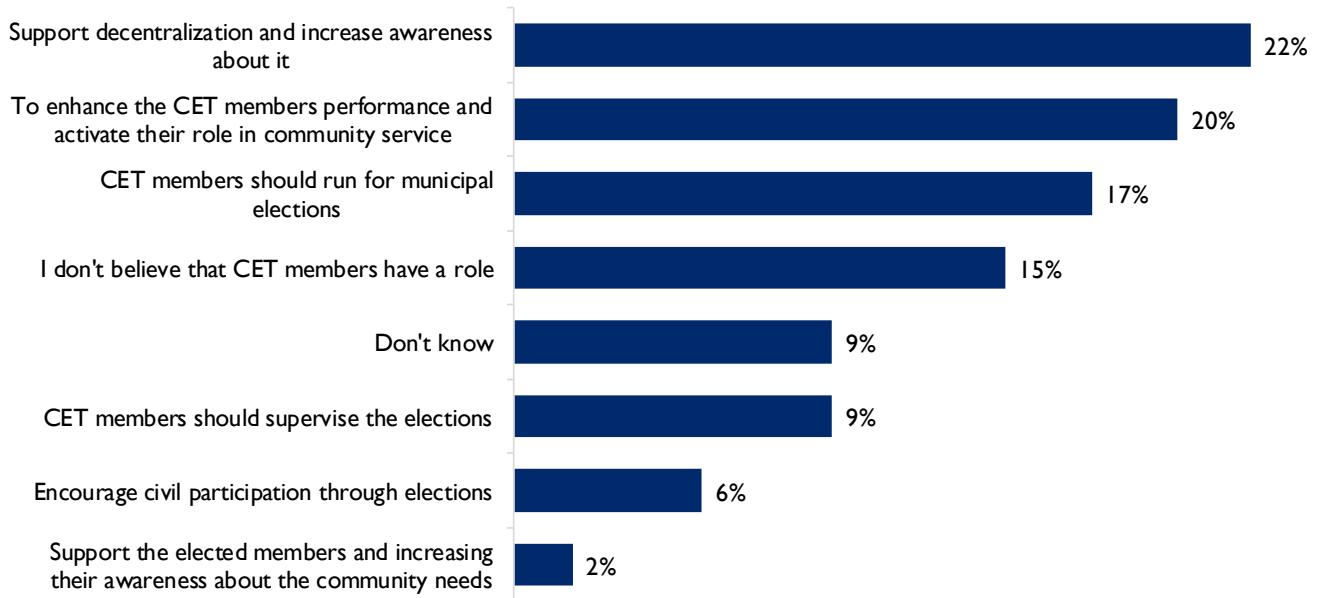


Q2. In your opinion how do you think CETs can continue after the CEP program ends? (OPEN ENDED – DO NOT READ – ONE RESPONSE ONLY)

- a. CBO hosts
- b. National NGO host
- c. Royal NGO host
- d. Registration of NGO
- e. Another donor program
- f. Community support (CBO)
- g. Other (SPECIFY)

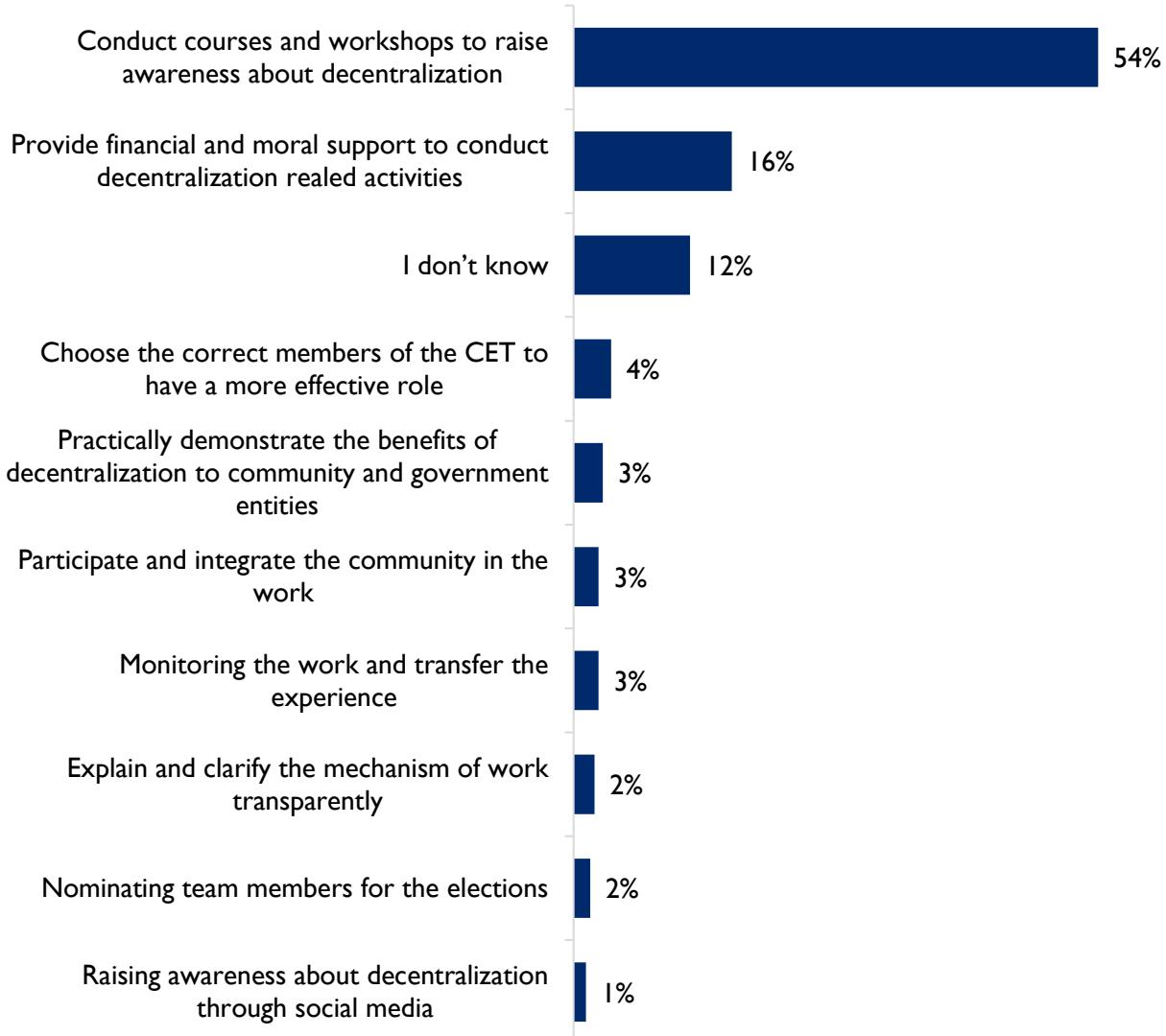


Q3. New local councils and governorate councils will be elected next year as part of the government's drive for decentralization. What role do you expect your CET to play then? (RECORD VERBATIM)



Q.4 What forms of assistance do you think the CEP program or other donor programs should provide to support decentralization? (RECORD VERBATIM)

Responses of the 232	Frequency	Percent
Conducting courses and workshops to raise awareness about the concept of decentralization.	126	54.31%
To provide financial and moral support to carry out activities and projects that are related to decentralization.	38	16.38%
I don't know	28	12.07%
To choose the correct members of the CET to have a more effective role	9	3.88%
Practically demonstrate the benefits of decentralization to community and government entities	7	3.02%
Monitoring the work and transfer the experience	6	2.59%
Participate and integrate the community in the work	6	2.59%
Explain and clarify the mechanism of work transparently	5	2.16%
Nominating team members for the elections.	4	1.72%
Raising awareness about the concept of decentralization through social media.	3	1.29%
Frequency and percent out of 232 total responses	232	100%



ANNEX XVI: GENERAL POPULATION SURVEY RESULTS

DEMOGRAPHICS

Respondent Type of Residence Cross tabulation

Governorate	Frequency	A Owned Apartment	B Rented apartment	C Owned Detached house/ Villa	D Rented Detached house/ Villa	F Work-provided residence	Total
	Percent						
Irbid	Count	322	52	8	2	0	384
	%	83.9%	13.5%	2.1%	.5%	0.0%	100.0%
Mafraq	Count	322	63	17	1	0	403
	%	79.9%	15.6%	4.2%	.2%	0.0%	100.0%
Tafileh	Count	258	72	60	4	3	397
	%	65.0%	18.1%	15.1%	1.0%	.8%	100.0%
Ma'an	Count	163	174	41	12	0	390
	%	41.8%	44.6%	10.5%	3.1%	0.0%	100.0%
Total	Count	1065	361	126	19	3	1574
	%	67.7%	22.9%	8.0%	1.2%	.2%	100.0%

Gender of Respondent Cross tabulation

Governorate	Frequency	Male	Female	Total
	Percent			
Irbid	Count	194	196	390
	%	49.7%	50.3%	100.0%
Mafraq	Count	206	202	408
	%	50.5%	49.5%	100.0%
Tafileh	Count	203	197	400
	%	50.8%	49.3%	100.0%
Ma'an	Count	196	195	391
	%	50.1%	49.9%	100.0%
Total	Count	799	790	1,589
	%	50.3%	49.7%	100.0%

Nationality of Respondent Cross tabulation

Governorate	Frequency	Jordanian	Syrian	Egyptian	Yemeni	Total
	Percent					
Irbid	Count	379	11	0	0	390
	%	97.2%	2.8%	0.0%	0.0%	100.0%
Mafraq	Count	390	18	0	0	408
	%	95.6%	4.4%	0.0%	0.0%	100.0%
Tafileh	Count	393	2	3	2	400
	%	98.3%	.5%	.8%	.5%	100.0%
Ma'an	Count	373	14	3	1	391
	%	95.4%	3.6%	.8%	.3%	100.0%
Total	Count	1,535	45	6	3	1,589
	%	96.6%	2.8%	.4%	.2%	100.0%

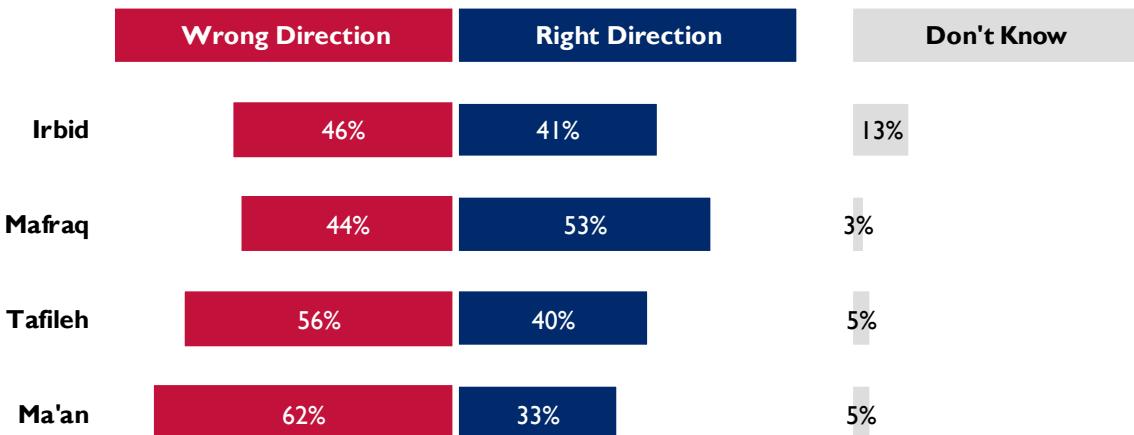
SURVEY QUESTIONS

I. When it comes to Jordan, over the last six months, are things moving in the right direction or the wrong direction?

A. Right Direction, why do you say that, what improved:

B. Wrong Direction, why do you say that, what worsened:

C. Don't Know (DO NOT READ)



IA. If answer to Question I is "Right Direction," ask " Why do you say that, what improved?"

Responses by governorate	Irbid 161 responses	Mafraq 214 responses	Tafileh 158 responses	Ma'an 130 responses
Stability and Security	69%	65%	63%	64%
Wise and strong leadership	7%	9%	11%	4%
I do not know	6%	7%	6%	7%
Improved economy	4%	5%	7%	5%
Improved education	3%	3%	1%	1%
Provide services that the community needs	3%	0%	1%	5%
Political reform	3%	0%	1%	4%
Increased citizen awareness and abiding to laws	2%	1%	1%	1%
Being exposed and becoming more developed	2%	1%	4%	3%
Remained the same	1%	3%	3%	4%
Freedom of expression	1%	2%	0%	1%
Loyalty, nationalism and sense of belonging	1%	3%	1%	0%
Lower corruption levels	0%	0%	1%	2%
Cultural diversity, existence of other nationalities	0%	1%	1%	2%

IB. If answer to Question I is "Wrong Direction," ask " Why do you say that, what improved?"

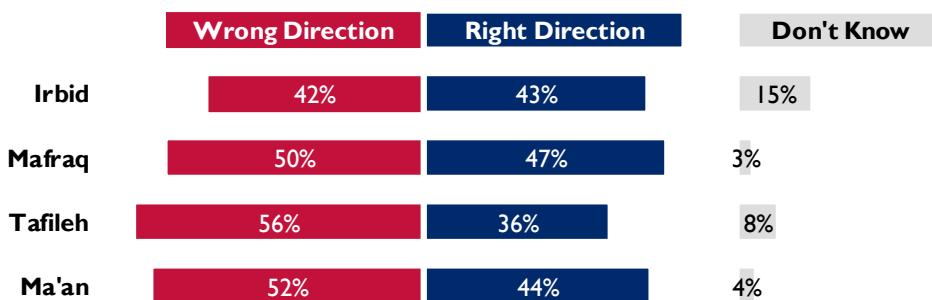
Percent of responses by governorate	Irbid 179 responses	Mafraq 180 responses	Tafileh 223 responses	Ma'an 243 responses
Deterioration of economic conditions	44%	43%	34%	43%
Increased level of unemployment	12%	10%	22%	21%
Political corruption	7%	3%	4%	1%
Increased refugee numbers	6%	19%	6%	9%
Corruption in administration	5%	6%	11%	5%
Spread of drugs in the community	4%	3%	1%	2%
Increased level of poverty	4%	4%	7%	5%
Nepotism and favoritism	3%	4%	3%	5%
Lack of stability and security	3%	1%	4%	2%
Poor services	3%	1%	2%	0%
Lack of consideration to citizens' rights	2%	1%	0%	1%
Deterioration of education	1%	1%	0%	2%
Remained the same	1%	0%	1%	2%
Higher level of crimes	1%	0%	0%	0%
Higher level of social problems	1%	0%	0%	0%
Overpopulation	1%	0%	0%	0%
General poor conditions	1%	2%	0%	2%
Moral corruption	1%	0%	2%	1%
Low quality health services	1%	1%	0%	0%
Refused to answer	1%	0%	0%	0%
I don't know	1%	1%	0%	0%
Lack or slow development	0%	0%	1%	0%
Ignorance	0%	1%	0%	0%

2. When it comes to your area, over the last six months or since you started living in this area, are things moving in the right direction or the wrong direction?

A. Right Direction, why do you say that, what improved:

B. Wrong Direction, why do you say that, what worsened:

C. Don't Know (DO NOT READ)



2A. If answer to Question 2 is "Right Direction," ask " Why do you say that, what improved?"

