

Evaluation of UNICEF's Makani Programme in Jordan (January 2018-January 2019)

Final report

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List of abbreviations and acronyms

3RP	Regional Refugee & Resilience Plan
CBO	Community Based Organisation
CP	Child Protection
CRC	Convention on the Rights of the Child
EAC	East Amman Charity
ECED	Early Childhood Education and Development
ESP	Jordan's Education Strategic Plan
FGD	Focus Group Discussion
GBV	Gender-Based Violence
GoJ	Government of Jordan
HC	Host Community
HH	Households
HRBA	Human Rights Based Approach
IFE	Informal Education
IMS	Information Management System
INGO	International Non-Governmental Organisation
IP	Implementing Partner
ITS	Informal Tented Settlement
JRF	Jordan River Foundation
JRP	Jordan Response Plan
JRPSC	Jordan Response Platform for Syria Crisis
KE	Key Expert
KII	Key Informant Interviews
LS	Life Skills
LSS	Learning Support Services
MEB	Minimum Expenditure Basket
MoE	Ministry of Education
MoI	Ministry of Interior
MoPIC	Ministry of Planning and International Cooperation
MoSD	Ministry of Social Development
NAF	National Aid Fund
NFE	Non-Formal Education
NGO	Non-Governmental Organisation
NSHRD	National Strategy for Human Resources Development Strategy
OOSC	Out-Of-School-Children
PCA	Programme Cooperation Agreement
PRS	Palestine refugees from the Syria
PSS	Psychosocial Support
PWD	Persons With Disabilities
SIL	Social Innovation Lab
SOP	Standard Operating Procedures
ToC	Theory of Change
UNHCR	The office of the United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
WASH	Water, Sanitation and Hygiene
WGBM	Women, Girls, Boys, Men
WFP	World Food Programme
VAF	Vulnerability Assessment Framework

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I. Executive summary

Evaluation context and purpose

UNICEF Jordan has commissioned this evaluation of its Makani programme in Jordan, covering the year 2018. The main objective of the evaluation is to assess and report on the performance and results achieved so far against the Programme's stated objectives. The Makani programme has been implemented in the context of a protracted conflict and humanitarian crisis in Syria and the resultant significant influx of refugees to Jordan. As a consequence of overburdened national systems and dire economic conditions in households, a high proportion of refugee and Jordanian children and youth in Jordan suffer from poverty, lack of access to quality education and livelihood opportunities, violence, child labour, early marriage and pregnancy, lack of parental care and other forms of negligence, exploitation and abuse.

With the goal of allowing all vulnerable children, youth and communities in Jordan to reach their full potential, in 2015 UNICEF launched the Makani programme which adopts an integrated approach linking education, child protection, adolescent and youth participation and WASH services which can be accessed under one roof. The programme is implemented in all twelve governorates of Jordan in refugee camps, host communities (HC) and informal tented settlements (ITSs) through partnership agreements with civil society organisations (CSOs) and the Ministry of Social Development (MoSD) of the Government of Jordan (GoJ).

Evaluation methodology

The evaluation was designed to assess the Makani programme against the OECD/DAC criteria of relevance, effectiveness, efficiency, impact and sustainability. The evaluation team examined these according to twenty-seven questions and four additional questions related to cross-cutting issues with the view to presenting conclusions and recommendations, as proposed in the Terms of Reference (ToR). A mixed-methods, participatory, human rights-based, child-sensitive and gender-specific approach to data collection and analysis was adopted. Findings were sought using desk research, interactions (interviews and focus group discussions) with key stakeholders and beneficiaries and statistical analysis of monitoring data. Fieldwork was carried out in Mafraq, Irbid, Zarqa, Amman, Karak and Ma'an where the evaluation team visited 30 Makani centres. The key limitations encountered during the course of the evaluation included the evaluation timeframe, delayed implementation of the integrated approach and the fragmented availability and quality of the quantitative data to measure effectiveness and impact.

Findings

The evaluation found that Makani performance against the criterion of **relevance** has been one of the intervention's strengths and was achieved at a number of levels. Firstly, the programme objectives, evolving focus and services are aligned well with the priorities of UNICEF and national policy frameworks, notably the Jordan Response Plan (JRP) 2017-2019, National Strategy for Human Resources Development Strategy (NSHRD) and Jordan's Education Strategic Plan (ESP) 2018-22. Secondly, programme objectives, model, services and environment are largely relevant to the specific needs of most groups of vulnerable children in Jordan as well as the social cohesion needs of the community and the wider society in the country. Thirdly, the design of Makani and its strong engagement with local actors and employment of local staff contribute to a high degree of sensitivity of the programme to specific local and national needs. The programme's weakness from

the perspective of relevance pertains to the shortage of much sought-after vocational training services for youth.

From the perspective of **effectiveness**, Makani was found to contribute to equity by offering services to all children, youth and parents in need regardless of their nationality, ethnicity, gender or socio-economic background. Among these groups, younger children, girls and children living in host communities (HC) were the most likely to benefit from Makani while out of school children (OOSC), those engaged in child labour and Palestinians represented the smallest proportion of the programme's beneficiaries. Most services offered at Makani centres were rated highly by the beneficiaries and were seen to yield tangible results for this group. Makani's learning support services and life skills trainings were found to contribute to building skillsets among children and youth, effectively improving children's performance in schools and leading to improvements in their emotional development, self-confidence and communication skills. Makani was also visibly effective in empowering youth through the provision of technical training and civic engagement promotion, although the lack of a comprehensive vocational training offer at Makani limited these results. The programme brought significant effects in the field of child protection and safety by providing safe places for children and youth and raising the beneficiaries' awareness of child rights. The effectiveness of child protection services was boosted by increases in the number of referrals for gender-based violence (GBV) related services in ITSs. At the same time, room for improvement in the case of referrals in HC, referrals to formal and non-formal education and post-programme referrals was identified.

Makani had a significant **impact** on the targeted vulnerable communities, yielding tangible outcomes in the three corresponding spheres of educational performance, livelihoods opportunities and civic engagement and beneficiaries' socio-emotional well-being. Regarding the former, attending Makani has been seen to improve Arabic and Mathematics skills of children and youth as well as the parenting skills of adults, although progress observed was not equal among all beneficiary groups. Syrians, individuals belonging to a minority group, children not attending FE, children engaged in labour, attendees from ITSs and households headed by females or unemployed guardians have experienced lower than average levels of improvement. In the area of livelihoods and civic engagement, Makani has been seen to improve the potential of youth to engage in income generating activities, the community and the broader society and had a direct positive impact on the employment of vulnerable Syrians and Jordanians through creating work places itself. However, Makani's overall effectiveness in improving young people's employability remains somewhat limited. Makani's positive impact on the socio-emotional well-being of the beneficiaries was visible in terms of improved sense of belonging, confidence and pro-social behaviour on the part of participating children and youth. The intervention was also deemed invaluable for increasing the beneficiaries' resilience and ability to cope with problems, as well as to tackle cases of social isolation, including child marriage and child labour and, by extension, advancing social cohesion in targeted communities and the wider society.

As regards **efficiency**, the evaluation team discovered that the cost of Makani per child is fairly modest and that the budgetary allocation to different programme components and other cost categories can be seen as adequate, albeit the data for the latter conclusion have to be treated with caution. In the context of an increasing financial pressure, the evaluators appreciated UNICEF's substantial efforts to improve efficiency of the programme. The second round of rationalisation initiated in 2018 has been deemed as having the potential to improve the programme's efficiency, although entailing an inherent risk that some populations would be deprived of close access to Makani centres. Direct implementation was reported to allow for making substantial savings as compared to previous years. UNICEF staff's great devotion to the

programme and the existence of a developed monitoring system constitute the programme's vital strengths. Efficiency may be constrained by seemingly suboptimal targets, issues related to the working conditions of the centres' facilitators and the lack of simple mechanisms enabling facilitators in HC to offer feedback directly to UNICEF.

The evaluators determined a sizeable potential for Makani's long-term viability and **sustainability** which can be realised in the presence of several further developments. Provided that national NGOs fully espouse the main objectives and messages of Makani and enhance their fund-raising capacity, their involvement in the programme's implementation and the move towards the 'nationalisation' of the programme is generally positive and offers a number of considerable advantages related e.g. to the deeply rooted local presence and experience. The involvement of governmental actors is highly justified in terms of international state obligations and sustainability considerations as it opens up access to greater infrastructural capacity, resources and increased capacity for engagement of diverse state actors and creation of further synergies with other interventions in this field. The end sustainability gains from the shift towards Makani 'institutionalisation' will, however, depend on the state actors' ability to improve the quality of infrastructure and equipment as well as the situation of facilitators in the government-operated centres. Finally, the overall sustainability of the programme is also likely to be dependent on the extent to which more extensive connections with the local community are built and environmental considerations are incorporated into services offered.

Conclusions and lessons learnt

Makani programme is a relevant response to the needs of vulnerable populations in Jordan and is well-aligned with the priorities of national stakeholders and UNICEF's national action framework – a strength that could be further enhanced by better addressing the needs of youth. Makani has been successful in establishing itself as a multi-dimensional programme that offers a comprehensive set of services and safe spaces for children. The programme is successful in catering to children and youth from many vulnerable households, although some vulnerable groups (OOSC, working children and Palestinians) have a much lower presence. Makani yields considerable positive effects on the beneficiaries' educational performance, civic engagement and socio-emotional well-being by building the beneficiaries' skillsets, engaging youth and adolescents in community projects and fostering child protection and safety. Outreach and referral components have been improved in 2018, although room for further growth remains. Recent efforts on the part of UNICEF to strengthen the programme's efficiency are admirable and potentially beneficial, although their end outcomes will depend on the capacity of the national actors to leverage sufficient funds to provide services that fully meet the standards in line with the child's best interest. Similarly, increasing involvement of national institutions in programme delivery can greatly enhance Makani's sustainability, but will be conditioned by the capacity of the institutions to improve the infrastructure and equipment at the government-operated centres.

In the light of the above conclusions presented in more detail in section V of this report, this evaluation's recommendations are as follows:

1. Continue the implementation of a comprehensive outreach strategy targeting the most vulnerable children and youth, with increased focus on OOSC, girls in ITs, children engaged in labour and Palestinians who are currently underrepresented in the beneficiary pool;
2. Take better advantage of comprehensive reporting mechanism in place by introducing annual data aggregation on programme level, integrating all reporting inputs, also financial;

3. Explore the possibility of tailoring Makani services to better cater for the needs of children with disabilities, including physical, who are one of the most vulnerable groups in Jordan, but for whom services are in dire shortage;
4. Further strengthen the effectiveness of the referral system by enhancing the capacity of Makani centres' staff and adopt an approach to case management to enable comprehensive tracking of beneficiary assistance;
5. Reconsider how programming is approaching youth (18-24) and investigate possible avenues for better aligning its implementation with the livelihoods-related needs of youth;
6. Devote more attention to ensuring greater retention of Makani facilitators who continue to be the backbone and great strength of the intervention, but who are characterised by a high turnover, negatively impacting the quality of services and programme efficiency;
7. Investigate the reasons for relatively high drop-out rates within the programme and develop a designated strategy on how to address these;
8. Improve the follow up on children and youth performance after the end of participation in Makani to obtain better knowledge on the long-term impacts that Makani has for them to verify and, if required, adapt the programme theory of change to ensure continued maximum benefits for the target audience;
9. Invest in boosting relations with local communities and organisations and identify ways in which synergies with the efforts of local community leaders, youth groups, women groups, religious groups etc. could be developed;
10. Further expand cooperation with governmental partners, ensuring that appropriate infrastructure and equipment standards are adhered to;
11. Further capitalise on the achievements and uniqueness of Makani and improve the programme's visibility to increase international interest in the programme and attract potential donors who could join in to support the initiative.

II. Context and object of the evaluation

2.1 Context for the Makani intervention

2.1.1 Refugee influx to Jordan

The year 2019 marks the eighth year of the Syria crises. According to the most recent UNHCR data, the war has forced over 12.2 million people to migrate either internally or externally. The current estimates show that 6.6 million people have been internally displaced, while over 5.6 million migrated abroad, most of whom to the neighbouring countries. Turkey, Lebanon and Jordan have become the three major destination countries for Syrian refugees, respectively hosting over 3.6 million, 950,334 and 671,148¹ registered Syrian refugees as of December 2018.² Numbers of unregistered refugees in Jordan alone are, however, much higher with unofficial figures pointing towards 1.3 million of both registered and unregistered Syrians.³

The vast and sudden influx of Syrian refugees to Jordan has been a source of **significant challenges for both the refugee and host communities**, particularly in the face of the country's economic development challenges and dire water shortages. Jordan's economy and society, still addressing negative impact of the 2008 global financial crisis,⁴ has had to absorb large numbers of newcomers over the past eight years, which exerted significant strain on public services, compounding concurrent and mutually aggravating security, economic, political and social factors. While the pressure of almost 1.3 million Syrians is important, it represents only part of the picture. By way of example, the regional trade distortions caused by the Syria crisis, directly linked to increasing levels of national debt and a worsening trade deficit, have been among primary economic factors.⁵

After Lebanon, Jordan is the country with the second highest refugee density in the world.⁶ Syrians are not the only refugee group present in the country, as the kingdom has historically been welcoming of people escaping violence in the broader region. Jordan currently hosts almost 2.2 million registered Palestinian refugees, including 17,000 Palestinian refugees from Syria,⁷ and 66,873 registered Iraqi refugees,⁸ although these numbers are likely to be much higher, if unregistered refugees are accounted for. Other groups include Somali and Yemeni refugees – both less numerous yet reporting substantial livelihood challenges.⁹ While the vast majority of Palestinian refugees in the country have Jordanian nationality, around 158,000 Palestinians who

¹ According to UNICEF's "Assessment of Syrian Refugee Children in Host Communities in Jordan," the Government of Jordan's Population and Housing Census report released in February 2016 reveals that including the unregistered Syrian refugees in Jordan, the figure amounts to 1.3 billion. Additionally, as of mid-2017, at least 15,000 children were residing near Rukban at Jordan's north-eastern border.

² UNHCR Operational Portal, available from: <https://data2.unhcr.org/en/situations/syria/location/36>

³ Government of Jordan (2016), 2015 Jordan Population and Housing Census. The exact number cited is 1.266 million Syrians at the point in time.

⁴ K4D (2016), Economic Situation in Jordan, available at:

https://assets.publishing.service.gov.uk/media/5b97f50ae5274a1391b13967/K4D_HDR_Economic_Situation_in_Jordan.pdf

⁵ GoJ (2018), Jordan Response Plan 2018-2020.

⁶ UNICEF (2018), Assessment of Syrian Refugee Children in Host Communities in Jordan.

⁷ UNRWA, information available at: www.unrwa.org/where-we-work/jordan

⁸ UNHCR (2018), UNHCR Jordan External Statistical Report on UNHCR Registered Iraqis 15 June 2018, available at: <https://data2.unhcr.org/en/documents/details/64126>

⁹ WFP/REACH (2019), Jordan – Comprehensive Food Security and Vulnerability Assessment 2018.

fled Gaza in the aftermath of 1967 hostilities alongside those arriving from Syria continue to face legal restrictions and precarious living conditions.¹⁰ Indeed, Syrian refugees while currently at the centre of interventions and humanitarian support are not the only collective in dire situation in Jordan. In 2018, only one in three non-Syrian refugee cases were food-secure (34%)¹¹ and each refugee group faces its own unique challenges. Palestine refugees from Syria (PRS) are a distinct group, facing specific problems linked to their irregular status, as well as multiple and long-term displacements. To meet their basic needs, PRS households rely almost exclusively on assistance from the United Nations Relief and Works Agency for Palestine Refugees in the Middle East (UNRWA), which is mandated to assist this population group.¹²

The complex composition and vulnerabilities of the refugee community go hand in hand with the country's internal heterogeneity. Depending on estimates, Jordan is home to between 30,000 to 80,000 members of the greatly diverse Dom community. The Dom constitute one of most vulnerable populations which has historically suffered from significant marginalisation and limited access to resources, partially due to the nomadic life style of several of its component groups.¹³ Maintaining a largely nomadic way of life also due to limited work availability, members of the Dom community often reside in ITS and engage in precarious and poorly paid employment in the informal economy.¹⁴

Vulnerability in Jordan is not confined to the refugee status. While large influx of Syrians has significantly impacted country's economy and its ability to protect the rights of its vulnerable citizens, Jordan has faced challenges prior to the war in Syria.¹⁵ For once, the financial crisis of 2008 and the political turmoil in the region slowed down the country's economic growth and increased the share of Jordanians living in absolute poverty from 13.3% in 2006 to 14.4% in 2010 already. The 2017-2018 Household Expenditure and Income Survey revealed that the income of 13.5% of Jordanian households did not exceed 5,000 JOD a year while 34.4% receive some sort of aid (from international bodies, state agencies or humanitarian sources).¹⁶ Over 90,000 Jordanian households are supported by the National Aid Fund (NAF is Government of Jordan's main poverty reduction programme) through cash-based transfers, either on a monthly basis, in emergency situations or for physical rehabilitation. Within this group, seven out of ten households were vulnerable to food insecurity or food insecure.¹⁷ The Jordanian working poor are ineligible for NAF assistance, and social security cannot be accessed by the majority of those informally employed.¹⁸ Available evidence indicates that poverty incidence among Jordanians is the highest in rural areas and among larger families, with more than 20% of households with over six family members living in poverty. Most recent data show that one in three children (32%) aged 6-59 months and 43% of women aged 15-49 are anaemic in Jordan.¹⁹ This set up of dire economic, social and political dependencies has significant impact on children and youth residing in the country, greatly hindering their rights and opportunities. As JRP 2018-2020 points out, gender-sensitive and child-friendly national protection

¹⁰ Ibid.