Percent of responses by governorate	Irbid 168 responses	Mafraq 191 responses	Tafileh 144 responses	Ma'an 171 responses
Services improvement/ enhanced provision	38%	25%	26%	19%
Security and Stability	27%	34%	38%	43%
General stability and lack of problems within community	19%	15%	10%	22%
Improved social relations	5%	5%	7%	2%
Tribal spirit and sense of belonging	3%	3%	3%	1%
Improvement and development of region	3%	1%	0%	1%
Remained the same	2%	5%	6%	1%
Awareness of local community	1%	0%	0%	1%
Religious and moral ethics	1%	0%	1%	0%
Conviction and simplicity of citizens	1%	2%	2%	1%
Monitoring and control	1%	0%	0%	0%
I do not know	1%	2%	2%	4%
Improved economic conditions	0%	4%	5%	5%
Prices have decreased	0%	4%	0%	1%
Freedom in decisions making and freedom of speech	0%	1%	0%	0%

2B. If answer to Question 2 is "Wrong Direction," ask " Why do you say that, what improved?"

Percent of responses by governorate	Irbid 164 responses	Mafraq 203 responses	Tafileh 223 responses	Ma'an 205 responses
Deterioration of municipal services	23%	10%	20%	10%
Unemployment	13%	13%	25%	25%
Deterioration of economic conditions	12%	8%	7%	8%
Higher level of Crimes e.g., drugs, harassment, etc.	9%	6%	4%	7%
High prices	8%	11%	5%	15%
Poverty	6%	4%	10%	6%
Moral corruption and lack of ethics	4%	2%	1%	4%
Spread of problems in the community	3%	0%	0%	0%
Increase in Refugees numbers	2%	22%	0%	4%
Corruption in Administration	2%	5%	5%	1%
Because there is no change for a better situation	2%	0%	3%	5%
Decreased security	2%	1%	0%	1%
Over population	2%	1%	0%	2%
General poor conditions	2%	1%	1%	0%
Lack of awareness and culture	2%	0%	1%	0%
Poor infrastructure	1%	3%	5%	3%
Tribal and racism in community	1%	1%	0%	1%
Deterioration of social relations	1%	1%	0%	1%
Deterioration of cleanness	1%	3%	2%	1%

Poor transportation services	1%	2%	1%	0%
Poor health situation in region	1%	1%	1%	1%
I don't know	1%	0%	1%	1%
Nepotism and favoritism	0%	4%	2%	1%
Marginalization of the region, does not take needs into consideration	0%	0%	2%	1%
The spread of foreign labor with low wages	0%	1%	1%	1%
Because of environmental pollution	0%	1%	0%	0%
Deterioration of education	0%	1%	0%	0%
Political corruption	0%	5%	0%	0%
Because of freedom limitations	0%	0%	0%	1%
Lack of religious values	0%	0%	0%	1%
Commitment to bad habits and traditions	0%	0%	0%	1%
Because of the deportation of Syrians	0%	0%	0%	1%

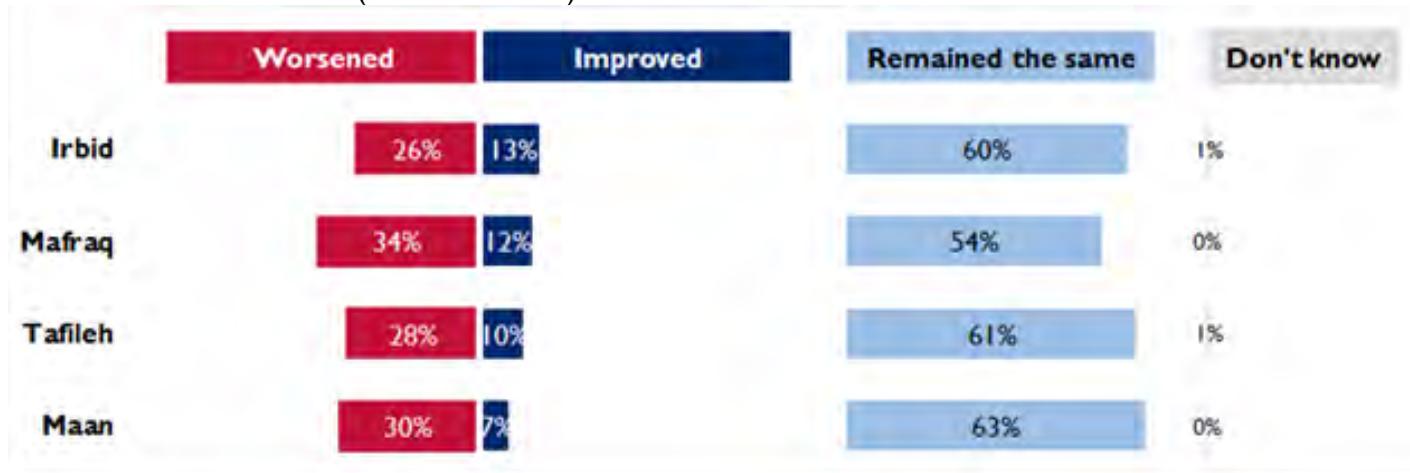
3. When it comes to the situation of your household, over the last six months, has your situation improved, worsened or remained the same?

A. Improved, why do you say that, what improved:

B. Worsened, why do you say that, what worsened:

C. Remained the same

D. Don't Know (DO NOT READ)



3A. If answer to Question 3 is "Right Direction," ask " Why do you say that, what improved?"

Percent of responses by governorate	Irbid 52 responses	Mafraq 47 responses	Tafileh 39 responses	Ma'an 27 responses
Improvement in financial situation	52%	53%	51%	37%
Finding a job	19%	26%	15%	22%
Family stability	12%	2%	15%	22%
Improvement in social relations	6%	2%	10%	0%
Increase in cultural awareness	4%	2%	3%	0%
Improvement in education	4%	0%	3%	0%
I don't know	2%	2%	3%	4%
Refused to answer	2%	0%	0%	0%
Decrease in some items' prices	0%	9%	0%	0%
Availability of government services	0%	0%	0%	7%
Security and stability in the country	0%	0%	0%	7%
Deterioration of some services	0%	4%	0%	0%

3B. If answer to Question 3 is "Wrong Direction," ask " Why do you say that, what improved?"

Percent of responses by governorate	Irbid 103 responses	Mafraq 139 responses	Tafileh 112 responses	Ma'an 116 responses
Deterioration of economic conditions	40%	39%	20%	30%
Bad financial situation	25%	17%	32%	22%
Low income	11%	11%	11%	9%
Lack of work opportunities	10%	17%	13%	25%
Increased expenses	4%	4%	8%	3%
Accumulation of debts	4%	3%	2%	4%
High expenses in education	2%	2%	5%	1%
General political situation	2%	0%	0%	0%
Small accommodation in relation to family size	1%	0%	0%	1%
Difficult living conditions	1%	1%	0%	0%
Lack of financial assistance	1%	0%	0%	0%
Increase in refugee numbers	0%	4%	1%	0%
Familial problems	0%	1%	1%	3%
Deterioration of educational services	0%	1%	0%	0%
Poor health conditions in family	0%	1%	3%	1%
Corruption	0%	0%	1%	2%
Lack of appropriate accommodation	0%	0%	1%	1%
No family provider or neglect from head of household	0%	0%	2%	0%
I don't know	0%	0%	2%	0%

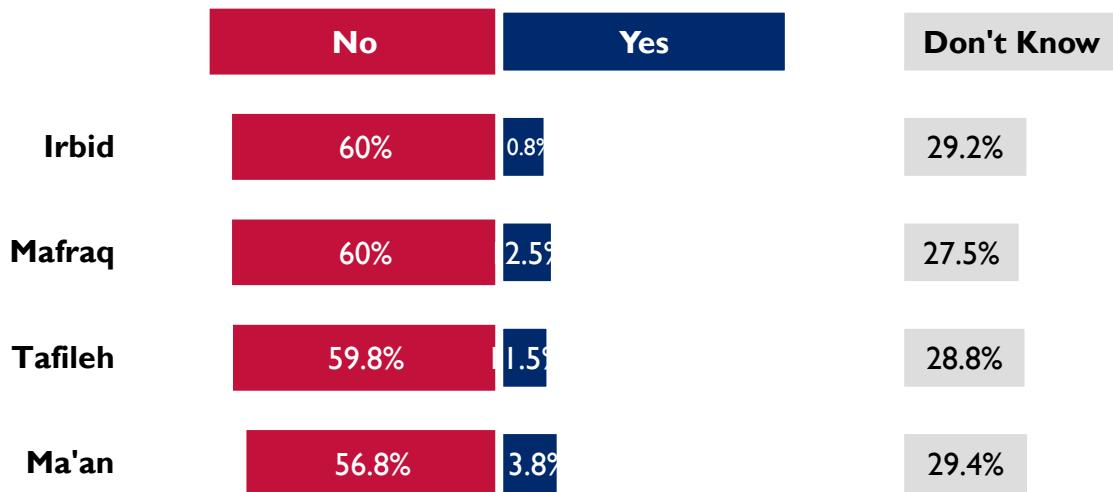
4. In your opinion, other than poverty and lack of employment what is the most important problem facing your community/area? (OPEN ENDED – DO NOT READ OPTIONS – ONE RESPONSE ONLY)

- a. Security (e.g. increase in crime and/or violence)
- b. Food security
- c. Water security
- d. Overcrowded and ill-equipped schools
- e. Lack of affordable housing
- f. Lack of or low quality healthcare
- g. Poor Municipal services (sewage, garbage pick up, lighting, roads, etc.)
- h. Lack of safe recreational facilities/ spaces to socialize for men, women, and children
- i. Discrimination against Syrian refugees or other minorities and vulnerable groups
- j. Discrimination against women
- k. Lack of services for people with disabilities
- l. Radicalization of disengaged youth
- m. OTHER (SPECIFY):

Percent of responses by governorate	Irbid 390 responses	Mafraq 408 responses	Tafileh 400 responses	Ma'an 391 responses
Nothing besides Poverty & Unemployment	25%	21%	15%	19%
Poor Municipal services	18%	27%	35%	23%
Water security	11%	6%	2%	13%
Radicalization of disengaged youth	8%	3%	4%	3%
Lack of or low quality healthcare	7%	4%	10%	6%
Security (increase in crime and/or violence)	6%	2%	2%	1%
Lack of safe recreational spaces	6%	3%	9%	5%
Overcrowded and ill-equipped schools	4%	7%	5%	3%
Lack of affordable housing	4%	8%	7%	11%
Spread of drugs	3%	6%	4%	4%
Increased numbers of refugees	2%	4%	0%	1%
High living expenses	2%	1%	0%	2%
Food security	1%	1%	1%	1%
Discrimination against Syrian refugees or other minorities	1%	2%	0%	2%
Lack of services for PWDs	1%	1%	0%	1%
Discrimination against women	1%	0%	1%	1%
Poor Transportation services	1%	2%	1%	1%
Deterioration of culture	1%	0%	0%	1%
Low quality of curriculum/ lack of experienced educators	0%	1%	1%	0%
Community members are marginalized in decision making	0%	0%	1%	1%
Lack of development projects	0%	0%	1%	0%
Corruption	0%	0%	1%	0%
Lower level of marriage	0%	0%	1%	0%
Nepotism and favoritism	0%	0%	1%	1%
Lack of services in the region	0%	0%	0%	1%
Environmental pollution	0%	0%	1%	0%

5. In your opinion, can the community solve this problem on its own without governmental help?

- a. Yes, How: _____
- b. No, Why Not: _____
- c. Don't Know (DO NOT READ)



5A. If Yes to Question #5, How can the community solve this problem without help from the government?

Percent of responses by governorate of those who answered Yes to Q5	Irbid 42 response s	Mafraq 51 response s	Tafileh 46 response s	Ma'an 54 response s	Total 193 response s
Increase awareness among citizens in the region	17%	10%	20%	15%	15%
Reduce leases for residential and commercial premises by owners	14%	18%	7%	17%	14%
Cohesion and Monitoring of children by families	14%	6%	7%	6%	8%
Dialogues and cooperation among citizen to find solutions	7%	14%	11%	19%	13%
Demand for rights through complaints and communication with authorities	7%	2%	13%	4%	6%
Provide clean drinking water such as digging wells and buying water tanks	7%	2%	0%	7%	4%
Select the right representative from tribes or implement elections	7%	0%	0%	2%	2%
Contribution and interest by individuals and groups in the community to maintain basic sanitation level	5%	20%	4%	7%	9%
Participation of private sector to fulfill the needs of the local community	5%	8%	13%	9%	9%
Collect donation from local community for poor, cover needs, recreational activities and transportation	5%	2%	13%	6%	6%
Limit the engagement of Syrians in local communities	5%	10%	0%	4%	5%
Abide to laws and communicate with Police to report on any incident	2%	0%	4%	4%	3%
acceptance and support to engage Syrians in the local community	2%	2%	0%	0%	1%
Through being fair to women	2%	0%	0%	0%	1%
Enhance infrastructure in the region through collective participation	0%	4%	2%	2%	2%
Provide youth training centers	0%	0%	7%	0%	2%
Accept existing work opportunities till better opportunities are offered	0%	2%	0%	0%	1%
Move Commercial complexes to another location to reduce crowdedness in the center	0%	2%	0%	0%	1%

5B. If No to Question #5, Why can't the community solve this problem without help from the government?

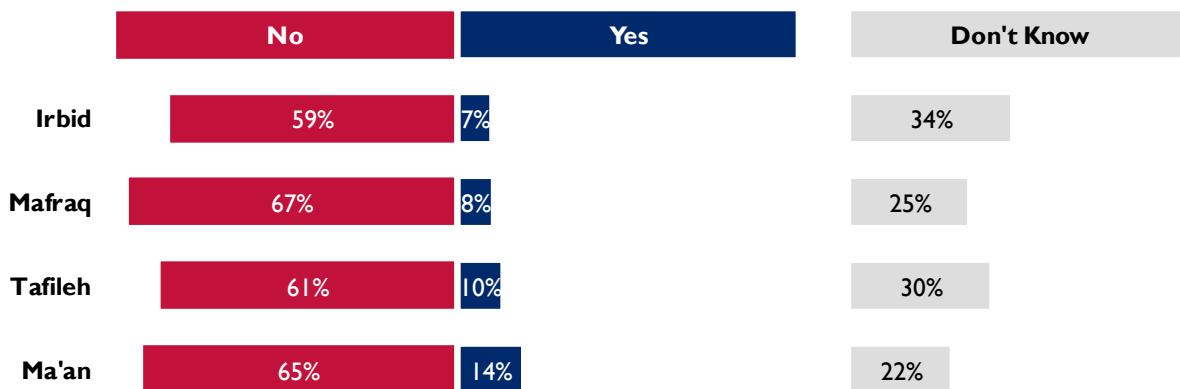
Percent of responses by governorate of those who answered No to Q5 (940)	Irbid 234 responses	Mafraq 245 responses	Tafileh 239 responses	Ma'an 222 responses	Total 940 responses
Needs support from relevant entities and authorities such as the municipality, media, & government	72%	60%	59%	65%	64%
Because of the lack financial resources and needed tools to solve problems	20%	27%	31%	23%	25%
Because of the lack of cooperation in the community and lack of social cohesion	5%	7%	6%	7%	6%
Social corruption such as nepotism and favoritism	2%	0%	1%	1%	1%
Due to lack of proper educational commitment	1%	1%	1%	0%	1%
Overpopulation and increased numbers of refugees	0%	2%	0%	1%	1%
The increased level and accumulation of problems	0%	1%	0%	0%	0%
Need private sector intervention	0%	0%	2%	2%	1%
Because they are personal problems and decisions	0%	2%	0%	1%	1%

6. What is the most important problem facing your household? (OPEN ENDED – DO NOT READ)

Percent of responses by governorate	Irbid 390 responses	Mafraq 408 responses	Tafileh 400 responses	Ma'an 391 responses
Poverty/lack of jobs sources of income	40%	44%	47%	50%
Nothing besides unemployment/ poverty	36%	28%	22%	19%
Water security	7%	5%	2%	7%
Poor Municipal services (sewage, garbage pick up, lighting, roads, etc.)	4%	5%	8%	7%
Lack of safe recreational facilities/ spaces to socialize	3%	1%	4%	3%
Food security	2%	2%	1%	1%
Poor quality of education / overcrowded and ill-equipped schools	2%	3%	3%	2%
Security (e.g., increase in crime and/or violence)	2%	2%	0%	0%
Lack of or low quality healthcare	2%	2%	4%	3%
Lack of affordable housing	1%	5%	6%	5%
Lack of services for people with disabilities	1%	1%	1%	1%
Transportation	1%	1%	0%	0%
High living costs	0%	1%	0%	1%
Discrimination against Syrian refugees or other minorities/ vulnerable groups	0%	1%	0%	1%
Discrimination against women	0%	0%	1%	0%
Radicalization of disengaged youth	0%	0%	0%	1%
Expenses for education	0%	1%	0%	0%

7. Can your household solve this problem on their own?

- A. Yes, How: _____
- B. No, Why Not: _____
- C. Don't Know (DO NOT READ)



7A. If Yes to Question #7, ask "How can your household solve this problem on their own?"

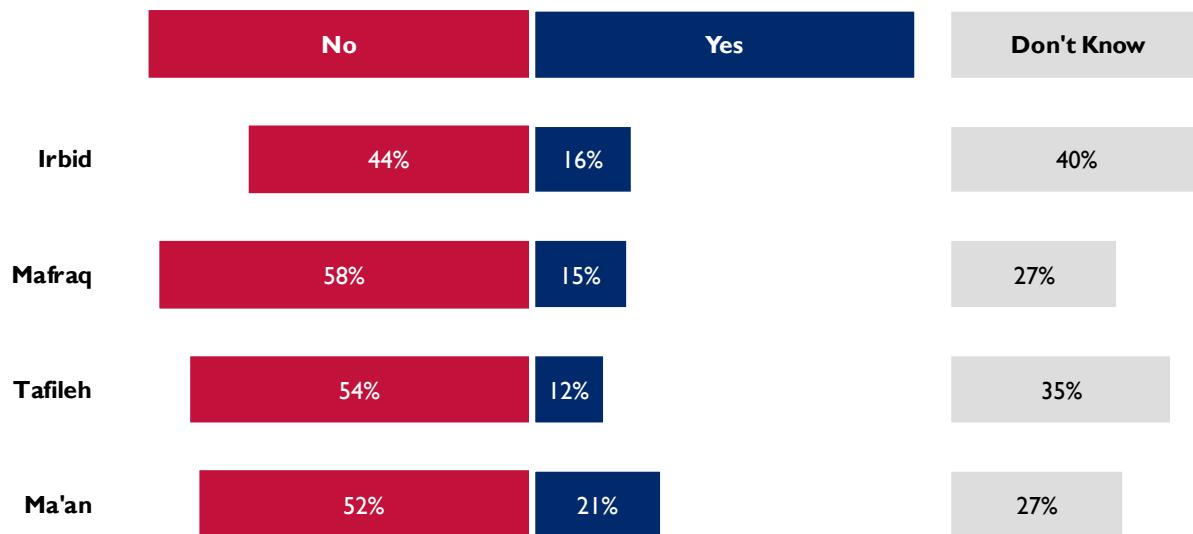
Percent of responses by governorate	Irbid 29 responses	Mafraq 31 responses	Tafileh 38 responses	Ma'an 54 responses
No problems	48%	23%	3%	2%
Building wells	10%	0%	0%	2%
Seek a job opportunity	10%	10%	26%	24%
Loans	7%	3%	0%	4%
Provide job opportunities	7%	7%	8%	4%
Rationing water use	3%	0%	0%	0%
Enrolling children in private school	3%	0%	0%	2%
Medical care from private sector	3%	0%	0%	0%
Understanding among people	3%	3%	3%	0%
I don't know	3%	7%	13%	13%
Increase cooperation between local community members	0%	3%	8%	4%
Moving to other premises	0%	0%	0%	6%
Reliance on private water provider	0%	13%	0%	3%
Accommodate to circumstances	0%	12%	5%	7%
Contribute to improve the structure of the street	0%	0%	3%	0%
Owning a house	0%	3%	7%	0%
Through CBOs	0%	0%	0%	6%
Place waste in the right place	0%	0%	0%	1%
Accept available job opportunities	0%	3%	3%	0%
Work of other family members	0%	10%	13%	6%
Overtime work per individual	0%	0%	3%	6%
Non-discrimination	0%	3%	0%	0%
Pay debts	0%	0%	3%	0%
File a complaint	0%	0%	0%	4%
Getting married	0%	0%	3%	2%

7B. If replied “no” to question 7 above, ask “Why can’t your household solve this problem on their own?”

Percent of responses by governorate	Irbid 229 responses	Mafraq 255 responses	Tafileh 238 responses	Ma'an 251 responses	Total 973 responses
Need intervention and support by relevant entities	47%	40%	45%	46%	44%
Bad financial situation	17%	19%	20%	19%	19%
Because of unemployment	11%	13%	16%	20%	15%
Lack of resources and capabilities	5%	5%	9%	2%	6%
Unable to find a solution	2%	4%	6%	8%	5%
I do not know	6%	4%	0%	0%	2%
Because of administrative corruption (favoritism)	2%	2%	2%	1%	2%
The family does not have sufficient authority	3%	2%	0%	1%	1%
Lack of cooperation between local community members (With relevant entities)	1%	3%	1%	0%	1%
Solution at the level of family is not useful	2%	1%	0%	2%	1%
Unable to work	1%	1%	1%	0%	1%
High prices (Especially rent)	0%	2%	0%	0%	1%
Health condition that affects ability to work	0%	2%	0%	0%	1%
High number of refugees (less work opportunities and higher prices)	1%	1%	0%	0%	1%
No available places	0%	0%	0%	1%	0%
Poor quality of education	0%	0%	0%	0%	0%
Syrians are not allowed to work	1%	0%	0%	0%	0%
Unify lease by Government	0%	0%	0%	0%	0%
Because of external intervention	0%	0%	0%	0%	0%
Because of high fees for permits	0%	0%	0%	0%	0%

8. Can your household solve this problem with support from the community and without governmental intervention?

- A. Yes, How: _____
- B. No, Why Not: _____
- C. Don't Know (DO NOT READ)



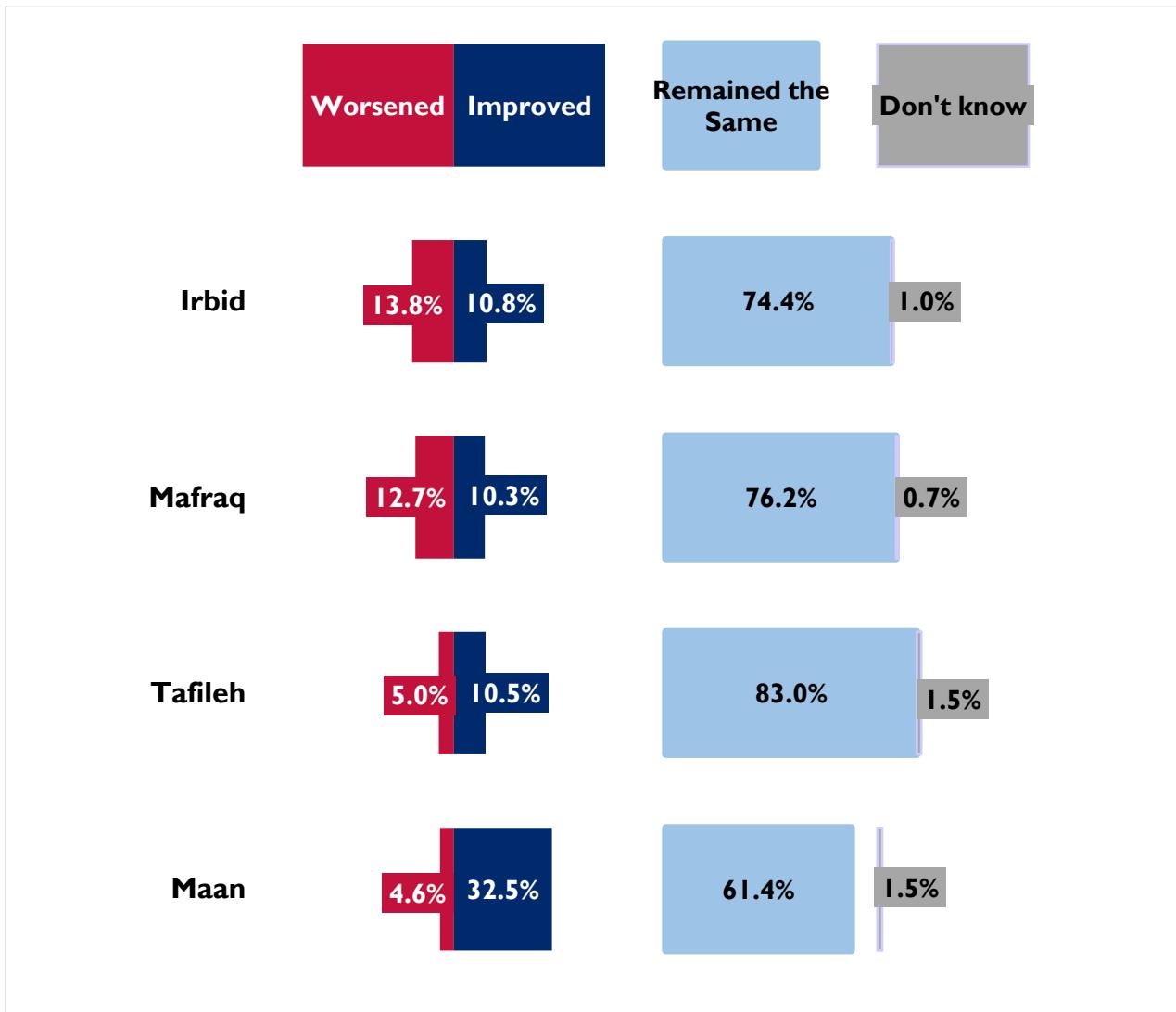
8A. If replied "yes" to question 8 above ask, "How can your household solve this problem with support from the community and without governmental intervention?"

Percent of responses by governorate	Irbid 50 responses	Mafraq 53 responses	Tafileh 42 responses	Ma'an 76 responses	Total of 221 responses
Cooperation between community members to link youth in the region with work opportunities	24%	53%	24%	22%	30%
Develop and fund projects	32%	11%	17%	21%	20%
Cooperation of community members and enhance cohesion	4%	9%	10%	18%	11%
Yes, but would still need intervention by relevant entities	12%	8%	10%	14%	11%
Provide financial assistance by community members	10%	4%	26%	5%	10%
Reduce prices of leases by owners in the region	6%	8%	7%	5%	6%
Reserve natural resources	6%	4%	0%	12%	6%
Facilitate taking loans from individuals with capital in the regions	0%	2%	7%	1%	2%
Cooperate to prevent Favoritism	6%	2%	0%	0%	2%

8B. If replied “no” to question 8 above ask, “Why can’t your household solve this problem with support from the community and without governmental intervention?”

Percent of responses by governorate	Irbid 171 responses	Mafraq 229 responses	Tafileh 210 responses	Ma'an 196 responses	Total 806 responses
Needs official entities intervention	55%	57%	46%	42%	50%
Lack of financial resources and low income per individual	16%	10%	23%	28%	19%
Lack of cooperation and mutual opinions among individuals in the region	8%	11%	9%	7%	9%
There is no solution	6%	7%	7%	10%	7%
Because unemployment is high	7%	5%	6%	5%	6%
Solving the problems is bigger than society capability	3%	4%	8%	6%	5%
There are no problems	5%	4%	0%	2%	3%
The existence of favoritism in the community	1%	2%	1%	2%	1%
Tried to do so but no one provided support	0%	0%	0%	0%	0%

9. Has the overall security situation in your community improved, worsened or remained the same?



9A If replied that the overall security situation in your community improved, to question 9, how so?

Percent of responses by governorate	Irbid 45 responses	Mafraq 43 responses	Tafileh 42 responses	Ma'an 127 responses
Increasing security	53%	58%	29%	23%
There are no security problems	18%	7%	2%	0%
Low levels of crime and theft	13%	19%	41%	42%
Increased level of security	7%	5%	2%	5%
By increasing awareness among individual in society	4%	5%	2%	4%
Social cohesion	2%	0%	2%	0%
Improve the way to deal with people and their needs	2%	0%	2%	2%
Pursuit of the wanted outlaws	0%	7%	12%	19%
Security entities perform their tasks fully and contain the situation	0%	0%	7%	3%
Remove or end administrative corruption	0%	0%	0%	1%
Provide work opportunities	0%	0%	0%	1%
I don't know	0%	0%	0%	1%

9B If replied that the overall security situation in your community has worsened, to question 9, how so?