¹¹ Ibid.

¹² WFP/REACH (2019), Jordan – Comprehensive Food Security and Vulnerability Assessment 2018.

¹³ UNICEF (2016), Qualitative Report on Children from Marginalised Jordanian Minority Groups.

¹⁴ Ibid.

¹⁵ For an analysis of the Syrian crisis' impact on various branches of Jordanian economy, see Lockhart, D. (2019), The Syrian Refugee Crisis in Jordan and its Impact on Jordanian Economy, WANA Institute, Royal Scientific Society, Amman, Jordan.

¹⁶ Department of Statistics (2019), HIES 2017-2018, available at: http://dosweb.dos.gov.jo/economic/expenditures-income/expend_tables/

¹⁷ WFP/REACH (2019), Jordan – Comprehensive Food Security and Vulnerability Assessment 2018.

¹⁸ GoJ (2018), JRP 2018-2020.

¹⁹ Department of Statistics (2019), Jordan Population and Family Health Survey 2017-2018.

systems addressing violence against women and children, early marriage, and child labour must be strengthened. The government of Jordan must be supported to scale-up and improve services for persons with disabilities, children without parental care, families from marginalized communities, and children living and/or working on the streets.²⁰

The significant influx of Syrian refugees overburdened the national system and increased the risk of potential conflict over limited resources.²¹ Available to work for less and in harsh conditions, Syrian refugees have been accused of lowering wages, ‘stealing jobs’ from Jordanians²² and expanding the ‘grey area’.²³ A 2017 research found that in Amman and other larger cities in Jordan, Syrian refugee boys and men are especially afraid of being hassled, arrested and forcibly encamped/repatriated to Syria by Jordanian security forces which accuse them of seeking illegal work when they are merely moving around their communities.²⁴ Yet, despite competition for resources and deterioration of public services, incidents of violence between Jordanians and Syrian refugees have been relatively rare, and there has been no political mobilization among the Jordanian public around demands for refugees to be expelled from the country or restricted to camps.²⁵ Moreover, recent research on attitudes towards migrants in Jordan revealed that Jordanians who have been more economically impacted by the crisis are no more likely to hold negative attitudes than those who were not, while Jordanians who are more exposed to refugees’ challenging living conditions and who are less sensitive to cultural threat demonstrate more positive attitudes toward refugees.²⁶ These findings point to a need for a nuanced response framework which takes into account both economic and social aspects of interaction between Jordanians and refugees.

2.1.2 Situation of vulnerable children and youth in Jordan

The Syrian crisis has contributed in Jordan to an environment of prolonged vulnerability of children,²⁷ with some 20% of children in the country being multidimensionally poor.²⁸ While statistics show that refugee children are indiscriminately affected by the situation, increasing poverty and overburdening of the public system consequently contributes to challenges faced by Jordanian children and youth in host communities, not least the traditionally marginalised minorities. Even if Jordan’s overall formal education enrolment is very high, as it stands at 97%,²⁹ children from poor socio-economic backgrounds, children involved in child labour and children with disabilities remain at risk of being out of school. As many as 42% of the poorest Jordanian households surveyed in the 2018 included children of school age and in one out of five of these

²⁰ Ibid.

²¹ GoJ (2017), Jordan Response Plan 2017-2019.

²² Ibid.

²³ ILO and FAO (2015), Impact of Syrian refugees on the Jordanian labour market, April 2015.

²⁴ Care and Promundo (2017), Men and boys in displacement: Assistance and protection challenges for unaccompanied boys and men in refugee contexts.

²⁵ Ala’ Alrababa’h et. al. (2018), “Attitudes toward Migrants in a Highly-Impacted Economy: Evidence from the Syrian Refugee Crisis in Jordan,” *IPL Working Series*, Working Paper No. 19-01, January 2019, Stanford University and ETH Zurich.

²⁶ Ibid.

²⁷ The term “child” is inclusive of all humans between ages 0-18 according to UNICEF human rights framework. UNICEF defines “adolescents” as those persons between the ages of 10-18; “youth” – persons between the ages of 19 and 24 years; and “young people” – persons between the ages of 10-24, without prejudice to other definitions by other agencies.

²⁸ UNICEF (2019), Factsheet January 2019.

²⁹ UNICEF (2017), Situation analysis of children in Jordan.

households at least one child was not attending school.³⁰ The most commonly reported reasons for not attending school were child engagement or marriage, or safety concerns. One in five households reported not having an interest in education. A recent study found that some boys and their parents question the value of investing in boys' education, given high unemployment rates even for those who have passed the Tawjihi (exam that students sit at the end of secondary school) or graduated from university.³¹

Syrian refugee children and youth face multiple vulnerabilities and are impacted by the dire economic condition of their households. Syrians in Jordan have limited access to the job market and this translates into endemic poverty of their households and strong dependency on humanitarian aid.³² In 2018, 78% of Syrian population identified as highly or severely welfare vulnerable.³³ Negative crisis or emergency coping mechanism are widely used. The most frequently adopted negative coping strategies include buying food on credit, accepting socially degrading, exploitative, high-risk or illegal temporary jobs, as well as reducing essential non-food expenditures.³⁴ Most individuals surveyed through the Vulnerability Assessment Framework (VAF) were unable to independently maintain the financial and non-financial standards necessary for a dignified life. As many as 76% of respondents have a level of expenditure per capita that is below the level necessary to maintain the Minimum Expenditure Basket (MEB). A strong correlation was observed between children being withdrawn from school, early marriage and child labour.³⁵

The majority of Syrian refugees in Jordan live in formal housing in urban areas, primarily among the country's most disadvantaged communities and in substandard conditions. Another 17% of registered Syrian refugees in Jordan live in refugee camps, mainly Zataari and Azraq and approximately 5.9% reside in 'informal tented settlements' (ITSs), where living conditions are worse than in any other type of shelter. Living in poor material conditions goes hand in hand with accommodation insecurity. In 2017, CARE found that 10.3% of families assessed in host communities reported moving because they had been evicted or could no longer afford rent, and more than a half did not know how long they could stay in their current accommodation.³⁶ Many families have depleted all assets and live in unfurnished or semi-furnished apartments. Two-thirds of all Syrian refugee households have debt.³⁷ Often households face considerable hardship during the winter months and lack adequate bedding, heating and floor coverings. In the refugee camps

³⁰ WFP/REACH (2019), Jordan – Comprehensive Food Security and Vulnerability Assessment 2018.

³¹ Hamad, B., Jones, N., Samuels, F., Gercama, I., Presler-Marshall, E., Plank, G., Essaid, A., Ebbini, S., Odeh, K.B., Bazadough, D., Taleb, H., Al Amayreh and H., Sadjji, J. (2017), UNICEF Child Cash Grant and UNHCR Cash Transfer Programme. 'A promise of tomorrow: The effects of UNHCR and UNICEF cash assistance on Syrian refugees in Jordan.' London: ODI.

³² Under the Jordan Compact, the government of Jordan committed itself to issue 200,000 work permits to Syrian refugees over a three-year period. However, as per the Ministry of Labour's figure, only 83,507 work permits were issued and renewed from January 2016 to December 2017, and only some 40,000 Syrian refugees have valid work permits at this point. See, Ministry of Labour Syrian Refugee Unit (2017), Syrian Refugee Unit Work Permit Progress Report December 2017. Cited in JIF (2018) Syrian Refugees in Jordan. A protection overview.

³³ UNHCR (2019), Vulnerability Assessment Framework. Population Study 2019.

³⁴ Ibid.

³⁵ UNHCR (2019), Vulnerability Assessment Framework. Population Study 2019.

³⁶ CARE International in Jordan (2017), 7 years into exile: How urban Syrian refugees, vulnerable Jordanians and other refugees in Jordan are being impacted by the Syria crisis, available at: <https://reliefweb.int/sites/reliefweb.int/files/resources/2017%20CARE%20Jordan%20Syrian%20refugees%20Summary%20final%20web%20%28revised%29%2016062017.pdf>

³⁷ GoJ, Fafo Institute for Applied International Studies (2019), The living conditions of Syrian refugees in Jordan: Results from the 2017-2018 survey of Syrian refugees inside and outside camps.

of Azraq and Zaatari, WFP's food assistance and access to other basic services, such as shelter, education and health, are more stable than in HC. Households in camps consume more and better quality food than refugee households in HC.³⁸ Most household in HC are without access to regular income or financial support that would allow them to manage their own needs.³⁹

Poverty, insecurity and hindered access to health care and education services cause serious challenges to meeting children rights to survival, education and development, protection and participation, as enshrined in the UN Convention on the Rights of the Child (UNCRC) which Jordan ratified. Approximately 16% of all Syrian refugee children in host communities do not possess a birth certificate and significant percentages are reported to not have received essential vaccinations.⁴⁰

Youth (aged 12-30) accounts for more than one-third of the population of Jordan.⁴¹ **Youth aged 18-24 are affected by limited employment opportunities, low quality of secondary and tertiary education, as well as low levels of civic engagement.** Multiple and interconnected challenges faced by young Jordanians are further exacerbated by refugee status or disability. **With 38% of 20-24 years old unemployed in the country,⁴² and low civic and political participation, youth remain a group in need of clear and strategic programming.** Prolonged periods out of education and employment, as well as difficult transitions from education to work, can put youth at risk of skills deterioration and disillusionment, thereby further increasing exclusion from quality jobs. Young Jordanians who do work are often in informal jobs not matching their qualification and receive poor wages. Refugee access to meaningful employment is even more difficult. In the worst instances, young jobless males become disenfranchised, disenchanted and marginalized, and may even turn to violent extremism and other social violence.⁴³ Syrian young people face high barriers in enrolling into secondary schooling.⁴⁴ A recent survey revealed that only 2 to 5% of Syrian refugees aged 18 to 22 attend post-secondary education, compared to 24 to 46 % of Jordanians in this age group⁴⁵. Regional data shows that enrolment of Syrian refugees in universities across four of the largest host countries – Turkey, Lebanon, Jordan and Iraq – reached only 5 per cent in 2017.⁴⁶ Decreasing quality of education is a concern uniquely shared across the country.

Despite progress in the realm of education, 36% of 235,616 school-aged Syrian refugee children in Jordan remain outside the formal and non-formal education system.⁴⁷ Refugee children are formally eligible for enrolment into Jordanian schools regardless of their registration status; however, thousands of them are ineligible for formal schooling due to having been out of school for more than three years. Families of many others, in turn, lack financial resources to cover the most basic expenses, such as transportation costs alongside living expenses, causing families to send their children to beg or take up labour instead of attending school. Further, security concerns, including violence and bullying at schools, bureaucratic barriers and overcrowding have also been reported as one of primary reasons for children dropping out of school.⁴⁸ School-age inhabitants

³⁸ WFP/REACH (2019), Jordan – Comprehensive Food Security and Vulnerability Assessment 2018.

³⁹ UNHCR (2019), Vulnerability Assessment Framework. Population Study 2019.

⁴⁰ UNICEF (2018), Assessment of Syrian Refugee Children in Host Communities in Jordan.

⁴¹ OECD (2018), Youth well-being policy review of Jordan.

⁴² Department of Statistics, information available at:

www.dos.gov.jo/owa-user/owa/emp_unemp_v.show_tables1_v?lang=E&year1=2018&t_no=76

⁴³ UN (2018), 2018-22 UN Sustainable Development Framework for Jordan.

⁴⁴ GoJ (2017), Jordan Response Plan 2017-2019.

⁴⁵ GoJ, Fafo Institute for Applied International Studies (2019), The living conditions of Syrian refugees in Jordan: Results from the 2017-2018 survey of Syrian refugees inside and outside camps.

⁴⁶ UNHCR (2019), Turn the Tide. Refugee Education in Crisis.

⁴⁷ No Lost Generation Initiative (March 2019), Investing in the Future: Learning for all Syrian children and youth.

⁴⁸ UNICEF (2018), Assessment of Syrian Refugee Children in Host Communities in Jordan.

of ITS face the greatest obstacles to education.⁴⁹ While no statistical data are available for Dom population, **out of the boys and girls who participated in 2016 UNICEF's focus group discussions, only 10% were enrolled in school.**⁵⁰

Violence against children, including sexual violence, continues to prevail in Jordan. Although the National Framework for Family Protection against Violence (passed in 2006, updated in 2016) identifies and criminalises different types of family violence, including violence against children, and stipulates guidelines on mandatory reporting, incidences of violence still go unreported, particularly when the survivor is a girl. As a result, children often do not receive adequate follow-up support.⁵¹ In Jordan, violence is part and parcel of many boys' daily lives. Teacher-to-student and peer-to-peer violence at school is common and can be quite severe.⁵² Syrian refugee boys appear to be most at risk. While the government's double-shift schools may reduce peer-to-peer violence in the classroom, Syrian boys are bullied as they travel to and from school and are, indeed, 'marked' as refugees by the time of day they attend school. There is also evidence that Syrian boys face sexual abuse, with younger boys victimised by both men and older boys. In fact, a 2013 study found that refugee families perceive boys to be more at risk of sexual violence than girls.⁵³ It also showed that sexual violence against females is significantly underreported because of the stigma and fear of retribution by family and community members. Verbal harassment is common, resulting in severe restrictions on the mobility of women and girls, constraining their participation in social and economic activities, as well as access to basic services. One-fifth of households reported that Syrian women and girls in urban settings never leave their shelter.⁵⁴ However, home is often not a place of refuge either: economic pressures, exacerbated by limited legal livelihood opportunities, and overcrowded and stressful living conditions are contributing to increased violence and abuse at home.⁵⁵

Girls are victims of early marriages and spousal violence. The rate of child marriage is still relatively high among girls in Jordan: 14% of women age 20-49 were married before the age 18, of which 2% were married before the age of 15.⁵⁶ Currently, 4% of 13-17 year old girls are married in Jordan.⁵⁷ According to UNICEF's calculation, in 2016, a staggering 36% of all registered Syrian marriages in Jordan involved a minor.⁵⁸ Terms such as rape, sexual assault, and molestation are not defined in the Penal Code. Recent data for Jordan revealed that 26% of ever-married women aged 15-49 have ever experienced spousal physical, sexual, or emotional violence.⁵⁹ While data around the prevalence of the so-called "honour" crimes is not systematically collected, these so-called "honour" crimes against girls and women by their male relatives remain among the most extreme forms of domestic violence.

⁴⁹ REACH and UNICEF (2014), Syrian Refugees Staying in Informal Tented Settlements in Jordan: Multi-Sectoral Assessment Report.

⁵⁰ UNICEF (2016), Qualitative report on children from marginalized minority groups.

⁵¹ UNICEF (2016), CPMS Mainstreaming Case Studies. Child Protection and Education "Makani ("My Space") Approach in Jordan: Integrating child protection, education, youth empowerment and psychosocial support for Syrian children"

⁵² GAGE (2018), Adolescent boys in Jordan. The state of the evidence.

⁵³ UN Women (2013), Gender-Based Violence and Child Protection Among Syrian Refugees in Jordan, With a Focus on Early Marriage. See also for possible reasons and underreporting of this phenomenon, GAGE (2018) Adolescent boys in Jordan. The state of the evidence.

⁵⁴ UN Women (2013), Gender-based violence and child protection among Syrian refugees in Jordan.

⁵⁵ JIF (2018), Syrian refugees in Jordan: a protection overview.

⁵⁶ Department of Statistics (2019), Jordan Population and Family Health Survey 2017-2018.

⁵⁷ UNICEF (2019), Factsheet January 2019.

⁵⁸ Ibid.

⁵⁹ Department of Statistics (2019) Jordan Population and Family Health Survey 2017-2018.

Child labour is present across different groups, even if minority and refugee children remain disproportionately affected. It is reported that child labour has increased for both refugee and Jordanians, and more than doubled in Jordan (in relation to the pre-Syrian crisis figures).⁶⁰ A 2016 national survey of child labour estimated that 1.8% of children in Jordan work,⁶¹ while 2019 VAF revealed that approximately 5% of Syrian children aged five to 17 are classified as working children.⁶² For a Syrian refugee family, children's engagement in labour contributes to cover the household's income-expenditure gap. This is accentuated when the caregiver cannot work as unable to secure a work permit. In ITS, the situation is even further exacerbated, with children – often very young – obliged to work to compensate for the lack of humanitarian assistance, since some families are reportedly not registered with UNHCR.⁶³ A recent UNICEF report has shown that work among Dom children is widespread and frequently involves collecting scrap and street cleaning as well as risky jobs in the construction sector.⁶⁴ Despite holding full citizenship rights, Dom children face a large degree of discrimination, deprivation of basic rights such as education and grave protection risks and concerns.⁶⁵ Syrian refugee children who work (the vast majority being boys) do so in the same sectors as Syrian adults, namely construction work, work in shops and as skilled craftspeople. Up to 77% of working children are exposed to hazardous labour.⁶⁶ Abuse of working children is widespread, with employers sometimes preferring children over adults as employees because they find them easier to control, willing to accept lower wages, and able to manoeuvre in smaller spaces.⁶⁷

Across the social spectrum, a number of children and youth face additional vulnerabilities such as disability, lack of parental care or living in the streets. As of January 2018, there were 3,237 unaccompanied and separated Syrian refugee children in Jordan.⁶⁸ Lack of parental care makes them especially vulnerable in the volatile refugee environment. **Only 3% of children with disabilities in Jordan receive education.**⁶⁹ It has been estimated that there are between 10,000-15,000 Syrian school age children with disabilities. Numerous studies have shown that they are at an increased risk of experiencing violence, discrimination and exclusion as they continue to face high levels of stigmatization. A lack of specialised services further exacerbates the challenges they face.⁷⁰

2.1.3 UNICEF response to the needs of children and youth

UNICEF has worked in Jordan since 1952 to promote and protect the rights of children within six priority areas: (1) social protection for children, (2) focus on the most vulnerable, (3) early childhood development, (4) ending violence against children, (5) youth engagement and (6) emergency response.⁷¹ Operating according to five year long country programme documents, it has been contributing to the country's progress in the areas relevant to the well-being of children.

⁶⁰ University of Jordan (2016), National Child Labour Survey 2016 of Jordan.

⁶¹ GoJ (2016), National Child Labour Survey.

⁶² UNHCR (2019), Vulnerability Assessment Framework. Population Study 2019.

⁶³ JIF (2018), Syrian refugees in Jordan: a protection overview.

⁶⁴ UNICEF (2016), Qualitative Report on Children from Marginalised Jordanian Minority Groups.

⁶⁵ UNICEF (2016), Qualitative Report on Children from Marginalised Jordanian Minority Groups.

⁶⁶ UNHCR (2019), Vulnerability Assessment Framework. Population Study 2019.

⁶⁷ JIF (2018), Syrian refugees in Jordan: a protection overview.

⁶⁸ UNICEF (2019), Factsheet January 2019.

⁶⁹ Thomson S. (2018), The current situation of persons with disabilities in Jordan. K4D Desk help Report. Citing, Al-Zboon E, Hatmal M. (2016), Attitudes of dentists toward persons with intellectual disabilities in Jordanian hospitals. Special Care Dentistry; 36 (1).

⁷⁰ UN Economic and Social Council (2017), Country programme document: Jordan.

⁷¹ Information available at: www.unicef.org/jordan/what-we-do

In the period immediately preceding the Syrian crisis, UNICEF among others: provided significant support to finalization of the Second Early Childhood Development (ECD) Plan of Action, made progress in the area of combating violence against children, and managed to meet the essential education and psychosocial needs of Iraqi children in Jordan through emergency assistance.⁷² UNICEF's Country Programme Document 2013-2017, adapted in September 2012, did not yet account for the evolving influx of the Syrian refugees which resulted in UNICEF having to rapidly adjust its operations to the growing humanitarian crisis in the country. At the same time, UNICEF remained committed to fulfil the programming related to non-Syrian children in the country, linking regular programmes with emergency ones.⁷³

In light of the Syrian crisis, guided by the Core Commitments for Children in Humanitarian Action, UNICEF has been working extensively towards the upholding of the rights of all children affected by humanitarian crises in Jordan. To this end, **UNICEF work has been aligned with the overall response framework established by the Government of Jordan (GoJ) and built in synergy with the state efforts.** In coordination with the United Nations and international organisations, GoJ established the Host Community Support Platform (HCSP) to improve refugees' access to services, strengthen social cohesion and build resilience among both host and refugees communities. The HCSP undertook the task of developing a National Resilience Plan for the period 2014-2016⁷⁴ to coordinate the response to the crisis. Since 2014 the overarching framework for strategizing and coordination of assistance has taken the form of the Jordan Response Platform for the Syria Crisis (JRPSC), a partnership mechanism between the Government of Jordan, donors, UN agencies and NGOs. The JRPSC is structured around twelve sector task forces,⁷⁵ each guided by an overall objective and a set of specific objectives that bring together all agreed interventions to address the humanitarian and development needs.⁷⁶ UNICEF has been actively involved in the JRPSC mainly by chairing two of the Inter-sector Working Groups: Education and WASH, as well as two sub-sectors Child Protection and Nutrition.⁷⁷ Jordan Response Plans (JRP) have been published since 2015 and provide framework for coordinated response to the country's evolving humanitarian situation, including specific needs of vulnerable children. The JRPs (the last one for 2018-2020) have been incorporated into the regional response document, the Regional Refugee and Resilience Framework, or 3RP.

UNICEF-supported activities have encompassed a variety of areas and themes, including contributing to coordination mechanisms; supporting the development of Standard Operating Procedures for case management; strengthening the Information Management System; and capacity building of governmental and non-governmental actors.⁷⁸ In 2015, UNICEF introduced the Child Cash Grant (CCG) to assist the most vulnerable Syrian refugee families with children living in

⁷² UNICEF (2012), Jordan Country Programme Document 2013-2017.

⁷³ Malkawi, K. (2014), "UNICEF to continue country programme in Jordan despite Syrian crisis," *Jordan Times*, available at: www.jordantimes.com/news/local/unicef-continue-country-programme-jordan-despite-syrian-crisis%E2%80%9999

⁷⁴ HCSP and United Nations (2014), National Resilience Plan 2014-2016: Proposed Priority Responses to Mitigate the Impact of the Syrian Crisis on Jordan and Jordanian Host Communities.

⁷⁵ Education, energy, environment, food security, shelter, social protection, health, justice, livelihoods, municipal services, transport and WASH.

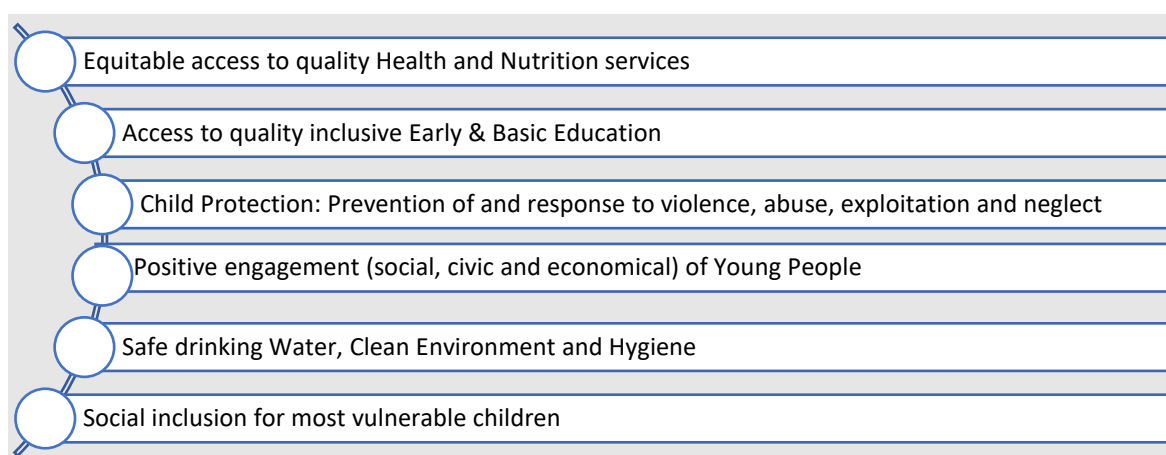
⁷⁶ Jordan took initiative by signing the Jordan Compact during the 2016 'Supporting Syria and the Region' conference in London. Through the Jordan Compact, the government sought to transform the refugee crisis into a development opportunity that attracts new investments and opens up the EU market with simplified rules of origin, thus creating jobs for both Jordanians and Syrian refugees in a complimentary, non-competitive manner.

⁷⁷ Jordan Refugee Response (2017), Interagency Coordination Briefing Kit, available at: <https://data2.unhcr.org/es/documents/download/60881>

⁷⁸ Economic Policy Research Institute (2018), Comprehensive evaluation of the UNICEF-supported specialized child protection case management response in Jordan 2013-2017.

host communities with unconditional monthly cash transfers of 20 JOD (\$28) per child. CCG's latest phase, labelled as the Hajati unconditional cash transfer for education programme, has taken on a strong focus on school attendance monitoring, behaviour change communication, as well as home visits and case management activities (in synergy with the Makani programme). As of January 2018, Hajati assisted 53,333 children from 19,609 vulnerable households to reduce their reliance on negative coping strategies, such as child labour and child marriage, which greatly impact children's well-being and access to basic rights, including access to education.⁷⁹

In the face of the prolonged Syrian crisis and its repercussions in Jordan, the **UNICEF Jordan Country Programme for 2018-2022 has been designed to focus on the most vulnerable populations in Jordan**. It also places particular **emphasis on promoting social cohesion and bolstering the national capacity and resilience of national systems**. As laid out in the program, UNICEF's work in Jordan is to focus on the following outcomes:



In the field of education, UNICEF has been working with Jordan's Ministry of Education to improve all vulnerable adolescents' and children's access to formal and non-formal education. For instance, UNICEF supported increases in enrolment of Syrian refugee children from 145,458 in 2015/16 school year to 167,820 in 2016/17. Moreover, the agency supported the development of the DropOut Programme for vulnerable young people, aged 12 and older, who have never been to school or who have missed more than 3 years. The programme offers learning opportunities to beneficiaries who are not eligible to join formal education in Jordan. Another initiative – the Catch-Up Programme targets children aged 9-12 years who have never been to school or missed more than 3 years of school but, given their age, are still able to enrol into Jordanian schools. The programme includes compensatory summer school sessions to help children catch up on learning.

In parallel with programmes aimed at providing education and increasing enrolment, in 2012 UNICEF established Child Friendly Spaces (CFSs) in refugee camps. As the Syrian crisis persisted and the number of Out-Of-School (OOS) and working children rose, the need for CFSs in Host Communities (HCs) and refugee camps increased. In response, UNICEF Jordan Country Office (JCO) chose to launch its flagship Makani Integrated Programme.

2.1.4 Rationale and evolution of the Makani programme

The Makani programme, launched in 2015, was created in the context where thousands of unregistered refugee children and young people in Jordan were not formally allowed to enrol in

⁷⁹ UNICEF (2018) My needs, our future: Baseline Study Report for Hajati Cash Transfer

schools. This contributed to the scope and urgency of the humanitarian crisis evolving in the country. Built on the lessons learnt during the implementation of CFSs, Makani design was based on a comprehensive, multi-sectoral approach to service delivery where provision of alternative education channels was enhanced by psycho-social assistance and community outreach. The evaluation of UNICEF's psycho-social support response for Syrian children in Jordan conducted in 2015 revealed that while psycho-social support provided in the child-friendly spaces had a positive impact on children, the long-term effects were limited, because while receiving the support they were unable to attend school.⁸⁰ The evaluation confirmed that there was an urgent need for UNICEF to provide learning support for 90,000 Syrian children still out of school, as well as for estimated 30,000 Jordanian children without access to education.⁸¹ In a similar manner, introduction of a comprehensive approach was based on the lessons learnt from the child protection and education emergency response supported by UNICEF in Jordan in 2013 and 2014. The sector-based interventions were expensive and poorly coordinated. In several cases, UNICEF had different agreements with the same partner, accentuating the silo (solo) approach that was used to deal with children's needs.⁸² The Makani comprehensive approach was, in turn, to offer a well-coordinated and cost effective multi-sectoral services to vulnerable girls and boys in order for them to reach their full potential. The first comprehensive assessment of Makani conducted in 2017 recognised that the integrated approach within the programme was a clear strength and, as a One Window Social Services model, carried a learning potential for other initiatives in Jordan and beyond.⁸³

The concept of Makani, as well as its development and implementation, emerged through a collaborative process between the child protection and education sectors. Linking Makani with the overall Jordan Refugee Response Plan was crucial to the programme's success. By embedding the programme and concept within a planning mechanism that is both multi-sectoral and inter-agency, Makani was not seen as UNICEF's programme solely, but was owned by all involved actors.⁸⁴ Already in 2013, Jordan conducted a contextualization process for child protection, followed by education in early 2014. It led to the adaption of existing minimum standards in both sectors to the specific needs in Jordan.⁸⁵ The process involved collaboration between child protection and education sectors to determine key actions to guide the way child protection issues were to be mainstreamed within the education sector's work and vice versa. This joint work provided an important base and a wealth of guidance in building the different integrated elements that later came together within the Makani initiative.⁸⁶ The initial prominence of Makani's educational component provoked concerns from the Ministry of Education that Makani could be

⁸⁰ UNICEF/Antares Foundation (2015), Evaluation of UNICEF's Psychosocial Support Response for Syrian Children in Jordan 2013- 2014.

⁸¹ UNICEF (2015), Guidance Note on Makani –“ My Space” Approach.

⁸² UNICEF (2016), CPMS Mainstreaming Case Studies. Child Protection and Education “Makani (“My Space”) Approach in Jordan: Integrating child protection, education, youth empowerment and psychosocial support for Syrian children”

⁸³ AAN Associates (2017), Strategic Assessment or Review of UNICEF Jordan's Child Protection, Education, and Life Skills Support Services to Children & Adolescent Through Makani (My Space) Centres, UNICEF.

⁸⁴ UNICEF (2016), CPMS Mainstreaming Case Studies. Child Protection and Education “Makani (“My Space”) Approach in Jordan: Integrating child protection, education, youth empowerment and psychosocial support for Syrian children.”

⁸⁵ For more information on the education contextualisation outcome, see: INEE/Jordan Education Sector Working Group (2015), Jordan Minimum Standards for Education in Emergencies, available at: http://toolkit.ineesite.org/inee_minimum_standards/contextualised_standard

⁸⁶ UNICEF (2016), CPMS Mainstreaming Case Studies. Child Protection and Education “Makani (“My Space”) Approach in Jordan: Integrating child protection, education, youth empowerment and psychosocial support for Syrian children.”

seen as a replacement or alternative to the formal education system in Jordan and could divert funds away from Jordanian schools, which accommodated over 140,000 Syrian children. Makani addressed these issues by placing stronger emphasis on its other aspects, underscoring that it had no ambitions to compete with formal schooling.⁸⁷

While in the fall of 2016, the Jordanian Ministry of Education opened public schools for all children, including those who do not have official IDs, many challenges for effective school enrolment remained and Makani work with OOSC remained highly relevant. The waiver of documentation requirements enabled more Syrian children to enrol in public schools around the country and was reflected in the increase in enrolment rates.⁸⁸ The most vulnerable children, however, remained at risk of child labour or early marriage, preventing them from accessing education. Even though formal obstacles were removed, vulnerable families still faced challenges related to transportation costs, children's safety and poor quality of teaching provided in formal education. With the influx of new students and intensifying pressure on the system, the quality of education decreased. It was partially remedied through the opening of afternoon school shifts for refugee children at public schools. Such separation in many schools presents less opportunities for enhancing social cohesion among Jordanian and non-Jordanian pupils, making Makani especially valuable as a platform for interaction and contact. Moreover, bullying and discrimination of non-Jordanian children at schools were broadly noted.⁸⁹ While communities on the move – migrating either due to nomadic lifestyles or poverty and availability of seasonal work – still faced challenges with providing formal education to their children. All in all, the task of supporting OOSC through Makani remained relevant, especially among the ITS.