Percent of responses by governorate of those that answered No to Q9	Irbid 53 responses	Mafraq 51 responses	Tafileh 17 responses	Ma'an 15 responses	Total Of 136 responses
Increase of population in addition to refugees	17%	39%	18%	13%	25%
Increased of crime and thefts	26%	18%	12%	27%	21%
Increased level of drugs users	23%	6%	24%	33%	18%
Security entities are not performing their role fully	21%	14%	29%	13%	18%
Lack of awareness among youth	6%	8%	6%	0%	6%
Increased level of problems in community	6%	6%	6%	0%	5%
Lack of work opportunity for youth	0%	8%	0%	0%	3%
Deterioration of living conditions	0%	2%	0%	13%	2%
Increased level of problems	0%	0%	6%	0%	1%
Media	2%	0%	0%	0%	1%

10. Do you sometimes face conflicts/ discords within your community- even if you are not a part of the conflict?

- A. Yes
- B. No (SKIP TO Q.18)
- C. Don't Know (DO NOT READ) (SKIP TO Q.18)



11. If replied “no” or “I don’t know” to question 10 ask, “What is the primary conflict/discord within your community/ between which parties do those conflicts/ discords occur primarily?” (OPEN ENDED – DO NOT READ – ONE RESPONSE ONLY)

- A. Between tribal/ethnic groups
- B. Between individuals
- C. Between citizens and government
- D. Between citizens and municipality
- E. Between citizens and law enforcement
- F. Other (SPECIFY): _____

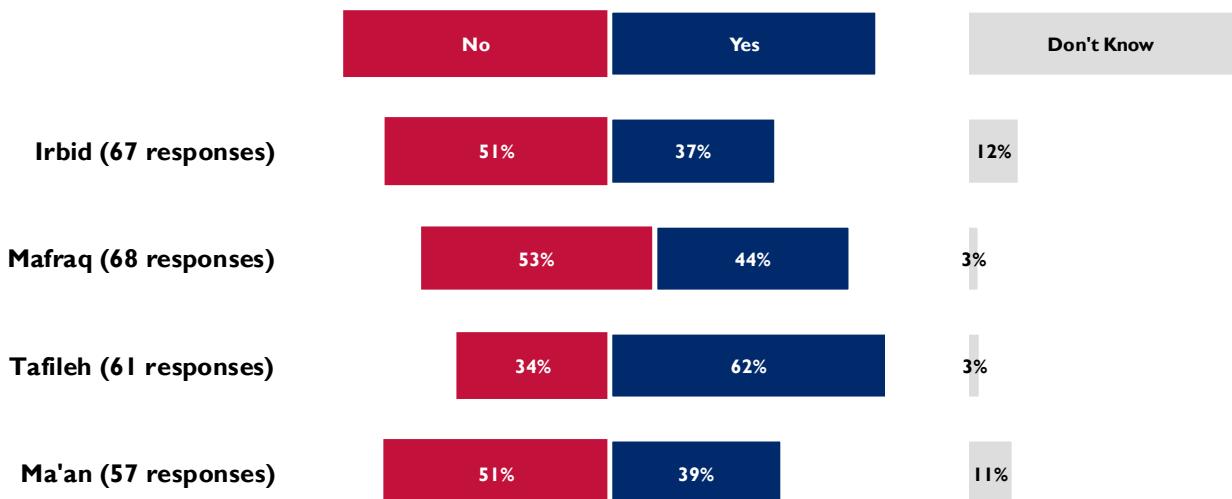
Percentage of responses by governorate	Irbid 67 responses	Mafraq 68 responses	Tafileh 65 responses	Ma'an 57 responses
Between Individuals	70%	68%	57%	35%
Between tribal/ethnic groups	22%	22%	40%	37%
Deterioration of Security	3%	0%	0%	0%
Between citizens and government	2%	3%	2%	16%
I don't know	2%	0%	0%	2%
No response	2%	7%	0%	0%
Between citizens and municipality	0%	0%	2%	0%
Between citizens and law enforcement	0%	0%	0%	11%

12. If replied “no” or “I don’t know” to question 10, ask “In your opinion, what is the primary cause of this conflict/discord?” (OPEN ENDED – RECORD VERBATIM)

Percent of responses by governorate	Irbid 67 responses	Mafraq 66 responses	Tafileh 61 responses	Ma'an 57 responses
Spread of drugs	31%	18%	8%	19%
Lack of awareness	19%	30%	21%	16%
Unemployment	16%	8%	13%	9%
Shallowness of youth thinking	12%	0%	0%	0%
Poverty	6%	3%	5%	2%
Tribal habits such as racism	5%	3%	10%	16%
Increase numbers of refugees	3%	9%	0%	0%
I do not know	3%	8%	12%	4%
Lack of security	2%	2%	3%	11%
Personal problems	2%	14%	16%	7%
Elections	2%	2%	5%	7%
Social interaction problems	0%	2%	0%	0%
Administrative problems	0%	3%	5%	0%
Wrong decisions by the government	0%	0%	2%	4%
Marginalizing citizens' rights	0%	0%	0%	4%
Discrimination against women	0%	0%	0%	2%
Problems among families	0%	0%	0%	2%

13. If replied “no” or “I don’t know” to question 10, ask “Are there existing mechanisms/processes, (whether at the individual level, collective level or institutions), in your community to resolve this discord/conflict?”

- A. Yes
- B. No (SKIP TO Q.15)
- C. Don't Know (DO NOT READ) (SKIP TO Q.15)



14. If replied “yes” to question 13 ask, “Among the existing mechanism/processes to resolve conflict, which one is most effective in your opinion, and why?” (RECORD VERBATIM RESPONSE)

A. (SPECIFY) _____

B. No effective mechanism (DO NOT READ)

Percent of responses by governorate	Irbid 25 responses	Mafraq 30 responses	Tafileh 38 responses	Ma'an 22 responses	Total 115 responses
Refer to higher authority (Government, Tribal leaders)	72%	47%	18%	27%	39%
Implement tribal rules/laws	12%	7%	24%	50%	22%
Raise awareness among youth religiously and culturally	8%	20%	26%	23%	20%
I do not know	0%	0%	18%	0%	6%
Increase monitoring by Government	4%	10%	0%	0%	3%
Provide work opportunities	4%	3%	5%	0%	3%
Effective and serious dialogue with relevant entities	0%	3%	5%	0%	3%
Channel youth energies towards work or create recreational places	0%	7%	0%	0%	2%
Enhance social cohesion and communication	0%	3%	0%	0%	1%
There is no effective mechanism	0%	0%	3%	0%	1%

15. If replied “no” or “I don’t know” to question 13, ask “For resolution of conflicts/discords, whom do you primarily resort to within your community?” (OPEN ENDED – DO NOT READ)

- A. Elders or family members
- B. Distinguished members of the community
- C. Tribal leaders
- D. Religious leaders
- E. Mayor or municipal representatives
- F. Police
- G. District Administrative Officers
- H. Local Government: Governor or governorate level official
- I. Other: _____
- J. Don't know (DO NOT READ)

Percent of responses by governorate	Irbid 67 responses	Mafraq 68 responses	Tafileh 61 responses	Ma'an 57 responses
Police	52%	44%	28%	23%
Elders of family members	22%	27%	39%	33%
Tribal leaders	8%	3%	12%	11%
Don't know	8%	4%	2%	2%
District Administrative Officers	5%	2%	2%	0%
Religious leaders	3%	9%	15%	21%
Distinguished members of the community	3%	6%	3%	5%
Local government or government level officials	0%	6%	0%	5%

16. If responded to question 15 ask, “In your opinion how effective is this mechanism (MENTIONED IN THE PREVIOUS QUESTION) for resolution of conflicts/discords?”

- A. Very effective
- B. Somewhat effective
- C. Somewhat ineffective
- D. Very ineffective
- E. Don't Know (DO NOT READ)

Percent of responses by governorate	Irbid 67 responses	Mafraq 68 responses	Tafileh 61 responses	Ma'an 57 responses
Very effective	30%	32%	44%	30%
Somewhat effective	39%	46%	49%	56%
Somewhat ineffective	6%	10%	3%	4%
Very ineffective	21%	10%	3%	7%
Don't know	5%	2%	0%	4%

17. How often are the people in your community able to solve problems within the community? Is it always, often, sometimes, rarely, or never?

- A. Always
- B. Very Often
- C. Sometimes
- D. Rarely
- E. Never
- F. Don't know (DON'T READ)

Governorate	Frequency	Always	Very often	Sometimes	Rarely	Never	Don't know	Total
		Percent						
Irbid	Count	3	16	23	6	17	2	67
	%	4.5%	23.9%	34.3%	9.0%	25.4%	3.0%	100.0%
Mafraq	Count	7	27	17	6	11	0	68
	%	10.3%	39.7%	25.0%	8.8%	16.2%	0.0%	100.0%
Tafileh	Count	9	28	16	6	2	0	61
	%	14.8%	45.9%	26.2%	9.8%	3.3%	0.0%	100.0%
Ma'an	Count	7	25	15	2	5	3	57
	%	12.3%	43.9%	26.3%	3.5%	8.8%	5.3%	100.0%
Total	Count	26	96	71	20	35	5	253
	%	10.3%	37.9%	28.1%	7.9%	13.8%	2.0%	100.0%

18. Over the last year, has your level of trust with other people living in your community increased, decreased or remained the same?

- A. Increased, Why: _____
- B. Decreased, Why: _____
- C. Remained the Same
- D. Don't Know (DO NOT READ)

Governorate	Frequency	Increased	Decreased	Remained the same	Don't know	Total
		Percent				
Irbid	Count	15	85	290	0	390
	%	3.8%	21.8%	74.4%	0.0%	100.0%
Mafraq	Count	8	82	315	3	408
	%	2.0%	20.1%	77.2%	.7%	100.0%
Tafileh	Count	14	75	295	16	400
	%	3.5%	18.8%	73.8%	4.0%	100.0%
Ma'an	Count	32	78	254	27	391
	%	8.2%	19.9%	65.0%	6.9%	100.0%
Total	Count	69	320	1154	46	1589
	%	4.3%	20.1%	72.6%	2.9%	100.0%

18A. If replied “increased” to question 18 ask, “Why would you say that over the last year, your level of trust with other people living in your community has increased?”

Percent of responses by governorate	Irbid 15 responses	Mafraq 8 responses	Tafileh 14 responses	Ma'an 32 responses
Knowing members with good qualities	40%	13%	7%	0%
Raise awareness and enhance culture	20%	38%	43%	16%
Increase social communication	13%	25%	29%	16%
Security and control of community problems	13%	0%	0%	41%
Social cohesion	7%	25%	14%	25%
Cope with surrounding community	7%	0%	0%	0%
Don't know	0%	0%	7%	3%

18B. If replied “decreased” to question 18 ask, “Why would you say that over the last year, your level of trust with other people living in your community has decreased?”

Percent of responses by governorate	Irbid 85 responses	Mafraq 82 responses	Tafileh 75 responses	Ma'an 78 responses
Lack of credibility, respect, and cooperation in community	26%	32%	20%	22%
Increase of crime and problems in community	13%	6%	5%	4%
Insecurity	13%	4%	4%	3%
Lack of moral or religious value	11%	4%	5%	14%
Experience and specific life incidents	11%	4%	11%	4%
Selfishness/ Lack of cooperation between people	8%	21%	20%	27%
Isolation and lack of social relation	6%	12%	19%	8%
Bad economic situation	6%	2%	4%	1%
Asylum and other new nationalities	2%	15%	4%	10%
Personal or family problems	2%	0%	5%	6%
Intervention of people in personal issues	0%	0%	1%	0%
Lack of Elderly and community leaders to solve problems	1%	0%	0%	0%
Don't know	1%	1%	0%	1%
The disintegration of the tribe	0%	0%	1%	0%

19. Do you feel that you have a say in the decisions that affect your life?

- A. Always
- B. Very Often
- C. Sometimes
- D. Rarely
- E. Never
- F. Don't know (DON'T READ)

Governorate	Frequency	Always	Very often	Sometimes	Rarely	Never	Don't know	Total
	Percent							
Irbid	Count	109	116	102	29	32	2	390
	%	27.9%	29.7%	26.2%	7.4%	8.2%	.5%	100.0%
Mafraq	Count	101	120	93	25	68	1	408
	%	24.8%	29.4%	22.8%	6.1%	16.7%	.2%	100.0%
Tafileh	Count	130	105	77	32	54	2	400
	%	32.5%	26.3%	19.3%	8.0%	13.5%	.5%	100.0%
Ma'an	Count	117	119	74	22	50	9	391
	%	29.9%	30.4%	18.9%	5.6%	12.8%	2.3%	100.0%
Total	Count	457	460	346	108	204	14	1589
	%	28.8%	28.9%	21.8%	6.8%	12.8%	.9%	100.0%

20. To what degree do you trust the following institutions/organizations to make decisions that will affect your life in a positive way?

Irbid - Percent of responses (390 total responses)	Frequency	Trust to a large degree	Trust to a moderate degree	Neutral neither trust or mistrust	Trust to a small degree	Don't trust at all	Don't know	Total
	Percent							
A. Central government	Frequency	72	132	28	19	113	26	390
	Percent	18.5%	33.8%	7.2%	4.9%	29.0%	6.7%	100.0%
B. Parliamentary representatives	Frequency	36	71	22	33	210	18	390
	Percent	9.2%	18.2%	5.6%	8.5%	53.8%	4.6%	100.0%
C. Governor	Frequency	43	100	65	21	77	84	390
	Percent	11.0%	25.6%	16.7%	5.4%	19.7%	21.5%	100.0%
D. Ministry Directorates at the governorate level (Local Government)	Frequency	46	111	26	23	145	39	390
	Percent	11.8%	28.5%	6.7%	5.9%	37.2%	10.0%	100.0%
E. Mayor	Frequency	113	131	21	15	94	16	390
	Percent	29.0%	33.6%	5.4%	3.8%	24.1%	4.1%	100.0%
F. Municipal council representatives	Frequency	61	145	24	27	102	31	390
	Percent	15.6%	37.2%	6.2%	6.9%	26.2%	7.9%	100.0%
G. Police	Frequency	266	71	8	12	25	8	390
	Percent	68.2%	18.2%	2.1%	3.1%	6.4%	2.1%	100.0%
H. Tribal leaders	Frequency	120	97	36	10	39	88	390
	Percent	30.8%	24.9%	9.2%	2.6%	10.0%	22.6%	100.0%
I. Religious leaders	Frequency	103	143	27	20	51	46	390
	Percent	26.4%	36.7%	6.9%	5.1%	13.1%	11.8%	100.0%
J. International NGOs	Frequency	22	65	47	26	81	149	390
	Percent	5.6%	16.7%	12.1%	6.7%	20.8%	38.2%	100.0%
K. Local NGOs	Frequency	27	71	38	31	97	126	390
	Percent	6.9%	18.2%	9.7%	7.9%	24.9%	32.3%	100.0%

Mafraq - Percent of responses (408 total responses)	Frequency	Trust to a large degree	Trust to a moderate degree	Neutral neither trust or mistrust	Trust to a small degree	Don't trust at all	Don't know	Total
	Percent							
A. Central government	Frequency	79	135	69	30	84	11	408
	Percent	19.4%	33.1%	16.9%	7.4%	20.6%	2.7%	100.0%
B. Parliamentary representatives	Frequency	31	99	66	39	161	12	408
	Percent	7.6%	24.3%	16.2%	9.6%	39.5%	2.9%	100.0%
C. Governor	Frequency	57	147	80	24	67	33	408
	Percent	14.0%	36.0%	19.6%	5.9%	16.4%	8.1%	100.0%
D. Ministry Directorates at the governorate level (Local Government)	Frequency	44	139	65	27	115	18	408
	Percent	10.8%	34.1%	15.9%	6.6%	28.2%	4.4%	100.0%
E. Mayor	Frequency	86	137	47	32	95	11	408

	Percent	21.1%	33.6%	11.5%	7.8%	23.3%	2.7%	100.0%
F. Municipal council representatives	Frequency	64	141	53	32	103	15	408
	Percent	15.7%	34.6%	13.0%	7.8%	25.2%	3.7%	100.0%
G. Police	Frequency	291	76	17	7	16	1	408
	Percent	71.3%	18.6%	4.2%	1.7%	3.9%	.2%	100.0%
H. Tribal leaders	Frequency	144	119	62	17	45	21	408
	Percent	35.3%	29.2%	15.2%	4.2%	11.0%	5.1%	100.0%
I. Religious leaders	Frequency	137	149	62	24	33	3	408
	Percent	33.6%	36.5%	15.2%	5.9%	8.1%	.7%	100.0%
J. International NGOs	Frequency	37	109	92	27	84	59	408
	Percent	9.1%	26.7%	22.5%	6.6%	20.6%	14.5%	100.0%
K. Local NGOs	Frequency	28	118	88	31	104	39	408
	Percent	6.9%	28.9%	21.6%	7.6%	25.5%	9.6%	100.0%