The protracted nature of the Syrian crisis required identification of financially and institutionally sustainable solutions which would ensure continuation of the Makani Programme in the light of shrinking financial support and no end to the crisis in view. Initially, operational support to Makani centres was channelled through large international NGO partners (mainly IMC, Relief International, Save the Children and Mercy Corps) with UNICEF supervision and monitoring of the quality of service delivery. In 2016, the integrated Makani approach was scaled up, with more than 236 Makani centres (up from 151 in 2015) providing services to vulnerable children across Jordan.⁹⁰ However, with no end of the Syrian war in sight, humanitarian responses to the crisis had to shift to less costly and more sustainable solutions. For the Makani Programme, this meant a rationalisation process that focused on the principles of reaching the most vulnerable, institutionalisation of the programme and nationalisation of partnerships.⁹¹ This process – initiated in 2016 – involved phasing out of most international partners, investing in government partnerships and geographically placing Makani's in the most vulnerable locations. In 2017, UNICEF Jordan conducted a mapping exercise of NGOs to accelerate the transition to local partnerships across its programmes and to strengthen national capacity in the coming years. The mapping exercise indicated that the assessed CBOs need capacity building in UNICEF technical areas in addition to general areas (e.g. procurement, writing proposal and financial planning). The first phase of rationalisation reduced the number of centres and optimized geographical coverage of services. It aimed at decreasing operational costs and enhancing local ownership of the

⁸⁷ UNICEF (2016), CPMS Mainstreaming Case Studies. Child Protection and Education "Makani ("My Space") Approach in Jordan: Integrating child protection, education, youth empowerment and psychosocial support for Syrian children."

⁸⁸ UNICEF (2018), Assessment of Syrian Refugee Children in Host Communities in Jordan.

⁸⁹ UNICEF (2018), Assessment of Syrian Refugee Children in Host Communities in Jordan.

⁹⁰ UNICEF (2017), Annual report. Jordan 2016.

⁹¹ UNICEF JCO (2018), Makani Rationalisation Strategy- Phase II.

programme, especially among Syrian camp communities. ‘Syrianization’ of the programme resulted in increasing the involvement of Syrian refugees in programme delivery. By January 2018, on average 750 Syrians managed the day-to-day activities of the centres as paid volunteers.⁹² In June 2018, the second phase of the rationalisation process was initiated with the effect of phasing out three partnerships and closing 36 Makani centres in Host communities. Geographical considerations were taken into account and centres located in overserved districts and where vulnerability assessments indicated lower levels of vulnerability in general were phased out. Further, performance indicators from a number of sources were analysed and triangulated to determine and subsequently terminate support to the least well-performing partners and centres. At the same time, given MoSD’s advantage as the only government institution that directly implements the Makani program, they were scaled up to 20 centres. In 2018, the programme was implemented through nine partnership agreements with civil society organisations (CSOs) and the Ministry of Social Development (MoSD). For the operation in camp UNICEF outsourced human resources management, maintenance and logistics to a third party company.⁹³

Makani is a dynamic programme which has been evolving over time through improvement of existing elements and addition of new components. This evolution was prompted by the changing needs of the target groups, need to adjust to deteriorating funding environment as well as evaluation inputs. For once, local ownership and community engagement have overtime gained prominence within programming. This aspect of Makani was not a major focus in the initial conceptual planning phase, but has come to be a key component of its success, and was assessed as leading to more harmonious relations between refugee and host communities.⁹⁴ While initially focusing on Syrian refugees, the programme has gradually evolved to cater to the most vulnerable children, youth and families, regardless of their nationality. Currently, vulnerable Jordanians represent a considerable share of Makani beneficiaries, as do Syrian refugees. Makani centres were recognized as key platforms for UNICEF to promote social interactions and positive perceptions of the “other”, to empower the youth with life skills needed to participate actively and constructively, and accordingly to build resilience.⁹⁵ While the communications component of the Makani Programme lacked a holistic strategy at its inception, this has been remedied over the course of the programme’s implementation through "Makani Outreach Strategy and Plan 2016-2017". In a similar vein, initial lack of adequate monitoring instruments was quickly addressed through the development of a comprehensive web-based Bayanati system, which again evolved over time to allow for more sophisticated data aggregation and disaggregation. A mobile ‘Makani-Plus’ model was adopted to respond to the needs of highly vulnerable children living in informal tented settlements and addressing their immediate WASH needs in combination with the other programme activities that are included in Makani centres.⁹⁶ ‘Makani-Plus’ was further expanded in 2017 to include a health and nutrition component, which consisted of vaccination status monitoring and referral as well as recording nutrition status. Overall, Makani centres located in ITS have faced unique challenges due to their settings in tents or caravans and programme’s 2017 assessment revealed poorer quality of services in ITS compared to centres based in camps and host communities.⁹⁷

⁹² UNICEF. Shift to direct implementation. Internal document provided to the evaluators by UNICEF Jordan Office.

⁹³ Ibid.

⁹⁴ UNICEF (2016), CPMS Mainstreaming Case Studies. Child Protection and Education “Makani (“My Space”) Approach in Jordan: Integrating child protection, education, youth empowerment and psychosocial support for Syrian children.”

⁹⁵ American University of Lebanon (2015), Conceptualising Social Cohesion and Examples of Best Practice. Submitted to UNICEF.

⁹⁶ UNICEF (2017), UNICEF Annual Report 2016. Jordan.

⁹⁷ AAN (2017), Assessment of The Makani Integrated Programme Jordan. Final report.

In 2016, UNICEF Jordan accelerated support for meaningful participation opportunities for youth-led initiatives. This was established as a follow up for youth who had graduated from life skills programmes. A flagship innovation programme leveraged the Makani centres to launch social innovation labs in communities and in the camps, which enabled adolescents to identify problems in their communities and implement solutions.⁹⁸ Makani 2017 assessment identified weakness with respect to the youth empowerment services, where synergies with existing national umbrella organisations and partnerships were assessed as not sufficiently created and capitalised on.⁹⁹ Further, evaluation pointed out the need for the programme to rethink and standardise a single approach to LS across all centres and adopt a holistic approach of community engagement in the LSS component including defined employability pathways. This, together with the findings of current evaluation confirm that youth are a difficult group to target in the context of vulnerability and Makani needs to evolve in order to be relevant to their needs.

One of the latest components introduced in 2018 at Makani – early childhood development and parental classes – are promising in their response to the needs of the youngest population that are not easily met elsewhere.

Makani programme continues to evolve and adjust to the changing situation and needs of the most vulnerable groups in Jordan. Although falling outside of the temporal scope of the current evaluation, this is exemplified most recently by the introduction of the integrated approach to service delivery in 2019, to be examined by the future evaluations and monitoring.

The section which follows offers detailed overview of the programme as it was implemented during 2018.

2.2 Description of the Makani programme

2.2.1 Makani's key features

Makani ("My Space" in Arabic) is a comprehensive approach to service provision linking interventions in learning support services; community-based child protection services; early childhood development, adolescent and youth participation – life skills and innovation labs. Its goal is to allow all vulnerable children, youth and communities in Jordan to reach their full potential through accessing **multiple services under one roof**.

Makani stakeholders

The programme **beneficiaries** (the rights holders) include male and female children and adolescents (aged 0-17) and youth (aged 18-24) as well as their parents and community members. Makani is directed to all vulnerable populations in Jordan regardless of their nationality with a focus on children and youth in need. In order to ensure that Makani caters to the most vulnerable among them, priority access to child protection and psycho-social services is given to the following groups: (1) children not enrolled in schools, (2) adolescent girls, (3) children unaccompanied by their families or separated from them, (4) children with special needs, (5) children survivors of gender-based violence, including early marriage, (6) children who are begging, working or at risk of begging or working, (7) children of extremely poor families, (8) children of female-headed households, and (9) boys and girls at risk of the impact of extreme views. As of 2018, there were

⁹⁸ UNICEF (2017), UNICEF Annual Report 2016. Jordan.

⁹⁹ AAN (2017), Assessment of The Makani Integrated Programme Jordan. Final report.

198,351 beneficiaries in total, out of which 147,384 beneficiaries were children and youth and 50,096 their parents.

The services in the end of 2018 were offered at a total of 150 Makani centres located across all twelve governorates of Jordan. These included 22 centres in the refugee camps, 78 in host communities and 50 in ITS. In 2018, the programme was implemented through seven partnership agreements – six with civil society organisations (CSOs) and one with the Ministry of Social Development (MoSD)). The CSOs included five NGOs – East Amman Charity (EAC), Islamic Centre Charity Society (ICCS), Jordan River Foundation (JRF), Mateen and the Yarmouk Baqaa Club (YBC); and one INGO – the International Medical Corps (IMC).

Beyond the Implementing Partners (IP), a wide range of other actors were also involved in the programme in various capacity.. For example a range of UN agencies, NGOs and INGOs continue to work with UNICEF to deliver additional trainings and other services within the programme.. in-kind contributions to Makani have also been made by a multitude of other national and international actors, including but not limited to the volunteers of Japan International Cooperation Agency, the Orange Foundation and the LEGO Foundation. While Human resources management, maintenance and logistics of the programme in the camps are handled by a third party company.

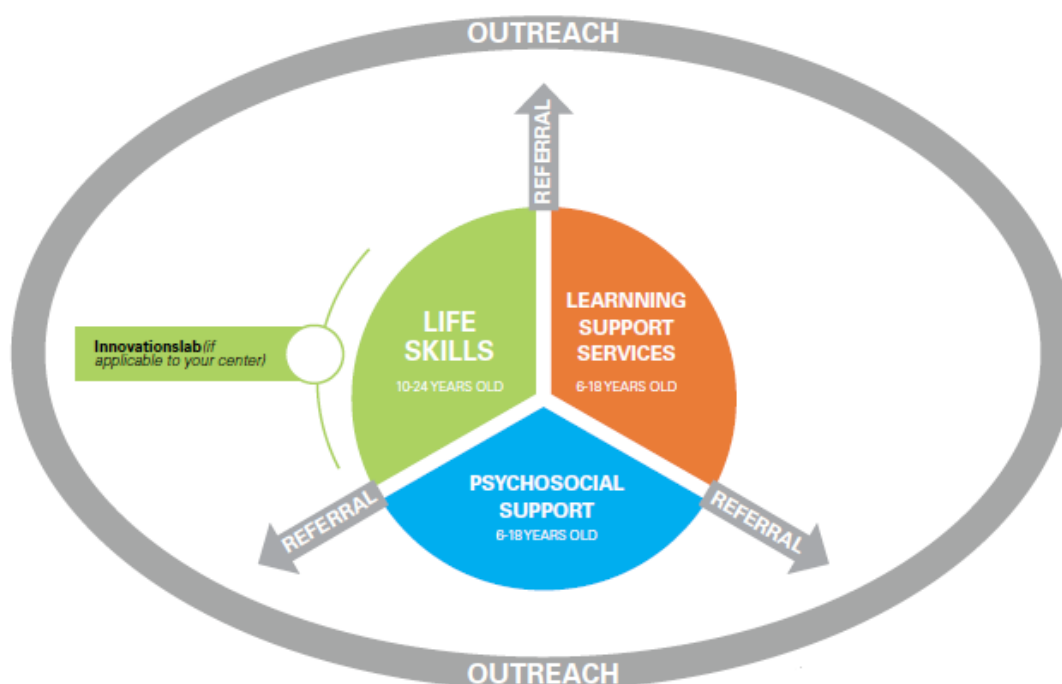
The overall budget of the Makani programme for 2018 can be estimated at almost USD 31.5 million, with UNICEF contribution of close to USD 29 million,¹⁰⁰ representing a considerable amount of almost 15% of the overall UNICEF 2018 budget of roughly USD 200 million. In non-financial terms, the wide range of partnerships cultivated and the uniqueness of the Makani approach to supporting vulnerable children and youth in Jordan has meant that the programme is of great importance for UNICEF and has considerable potential to influence other programming in the agency. In fact, Makani is often regarded as a flagship programme of UNICEF in Jordan and in the MENA region more broadly, and as such its position in UNICEF's programming has been quite central overall.

Makani services

As illustrated in figure 1, the three main sets of services provided at Makani include: Learning Support Services, Community-Based Child Protection and Life Skills training. Across the components, outreach and appropriate referral services are ensured so as to better involve all stakeholders and enhance the access of vulnerable children and youth to appropriate specialised solutions and systems available beyond the Makani program.

¹⁰⁰ Please see the efficiency section for how the evaluators arrived at this number.

Figure 1. Services available at Makani



Source: UNICEF Presentation for the Regional Child Protection Workshop from the 7th November 2016

Learning Support Services (LSS) entail the provision of educational support to all children between the ages of 6 to 18 years old. LSS is offered to children and adolescents who are both in and out of school, while the latter are additionally referred by Makani staff to the formal school system and, if required, non-formal educational services offered by Questscope. LSS includes Arabic, English and Math classes in most of the Makani centres and, additionally, Science classes in some centres. The classes are based on a special Makani curriculum, intended to mirror the national curriculum in terms of intensity and breadth. The aim of LSS is to provide learning support services which are in accordance with the learners' educational needs and their educational level, taking into consideration students' individual differences. Thus, LSS is offered in four phases (Fundamental, Intermediate, Higher and Advanced), corresponding to the four major educational levels in the primary school system. The first phase – the Fundamental phase – encompasses support for the acquisition of basic learning skills of reading, writing and math, towards generating learning outcomes equivalent to those expected upon the completion of the third grade of primary education based on the Jordanian curriculum. The second, Intermediate phase intends to cultivate the beneficiaries' memorising, comprehension, application and analysis skills corresponding to the Jordanian curriculum's learning outcomes between the beginning of the fourth primary grade and the end of the sixth primary grade. The third phase – the Higher phase – focuses on the development and strengthening of beneficiaries' analysis, synthesis and evaluation skills, leading to the learning outcomes equivalent to those expected at the level between the beginning of the seventh primary grade and the end of the ninth primary grade. The fourth, Advanced phase intends to support the educational learning process towards learning outcomes equivalent those between the beginning of the tenth primary grade and the end of high school. Learning services provided within the framework of the fourth phase also entail remedial teaching and extra classes intended as additional encouragement and support in undergoing the end of high school examination.

Community-Based Child Protection services focus on engaging and connecting children, families, communities, authorities, local actors and stakeholders around social norms and behavioural change with the aim of preventing and responding to abuse, neglect, violence and exploitation of children. Community-based Child Protection, also referred to as psycho-social support (PSS), is implemented as three sets of activities: children's activities, parents and community awareness sessions and mobilising networks to support families and the local community (community committees). Children's activities aim to help children and adolescents to manage diverse risks and challenges through the establishment of a routine, child protection messages, use of appropriate child behaviour management strategies as well as recreational activities. For the youngest children (aged 0-5 years old) and their parents, separate early child development services are provided. In turn, parents and community awareness sessions intend to support parents, caregivers and families around better parenting; and raise awareness on child protection, health, personal hygiene and reproductive health and nutrition issues. The community committees element is designed to mobilise the parents and other community members to spread awareness on these issues beyond the walls of the Makani centres. Referral services are promoted and provided for children whose health and well-being are at risk and who require specialised expert or material assistance offered by UNICEF partners, INGOs, NGOs, CBOs and government departments.

Life Skills Support at Makani centres is provided to adolescents and youth between the ages of 10 to 24 to improve their ability to effectively deal with the demands and challenges of everyday life. It aims to target adolescents aged between 10 and 18, youth aged between 19 and 24 as well as the most vulnerable, at risk, and marginalised young people. All Makani centres offer a variety of life skills courses, delivered in thematic modules which are selected for each beneficiary separately, according to their needs, the social context and the pre-assessment results. They are centred on four skills clusters, namely:

- ▲ Individual Skills or 'Learning to Be': skills for personal management and empowerment with focus on cultivating self-awareness/esteem, confidence, resilience and stress management;
- ▲ Cognitive Skills or 'Learning to Know': skills for learning including creativity, critical thinking, decision making and problem-solving capabilities;
- ▲ Social Skills or 'Learning to Live Together': skills for active citizenship, such as respect for diversity, empathy, communication assertiveness, negotiation and participation; and
- ▲ Instrumental Skills or 'Learning to Do': skills for employability, such as appreciative inquiry, planning, team work, leadership and campaigning capabilities.

Each module entails an element of leadership and youth-led initiatives where youth are encouraged and supported to develop a project of importance to them which will enable them to apply and strengthen the knowledge and competences gained during the courses. In addition, social innovation labs (SILs) have been set up in some Makani centres. Directed at young people aged 14-18, the innovation labs are physical spaces where youth obtain social innovation training as per the UNICEF-certified UPSHIFT curriculum alongside professional guidance and support to develop social innovation projects in their community.

Outreach is an integral element of all services offered at Makani centres. Firstly, it serves to raise awareness on various issues related to child protection and adolescent development, as well as participation among community members, beyond the beneficiaries of the Makani centres. In practice, street outreach as well as visits to homes and community hubs and networks in the vicinity of Makani centres are conducted regularly by skilled teams well-acquainted with the cultural context and the local community. The key engagement modes include discussing various

issues with community members, distributing literature and identifying community structures and bodies for follow-up. Secondly, outreach acts as a tool for identifying potential beneficiaries of services offered at Makani centres, an instrument that is especially valuable for reaching out to the most marginalised and vulnerable.

In order to ensure that individual needs for special care and/or medical, psychological, legal, educational, physical or financial assistance are met, **referral** is practiced across the services offered within the Makani program. During all interactions with Makani beneficiaries, LSS, Life Skills and Child Protection facilitators identify such cases and refer them to the region's specialised service providers found in schools, non-formal education centres, clinics, hospitals, or other organisations that provide community-based child protection assistance. Case identification is carried out by the LSS Facilitator, the Life Skills Facilitator, or the Child Protection Facilitators and are subsequently managed by Centre Managers, who classify the identified cases into categories (educational, health, physical, protection, community rehabilitation, legal) and refer them to the competent persons representing appropriate service providers. Referral is also practiced to refer Makani beneficiaries to other opportunities for further engagement, beyond the programme services.

Monitoring and evaluation mechanisms

The tracking of implemented activities targeted beneficiaries and results is organised within a wider monitoring and information system, described in the previous assessment of Makani programme conducted in 2017.¹⁰¹ As per the report, it is organised at several levels, as follows:

- ▲ **Key documents that guide delivery tracking**, including the Makani Integrated Results Framework 2017 and the Makani Standard Operation Procedure (SOP);
- ▲ **A real-time monitoring via the Bayanati system** which collects gender-sensitive information on children, adolescents and young people who access Makani and other related services;
- ▲ **An activity tracking online reporting system Activity Info**, used by all partners for monthly reporting against the Partnership Cooperation Agreements (PCA) and 3RP/ Jordan Response Plan indicators;
- ▲ **Engagement Monitoring System (EMS)** for monitoring adolescent and youth-led social, civic and economic engagement following completion of the life skills course, through the development of a systematic data collection and analysis system tracking pre- and post-skills assessments and pre- and post- engagement assessments;
- ▲ **UNICEF's and Implementing Partners' monthly progress reports;**
- ▲ **Programmatic visits** conducted by Makani programme officer and technical staff to monitor the quality of provided services and make sure that the programme implementation plan is achieved as per the programme document.
- ▲ **Field Monitoring** carried out by Field Monitors that abides by the developed rubrics;
- ▲ **Joint partnership reviews** conducted twice a year between UNICEF and implementing partners;

¹⁰¹ AAN Associates (2017). Strategic Assessment or Review of UNICEF Jordan's Child Protection, Education, and Life Skills Support Services to Children & Adolescent Through Makani (My Space) Centres, UNICEF, 2017.

- ▲ **Review meetings** involving an internal coordination mechanism established through Makani monthly meetings; sector working group (education and child protection) meetings and camps coordination meetings chaired by UNICEF;
- ▲ **UNICEF HACT** assessment and assurance measures; and
- ▲ **External assessments** to evaluate the relevance, effectiveness and efficiency of the programme progress and achievements alongside recommendations to improve the functioning of the programme.

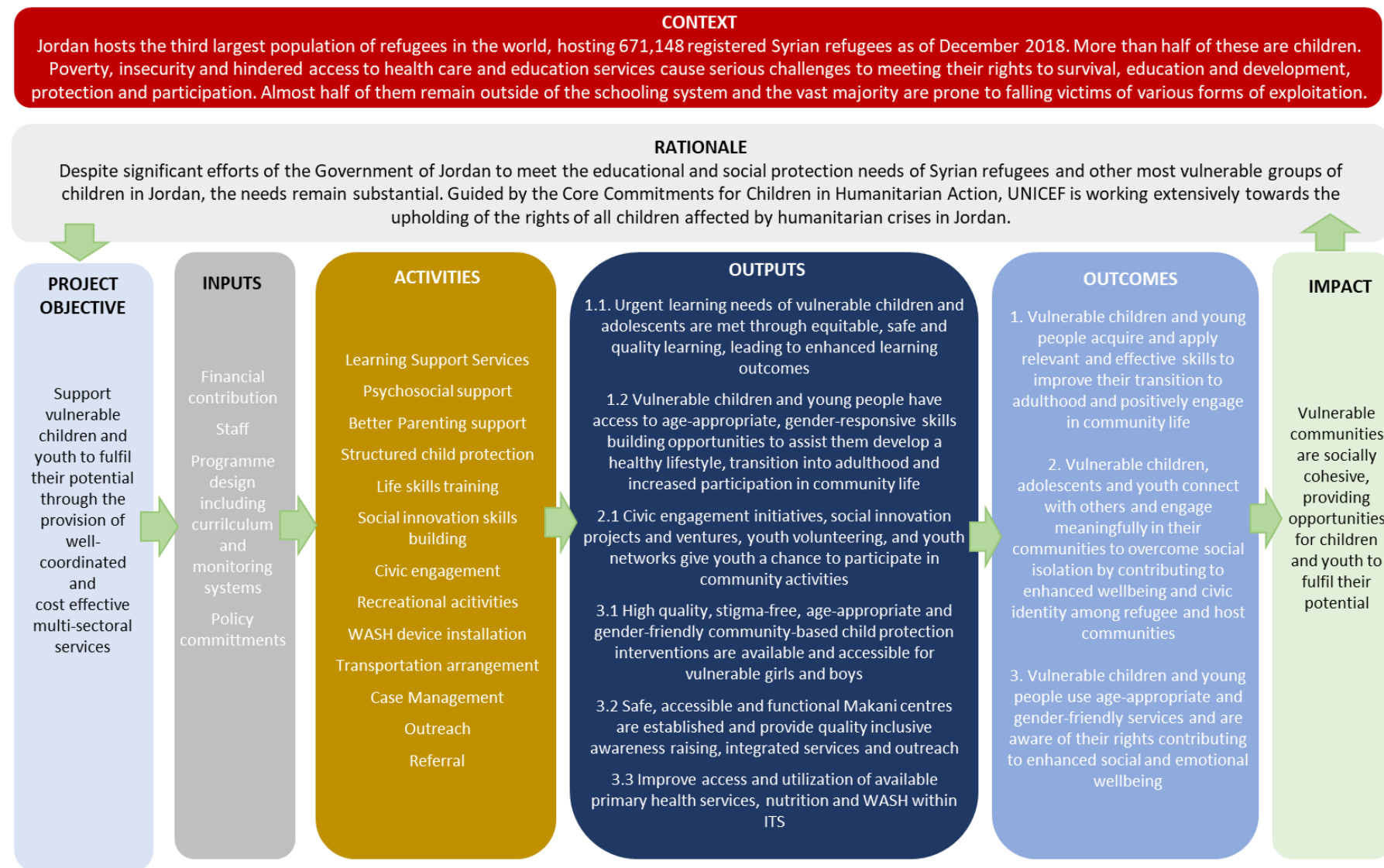
2.2.2 Programme Theory of Change

In the context described earlier, the **overall objective** of the Makani approach can be described as *supporting girls and boys and adolescents and youth to achieve their full development – physical, cognitive, social, emotional, and spiritual – through the provision of well-coordinated and cost-effective multi-sectoral services*. In this light, the **impact** that the Makani strives to contribute to is that vulnerable communities are socially cohesive and provide opportunities for children and youth to fulfil their potential. In order to achieve this, the attainment of the following three main outcomes is envisaged:

- ▲ Vulnerable children and young people acquire and apply relevant and effective skills to improve their transition to adulthood and positively engage in community life;
- ▲ Vulnerable children, adolescents and youth connect with others and engage meaningfully in their communities to overcome social isolation by contributing to enhanced well-being and civic identity among refugee and host communities;
- ▲ Vulnerable children and young people use age-appropriate and gender-friendly services and are aware of their rights contributing to enhanced social and emotional well-being.

Figure 2 illustrates the entire process of change that Makani services are intended to drive to have the afore-mentioned impact.

Figure 2. Makani Theory of Change



III. Approach and methodological framework

3.1 Objectives, scope and focus of the evaluation

As stated in the ToR, the **main objective** of this evaluation was to:

“(...) find out if the Makani interventions have helped the vulnerable children and the youth in achieving their full potential in the society as per the Convention of the Rights of the Child (CRC) through participating in the Makani interventions.”

Building on the OECD DAC evaluation criteria and UNEG Norms and Standards for Evaluation, the evaluation team pursued the **specific objective** to measure – through a set of questions (further presented in section 3.2) – the programme’s (1) relevance, (2) effectiveness, (3) efficiency, (4) sustainability and (5) impact, as well as the (6) extent to which the programme has integrated gender, equity and child rights considerations. These objectives were fulfilled by collection of evidence and lessons learnt conducted in accordance with the methodology set forth in the Inception Report and summarized further in the sections 3.2, 3.3 and annexes.

As required by the ToR, the current evaluation was **formative** in nature and its results are intended to support the Makani intervention’s re-programming processes. It is expected that this evaluation will enable the identification and correction of ineffective practices, promote active reflection on the effectiveness of interventions and elicit feedback on the performance, which will further encourage feedback-revision-improvement cycle. Moreover, as stated in the ToR, the results of this evaluation will also inform the UNICEF Jordan Country Programme especially the repositioning and strategic shift of the perspective for the rest of the programme cycle.

The most significant **primary users of the evaluation** include UNICEF-JCO, UNICEF-MENA Regional Office, implementing partners, community-based organisations, Ministry of Social Development (MoSD), Ministry of Planning and International Cooperation (MoPIC), Ministry of Education (MoE), Ministry of Youth (MoY), MoWI and other UN agencies. The secondary users may include: donors, 3RP and JRP partners, as well as others with varied interests in the evaluation.

With respect to its **temporal scope**, the evaluation covered the implementation period from January 2018 to January 2019, which is in line with the ToR requirements. **Geographically**, it encompassed the whole territory of Jordan, taking into account the geographic spread of all 150 Makani centres (78 in HCs, 22 in camps and 50 in ITS) by purposively reviewing selected centres from three types of locations. The study followed a stratified sampling procedure in which 30 centres were selected to be visited by the evaluation team. Firstly, to assure an appropriate geographical spread, we selected two locations characterized by the highest concentration of Syrian refugees and/or Makani centres out of each of the three regions in Jordan (North, South and Centre). Consequently, the study was conducted in Mafrqa, Irbid, Zarqa, Amman, Karak and Ma’an. In each of these locations, the evaluation team selected randomly the centres to be visited, taking into account the following criteria to secure the highest possible representativeness of the findings: organisation running the centre, centre type (HC, ITS, camp), nationality of beneficiaries, number of beneficiaries, types and levels of services offered in the centres. The final sample included centres run by UNICEF as well as 7 IPs, located in camps, HCs and ITS in the 6 locations mentioned above. The following table illustrates the results of the selection process at the centre level:

Figure 3. Sampling of centres

No	Centre type	Partner	Governorate
1.	Camp	UNICEF	Azraq camp
2.	Camp	UNICEF	Zaatari camp
3.	Camp	UNICEF	Zaatari Camp
4.	Camp	UNICEF	Zaatari Camp
5.	Host	EAC	Amman
6.	Host	ICCS	Amman
7.	Host	ICCS	Amman
8.	Host	ICCS	Amman
9.	Host	ICCS	Amman
10.	Host	ICCS	Amman
11.	Host	ICCS	Irbid
12.	Host	ICCS	Karak
13.	Host	IMC	Mafraq
14.	Host	JRF	Irbid
15.	Host	JRF	Irbid
16.	Host	MoSD	Amman
17.	Host	MoSD	Karak
18.	Host	MoSD	Maan
19.	Host	MoSD	Maan
20.	ITS	Mateen	Amman
21.	ITS	Mateen	Maan
22.	ITS	Mateen	Mafraq
23.	ITS	Mateen	Mafraq
24.	ITS	Mateen	Amman
25.	ITS	Mateen	Amman
26.	ITS	Mateen	Amman
27.	ITS	Mateen	Irbid
28.	ITS	Mateen	Mafraq
29.	ITS	Mateen	Mafraq
30.	Host	YBC	Amman

The evaluation followed a **participatory approach**. It aimed at engaging stakeholders and beneficiaries in the research process and in the formulation of recommendations. Towards this end, key informant interviews (KIIs) and focus group discussions (FGDs) were carried out to gather feedback on the intervention from stakeholders and beneficiaries, and a stakeholder workshop was organized to validate the findings and formalize suggestions for effective programme implementation in the future. Overall, the evaluation involved 913 respondents, including 56 stakeholders, 170 facilitators, 195 parents and 492 children and youth. The sample of beneficiaries, further described in section 6.3, was chosen in a manner reflecting, to the extent possible, the general proportions among beneficiaries of the Makani intervention.

In the course of the evaluation, the evaluation team applied the **human rights-based approach**. This entails reframing research objectives in terms of human rights. Thus perceived, the overall objective of the evaluation lies in the contribution it can make to better protection and enforcement of the rights of refugee children and vulnerable populations in Jordan as a whole. While this contribution is indirect, a critical review and assessment of the UNICEF's Makani approach can help improve this intervention to bring advantages for its beneficiaries. At a practical level, the evaluation's human rights-based approach was most visibly reflected in treating the international human rights framework, in particular the Convention on the Rights of the Child (CRC) and relevant instruments ensuring the rights of migrants and refugees, as a point of reference in conducting the evaluation process, selection of good practices, lessons learnt and formulating recommendations. As a complement to the human rights focus, with a recognition that various

groups may experience different challenges related to different aspects of life, the evaluation also applied a **child-sensitive and gender-specific approach**.

3.2 Research questions

The evaluation matrix (see Annex 3.15) guided the data collection process and subsequent analyses. It links evaluation questions with specific indicators, data sources and data collection methods. The questions in the evaluation matrix include all the questions from the ToR. As presented below, they were grouped around the six evaluation criteria – relevance, effectiveness, impacts, efficiency, sustainability, cross-cutting questions – as well as conclusions and recommendations.

Figure 4. Evaluation questions

Relevance	
QR1.	How relevant is the programme strategy with regards to the overall national priorities and UNICEF Strategic Priority?
QR2.	What is the value of the Makani interventions in relation to CRC and SDGs?
QR3.	What is the value of the Makani intervention in light of the needs of the worst-off children and young population under the current volatile economic situation in Jordan?
QR4.	To what extent were the national and local contexts (knowledge, beliefs, gender and cultural differences) taken into account when the Programme was designed?
Effectiveness	
QE1.	How effective has Makani been in reaching the most vulnerable populations?
QE2.	To what extent has the Programme contributed to equity overall?
QE3.	Has the programme delivered expected results according to the ToC and the planned timeframe?
QE4.	Are there any perceived changes (intended or unintended) experienced by children, adolescent and youth since they started coming to Makani?
QE5.	What are the changes observed by caregivers and service providers since children, adolescent and youth started coming to Makani?
QE6.	How effective has the Makani been in terms of empowering youth in engaging with networks, private and public sectors which support livelihood/income opportunities? What about entrepreneurial readiness of youth in terms of identification, motivation, aspirations, resources and entrepreneurial ability?
QE7.	Has the Makani been successful in providing safe space for children and young people from violence against children and gender based violence?
QE8.	Has the Makani been facilitating other projects and service provisions such as community projects implemented by the youth involved in Innovation Lab Program, access to safe water and sanitation facilities, and the application of hygienic practices?
QE9.	Has the integrated approach implemented in 2018 improved effectiveness?
QE10.	Has the rationalisation of Makani programme affected the extremely vulnerable children in any way?
Impacts	
QI1.	Has the intervention yielded any tangible outcome/impact?
QI2.	What about long term impact in terms of social cohesion among the children and the communities?
QI3.	Has the intervention contributed to improving the learning outcomes in Mathematics and Arabic of the most vulnerable children and youth?
QI4.	Has the Makani been achieving children and youth personal development even if they are not enrolled in formal education? If yes, how? If not, why?

QI5.	Has the intervention contributed to increasing school enrolment in the Makani implemented geographic locations?
QI6.	What are beneficiaries' experiences in improving their ability to seek out and participate in education, employment, personal decision making and community life?
QI7.	Any positive or negative unintended results yielded so far?
Efficiency	
QEF1.	To what extent did the actual or expected results justify the costs incurred (considering the difference of Makani model and programme design for camps, host and ITS)?
QEF2.	Has the integrated approach implemented in 2018 improved efficiency?
QEF3.	What are the efficiency gains of the integrated programmes compared to the time before the integration approach was adopted?
Sustainability	
QS1.	To what extent the interventions yielded national ownership? Have any tangible efforts been made to leverage national partnerships, capacities, etc.?
QS2.	What are the strength, weaknesses and opportunities of the current programme framework in terms of long-term viability and sustainability?
QS3.	Should the current intervention model be further replicated?
Cross-cutting questions	
CQ1.	Which groups of children benefited and which did not? Why?
CQ2.	Were there any differences in programme results in terms of sex, different groups (i.e. Syrian, Bedouin, urban, etc.), economic status, and geographic location?
CQ3.	To what extent gender equality existed in participation, decision making and access throughout the programme cycle?
Conclusions and recommendations	
QC1.	What lessons can be documented or challenges observed from the implementation of the model so far? <input type="checkbox"/> in reaching out to the vulnerable population and; <input type="checkbox"/> in providing services?