Tafileh - Percent of responses (400 total responses)	Frequency	Trust to a large degree	Trust to a moderate degree	Neutral neither trust or mistrust	Trust to a small degree	Don't trust at all	Don't know	Total
	Percent							
A. Central government	Frequency	46	106	45	47	141	15	400
	Percent	11.5%	26.5%	11.3%	11.8%	35.3%	3.8%	100.0%
B. Parliamentary representatives	Frequency	15	49	30	56	248	2	400
	Percent	3.8%	12.3%	7.5%	14.0%	62.0%	.5%	100.0%
C. Governor	Frequency	33	90	56	52	136	33	400
	Percent	8.3%	22.5%	14.0%	13.0%	34.0%	8.3%	100.0%
D. Ministry Directorates at the governorate level (Local Government)	Frequency	15	107	51	46	171	10	400
	Percent	3.8%	26.8%	12.8%	11.5%	42.8%	2.5%	100.0%
E. Mayor	Frequency	91	102	40	46	113	8	400
	Percent	22.8%	25.5%	10.0%	11.5%	28.3%	2.0%	100.0%
F. Municipal council representatives	Frequency	51	108	55	48	118	20	400
	Percent	12.8%	27.0%	13.8%	12.0%	29.5%	5.0%	100.0%
G. Police	Frequency	264	76	13	18	27	2	400
	Percent	66.0%	19.0%	3.3%	4.5%	6.8%	.5%	100.0%
H. Tribal leaders	Frequency	133	90	45	20	74	38	400
	Percent	33.3%	22.5%	11.3%	5.0%	18.5%	9.5%	100.0%
I. Religious leaders	Frequency	113	145	46	33	55	8	400
	Percent	28.3%	36.3%	11.5%	8.3%	13.8%	2.0%	100.0%
J. International NGOs	Frequency	30	86	69	34	102	79	400
	Percent	7.5%	21.5%	17.3%	8.5%	25.5%	19.8 %	100.0%
K. Local NGOs	Frequency	22	98	76	25	111	68	400
	Percent	5.5%	24.5%	19.0%	6.3%	27.8%	17.0 %	100.0%

Ma'an - Percent of responses (391 total responses)	Frequency	Trust to a large degree	Trust to a moderate degree	Neutral neither trust or mistrust	Trust to a small degree	Don't trust at all	Don't know	Total
	Percent							
A. Central government	Frequency	76	103	55	40	108	9	391
	Percent	19.4%	26.3%	14.1%	10.2%	27.6%	2.3%	100.0%
B. Parliamentary representatives	Frequency	28	51	40	35	228	9	391
	Percent	7.2%	13.0%	10.2%	9.0%	58.3%	2.3%	100.0%
C. Governor	Frequency	64	117	59	27	92	32	391
	Percent	16.4%	29.9%	15.1%	6.9%	23.5%	8.2%	100.0%
D. Ministry Directorates at the governorate level (Local Government)	Frequency	34	115	54	33	129	26	391
	Percent	8.7%	29.4%	13.8%	8.4%	33.0%	6.6%	100.0%
E. Mayor	Frequency	178	118	23	15	47	10	391
	Percent	45.5%	30.2%	5.9%	3.8%	12.0%	2.6%	100.0%
F. Municipal council representatives	Frequency	108	135	41	15	61	31	391
	Percent	27.6%	34.5%	10.5%	3.8%	15.6%	7.9%	100.0%
G. Police	Frequency	231	101	16	14	24	5	391
	Percent	59.1%	25.8%	4.1%	3.6%	6.1%	1.3%	100.0%
H. Tribal leaders	Frequency	151	106	38	17	55	24	391
	Percent	38.6%	27.1%	9.7%	4.3%	14.1%	6.1%	100.0%
I. Religious leaders	Frequency	81	144	52	41	56	17	391
	Percent	20.7%	36.8%	13.3%	10.5%	14.3%	4.3%	100.0%
J. International NGOs	Frequency	36	77	69	29	84	96	391
	Percent	9.2%	19.7%	17.6%	7.4%	21.5%	24.6%	100.0%
K. Local NGOs	Frequency	26	97	69	31	93	75	391
	Percent	6.6%	24.8%	17.6%	7.9%	23.8%	19.2%	100.0%

21. When it comes to participation in the different formal elections and informal decision-making processes, do you: actively participate, sometimes participate, or never participate?

Formal and informal engagement Processes	Count / % within G4	Actively participate	Sometimes participate	Never participate	Don't know
A. Parliamentary Elections	Count	915	249	361	9
	% within G4- Governorate	59.6%	16.2%	23.5%	.6%
B. Informal Tribal Elections	Count	382	165	838	149
	% within G4- Governorate	24.9%	10.8%	54.6%	9.7%
C. Municipal Elections	Count	824	197	484	29
	% within G4- Governorate	53.7%	12.8%	31.6%	1.9%
D. Town halls and public meetings with municipality/government	Count	139	209	948	238
	% within G4- Governorate	9.1%	13.6%	61.8%	15.5%
E. Community members working together to prioritize problems and find solutions	Count	114	217	963	240
	% within G4- Governorate	7.4%	14.1%	62.8%	15.6%

Irbid - Percent of responses (390 total responses)		Actively participate	Sometimes participate	Never participate	Don't know	Total
A. Parliamentary Elections	Frequency	259	37	82	1	379
	Percent	68.3%	9.8%	21.6%	.3%	100%
B. Informal Tribal Elections	Frequency	110	22	181	66	379
	Percent	29.0%	5.8%	47.8%	17.4%	100%
C. Municipal Elections	Frequency	250	41	88	0	379
	Percent	66.0%	10.8%	23.2%	0.0%	100%
D. Town halls/ public meetings with municipality/government	Frequency	40	47	193	99	379
	Percent	10.6%	12.4%	50.9%	26.1%	100%
E. Community members working together	Frequency	37	48	198	96	379
	Percent	9.8%	12.7%	52.2%	25.3%	100%
Mafraq - Percent of responses (408 total responses)		Actively participate	Sometimes participate	Never participate	Don't know	Total
A. Parliamentary Elections	Frequency	235	66	85	3	389
	Percent	60.4%	17.0%	21.9%	.8%	100%
B. Informal Tribal Elections	Frequency	103	46	209	31	389
	Percent	26.5%	11.8%	53.7%	8.0%	100%
C. Municipal Elections	Frequency	196	56	127	10	389
	Percent	50.4%	14.4%	32.6%	2.6%	100%
D. Town halls/ public meetings with municipality/government	Frequency	37	61	262	29	389
	Percent	9.5%	15.7%	67.4%	7.5%	100%
E. Community members working together	Frequency	32	66	263	28	389
	Percent	8.2%	17.0%	67.6%	7.2%	100%
Tafileh - Percent of responses (400 total responses)		Actively participate	Sometimes participate	Never participate	Don't know	Total
A. Parliamentary Elections	Frequency	210	73	106	4	393
	Percent	53.4%	18.6%	27.0%	1.0%	100%
B. Informal Tribal Elections	Frequency	91	47	223	32	393
	Percent	23.2%	12.0%	56.7%	8.1%	100%
C. Municipal Elections	Frequency	190	44	147	12	393
	Percent	48.3%	11.2%	37.4%	3.1%	100%
D. Town halls/ public meetings with municipality/government	Frequency	33	49	254	57	393
	Percent	8.4%	12.5%	64.6%	14.5%	100%
E. Community members working together	Frequency	25	54	256	58	393
	Percent	6.4%	13.7%	65.1%	14.8%	100.0%
Ma'an - Percent of responses (391 total responses)		Actively participate	Sometimes participate	Never participate	Don't know	Total
A. Parliamentary Elections	Frequency	211	73	88	1	373
	Percent	56.6%	19.6%	23.6%	.3%	100%
B. Informal Tribal Elections	Frequency	78	50	225	20	373
	Percent	20.9%	13.4%	60.3%	5.4%	100%
C. Municipal Elections	Frequency	188	56	122	7	373
	Percent	50.4%	15.0%	32.7%	1.9%	100%
D. Town halls/ public meetings with municipality/government	Frequency	29	52	239	53	373
	Percent	7.8%	13.9%	64.1%	14.2%	100%
E. Community members working together	Frequency	20	49	246	58	373
	Percent	5.4%	13.1%	66.0%	15.5%	100%

22. When it comes to the responsiveness to your community needs, what is the level of responsiveness of the following institutions, very responsive, moderately responsive, or not responsive?

Key decision-making institutions, organizations, or actors	Count / % within G4	Very responsive	Moderately responsive	Not Responsive	Don't know (DO NOT READ)
A. Central government	Count	127	697	654	111
	% within G4-Governorate	8.0%	43.9%	41.2%	7.0%
B. Parliament members	Count	56	473	977	83
	% within G4-Governorate	3.5%	29.8%	61.5%	5.2%
C. Governor	Count	159	675	535	220
	% within G4-Governorate	10.0%	42.5%	33.7%	13.8%
D. Health and Education Directorates	Count	149	805	485	150
	% within G4-Governorate	9.4%	50.7%	30.5%	9.4%
E. Mayor	Count	463	655	414	57
	% within G4-Governorate	29.1%	41.2%	26.1%	3.6%
F. Municipal council representatives	Count	289	739	452	109
	% within G4-Governorate	18.2%	46.5%	28.4%	6.9%
G. Police	Count	995	448	114	32
	% within G4-Governorate	62.6%	28.2%	7.2%	2.0%
H. Tribal leaders	Count	509	552	292	236
	% within G4-Governorate	32.0%	34.7%	18.4%	14.9%
I. Religious leaders	Count	377	748	285	179
	% within G4-Governorate	23.7%	47.1%	17.9%	11.3%
J. International NGOs	Count	87	507	418	577
	% within G4-Governorate	5.5%	31.9%	26.3%	36.3%
K. Local NGOs	Count	82	545	474	488
	% within G4-Governorate	5.2%	34.3%	29.8%	30.7%
L. Private Sector (Businesses in your area)	Count	134	606	491	358
	% within G4-Governorate	8.4%	38.1%	30.9%	22.5%
M. Utility Companies that provide water and electricity	Count	403	850	252	84
	% within G4-Governorate	25.4%	53.5%	15.9%	5.3%
N. Media	Count	57	578	511	443

	% within G4-Governorate	3.6%	36.4%	32.2%	27.9%
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Irbid - Percent of responses (390 total responses)		Very responsive	Moderately responsive	Not Responsive	Don't know	Total
A. Central government	Frequency	27	157	167	39	390
	Percent	6.9%	40.3%	42.8%	10.0%	100%
B. Parliament members	Frequency	14	111	240	25	390
	Percent	3.6%	28.5%	61.5%	6.4%	100%
C. Governor	Frequency	31	134	122	103	390
	Percent	7.9%	34.4%	31.3%	26.4%	100%
D. Health and Education Directorates or other directorates at the governorate level	Frequency	42	190	113	45	390
	Percent	10.8%	48.7%	29.0%	11.5%	100%
E. Mayor	Frequency	131	138	108	13	390
	Percent	33.6%	35.4%	27.7%	3.3%	100%
F. Municipal council representatives	Frequency	77	161	126	26	390
	Percent	19.7%	41.3%	32.3%	6.7%	100%
G. Police	Frequency	230	107	39	14	390
	Percent	59.0%	27.4%	10.0%	3.6%	100%
H. Tribal leaders	Frequency	114	105	60	111	390
	Percent	29.2%	26.9%	15.4%	28.5%	100%
I. Religious leaders	Frequency	88	164	75	63	390
	Percent	22.6%	42.1%	19.2%	16.2%	100%
J. International NGOs	Frequency	12	101	90	187	390
	Percent	3.1%	25.9%	23.1%	47.9%	100%
K. Local NGOs	Frequency	13	104	106	167	390
	Percent	3.3%	26.7%	27.2%	42.8%	100%
L. Private Sector (Businesses in your area)	Frequency	16	128	120	126	390
	Percent	4.1%	32.8%	30.8%	32.3%	100%
M. Utility Companies that provide water and electricity	Frequency	89	174	85	42	390
	Percent	22.8%	44.6%	21.8%	10.8%	100%
N. Media	Frequency	12	133	100	145	390
	Percent	3.1%	34.1%	25.6%	37.2%	100 %
Mafraq - Percent of responses (408 total responses)		Very responsive	Moderately responsive	Not Responsive	Don't know	Total
A. Central government	Frequency	31	198	155	24	408
	Percent	7.6%	48.5%	38.0%	5.9%	100%
B. Parliament members	Frequency	16	164	198	30	408
	Percent	3.9%	40.2%	48.5%	7.4%	100%
C. Governor	Frequency	41	203	117	47	408
	Percent	10.0%	49.8%	28.7%	11.5%	100%
D. Health and Education Directorates or other directorates at the governorate level	Frequency	38	215	125	30	408
	Percent	9.3%	52.7%	30.6%	7.4%	100%
E. Mayor	Frequency	82	186	128	12	408
	Percent	20.1%	45.6%	31.4%	2.9%	100%
F. Municipal council representatives	Frequency	55	207	131	15	408
	Percent	13.5%	50.7%	32.1%	3.7%	100%
G. Police	Frequency	263	118	23	4	408
	Percent	64.5%	28.9%	5.6%	1.0%	100%
H. Tribal leaders	Frequency	121	179	66	42	408

	Percent	29.7%	43.9%	16.2%	10.3%	100%
I. Religious leaders	Frequency	110	207	62	29	408
	Percent	27.0%	50.7%	15.2%	7.1%	100%
J. International NGOs	Frequency	26	154	122	106	408
	Percent	6.4%	37.7%	29.9%	26.0%	100%
K. Local NGOs	Frequency	28	162	135	83	408
	Percent	6.9%	39.7%	33.1%	20.3%	100%
L. Private Sector (Businesses in your area)	Frequency	18	160	131	99	408
	Percent	4.4%	39.2%	32.1%	24.3%	100%
M. Utility Companies that provide water and electricity	Frequency	85	234	71	18	408
	Percent	20.8%	57.4%	17.4%	4.4%	100%
N. Media	Frequency	14	158	129	107	408
	Percent	3.4%	38.7%	31.6%	26.2%	100%
Tafileh - Percent of responses (400 total responses)		Very responsive	Moderately responsive	Not Responsive	Don't know	Total
A. Central government	Frequency	27	154	194	25	400
	Percent	6.8%	38.5%	48.5%	6.3%	100%
B. Parliament members	Frequency	10	88	293	9	400
	Percent	2.5%	22.0%	73.3%	2.3%	100%
C. Governor	Frequency	31	160	178	31	400
	Percent	7.8%	40.0%	44.5%	7.8%	100%
D. Health and Education Directorates or other directorates at the governorate level	Frequency	34	191	142	33	400
	Percent	8.5%	47.8%	35.5%	8.3%	100%
E. Mayor	Frequency	89	173	125	13	400
	Percent	22.3%	43.3%	31.3%	3.3%	100%
F. Municipal council representatives	Frequency	56	185	135	24	400
	Percent	14.0%	46.3%	33.8%	6.0%	100%
G. Police	Frequency	271	100	20	9	400
	Percent	67.8%	25.0%	5.0%	2.3%	100%
H. Tribal leaders	Frequency	129	133	91	47	400
	Percent	32.3%	33.3%	22.8%	11.8%	100%
I. Religious leaders	Frequency	115	183	74	28	400
	Percent	28.8%	45.8%	18.5%	7.0%	100%
J. International NGOs	Frequency	23	136	111	130	400
	Percent	5.8%	34.0%	27.8%	32.5%	100%
K. Local NGOs	Frequency	23	133	128	116	400
	Percent	5.8%	33.3%	32.0%	29.0%	100%
L. Private Sector (Businesses in your area)	Frequency	56	146	133	65	400
	Percent	14.0%	36.5%	33.3%	16.3%	100 %
M. Utility Companies that provide water and electricity	Frequency	111	218	54	17	400
	Percent	27.8%	54.5%	13.5%	4.3%	100%
N. Media	Frequency	16	151	141	92	400
	Percent	4.0%	37.8%	35.3%	23.0%	100.0%
Ma'an - Percent of responses (391 total responses)		Very responsive	Moderately responsive	Not Responsive	Don't know	Total
A. Central government	Frequency	42	188	138	23	391
	Percent	10.7%	48.1%	35.3%	5.9%	100%