3.3 Data collection and analysis methods

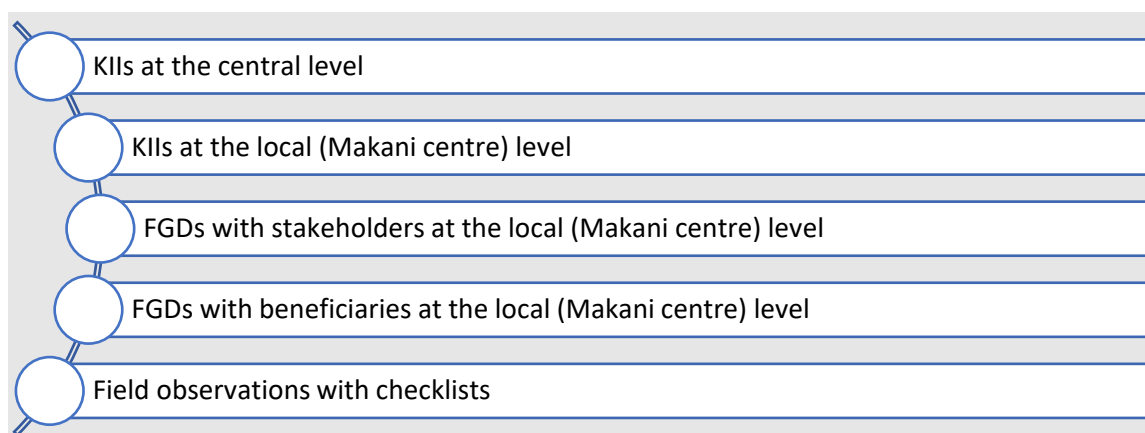
In accordance with the ToR, the evaluation followed a **mixed-methods approach**, including desk research as well as quantitative and qualitative research components. Within the **desk review**, the evaluation team analysed programme documents, evaluations and situational analyses, as well as other publications to understand the context, evolution as well as the theory of change of the Makani programme. The list of reviewed publications is provided in Annex 6.5.

In relation to the analysis of **quantitative data**, the evaluation team worked closely with the data gathered in the Bayanati database and conducted both an exploratory, descriptive analysis and a random effects (RE) regression analysis (using RE to control for the fact that observations are nested/correlated within individuals and within households). More specifically, RE regression models were used when assessing whether there were any differences in: (i) programme attendance and (ii) skills improvement (i.e. the difference between pre- and post- assessment scores) in terms of individual-, household- and programme-level characteristics. Regression analysis, unlike descriptive analysis, allows for examining the relationship between two variables, while removing the effects of confounding factors. It, thus, makes it possible to single out the effect of each of the characteristics on the dependent variable of interest. To illustrate, a regression model enabled us to determine, for instance, whether an observed lower attendance among boys

is, indeed, linked to their sex or whether it is a result of a confounding effect of their working status. Put differently, a seemingly negative relationship between being a boy and attending Makani services may in fact be observed due to boys' higher engagement in labour, which makes it harder for them to attend classes in Makani centres. Regression analysis, therefore, helps identify the actual causes behind lower attendance or lower skills improvement among certain groups. It offers answers to such questions as which factors hinder attendance/progress the most and which groups appear to, keeping all other things constant, benefit from Makani the least. The use of a multi-level model with random effects (rather than standard, OLS regression) is motivated by the fact that, for the attendance records, there are multiple observations per individual and, for both attendance and enrolment records, there are multiple individuals from the same household. Such data, where observations are nested within individuals and households, violate the independence assumption of OLS and are likely to produce inaccurate (downward biased) standard errors which, in turn, will affect the significance levels of the estimated effects. The use of individual- and household-level random effects makes it possible to control for these correlations between observations and produce accurate standard errors.¹⁰²

The analysis of secondary data was supplemented by a substantial **primary data collection component**, involving the following **qualitative methods**:

Figure 5. Data collection methods



Overall, in the course of the research, the evaluation team conducted (a) 15 KIIs at the central level (5 with UNICEF staff, 7 with IPs, 3 with other stakeholders); (b) 56 KIIs at the local (Makani centre) level with centre managers and community leaders; (c) 100 FGDs with children, youth (including drop-outs), parents and facilitators at the local (Makani centre) level. Field observations were conducted in each of the 30 visited Makani centres. The questionnaires, FGDs scenarios and field observation checklists are attached in annexes 6.2.2-6.2.10.

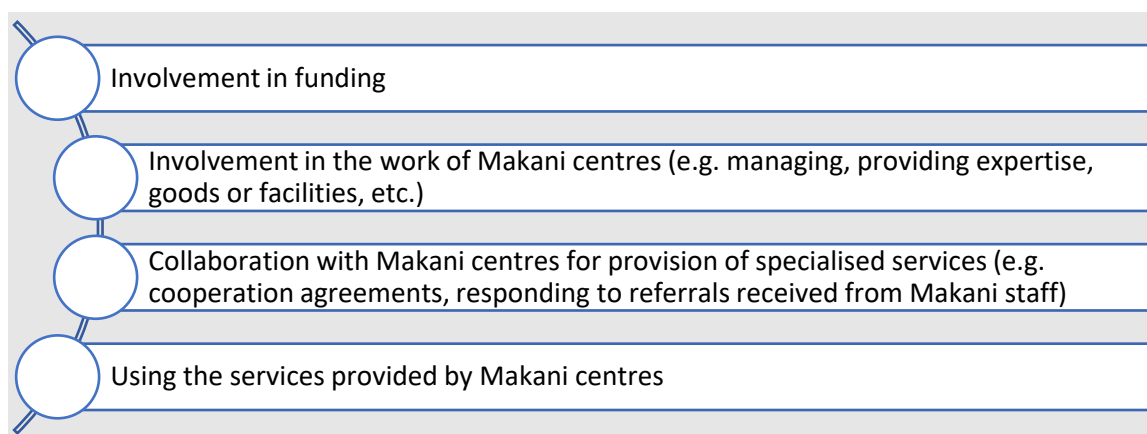
The extent of data collection at various levels – the widest being foreseen locally – testifies to the evaluation team's commitment to and concentration on gathering the most relevant information, containing first-hand experiences of front-line staff and beneficiaries, and the operation of the Makani approach in practice. In our view, such an approach and placement of research accents

¹⁰² Moulton, Brent R. (1986), "Random group effects and the precision of regression estimates." *Journal of econometrics*, 32.3: 385-397.

truly allowed to verify whether the Makani programme had, indeed, been relevant and effective, leading to wider impact.

As noted above, the current evaluation applied a mix of quantitative and qualitative methods. The reliability and comprehensive character of data gathered through qualitative methods rests on a thorough and proper selection of stakeholders who can offer information and deeper insight into the working of an evaluated intervention, in this case – the Makani comprehensive approach. For the purpose of the evaluation, the evaluation team conducted a stakeholder mapping. The stakeholders mapped are connected to the Makani intervention in various ways. Figure 5 illustrates the types of connections that stakeholders have to the evaluated intervention.

Figure 6. Stakeholder types



Determination of stakeholders' involvement was of great importance, as it correlated with the type of insight they could offer to the evaluation exercise. This was reflected in the research tools developed for the evaluation (to be found in annexes) and tailored to specific stakeholder groups.

We identified two stakeholder levels based on the general scope of their operation – national and local. It is important that the perspectives of these stakeholders were included in the evaluation to substantiate the results and make them as representative as possible. The conducted mapping was used to build the samples for the project fieldwork. At the national level, the selection of stakeholders to be interviewed considered: (1) their function with respect to the Makani programme (decision-makers, implementing partners, other stakeholders), (2) the need to include national and international angles in the study, (3) the need to reflect the governmental and non-governmental perspectives as well as (4) securing a gender balance in the sample. Consequently, at the national level, the evaluation team interviewed: UNICEF Jordan staff, representatives of the GOJ, representatives of all 7 Makani Implementing Partners, other stakeholders (incl. an international NGO and a research institution). At the local level, KIIs were conducted with managers of the visited centres and community leaders. In each of the visited centres, the evaluation team conducted FGDs with Makani facilitators, parents, children (boys or girls or mixed groups) and youth (boys or girls or mixed groups). The sampling of FGD participants considered the following characteristics: age, gender, nationality, vulnerabilities and types of services accessed or provided. Importantly, specific FGDs were conducted with children belonging to the Dom minority or children who dropped out of formal education.

The primary and secondary data were further analysed and **triangulated** in order to provide evidence to answer the evaluation questions. When analysing the data, the evaluation team followed a **theory-based approach** to evaluation with possible elements of contribution analysis.

The analysis aimed at verifying and updating the theory of change (ToC) presented in Section 2.2.2. The ToC as formulated in the programme design was analysed and validated with the key stakeholders. Any possible changes to the ToC (e.g. due to the introduction of the integrated approach) were thoroughly investigated and its possible implications analysed.

In line with the principles of the realist evaluation and the mechanisms used to implement this approach, the evaluation team also focused on identifying and assessing context-dependent and exogenous effects that influence or affect the degree to which the expected ToC can be observed in practice. To do so potential hypothesised effects using a Context, Mechanism, Outcome (CMO) model were tested.¹⁰³ CMO models are designed specifically to understand what is significant about the conditions within which programmes are implemented, and what is needed to replicate them in other settings.¹⁰⁴ The CMO framework allowed the team to model the relationships between processes, outputs and results in a more sophisticated way, and to test what elements of the Makani programme are associated with positive outcomes in what contexts. However, as far as possible this analytical approach needs to be complemented by a robust assessment of causality, i.e. a degree to which the key activities of the Makani programme have in reality led to the immediate and longer-term results they intend to generate (as discussed in the Evaluation Matrix). Elements of the contribution analysis aimed to build a credible 'performance story',¹⁰⁵ drawing upon the available sources of evidence as described in the Evaluation Matrix to consider the extent to which the intervention, alongside other factors, contributed towards the observed outcomes. Situated within a wider theory-based evaluation approach, it provided a way for defining and assessing the causal relationships and mechanisms within the ToC. The determination of causality in the evaluation process allowed for identification of lessons learnt and formulation of evidence-based recommendations for further implementation of the Programme.

3.4 Limitations of the study and mitigation strategies

While research has rendered useful results in relation to the questions posed in the evaluation matrix, a number of specific limitations to the study have to be acknowledged and explained. Each limitation was recognized at an early stage of the study and effective mitigation strategies to restrain its effects on the overall findings were implemented.

Evaluation timeframe

The evaluation focuses on the year 2018. However, despite emphasis placed on this aspect during fieldwork, respondents often felt compelled to comment on the developments which occurred in 2019. This may, on the one hand, relate to the fact that the newest developments in 2019 (such as e.g. further implementation of the integrated approach) were more familiar to the interviewees. On the other hand, some limitations in this respect were related to staff rotation in Makani centres, especially in those where contracts are signed for 3 months. In order to mitigate the information bias resulting from these effects, the evaluation team put appropriate measures in place to inform and remind respondents about the evaluation timeframe in the course of KIIs and FGDs, as well as to purposively select the respondents that had the necessary knowledge about the programme's implementation within the relevant timeframe. If that was not possible (e.g. due to the change of

¹⁰³ Ibid.

¹⁰⁴ Tilley, N. (2000), *Realistic Evaluation: An Overview*.

¹⁰⁵ Mayne, J. (1999). "Addressing Attribution through Contribution Analysis: Using Performance Measures Sensibly", Discussion paper, Office of the Auditor General of Canada.

site manager of a certain centre and lack of possibility to interview the previous person), the collected data were analysed with proper consideration of this limitation.

Implementation of the integrated approach

The ToR for this evaluation contained a number of questions related to the “integrated approach.” This term could be understood as “having the three Makani components under one roof”, which is one of Makani’s key features implemented from the outset. However, in the course of Makani implementation, further integration efforts were undertaken by the implementing actors. In particular, further integration of Makani services has been implemented from March 2019. As the latter developments go beyond the evaluation’s temporal scope, the evaluation of integrated approach of Makani was limited to the former understanding.

Availability of quantitative data to measure effectiveness and impact

While the Bayanati database contains rich administrative data on all beneficiaries and attendees of Makani in 2018, given its objective to provide measurements at output level, the information available is predominantly descriptive. In more detail, the data provides information about individual, household and centre characteristics as well as the services/programmes/classes individuals were enrolled in or attended. There is, however, some information about the outcomes of beneficiaries and attendees (i.e. there are pre- and post- assessment scores available for four subjects only), but no information about the perceptions of the programme. Therefore, the quantitative analysis primarily focuses on dimensions related to the inclusion of vulnerable groups and equality of access when evaluating impact using the pre- and post-assessment scores. What is more, as there are some concerns regarding data quality and there is a non-negligible number of missing values, the results obtained from the quantitative analysis should be treated with some caution.

Impact of Makani after rationalisation

Due to the limitations in the availability of data it was not possible to fully evaluate the implications of the rationalisation process carried out in 2018 for all relevant aspects of Makani’s functioning. While it was possible to present initial effects of rationalisation on the effectiveness of the programme, its full influence on efficiency would require more information that is currently not available to the evaluators. In particular, the lack of detailed pre- and post-rationalisation financial data constitutes an obstacle. The evaluators, thus, concentrated on showing how the process displays the potential for savings and, consequently, improvements in efficiency, rather than making statements on its actual results under this evaluation criterion.

Cost efficiency of Makani compared to other programmes in Jordan

The Makani programme has a unique character and scale in Jordan, which translated into difficulties in obtaining financial data on comparable programmes implemented by other organisations. Additionally, comprehensive financial data on Makani components and implementation in three types of locations was not available to the evaluators. There is also an inherent difficulty in presenting the results and outcomes pursued by such interventions as Makani in quantifiable and financial terms. Consequently, in the course of the evaluation, it was not possible to carry out a full cost-efficiency analysis. Nevertheless, the evaluators analysed the

available data on funding with the aim to show the scale of the financial effort involved in this intervention and offer some insight as to how resources are divided between various cost categories. It was possible to identify the components which carry the greatest financial burden and discuss whether it is feasible and justified to seek savings in such components. Additionally, the evaluators identified and presented the steps taken by UNICEF in 2018 with a potential to improve efficiency of the programme overall.

3.5 Ethical considerations

Since the evaluation involved members of vulnerable populations, including refugees and children, particular care had to be taken to ensure **compliance with the highest standards of ethics**. Alongside international human rights instruments, the **UNICEF Procedure for ethical standards in research, evaluation, data collection and analysis** informed the design of this assignment, determined its implementation and dissemination of results. The methodological approach applied during the evaluation was ethically approved by an external institutional review board as being conform with UNICEF procedures for Ethical Research Involving Children (see annex 6.3).

In line with the UN Convention on the Right of the Child, the best interest of the child was the primary consideration in any activities involving children throughout the project. The team made sure, working together with UNICEF staff, that all research participants were respected and protected throughout the whole process.

The most important principles that guided the evaluation team throughout the research process included the following:

▲ Principle 1. Safety

The participants should feel safe while deciding on participation as well as taking part in research. In protecting the participants' safety, researchers should use all available information to identify potential risks to subjects, to establish means of minimizing those risks, and to continually monitor the ongoing research for adverse events experienced by subjects. Researchers must be prepared to stop the study if risks arise. In any cases, participation in the evaluation should not have any harmful effect for the participants.

▲ Principle 2. Transparency

The participants need to be informed about and aware of the evaluation purpose, objective, scope, the team, employed procedures and their own role throughout the process. It is not enough that such information is physically provided, but that participants understand the information they receive.

▲ Principle 3. Voluntary participation

The participants need to be informed and understand that the participation is fully voluntary. When asked to participate in the research, the participants should feel free to both agree and disagree. They should be informed about a possibility to resign from participation at any stage, and feel free to choose.

Obtaining an informed consent to participation is a procedural expression of this principle. While it does not have to be in writing, it should be explicit. Where the informed consent cannot be provided, as may be the case with children, both the consent of a guardian and the participant's assent should be obtained.

▲ Principle 4. Privacy

Collection of personal information should be limited to the indispensable minimum. Where personal information is collected, respondents' privacy is to be guarded with utmost care. Information about the identity of a given respondent can be disclosed only with their explicit consent to disclosure. Particular care should be taken that the privacy of children is ensured.

▲ Principle 5. Confidentiality of data

The confidentiality of information has to be ensured at all stages of research. Data obtained during the research has to be stored appropriately. Only data which is necessary should be gathered.

▲ Principle 6. Reciprocity

The participants should feel that their participation in research is meaningful. They should know what benefits are involved in participation. They should be provided with follow-up information. Above all, however, an analysis was performed each time to make sure that the benefits of participation in a given case outweigh the harms that could be done. This calculation is particularly important in the case of children.

The current report includes the **Ethical protocol** which was observed by the evaluation team at all stages of the project (see Annex 6.11). The Ethical protocol reflects and complements the documents and principles mentioned above, as well as the specific guidelines shared with the evaluation team by UNICEF, concerning the privacy and safety of research subjects and confidentiality of data. Further appropriate ethical safeguards were enshrined as part of the quality assurance procedures. The ethical protocol and quality assurance procedures were discussed during a team Skype meeting prior to the initiation of fieldwork. The call also served as **ethical training** to complement the training and knowledge that our experienced experts already possess.

As part of the safety principle, in case abuses were revealed in the course of the interviews, the team **reported abuses** to UNICEF. Appropriate note was made on this matter in the Ethical protocol. The details of the procedure and the understanding of abuse in this context were discussed within the team during the ethical training prior to fieldwork's initiation.

Further, in an attempt to protect the principle of voluntary participation and in line with UNICEF's requirements, **informed consent forms** for adults and children (see Annexes 6.12, 6.13 and 6.14) were developed. Appropriate procedure of obtaining an informed consent was included in the Ethical protocol.

Lastly, to protect the privacy of participants, the evaluation team used a **coding system** for keeping track of the data collection processes and reporting, while collection of personal data was limited.

In addition to the principles safeguarding respondents' rights during the evaluation, the evaluators also respected the key principles of reliable research. In particular, the team stayed independent and impartial from the object of the evaluation. None of the evaluators was in the situation of the conflict of interests. Particular attention was paid to looking for credible evidence, triangulation of data and sources, as well as unbiased consideration of findings before drawing conclusions and formulating recommendations.

IV. Evaluation findings

4.1 Relevance

Following the OECD-DAC Evaluation Criteria, in this section we assess Makani's relevance to national and UNICEF priorities in Jordan, CRC and achievement of SDGs (QR1, QR2). We examine the programme's value from the perspective of beneficiary group needs (QR3) and its alignment with the national and local contexts (QR4). The observations made in this section are based on the review of Makani's objectives and their corresponding activities against the broader context of vulnerability and children's rights framework in the country.

4.1.1 Makani value in light of broader intervention framework in Jordan

The Makani programme – in addition to other UNICEF Jordan programmes - reflects UNICEF's shift in Jordan from the narrower focus on refugee children to a broader vulnerability-based approach. This shift is evident in three strategic priorities of the UNICEF Country Programme 2018-2022: (1) targeting the most vulnerable children; (2) growing opportunities to promote social cohesion and bolstering national capacity and (3) resilience of national systems.¹⁰⁶ Makani's comprehensive scope of services, geographical and national coverage, broad network of local partners and work with local communities position it as one of unprecedented interventions not only in Jordan but within the entire regional No Lost Generation¹⁰⁷ initiative. As such, **Makani is contributing to all of UNICEF Strategic Plan's Goal Areas:**¹⁰⁸ increasing education, protection, early childhood development, hygiene as well as cross-cutting issues: humanitarian aid and gender equality.

As one of UNICEF's many interventions addressing vulnerable boys and girls in the country, Makani aligns well with its other programmes. In the realm of education, it complements UNICEF-supported Catch Up and Drop Out programmes targeting children who either missed more than three years of schooling or have never been formally schooled. By identifying children in need of school enrolment and providing them with learning support and referring to formal and non-formal education, Makani is an integral element in the network of institutions dedicated to ensuring that all children go to schools and, even more importantly, stay at schools. The latter is important as the lack of quality assistance with homework from parents (due to poor literacy or poor Arabic language skills) impacts children educational attainment and school performance.¹⁰⁹ Thus, Makani plays an important role in enhancing effective learning. The programme is aligned closely with Hajati cash transfers, and offers support and follow up to families receiving monetary aid for education of their children. Specific to youth, Makani complements vocational education offered by UNICEF and other organisations with a set of skills not readily available elsewhere. Lastly, in the area of protection Makani brings UNICEF's work

"We need more learning classes; every day we take two classes (Arabic and math) we would like to take (English and science. The science teacher had is gone, they didn't replace him yet)."
(R6)

¹⁰⁶ UNICEF (2019), Jordan Country Programme 2018-2022.

¹⁰⁷ No Lost Generation, information available at: <https://www.nolostgeneration.org/>

¹⁰⁸ Information available at: www.unicef.org/publications/files/UNICEF_Strategic_Plan_2018-2021.pdf

¹⁰⁹ UNICEF (2018), Assessment of Syrian Refugee Children in Host Communities in Jordan.

on eradicating violence against children and gender-based violence to the level of communities through the programme's community-based protection dimension.

Makani components reflect national priorities in the area of access to education and protection of vulnerable children encompassed in Jordan Response Plan (JRP) 2017-2019, the National Strategy for Human Resources Development (NSHRD) and Jordan's Education Strategic Plan (ESP) 2018-22. One of the key strategic objectives conveyed in JRP,¹¹⁰ and in line with NSHRD¹¹¹ as well as ESP 2018-22, is ensuring access to and quality education for all, especially for vulnerable children and youth (refugee and non-refugee alike, children and youth with disabilities constituting a group with specific set of learning needs). In this regard, Makani plays a substantial role by identifying OOSC, provision of learning support and referral to adequate services based on their individual circumstances. Among various groups and structural challenges defined in the national strategies, poor quality and limited access to ECED can be noted. Indeed, ECED is the first priority domain of Jordan's Education Strategic Plan 2018-22,¹¹² as only 13% of children aged 36-59 months are currently attending an early childhood education programme.¹¹³ Makani, while focused on supporting children in primary education, is also gradually introducing activities targeting babies, toddlers, pre-schoolers and their parents. **Given the fact that the programme operates among the most vulnerable communities, it is well-positioned to reach the youngest children and their parents, and expanding ECED services is worth consideration which already started in 2019.** In the realm of youth education (Jordan defines youth as people aged 12-30), both NSHRD and ESP highlight the lack of comprehensive enforcement laws regarding access to education, the absence of an accurate data-tracking system to prevent dropout of vulnerable youth, and the limited number of second-chance opportunities for out-of-school youth.¹¹⁴ In this context, Makani's LSS are one of such second-chance learning mechanisms both in the absence of school enrolment and as a prevention and support mechanism helping children and youth follow Jordanian school curricula. Referral from Makani to FE, Drop Out and Catch Up programmes, as well as non-formal education overall, are crucial for securing vulnerable youth's access to education.

JRP looks more closely at the vulnerable groups in the context of refugee influx and, specifically, wants to see all the Syrian children in education. **Makani's design is in line with JRP's recommendation to promote strong linkages between child protection and education, in case of Makani – informal education.** More specifically, the JRP response priorities addressed by Makani include: (1) developing targeted interventions for boys and girls, adolescents and youth who remain out of school; (2) outreach efforts that lead back to formal education and (3) adopting structured referral processes. JRP Social Protection response focuses on integrating Syrian refugees into national protection systems and implementing quality social protection interventions prioritizing the most vulnerable (persons with disabilities, persons with particular legal and protection needs, the elderly, and the socio-economically vulnerable). **Makani outreach and**

¹¹⁰ Jordan Response Plan to the Syria Crisis 2017-2019, available at www.jrp.org/jrp-publications. The JRP 2017–2019 was designed in alignment and complementarity with Jordan's two main national plans and strategies: the Executive Development Programme (EDP) 2016–18 and the Governorates Development Programme (GDP) 2016–2018. The EDP, which covers 26 sectors, is the mid-term national development plan prepared under the Vision 2025 development strategy.

¹¹¹ The Hashemite Kingdom of Jordan Ministry of Higher Education and Scientific Research (2015), Education for Prosperity: Delivering Results. National Strategy for Human Resource Development. 2016-2025, available at: www.mohe.gov.jo/en/Documents/National-HRD-Strategy.pdf.

¹¹² Ministry of Education (2018), Education Strategic Plan 2018-2022, available at: <https://planipolis.iiep.unesco.org/en/2018/education-strategic-plan-2018-2022-6461>.

¹¹³ Department of Statistics (2019) Jordan Population and Family Health Survey 2017-2018

¹¹⁴ The Hashemite Kingdom of Jordan Ministry of Higher Education and Scientific Research (2015), Education for Prosperity: Delivering Results. National Strategy for Human Resource Development. 2016-2025, available at: www.mohe.gov.jo/en/Documents/National-HRD-Strategy.pdf.

referral mechanisms are well-positioned to facilitate such interventions and play an important role in case management.¹¹⁵ Issues identified in the Plan reflect the strain brought on the Jordanian system by Iraqi and Syrian crises, but they also largely correspond with the country's overall shortages in relation to children's rights. CRC's 2014 Observations and UNICEF's monitoring of Jordan's progress in SDGs¹¹⁶ point towards alarming levels of violence experienced by children in the country, with issues such as corporal punishment, "honour killings," child marriages, access to education and school violence singled out as requiring a national response.¹¹⁷

Makani responds to the country's challenges in the protection area, as identified in JRP 2017-2019, in four major ways:

- By **empowering boys and girls to report violence** and teaching them about their rights,
- By providing children and youth with **safe environment** in Makani centres where they can learn and develop free from bullying and violence,
- By providing **parental support** and classes which result in less violent approach to children,
- By **referring identified children** in need to relevant institutions and organisations (16% of referrals conducted in 2018 were made for reason of protection).

Jordan's efforts in securing children's rights and meeting SDGs in the area of education and protection from violence are further enhanced by Makani through programme's work with local communities. This is a

fundamental approach to enhance the levels of safety and security among vulnerable groups, as violence – especially gender-based violence or violence against

children – are universally underreported.¹¹⁸ In Jordan, only 1 in 5 women (19%) who have experienced any physical or spousal sexual violence have sought help to stop the violence. Two-thirds have never sought help or told anyone about the violence.¹¹⁹ Successful interventions require a change in social norms, reaching a critical mass of people within communities sensitized to the needs of vulnerable children, appreciating the importance of education and having zero tolerance for violence against children. **Makani contributes to the cultural and norm change through outreach and community-oriented activities which complement programme's educational and protection components.**

"The main benefit of Makani is the role it plays in keeping community together and raising awareness of harassment children are exposed to."
Community Leader, R3

¹¹⁵ UNICEF/EPRI (2018), Comprehensive evaluation of the UNICEF-supported specialized child protection case management response in Jordan 2013-2017.

¹¹⁶ Information available at: <https://data.unicef.org/resources/progress-every-child-sdg-era-dashboard/>

¹¹⁷ UN Committee on the Rights of the Child (CRC), Concluding observations on the consolidated fourth and fifth periodic reports of Jordan, 13 June 2014, CRC/C/JOR/CO/4-5, available at: www.refworld.org/docid/541bf99a4.html. While the 'honour killings' are not prevalent in absolute numbers (Human Rights Watch informs of typically 15-20 cases reported annually), The Sisterhood noted an almost 60% raise in cases reported in 2016, compared to previous year.

¹¹⁸ According to WHO, there is significant underreporting of sexual violence. Published statistics are, therefore, unlikely to provide an accurate picture of the true scale of the problem. This also creates difficulties when attempting to compare studies. The reasons for non-reporting are complex and multifaceted, but typically include fear of retribution or ridicule, and a lack of confidence in investigators, police and health workers. It is also very difficult to establish true incidence rates, and even prevalence estimates of child sexual abuse, again largely because of the problems of underreporting. Child sexual abuse is rarely reported at the time that the abuse occurs, and in many cases is never reported, and most prevalence data come from asking adults about their past experiences. See, WHO (2019), RESPECT Women: Preventing Violence against Women, available at: https://www.who.int/violence_injury_prevention/resources/publications/en/guidelines_chap2.pdf.

¹¹⁹ Department of Statistics (2019), Jordan Population and Family Health Survey 2017-2018.

Since Makani does not offer vocational education and youth are targeted through Life Skills component, alignment with priorities for this group defined in national documents is somewhat limited. While youth and women represent the priority targets under the SDGs and the most critical cross-cutting themes to achieve the 2030 Agenda,¹²⁰ The Ministry of Youth has developed the National Youth Strategy (2018-2025) with the support of the steering and technical committees with representatives of different ministries, UNICEF, universities and NGOs.¹²¹ the strategy gives a prominent role to youth (and addresses youth issues in all policy sectors, including health, education, employment, entrepreneurship and civic and political participation). Similarly, the Poverty Reduction Strategy (2013-2020)¹²² aims at reducing inequalities and alleviate poverty and recognises the needs of youth (youth are one of several target groups of the strategy, especially in the education and employment sectors). The documents present the need for quality secondary and tertiary education, combined with effective vocational education (VE), as priorities for youth. The Importance of VE was emphasized in sectoral plans, such as Jordan Vision 2025, the National Employment Strategy and the National Strategy for Human Resource Development 2016-2025, which focused on sectoral coordination of VE between relevant ministries and national sectors, and relevance to national operational needs. Life skills and community activism provided in Makani do, however, correspond with Jordan's priorities for youth embedded in the country's work towards meeting SDGs: (1) supporting family and community programmes aimed at nurturing the positive potential of young people as agents of change in their families and communities; and (2) strengthening the role of youth in volunteerism and community service (active citizenship).¹²³

4.1.2 Makani relevance to the needs of vulnerable children and young people

Makani's focus on OOSC, disabled, engaged in labour, affected by armed conflicts, at risk of suffering from harm, survivors of GBV, unaccompanied and separated or who have other identified vulnerabilities¹²⁴ largely corresponds with how key stakeholders in the country identify increased vulnerability. The 2017 Situational analysis of children in Jordan singled out poor children, refugee children without adequate documentation, children with disabilities, children from marginalized ethnic minorities and children living in informal settlements as particularly vulnerable.¹²⁵ JRP identified survivors of violence, children deprived of parental care, children in conflict with law, children engaged in labour, children living and/or working on the streets, early marriage, children at risk of extremism and persons with disabilities as persons of special concern among the Jordanians. It also adds that Syrian refugees struggle with child labour access to international protection in a timely manner, as well as documentation and registration

¹²⁰ The Hashemite Kingdom of Jordan (2015), Jordan's Way to Sustainable Development. First National Voluntary Review of the Implementation of 2030 Agenda.

¹²¹ OECD (2018), Youth Well-being Policy Review of Jordan, available at: www.oecd.org/dev/inclusivesocietiesanddevelopment/Youth_well_being_policy_review_Jordan.pdf. See also, World Bank (April 2018), Jordan: Supporting Youth Engagement and Participation. Summary note, available at: <http://documents.worldbank.org/curated/en/352031546011439169/Jordan-Youth-Engagement-Summary-Report-20180507.docx>

¹²² MoPIC (2013), Jordan Poverty Reduction Strategy 2013-2020, available at: <http://inform.gov.jo/en-us/By-Date/Report-Details/ArticleId/33/Jordan-Poverty-Reduction-Strategy>

¹²³ The Hashemite Kingdom of Jordan (2015), Jordan's Way to Sustainable Development. First National Voluntary Review of the Implementation of 2030 Agenda.

¹²⁴ UNICEF Jordan Country Office (2015), Guidance Note on "Makani"- "My Space" Approach, available at: <https://data2.unhcr.org/en/documents/download/45808>

¹²⁵ Other groups not directly targeted by Makani, but characterized by extreme levels of vulnerability, are children at the northern border area of Rukban and in Hadalat.

issues. KIIs conducted during this evaluation confirmed that children with disabilities, those affected by child labour and early marriage and members of the Dom minority are commonly seen as most vulnerable and in need of assistance.

While different groups present sets of their own unique vulnerabilities, certain needs are universally shared across all the categories and addressed through Makani. The analysis of available secondary sources in Jordan¹²⁶ reveals that the worst-off children and young people overall require assistance with accessing and remaining in FE. These groups are in dire need of protection from violence and GBV; they lack safe public, children-friendly spaces, free from violence and conducive to socialization and development. There is a shared agreement that their situation is affected by the lack of social cohesion which translates into instances of peer violence, and that the way forward requires integration among children and young people from different groups. Violence against children and discrimination of girls cannot be successfully addressed without changing the overarching cultural norms which tolerate both phenomena. The Makani programme largely responds to these needs with different intervention segments reflecting different levels of relevance to specific groups. Below, we discuss its value against individual needs identified.