B. Parliament members	Frequency	16	110	246	19	391
	Percent	4.1%	28.1%	62.9%	4.9%	100%
C. Governor	Frequency	56	178	118	39	391
	Percent	14.3%	45.5%	30.2%	10.0%	100%
D. Health and Education Directorates or other directorates at the governorate level	Frequency	35	209	105	42	391
	Percent	9.0%	53.5%	26.9%	10.7%	100%
E. Mayor	Frequency	161	158	53	19	391
	Percent	41.2%	40.4%	13.6%	4.9%	100%
F. Municipal council representatives	Frequency	101	186	60	44	391
	Percent	25.8%	47.6%	15.3%	11.3%	100%
G. Police	Frequency	231	123	32	5	391
	Percent	59.1%	31.5%	8.2%	1.3%	100%
H. Tribal leaders	Frequency	145	135	75	36	391
	Percent	37.1%	34.5%	19.2%	9.2%	100%
I. Religious leaders	Frequency	64	194	74	59	391
	Percent	16.4%	49.6%	18.9%	15.1%	100%
J. International NGOs	Frequency	26	116	95	154	391
	Percent	6.6%	29.7%	24.3%	39.4%	100%
K. Local NGOs	Frequency	18	146	105	122	391
	Percent	4.6%	37.3%	26.9%	31.2%	100%
L. Private Sector (Businesses in your area)	Frequency	44	172	107	68	391
	Percent	11.3%	44.0%	27.4%	17.4%	100%
M. Utility Companies that provide water and electricity	Frequency	118	224	42	7	391
	Percent	30.2%	57.3%	10.7%	1.8%	100%
N. Media	Frequency	15	136	141	99	391
	Percent	3.8%	34.8%	36.1%	25.3%	100.0%

23. How would you characterize the relationship between your community and the Governor's office?

- A. Very Good
- B. Good
- C. Bad (SKIP TO Q.25)
- D. Very Bad (SKIP TO Q.25)
- E. No Relationship (SKIP TO Q.25)
- F. Don't Know (DO NOT READ) (SKIP TO Q.25)

Percent of responses by governorate		Very good	Good	Bad	Very bad	No relationship	Don't know	Total
Irbid	Frequency	38	137	51	31	51	82	390
	Percent	9.7%	35.1%	13.1%	7.9%	13.1%	21.0%	100%
Mafraq	Frequency	35	168	69	17	51	68	408
	Percent	8.6%	41.2%	16.9%	4.2%	12.5%	16.7%	100%
Tafileh	Percent	17	115	78	32	72	86	400
	Percent	4.3%	28.8%	19.5%	8.0%	18.0%	21.5%	100%
Ma'an	Frequency	30	134	70	20	58	79	391
	Percent	7.7%	34.3%	17.9%	5.1%	14.8%	20.2%	100%

24. Why do you say that, what accounts for this relationship being good? (OPEN ENDED)

Percent of responses by governorate	Irbid 181 responses	Mafraq 212 responses	Tafileh 149 responses	Ma'an 169 responses
Responsiveness of Governmental entities to demands and providing services	28%	43%	35%	30%
Enhanced relation due to continuous cooperation and communication	19%	22%	20%	21%
Don't know	19%	14%	17%	8%
Variety in providing services by Governmental entities	17%	10%	10%	18%
There are no conflicts with entities	6%	4%	9%	10%
Abiding to rules and tasks	6%	5%	3%	8%
Kind and proper behavior	3%	0%	1%	0%
Interest in the region and community members	3%	1%	0%	0%
Because they are from the same region	1%	1%	5%	5%
Nothing	1%	1%	0%	1%

25. How would you characterize the relationship between your community and the mayor or municipal representatives?

- A. Very Good
- B. Good
- C. Bad (SKIP TO Q.28)
- D. Very Bad (SKIP TO Q.28)
- E. Don't Know (DO NOT READ) (SKIP TO Q.28)

Percent of responses by governorate	Very good	Good	Bad	Very bad	Don't know	Total	
Irbid	Frequency	38	121	28	13	190	390
	Percent	9.7%	31.0%	7.2%	3.3%	48.7%	100.0%
Mafraq	Frequency	44	134	57	24	149	408
	Percent	10.8%	32.8%	14.0%	5.9%	36.5%	100.0%
Tafileh	Percent	43	146	54	35	122	400
	Percent	10.8%	36.5%	13.5%	8.8%	30.5%	100.0%
Ma'an	Frequency	98	143	27	8	115	391
	Percent	25.1%	36.6%	6.9%	2.0%	29.4%	100.0%

26. How can this relationship be improved/ be even better? (OPEN ENDED)

Percent of responses by governorate	Irbid 390 responses	Mafraq 405 responses	Tafileh 399 responses	Ma'an 391 responses
I do not know	52%	37%	32%	30%
Collective work towards the interest of community	10%	7%	12%	13%
Relation is good originally	8%	5%	2%	4%
Regular meetings, Continuous communication between the two parties	7%	23%	6%	6%
Respond to region services needs	5%	5%	14%	14%
Responsiveness to proposed suggestion and presented complaints	4%	2%	3%	3%
There is no solution	3%	3%	6%	5%
Dialogue and respecting the opinion of each other	3%	5%	4%	8%
Communicate directly with individuals from the regions and show interest in their problems	2%	5%	8%	8%
Elimination of nepotism and favoritism	2%	4%	4%	2%
Proceed with work for the best interest of region	1%	1%	0%	0%
Appoint competent municipality representatives to facilitate communication	1%	3%	4%	2%
Focus efforts to receive assistance to start work	1%	0%	4%	5%
Independence of some member's decisions	0%	0%	0%	0%
The independence of some representative's decisions	0%	1%	2%	0%

27. In your opinion, what is the most effective mechanism/approach to ensuring that the government is responsive to your community needs? (OPEN ENDED)

Percent of responses by governorate	Irbid 154 responses	Mafraq 168 responses	Tafileh 147 responses	Ma'an 195 responses
Discuss and debate with Government through seminars, meetings or directly	25%	36%	12%	12%
Protest, demonstrations and strikes	20%	4%	17%	19%
Appoint a group from the community who are qualified to represent everyone, e.g., tribal leaders	8%	11%	14%	12%
Don't know	7%	11%	4%	5%
Communicate more with citizens	6%	10%	16%	12%
Complaints to the relevant entity	5%	7%	5%	3%
Nothing	5%	1%	3%	17%
Increased monitoring of the Government	4%	0%	1%	2%
Elimination of nepotism and favoritism	3%	3%	7%	3%
Persistence and follow-up in the submission of the application or complaint	3%	5%	3%	2%
Nepotism and favoritism	3%	1%	2%	2%
Through the media and social networking sites	2%	1%	5%	4%
Choosing the competent person	2%	1%	3%	3%
Work collectively	1%	1%	0%	1%
The Government is originally responsive	1%	0%	0%	1%
Work on improving economy	1%	2%	0%	1%
Elect Ministers instead of appointing them	1%	0%	0%	0%
Population to respect Government work	1%	1%	1%	1%
Wider authority to decision executors	1%	1%	0%	0%
State of law	1%	0%	2%	1%
Dismiss municipal councils to be assigned by the Prime Minister	1%	0%	0%	0%
Credibility with citizens	1%	1%	3%	1%
Intervention of higher administrative decision makers	0%	1%	1%	1%
Government should be more informative	0%	1%	0%	0%
Pressure by public opinion	0%	1%	2%	1%
Decentralization	0%	1%	1%	1%
Enhance planning	0%	0%	0%	1%
The one responsible from the region	0%	1%	0%	0%
Work with dedication towards the interest of citizens	0%	0%	0%	1%

28. How do you hold your mayor accountable?

Percentage of responses by governorate	Irbid 154 responses	Mafraq 168 responses	Tafileh 147 responses	Ma'an 195 responses
Communicate with the Mayor directly or through phone	40%	37%	21%	21%
I do not know	23%	23%	20%	25%
Provide routine complaint through the complaints and summons routine system	9%	9%	15%	13%
Cannot be prosecuted	7%	5%	9%	13%
Using administrative hierarchy in the complaint	4%	7%	8%	4%
File a complaint to the Ministry of Municipalities	3%	5%	7%	4%
Make a complaint through tribal leaders	3%	1%	0%	1%
Open dialogue and discussion with the Mayor and representatives from the community	2%	2%	3%	6%
Through municipal members	2%	2%	1%	0%
There is no need, as the Mayor is fulfilling's his tasks to the fullest	2%	0%	2%	2%
Hold him accountable verbally	2%	0%	1%	2%
Through personal connections	1%	0%	1%	0%
Complaint through means of the press and media	1%	1%	1%	1%
Through legal prosecution	1%	5%	5%	3%
Protest and demonstration	1%	0%	0%	0%
Make a complaint through the control and inspection	1%	2%	1%	0%
By suspending him from work	1%	1%	0%	1%
Establish committees to monitor his work	0%	1%	1%	0%
Nothing	0%	1%	5%	4%
Make a complaint through social media	0%	0%	0%	0%
Make a complaint through the Royal Court	0%	0%	1%	0%
Refused to answer	0%	0%	0%	0%

[EQ3 Findings](#)

29. In addition to projects that focus on poverty and unemployment, what are some other kinds of projects that can address the problems faced by your community, whether funded by the government or international donors? (OPEN ENDED – DO NOT READ)

Percent of responses by governorate	Irbid 389 responses	Mafraq 381 responses	Tafilah 400 responses	Ma'an 391 responses
Investment and operational projects	51%	63%	25%	27%
Recreational places such as parks, playgrounds, malls, clubs, and swimming pools	10%	11%	23%	21%
I do not know	10%	7%	13%	12%
Nothing	10%	8%	13%	15%
Build a hospital and health center and improve the old ones	6%	1%	5%	6%
Open new school and renovate and enhance services in old schools	2%	2%	2%	1%
Educational courses	2%	1%	3%	1%
Water well	2%	1%	1%	1%
Build a college or a university	1%	0%	1%	0%
Vocational trainings	1%	1%	6%	6%
Nurseries and kindergartens	1%	0%	1%	0%
Wedding venue	1%	0%	0%	0%
Olive oil mills	1%	0%	0%	0%
Improve infrastructure	1%	2%	4%	4%
Vegetables store	1%	1%	0%	0%
A public library	1%	0%	0%	1%
Tailor shop	1%	0%	1%	0%
Centers to provide awareness sessions for all segments of society	1%	1%	1%	1%
Planting trees to beautify the area	1%	0%	0%	2%
Banks	1%	0%	0%	0%
Private associations to teach those with special needs	0%	0%	0%	0%
Restaurant	0%	0%	0%	0%
Bakery	0%	0%	0%	0%
Military and civilian institutions	0%	0%	0%	0%
Gas station	0%	0%	0%	0%
Recycling waste	0%	0%	0%	0%
Secure transportation for the region	0%	0%	1%	0%
A center for religious courses	0%	1%	0%	1%
School for literacy	0%	0%	0%	0%
Renewable Energy Project	0%	0%	0%	1%
Provide security element	0%	0%	0%	0%
Promote tourism in Jordan	0%	0%	1%	0%
Military school	0%	0%	1%	0%

30. Is your family receiving humanitarian assistance?

- A. Yes
- B. No
- C. Not Sure / Don't Know (DO NOT READ)

Percent of responses by governorate		Yes	No	Total
Irbid	Frequency	6	5	11
	Percent	54.5%	45.5%	100.0%
Mafraq	Frequency	10	8	18
	Percent	55.6%	44.4%	100.0%
Tafileh	Percent	0	2	2
	Percent	0.0%	100.0%	100.0%
Ma'an	Frequency	7	7	14
	Percent	50.0%	50.0%	100.0%

31. Does your community host any Syrians?

- A. Yes
- B. No
- C. Not sure

Percent of responses by governorate		Yes	No	Don't know	Total
Irbid	Frequency	318	60	1	379
	Percent	83.9%	15.8%	.3%	100.0%
Mafraq	Frequency	386	2	1	389
	Percent	99.2%	.5%	.3%	100.0%
Tafileh	Percent	292	90	11	393
	Percent	74.3%	22.9%	2.8%	100.0%
Ma'an	Frequency	355	16	2	373
	Percent	95.2%	4.3%	.5%	100.0%

32. Did you host any Syrians in your home?

- A. Yes
- B. No

Percent of responses by governorate		Yes	No	Don't know	Total
Irbid	Frequency	29	292	321	29
	Percent	9.0%	91.0%	100.0%	9.0%
Mafraq	Frequency	90	297	387	90
	Percent	23.3%	76.7%	100.0%	23.3%
Tafileh	Percent	22	287	309	22
	Percent	7.1%	92.9%	100.0%	7.1%
Ma'an	Frequency	26	331	357	26
	Percent	7.3%	92.7%	100.0%	7.3%

33. Did you extend any other help to Syrians during the last six months?

1. Yes
2. No

Percent of responses by governorate		Yes	No	Don't know	Total
Irbid	Frequency	205	174	379	205
	Percent	54.1%	45.9%	100.0%	54.1%
Mafraq	Frequency	226	163	389	226
	Percent	58.1%	41.9%	100.0%	58.1%
Tafileh	Percent	151	242	393	151
	Percent	38.4%	61.6%	100.0%	38.4%
Ma'an	Frequency	169	204	373	169
	Percent	45.3%	54.7%	100.0%	45.3%

36. Since the onset of the Syrian Crisis, as Syrians have come to Jordan to seek refuge, has this affected the following in your community:

	Yes, it has affected my community in a positive way	Yes, it has affected my community in a negative way	No, it has not affected my community in any way	Don't Know (DO NOT READ)
A. Job Security				
B. Quality of Medical Treatment				
C. Access to Medical Treatment				
D. Quality of Education				
E. Your family and neighborhood security				
F. Access to affordable housing				
G. Access and availability of water				
H. Municipal waste services				
I. Culture, norms and values				

Irbid - Percent of responses (379 total responses)		Yes, it has affected my community in a positive way	Yes, it has affected my community in a negative way	Don't know	No, it has not affected my community in any way	Total
A. Job security	Frequency	22	278	11	68	379
	Percent	5.8%	73.4%	2.9%	17.9%	100.0%
B. Quality of medical treatment	Frequency	18	215	13	133	379
	Percent	4.7%	56.7%	3.4%	35.1%	100.0%
C. Access to medical treatment	Percent	18	189	13	159	379
	Percent	4.7%	49.9%	3.4%	42.0%	100.0%
D. Quality of education	Frequency	17	222	9	131	379
	Percent	4.5%	58.6%	2.4%	34.6%	100.0%
E. Your family and neighborhood security	Frequency	19	149	12	199	379
	Percent	5.0%	39.3%	3.2%	52.5%	100.0%
F. Access to affordable housing	Frequency	24	206	9	140	379
	Percent	6.3%	54.4%	2.4%	36.9%	100.0%
G. Access and availability of water	Frequency	23	192	9	155	379
	Percent	6.1%	50.7%	2.4%	40.9%	100.0%
H. Municipal waste services	Frequency	14	174	8	183	379
	Percent	3.7%	45.9%	2.1%	48.3%	100.0%
I. Culture, norms, and values	Frequency	15	128	17	219	379
	Percent	4.0%	33.8%	4.5%	57.8%	100.0%
Mafraq - Percent of responses (389 total responses)		Yes, it has affected my community in a positive way	Yes, it has affected my community in a negative way	Don't know	No, it has not affected my community in any way	Total
A. Job security	Frequency	14	311	2	62	389
	Percent	3.6%	79.9%	.5%	15.9%	100.0%
B. Quality of medical treatment	Frequency	9	279	2	99	389
	Percent	2.3%	71.7%	.5%	25.4%	100.0%
C. Access to medical treatment	Frequency	10	270	2	107	389
	Percent	2.6%	69.4%	.5%	27.5%	100.0%
D. Quality of education	Frequency	11	259	1	118	389
	Percent	2.8%	66.6%	.3%	30.3%	100.0%
E. Your family and neighborhood security	Frequency	11	243	3	132	389
	Percent	2.8%	62.5%	.8%	33.9%	100.0%
F. Access to affordable housing	Frequency	14	339	1	35	389
	Percent	3.6%	87.1%	.3%	9.0%	100.0%
G. Access and availability of water	Frequency	12	286	1	90	389
	Percent	3.1%	73.5%	.3%	23.1%	100.0%
H. Municipal waste services	Frequency	12	285	0	92	389
	Percent	3.1%	73.3%	0.0%	23.7%	100.0%
I. Culture, norms, and values	Frequency	12	241	2	134	389
	Percent	3.1%	62.0%	.5%	34.4%	100.0%

Tafileh - Percent of responses (393 total responses)		Yes, it has affected my community in a positive way	Yes, it has affected my community in a negative way	Don't know	No, it has not affected my community in any way	Total
A. Job security	Frequency	20	254	7	112	393
	Percent	5.1%	64.6%	1.8%	28.5%	100.0%
B. Quality of medical treatment	Frequency	10	217	6	160	393
	Percent	2.5%	55.2%	1.5%	40.7%	100.0%
C. Access to medical treatment	Frequency	12	204	5	172	393
	Percent	3.1%	51.9%	1.3%	43.8%	100.0%
D. Quality of education	Frequency	15	200	5	173	393
	Percent	3.8%	50.9%	1.3%	44.0%	100.0%
E. Your family and neighborhood security	Frequency	11	170	8	204	393
	Percent	2.8%	43.3%	2.0%	51.9%	100.0%
F. Access to affordable housing	Frequency	14	245	9	125	393
	Percent	3.6%	62.3%	2.3%	31.8%	100.0%
G. Access and availability of water	Frequency	8	193	8	184	393
	Percent	2.0%	49.1%	2.0%	46.8%	100.0%
H. Municipal waste services	Frequency	10	186	10	187	393
	Percent	2.5%	47.3%	2.5%	47.6%	100.0%
I. Culture, norms, and values	Frequency	11	176	9	197	393
	Percent	2.8%	44.8%	2.3%	50.1%	100.0%
Ma'an - Percent of responses (373 total responses)		Yes, it has affected my community in a positive way	Yes, it has affected my community in a negative way	Don't know	No, it has not affected my community in any way	Total
A. Job security	Frequency	18	323	3	29	373
	Percent	4.8%	86.6%	.8%	7.8%	100.0%
B. Quality of medical treatment	Frequency	13	284	6	70	373
	Percent	3.5%	76.1%	1.6%	18.8%	100.0%
C. Access to medical treatment	Frequency	13	278	6	76	373
	Percent	3.5%	74.5%	1.6%	20.4%	100.0%
D. Quality of education	Frequency	15	274	5	79	373
	Percent	4.0%	73.5%	1.3%	21.2%	100.0%
E. Your family and neighborhood security	Frequency	12	242	7	112	373
	Percent	3.2%	64.9%	1.9%	30.0%	100.0%
F. Access to affordable housing	Frequency	20	325	3	25	373
	Percent	5.4%	87.1%	.8%	6.7%	100.0%
G. Access and availability of water	Frequency	15	286	6	66	373
	Percent	4.0%	76.7%	1.6%	17.7%	100.0%
H. Municipal waste services	Frequency	14	266	9	84	373
	Percent	3.8%	71.3%	2.4%	22.5%	100.0%
I. Culture, norms, and values	Frequency	11	251	9	102	373
	Percent	2.9%	67.3%	2.4%	27.3%	100.0%

37. In your opinion, are the perspectives of the entire community, including men, women, youth and minorities adequately captured in the decisions affecting your community?

- a. Yes
- b. No. If no, why do you say that, and why is this the case? _____
- c. Don't Know

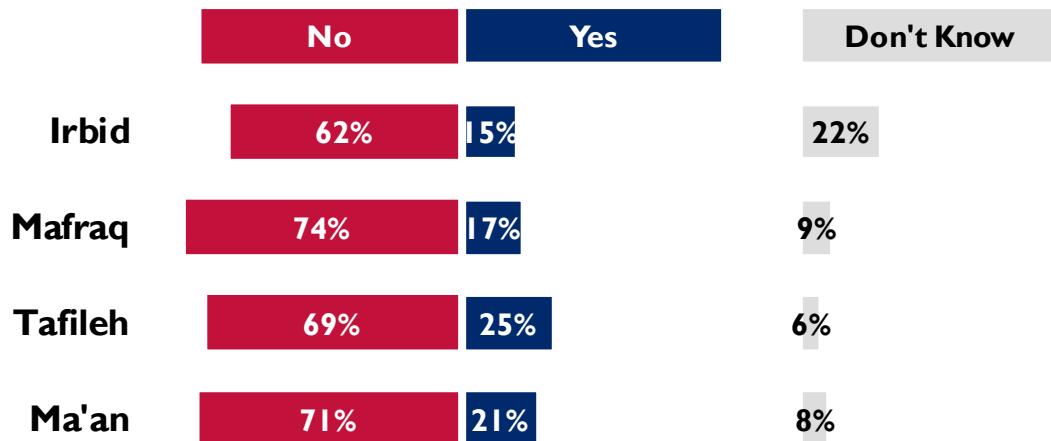
Percent of responses by governorate		Yes	No	Don't know	Total
Irbid	Frequency	132	127	131	390
	Percent	33.8%	32.6%	33.6%	100.0%
Mafraq	Frequency	194	136	78	408
	Percent	47.5%	33.3%	19.1%	100.0%
Tafileh	Percent	196	123	81	400
	Percent	49.0%	30.8%	20.3%	100.0%
Ma'an	Frequency	168	123	100	391
	Percent	43.0%	31.5%	25.6%	100.0%

37B. If replied “no” to question 37, why do you think the perspectives of the entire community, including men, women, youth and minorities are not adequately captured in the decisions affecting your community?

Percent of responses by governorate	Irbid 127 responses	Mafraq 136 responses	Tafileh 123 responses	Ma'an 123 responses
Taking into account only the opinions of officials or representatives in the region, neglecting other segments of community	37%	46%	24%	27%
Nepotism and favoritism	16%	2%	7%	7%
I do not know what is the reason for lack of interest in the opinions of all segments	10%	4%	2%	1%
I don't know	10%	10%	7%	8%
Centralization of decision-making	8%	7%	7%	9%
Masculine society, taking the opinion of men as per culture and traditions	6%	9%	23%	29%
Different views	6%	15%	0%	2%
Because debate and dialogue do not have credibility among all segments of society	3%	5%	8%	4%
No democracy	2%	0%	19%	11%
Spread of tribal issues	1%	2%	2%	2%
Take into consideration all adults age groups	1%	0%	2%	1%
Refused to answer	0%	0%	0%	1%

38. Are you aware of any trainings and/or activities in your area that focus on community engagement, community organizing or conflict mitigation?

- a. Yes
- b. No (SKIP TO Q.40)
- c. Don't Know (DO NOT READ) (SKIP TO Q.40)



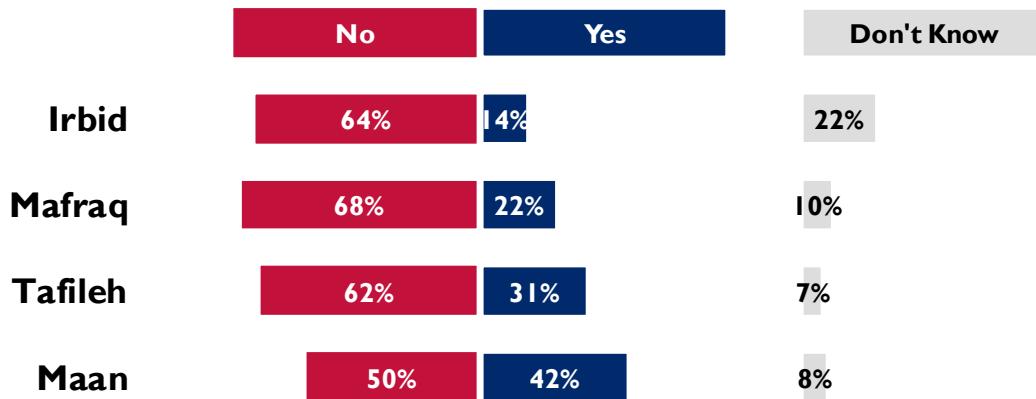
39. How effective are such trainings and/or activities in your opinion?

- a. Very effective
- b. Somewhat effective
- c. Somewhat ineffective
- d. Very ineffective
- e. Don't Know

Governorate	Frequency	Very effective	Somewhat effective	Somewhat ineffective	Very ineffective	Don't know	Total
	Percent						
Irbid	Count	18	39	0	6	2	65
	%	27.7%	60.0%	0.0%	9.2%	3.1%	100.0%
Mafraq	Count	20	36	6	5	2	69
	%	29.0%	52.2%	8.7%	7.2%	2.9%	100.0%
Tafileh	Count	40	53	3	7	1	104
	%	38.5%	51.0%	2.9%	6.7%	1.0%	100.0%
Ma'an	Count	42	34	1	3	1	81
	%	51.9%	42.0%	1.2%	3.7%	1.2%	100.0%
Total	Count	120	162	10	21	6	319
	%	37.6%	50.8%	3.1%	6.6%	1.9%	100.0%

40. Are you aware of any activities that focus on building awareness and capacity of the people living in your area?

- a. Yes
- b. No (SKIP TO Q.42)
- c. Don't Know (SKIP TO Q.42)



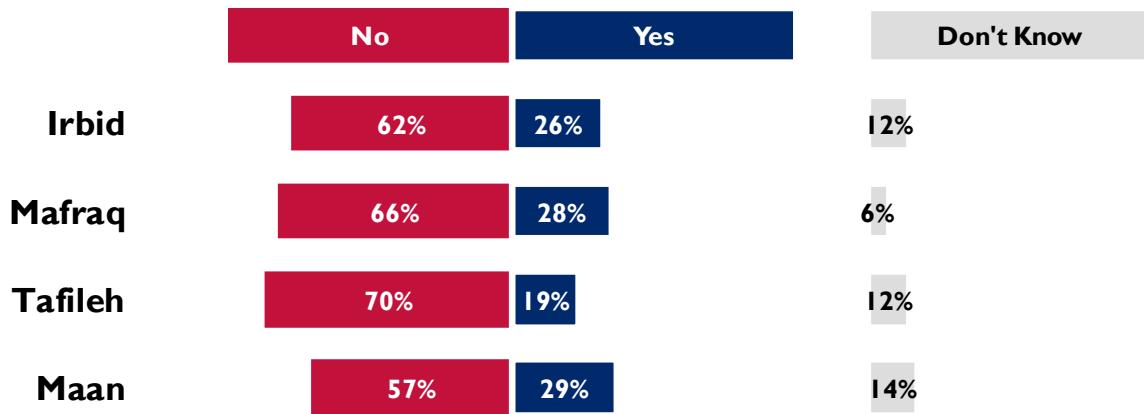
41. How effective are such trainings and/or activities in your opinion?

- a. Very effective
- b. Somewhat effective
- c. Somewhat ineffective
- d. Very ineffective
- e. Don't Know

Governorate	Frequency	Very effective	Somewhat effective	Somewhat ineffective	Very ineffective	Don't know	Total
	Percent						
Irbid	Count	23	24	2	3	3	55
	%	41.8%	43.6%	3.6%	5.5%	5.5%	100.0%
Mafraq	Count	25	56	4	5	2	92
	%	27.2%	60.9%	4.3%	5.4%	2.2%	100.0%
Tafileh	Count	54	46	12	8	5	125
	%	43.2%	36.8%	9.6%	6.4%	4.0%	100.0%
Ma'an	Count	69	76	8	8	5	166
	%	41.6%	45.8%	4.8%	4.8%	3.0%	100.0%
Total	Count	171	202	26	24	15	438
	%	39.0%	46.1%	5.9%	5.5%	3.4%	100.0%

42. Over the last two years, can you think of any successful projects in your community, whether implemented by the government or non-government organizations?

- a. Yes (Specify name and/or types of project) _____
- b. No (SKIP TO Q.44)
- c. Don't Know (DO NOT READ) (SKIP TO Q.44)



43. Why were they successful in your opinion? (RECORD VERBATIM)

- a. Specify: _____
- b. Don't Know (DO NOT READ)

Percent of responses by governorate	Irbid 101 responses	Mafraq 214 responses	Tafileh 158 responses	Ma'an 130 responses
Projects or commercial premises	11%	8%	4%	3%
Industrial city	11%	8%	4%	3%
Sewing workshops	10%	11%	3%	2%
Recreational places such as parks, playgrounds, malls, clubs, and swimming pools	9%	4%	7%	9%
Open hospitals/ health centers and improve services	8%	1%	4%	2%
Agricultural projects and land reclamation	4%	8%	0%	3%
Vocational training centers	4%	4%	3%	1%
Handcrafts workshops	4%	6%	1%	1%
Enhance infrastructure e.g., streets, water, and public facilities	3%	4%	7%	4%
Charity projects	3%	4%	1%	6%
Nursery or kindergarten	3%	0%	0%	0%
Workshops for clothes production	3%	3%	9%	0%
Mill	3%	0%	0%	0%
Religious centers	3%	0%	0%	1%
Centers and educational courses	2%	1%	0%	0%
Beauty Centers and workshops	2%	1%	0%	0%
Dairy products shops	2%	1%	3%	1%
Food production Workshops	2%	5%	1%	0%
Build a bank and provide soft loans	2%	1%	0%	1%

Plastic factories	2%	0%	0%	0%
Gas station	1%	0%	17%	0%
Economic development projects	1%	11%	0%	2%
Bakery	1%	1%	1%	0%
Restaurant	1%	0%	0%	0%
Home furniture workshops	1%	0%	0%	0%
Livestock projects	1%	7%	1%	0%
Wedding hall	1%	0%	0%	0%
Renovation or creation of government departments	1%	0%	1%	1%
Medical drugs store	1%	1%	0%	0%
I don't know	1%	0%	0%	2%
Projects to open schools and improve services	1%	1%	7%	0%
Renewable energy project	0%	6%	9%	50%
Pharmacy	0%	0%	3%	0%
Premises projects	0%	2%	0%	0%
Accessories shops	0%	1%	0%	0%
Phosphate factories	0%	0%	1%	3%
Glass factories	0%	0%	0%	4%
Hotel	0%	0%	1%	0%
ATM	0%	0%	4%	0%
Tourism Projects	0%	2%	0%	1%
A public library	0%	0%	1%	0%
Development projects to invest and develop youth and provide job opportunities	0%	3%	1%	1%
Provide job opportunities for women & designated workplace	0%	0%	1%	0%
Nothing	0%	0%	1%	2%

DEMOCRAPHICS

44. Respondent Marital Status Cross tabulation

Governorate	Frequency	a. Single	b. Married	c. Widowed	d. Divorced	e. Separated	f. Engaged	Total
	Percent							
Irbid	Count	74	289	18	6	2	1	390
	%	19.0%	74.1%	4.6%	1.5%	.5%	.3%	100.0%
Mafraq	Count	108	271	20	3	4	2	408
	%	26.5%	66.4%	4.9%	.7%	1.0%	.5%	100.0%
Tafileh	Count	90	284	22	2	1	1	400
	%	22.5%	71.0%	5.5%	.5%	.3%	.3%	100.0%
Ma'an	Count	104	249	24	10	3	1	391
	%	26.6%	63.7%	6.1%	2.6%	.8%	.3%	100.0%
Total	Count	376	1093	84	21	10	5	1589
	%	23.7%	68.8%	5.3%	1.3%	.6%	.3%	100.0%

45. Respondent Age Cross tabulation

Governorate	Frequency	18-29 years	30-39 years	40-49 years	50-59 years	60-69 years	70-86 years	Total
	Percent							
Irbid	Count	97	91	90	62	32	18	390
	%	25%	23%	23%	16%	8%	5%	
Mafraq	Count	133	104	79	61	24	7	408
	%	33%	25%	19%	15%	6%	2%	
Tafileh	Count	127	103	80	54	31	5	400
	%	32%	26%	20%	14%	8%	1%	
Ma'an	Count	129	98	86	43	28	7	391
	%	33%	25%	22%	11%	7%	2%	
Total	Count	486	396	335	220	115	37	1,589
	%	31%	25%	21%	14%	7%	2%	

46. Respondent Education Level Cross tabulation

Governorate	Frequency	a. No education	b. Elementary	c. Primary / Basic	d. Vocational	e. secondary	f. Diploma	g. B.A.	h. H. degrees	Total
	Percent									
Irbid	Count	23	49	67	1	176	38	31	5	390
	%	5.9%	12.6%	17.2%	.3%	45.1%	9.7%	7.9%	1.3%	100.0%
Mafraq	Count	30	45	76	0	176	23	52	6	408
	%	7.4%	11.0%	18.6%	0.0%	43.1%	5.6%	12.7%	1.5%	100.0%
Tafileh	Count	31	49	74	5	156	37	41	7	400
	%	7.8%	12.3%	18.5%	1.3%	39.0%	9.3%	10.3%	1.8%	100.0%
Ma'an	Count	13	69	77	6	131	43	48	4	391
	%	3.3%	17.6%	19.7%	1.5%	33.5%	11.0%	12.3%	1.0%	100.0%
Total	Count	97	212	294	12	639	141	172	22	1589
	%	6.1%	13.3%	18.5%	.8%	40.2%	8.9%	10.8%	1.4%	100.0%

47. Respondent Employment Status

- a. Unemployed and looking for a job
- b. Unemployed and not looking for a job
- c. Self employed
- d. Student
- e. Employed in private sector
- f. Employed in public sector
- g. Employed in non for profit sector
- h. Retired

Governorate	Frequency	a. Unemploye d and looking for a job	b. Unemploye d and not looking for a job	c. Self employ ed	d. Student	e. Employ ed in private sector	f. employ ed in public sector	h. retired	Total
	Percent								
Irbid	Count	58	149	34	13	29	40	67	390
	%	14.9%	38.2%	8.7%	3.3%	7.4%	10.3%	17.2%	100.0%
Mafraq	Count	81	139	23	19	34	63	49	408
	%	19.9%	34.1%	5.6%	4.7%	8.3%	15.4%	12.0%	100.0%
Tafileh	Count	72	136	10	10	53	64	55	400
	%	18.0%	34.0%	2.5%	2.5%	13.3%	16.0%	13.8%	100.0%
Ma'an	Count	67	133	14	14	63	74	26	391
	%	17.1%	34.0%	3.6%	3.6%	16.1%	18.9%	6.6%	100.0%
Total	Count	278	557	81	56	179	241	197	1589
	%	17.5%	35.1%	5.1%	3.5%	11.3%	15.2%	12.4%	100.0%

48. What are the average overall monthly expenses for your household?

- a. Specify: _____ (Post Code)
- b. Don't Know (DO NOT READ)

Expenses	Irbid	Mafraq	Tafileh	Ma'an
Mean	443	441	435	432
Median	400	400	350	400
n	353	373	391	383
Mean	443	441	435	432

	Irbid	Mafraq	Tafileh	Ma'an	Total
(Does not know)	9%	9%	2%	2%	6%
0-100	4%	1%	4%	4%	3%
101-200	8%	9%	13%	12%	11%
201-300	17%	23%	24%	20%	21%
301-400	18%	25%	21%	21%	21%
401-500	22%	14%	16%	18%	17%
501-600	7%	6%	5%	10%	7%
601-700	4%	5%	4%	4%	4%
701-800	5%	3%	4%	3%	4%
801-900	0%	1%	1%	1%	1%
901-1000	3%	3%	5%	4%	4%
1001-1100	0%	0%	0%	0%	0%
1101-1200	0%	0%	1%	1%	1%
1201-1300	0%	0%	0%	0%	0%
more than 1301	0%	1%	1%	0%	1%
n	390	408	400	391	1,589

49. What is the monthly income of your household from all sources?

- a. Less than 200 JOD a month
- b. Between 201 and 350 JOD a month
- c. Between 351 and 500 JOD a month
- d. Between 501 and 750 JOD a month
- e. Between 751 and 900 JOD a month
- f. Between 901 and 1200 JOD a month
- g. Between 1201 and 1500 JOD a month
- h. Between 1501 and 2000 JOD a month
- i. Over 2000 JOD a month
- j. Refused to answer/ Do not know

Governorate	Frequency	a. Less than 200 JOD a month	b. Between 201 and 350 JOD a month	c. Between 351 and 500 JOD a month	d. Between 501 and 750 JOD a month	e. Between 751 and 900 JOD a month	f. Between 901 and 1200 JOD a month	g. Between 1201 and 1500 JOD a month	h. Between 1501 and 2000 JOD a month	i. Over 2000 JOD a month	Refused to answer/ Don't know	Total
	Percent											
Irbid	Count	55	129	116	46	10	11	4	1	0	18	390
	%	14.1%	33.1%	29.7%	11.8%	2.6%	2.8%	1.0%	.3%	0.0%	4.6%	100.0%
Mafraq	Count	51	139	129	47	18	13	1	3	0	7	408
	%	12.5%	34.1%	31.6%	11.5%	4.4%	3.2%	.2%	.7%	0.0%	1.7%	100.0%
Tafileh	Count	42	164	98	34	28	26	5	1	1	1	400
	%	10.5%	41.0%	24.5%	8.5%	7.0%	6.5%	1.3%	.3%	.3%	.3%	100.0%
Ma'an	Count	56	100	126	65	18	14	7	0	1	4	391
	%	14.3%	25.6%	32.2%	16.6%	4.6%	3.6%	1.8%	0.0%	.3%	1.0%	100.0%
Total	Count	204	532	469	192	74	64	17	5	2	30	1589
	%	12.8%	33.5%	29.5%	12.1%	4.7%	4.0%	1.1%	.3%	.1%	1.9%	100.0%

50. How many families share this accommodation?

- a. One
- b. Two
- c. Three
- d. More than three

Governorate	Frequency	One	Two	Three	More than three	Total
	Percent					
Irbid	Count	387	0	0	3	390
	%	99.2%	0.0%	0.0%	.8%	100.0%
Mafraq	Count	400	2	4	2	408
	%	98.0%	.5%	1.0%	.5%	100.0%
Tafileh	Count	396	1	2	1	400
	%	99.0%	.3%	.5%	.3%	100.0%
Ma'an	Count	383	2	0	6	391
	%	98.0%	.5%	0.0%	1.5%	100.0%
Total	Count	1566	5	6	12	1589
	%	98.6%	.3%	.4%	.8%	100.0%

51. How long have you been living in this community? In year.

- a. Specify: _____

	Irbid	Mafraq	Tafileh	Ma'an	Total
1930-1940	1%	0%	0%	0%	0%
1941-1950	3%	1%	1%	1%	1%
1951-1960	9%	7%	4%	3%	6%
1961-1970	10%	8%	9%	7%	8%
1971-1980	14%	11%	16%	10%	13%
1981-1990	17%	19%	23%	19%	20%
1991-2000	22%	24%	26%	27%	25%
2001-2010	13%	12%	10%	17%	13%
2011-2016	12%	18%	12%	16%	14%
n	390	408	400	391	1,589

52. What is your primary source for finding out what is happening in your community?

- a. Specify: _____
- b. None
- c. Don't Know (DO NOT READ)

Governorate	Frequency	Through the internet	Through press and media	Through Family, relatives, neighbors and co-workers	Total
	Percent				
Irbid	Count	70	70	193	333
	%	21.0%	21.0%	58.0%	100.0%
Mafraq	Count	73	69	171	313
	%	23.3%	22.0%	54.6%	100.0%
Tafileh	Count	92	81	150	323
	%	28.5%	25.1%	46.4%	100.0%
Ma'an	Count	83	82	154	319
	%	26.0%	25.7%	48.3%	100.0%
Total	Count	318	302	668	1288
	%	24.7%	23.4%	51.9%	100.0%

ANNEX XVII: GLOSSARY

The evaluation team presents here the definitions of terms and concepts which CEP has employed in the design and implementation of project activities.

Collective Competence: Whether or not communities have the ability to face stressors.⁶⁹ “Ability” is defined as having the potential to identify and mitigate the negative consequences of community stressors.⁷⁰

Community: People use the term community in a variety of ways. Researchers of community building have no standard definition of community. The term community can include the dimensions of geographic location, psychological ties, and/or people working together toward a common goal: “People who live within a geographically defined area and who have social and psychological ties with each other and with the place where they live”.⁷¹

Community Engagement Teams (CETs): The CETs were groups of volunteers that CEP established and supported in the target communities to create and approve participatory long-term community development plans (LTDPs) that will tie together the three CEP components while reinforcing the skills, responsibilities, and mechanisms developed through program activities.⁷²

Community-identified stressors: For USAID CEP, “community-identified stressors” means that stressors are identified through a participatory approach where community members identify and prioritize their community stressors and challenges through a household perception surveys and community-wide meetings and/or validation focus groups.⁷³

PACE Methodology: Global Communities’ Participatory Action for Community Enhancement (PACE) methodology is a process of building the capacity of local communities to mobilize resources and address self-determined priority needs through participatory democratic practices.⁷⁴

⁶⁹ Global Communities. USAID Community Engagement Program Volunteers Training on Conducting Community Needs Questionnaire Instructor’s Guide p. 18

⁷⁰ Global Communities. USAID Community Engagement Project, Activity Monitoring and Evaluation Plan (AMEP) Submitted: September 18, 2013; Revised: October 10, 2013; Revised December 2015

⁷¹ Global Communities. USAID Community Engagement Program Volunteers Training on Conducting Community Needs Questionnaire Instructor’s Guide p. 18

⁷² Global Communities. USAID Community Engagement Project Year I Annual Implementation Plan Implementation Period: April 10, 2013 to April 9, 2014 Submitted: November 25, 2013 p. 9

⁷³ Global Communities. USAID Community Engagement Project, Activity Monitoring and Evaluation Plan (AMEP) Submitted: September 18, 2013; Revised: October 10, 2013; Revised December 2015 p. 19

⁷⁴ Global Communities. USAID Community Engagement Program: Year I Annual Report, Reporting Period: April 10, 2013 – March 31, 2014 p. 4

ANNEX XVIII: REFERENCES AND WORKS CITED

USAID CEP Cooperative Agreement and Modifications:

USAID-CHF International, USAID Community Engagement Project Cooperative Agreement Number: AID-278-A-13-00001 Effective Date: April 10, 2013

USAID-CHF International, USAID Community Engagement Project Cooperative Agreement Number: AID-278-A-13-00001 Modifications:

- 01 - Date: July 16, 2013
- 02 - Date: June 4, 2014
- 03 - Date: October 29, 2014
- 04 - Date: February 24, 2015
- 05 - Date: September 16, 2015
- 06 - Date: January 12, 2016
- 07 - Date: July 28, 2016

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USAID CEP Quarterly Reports:

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Global Communities. USAID Community Engagement Project Quarterly Report FY2014, Quarter 2 Reporting Period: January 1 – March 31

Global Communities. USAID Community Engagement Project Quarterly Report FY2014, Quarter 3
Reporting Period: April 1 – June 30

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Reporting Period: July 1 – September 30

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Reporting Period: October 1 – December 31

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Reporting Period: January 1 – March 31

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USAID CEP Annual Reports:

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Other CEP assessments:

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Assessment Methodology for the Household Perception Survey (HHPS) V. 8 Submitted: November 5,
2013

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Global Communities. USAID Community Engagement Project Volunteers Training on Conducting Community Needs Questionnaire Instructor's Guide

Global Communities. USAID Community Engagement Project Outline for Community Engagement Training for Stakeholders

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Joseph Chan, Ho-Pong To and Elaine Chan. Reconsidering Social Cohesion: Developing a Definition and Analytical Framework for Empirical Research. *Social Indicators Research* Vol. 75, No. 2 (Jan., 2006), p. 273-302

GOJ Laws and policies that are restrictive to civil society and potentially constrain CEP's ability to achieve intended results, such as the Law on Societies of 2008 as amended in 2009, as well as key provisions in other texts relevant to civil society operations, including the Penal Code (particularly Articles 149 and 191); the 2004 Law on Public Gatherings (especially Article 4); the 2007 Press and Publications Law, as amended in 2012 (especially Article 5 and 38b); and the 2006 Anti-Terrorism Law as amended in June 2014. The recently passed decentralization and municipal laws.

GOJ Jordan Response Plan 2016-2018 Guiding Framework (JRP)

GOJ Regional Refugees Resilience Plan (3RP)

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