Makani One Window Service Delivery model offers comprehensive approach to the needs of OOSC as well as those at risk of dropping out. Despite the announcement of a grace period which allows participation in school for all children regardless of their nationality and documentation status, national NGOs report that a significant number of children are being denied registration for not having documents.¹²⁷ Other barriers to attending schools by refugees include the lack of resources for transportation, fear for children's safety (both in terms of gender-based violence and bullying at schools) and the need for children to contribute to household's livelihood.¹²⁸ The percentage of school dropouts among Syrian refugees remains significant and further work is required to retain them in formal education. JRP recommends establishing safe, inclusive learning environments; improving and expanding the quality of relevant alternative learning opportunities through non-formal education programmes; expanding safe learning environment (social cohesion) projects to tackle violence in schools; ensuring all eligible boys and girls have access to formal education; providing access to alternative education pathways for those who are not eligible or able to attend formal education.¹²⁹ Makani's original focus on increasing enrolment rates and provision of teaching to OOSCs has expanded with the decreasing formal barriers to school enrolment faced by unregistered refugees. **The programme's value derives from its interactive and engaging methodology which provides children with opportunities they do not encounter at schools.**

*"We can't go to university without knowing how to read".
Children, R2*

Early grade reading and early grade math assessments undertaken by the Ministry of Education in 2017 revealed that Syrian children were performing worse than their Jordanian peers in reading across multiple skill areas, for instance oral reading and fluency.¹³⁰ **The evaluation revealed that provision of assistance with homework at Makani is greatly needed by children and parents alike.** Some parents acknowledged they are not able to help children with such tasks and children reported that, if Makani closed, "they would not be able to do homework." In 2018, 93% of school-age Makani beneficiaries were enrolled in formal education, with approximately 6% of

¹²⁶ These include UNICEF reports and strategic documents, national strategic documents, reports and analysis by INGs and national organisations alike. Specific documents are referred to in the course of this section.

¹²⁷ JIF (2018), Syrian refugees in Jordan. A Protection Overview.

¹²⁸ UNICEF (2018), Assessment of Syrian Refugee Children in Host Communities in Jordan.

¹²⁹ Jordan Response Plan to the Syria Crisis 2017-2019, available at: www.jrp.org/jrp-publications

¹³⁰ Syrian Ministry of Education (2018), The Education Statistical Digest, 2011-2017.

beneficiaries being OOSC. Since OOSC are often children involved in child labour or early marriage, they require comprehensive responses encompassing not only learning support but also psycho-social assistance and referral to child protection services. Makani, especially in conjunction with Hajati cash transfers, is uniquely positioned to respond to all these needs and provide follow up with families, as well as monitoring of children's progress.

Makani is a good platform for advancing social cohesion among Jordanian and non-Jordanian children and young people, as it provides violence-free spaces for children to learn and socialize together. The programme's contribution through teaching peaceful conflict solving and non-violent communication provides beneficiaries with opportunities not easily available elsewhere.

In the Jordanian context, JRP calls for increasing social cohesion especially among the Jordanian and refugee populations and, particularly, in host communities. JRP sees social cohesion largely from the perspective of a potential conflict over limited resources and signalizes the need for community youth outreach through municipalities in relation to peace and non-violence. In the case of children, the focus is again on violence, as JRP states that future efforts should consider how to improve social cohesion between Jordanian and Syrian children, as segregation has contributed to increased violence in schools. While many problems affect all children in schools to a large extent, refugee students tend to be impacted more which is showed through their academic results and parents' reluctance to send children to schools which they find unsafe.¹³¹ Studies have found that violence at the hands of host community peers is endemic, and in some communities so pervasive and severe that parents pull their children out of school in order to keep them safe. UNICEF found that about 13% of all drop-outs can be attributed to bullying by Jordanian peers.¹³² This statistic, considered against the backdrop of war-related trauma, points towards a significant need for psycho-social assistance, which is part of Makani programming. **Makani plays a role in addressing school violence by empowering children to report violence and teaching them to communicate better and control their own aggression.**

Makani helps in creating a sense of belonging by provision of child-friendly spaces where children participation is encouraged. Social cohesion – when looked at from the perspective of vulnerable children – is first and foremost concerned with belonging and inclusion.¹³³ A study carried out among Makani

"Children are better at talking to each other, they learn how to behave better. Levels of violence are minimized."
Parents, N1

beneficiaries revealed that these two elements are paramount for children, followed by participation and tolerance. This necessary sense of belonging fundamentally involves extensive consultation with and listening to the child, as well as building institutional structures to promote trust and equality, and to eliminate violence and bullying.¹³⁴

Social cohesion is further advanced by the fact that Makani provides opportunities for children of different ethnicities, gender, capacity and age to meet and engage in a safe, controlled environment on an equal basis. It contributes to gender cohesion by providing opportunity for boys and girls to interact, in particular facilitating girls' ability to participate in activities outside

¹³¹ Syrian schoolchildren face verbal and physical harassment at school according to qualitative and quantitative data, while only 4% of Jordanian respondents report that their children are bullied at school that has caused some to drop out of school. CARE International in Jordan (2018), Eight years into exile. The recent survey with the Syrian refugee population suggests that 17% of the families reported that safety and security concerns is the major reasons for their children to be out of school. This includes bullying by both Jordanian and Non-Jordanian children at school or outside school. Sexual harassment is on the rise, as 1 out of 4 girls below the age of 18 have been victim of sexual harassment, this is remarkably high.

¹³² UNICEF (2016), Running on Empty: The situation of Syrian children in host communities in Jordan.

¹³³ UNICEF (2019), Towards a Child-led Definition of Social Cohesion.

¹³⁴ UNICEF (2019), Towards a Child-led Definition of Social Cohesion.

homes. Inclusion of children with disabilities in Makani strengthens their visibility and creates platform for their integration. The latter is crucial since despite national legislation existing in Jordan affirming the rights of individuals with disabilities to be included in society, attitudes of communities may exclude individuals with disabilities from functioning as members of the community.¹³⁵

By transforming social and cultural norms and identifying individuals in need of immediate intervention Makani helps to protect children from violence. Cultural acceptance of violence against children, child labour and early marriages is too widely spread across local communities in Jordan and, as such, inhibit progress made in this area. While the latter two are often than not considered a necessity rather than choice and have been repeatedly¹³⁶ on decline, domestic violence and violence against children are on the raise.¹³⁷ As many as 14% of Jordan Population and Health Survey respondents believe that a child needs physical punishment in order to be raised or educated properly. The same research shows that some 81% of children aged 1-14 in Jordan have experienced violent discipline methods.¹³⁸ **The Makani approach of community-based protection, outreach activities and work with parents and community leaders provides a way forward to promote non-violent approaches, education and community responsibility towards victims of neglect and violence.** This is strengthened by the programme's multi-component design which includes a referral system responding to the need for direct protection of the most vulnerable children and youth by identifying those at risk and directing them to relevant service providers. **Makani is important as it is on the ground, close to children and their families and, as such, has the capacity to monitor situations of violence and rights deprivation.**

Children and youth with disabilities are in great need of socialization, learning and protection offered by Makani and increasing the programme's capacities to identify and involve them in the centres would lead to many more benefiting. In 2015-2016, 16,950 children with disabilities were enrolled in public schools in Jordan.¹³⁹ Teachers identified the need for increased teacher training on working with children with disabilities, better-equipped classrooms, special classes exclusively for children with disabilities, and the provision of wheelchairs.¹⁴⁰ Disability among refugee children and youth makes them uniquely vulnerable. Deprivations faced by Syrian children with disabilities are much higher than those faced by those who have no disability, so are child safety concerns. As many as 17% of children with disabilities between the age of 6 and 14 do not attend schools, compared to only 6% of children without disabilities. Children with disabilities in Jordan represent approximately 3% of all school going children.¹⁴¹ However, 100% of children with disabilities do not have any access to early childhood education program.¹⁴² There is a need for better identification of children with disabilities in communities, as active case finding is neither implemented nor regulated in Jordan's health and education systems, leading to poor outreach and identification of children eligible for support.¹⁴³ **Makani's placement close to communities offers unique**

¹³⁵ Thomson S. (2018), The current situation of persons with disabilities in Jordan. K4D Deskhelp Report. Citing Al-Zboon E, Hatmal M. (2016), Attitudes of dentists toward persons with intellectual disabilities in Jordanian hospitals. Special Care Dentistry; 36 (1).

¹³⁶ CARE International in Jordan (2017), Seven Years into Exile. How urban Syrian refugees, vulnerable Jordanians and other refugees in Jordan are being impacted by the Syria Crisis.

¹³⁷ CARE International in Jordan (2018), Eight Years into Exile. How urban Syrian refugees, vulnerable Jordanians and other refugees in Jordan are being impacted by the Syria Crisis., UNICEF SGDs monitoring.

¹³⁸ Department of Statistics (2019), Jordan Population and Family Health Survey 2017-2018.

¹³⁹ UNICEF (2017), Situation Analysis of Children in Jordan.

¹⁴⁰ Ibid.

¹⁴¹ Thomson S. (2018), The current situation of persons with disabilities in Jordan. K4D Deskhelp Report. Citing Al-Zboon E, Hatmal M. (2016), Attitudes of dentists toward persons with intellectual disabilities in Jordanian hospitals. Special Care Dentistry; 36 (1).

¹⁴² Ibid.

¹⁴³ UNICEF (2017), Situation Analysis of Children in Jordan.

opportunity to identify and involve children and young people with disabilities and to contribute to better informing their custodians about the rights and services available, with possible referrals. Makani's interactive approach to learning and safety of the centre's environment are important for facilitating participation of this target group. While Makani does not target children and youth with severe disabilities through activities offered at the centres, it can still play a significant role in identification of such cases in the communities and adequate referral to specialized services as well as raising awareness of their needs and rights at the community level.

Makani safe spaces enable girls to leave their house, socialize and learn and could be further used to empower them and promote female leadership. Being at risk of early marriage and often limited in their participation in life outside their houses, girls are in a particular need of both educational and protection services provided by Makani. **The centres offer safe**

"My friend is not allowed to come to Makani centre - her father is close minded. We want to see more female children in our age: 15 and above."
Children, R 14

environment which encourages parents to allow their daughters to participate in classes and workshops. Girls gain self-confidence and learn about their rights. In order to better respond to the needs of the girls leadership classes have been suggested, where females could explore their potential. The value of such an approach could be the highest among more conservative communities where female roles are perceived as entirely domestic. But such perceptions are more widespread, with Jordan generally experiencing a widening gender gap and low levels of female employment.¹⁴⁴

The model of Makani mobile centres is well-suited to the needs of Dom children and youth as programme's community focus facilitates trust building with the parents; LSS provide vital source of accessible learning and beneficiaries are able develop social skills. Hygiene needs remain essential. Boys and girls from the marginalized Dom minority face specific challenges and needs. Not only do they experience the most severe levels of poverty (resulting in prevalence of child labour and early marriages), they also deal with the social and cultural stigma, with the lack of sanitation and hygiene facilities being a major source of shame which can act as a barrier to education and employment. Children learn early in life to hide their identity, sometimes walking into nearby residential areas to catch the school bus in order to avoid being identified and ridiculed.¹⁴⁵ Education is further complicated by the nomadic style of life for some of the Dom communities and migration related to evictions or seasonal labour. Once established in a new location, Dom parents are often told their children are ineligible for schooling.¹⁴⁶ At the same time, the need for integration and social cohesion with other groups is particularly pressing, as Dom children have few friends in other communities. UNICEF research revealed that Dom children attending Makani prefer the programme over FE and report learning more in Makani, at the same time facing less harassment than at schools.¹⁴⁷ Focus group discussions carried out during this evaluation revealed that, for many children, Makani classes are the only chance at learning, as they are not enrolled in Jordanian schools due to frequent migration. To those children, Makani learning services are of crucial importance. Makani psychosocial services are well-placed to play an important role in building Dom youngsters' self-esteem and resilience. Specific challenges related to effective work with Dom communities have been identified in Makani Joint Partnership Reviews.

¹⁴⁴ Jordan ranked 138 in 2018 World Economic Forum Gender Gap Report. Information available at: www3.weforum.org/docs/WEF_GGGR_2018.pdf

¹⁴⁵ UNICEF (2016), Qualitative Report on Children from Marginalized Minority Groups.

¹⁴⁶ Ibid.

¹⁴⁷ Ibid.

Among others, building trust is reported as taking more time with this group, and establishing friendships with community leaders is crucial to achieve this goal.

Makani centres are particularly important to children in ITSs, where limited access to basic services is often aggravated by increased mobility. The need for safe spaces, learning support and protection is as dire as it is difficult to fulfil, especially in the context of increased mobility and migration. As such, residence in ITSs increases children's vulnerability, regardless of the national status as they are home to the most impoverished and vulnerable Syrian refugees who live on private land, mostly in makeshift shelters. They are often unwilling to reside in refugee camps, as their livelihoods depend on agricultural work involving children and youth.¹⁴⁸ **Since the need for hygiene is essential to the ITS community, the Makani WASH component is of particular relevance to children and young people, as revealed by the evaluation.** Nutrition is another widespread problem in ITSs¹⁴⁹ and focus groups discussions with parents revealed that it could at least partially be mediated by meals offered to children participating in Makani activities.

While community-oriented programming is appreciated as enriching youth's life and facilitating active citizenship, vocational skills are one of the most significant needs among youth (age 18-24) not fulfilled by Makani. Focus group discussions with beneficiaries as well as interviews with staff at Makani centres revealed that the majority of older beneficiaries are engaged in for-profit work and report no time to attend courses which do not directly enhance their employability. This has been more prevalent in ITS, as compared to centres located in host communities. **While youth appreciated 'learning how to cope with stress', 'being able to prioritize and plan' or 'communicating better', overall emphasis on the need for vocational skills was consistent.** Such findings were corroborated by results of analysis of youth-targeted programming in Zaatari and Azraq: even though youth were asked about all types of programming, participants consistently emphasised their interest in livelihoods and job skills trainings opportunities.¹⁵⁰ This is largely reflected in recommendations made by JRP that an increased supply for post-secondary educational opportunities for youth is necessary, particularly through the provision of diverse accredited arts, science, and technical education programmes, including higher education. Apart for the necessity to increase young people's employability mentioned above, active youth engagement in community life and leadership is considered

"Youth priorities is to find job and to earn money. We need vocational training"
Youth, N 11

"Youth have the ideas to start their own initiatives, but they need organisations to incubate their ideas and turn them into projects." Facilitator, N12

prerequisite for social and economic development of Jordan¹⁵¹ and Makani responds well to this need. Makani takes this into account at the level of programming by provision of life skills, social innovation labs and youth clubs. All three have potential for developing young people's social skills and their ability to take better control of their lives and play vital roles in communities.

Focus group discussions with youth revealed that for the unemployed, an opportunity to meet at Makani centres offers safe environment away from home and an opportunity to engage in socially useful activities. Youth appreciate this platform for volunteering activities and making positive change in their communities, especially the fact that they were provided with guidance in developing and implementing ideas.

¹⁴⁸ JIF (2018), Syrian refugees in Jordan - a protection overview.

¹⁴⁹ Overseas Development Institute (Oct 2017), A promise of Tomorrow- The effects of UNHCR and UNICEF cash assistance on Syrian refugees in Jordan.

¹⁵⁰ Norwegian Refugee Council (2018), Youth Assessment Zaatari and Azraq Camps.

¹⁵¹ OECD (2018), Youth Policy Well Being Review of Jordan.

Makani's Early Childhood (ECD) and Better Parenting programmes are an important contribution to the needs of the youngest children and their parents. In Jordan, early childhood development in a household matter, this being in particular true in case of the poorest and most vulnerable households.¹⁵² Syrian children severely lack ECDE opportunities. The ECD component at Makani responds to a number of needs both of the children and parents; it supports early detection of developmental delays, improves parents' ability to support cognitive development of babies and toddlers, and promotes healthy nutrition and hygiene. It is also important for young mothers to be able to leave their households and socialize with other women in a safe and clean environment.¹⁵³

4.1.3 Makani's sensitivity to local and national contexts

Makani's strong relationship with local communities and engagement of local staff makes it well-positioned to respond to national and local contexts. Interviews conducted with community leaders in the scope of the evaluation revealed that the programme is perceived as being respectful of local contexts. It serves a largely heterogeneous group encompassing different nationalities, cultural and religious backgrounds and ways of life (including nomadic communities). The make-up of individual centres varies according to its location, with some homogeneous (for example in the Syrian refugee camps or centres targeting the Dom community) and others diverse (for example in urban areas). The intervention's design and implementation require high context sensitivity, especially since the sudden growth in population has presented a challenge to social cohesion. The programme design reflects sensitivity to the national and local contexts in a number of ways. Makani:

- Targets beneficiaries based on their vulnerability rather than refugee status: this way Makani acknowledges a complex reality of vulnerability on the ground and avoids exclusion based on ethno-national or status belonging.
- Favours working with and through Jordanian partners: relying on extensive local context knowledge of the Jordanian staff, Makani increases chances to respond to the needs in ways respectful of community traditions. Engagement of Syrian staff has been increased which enhances programme's cultural sensitivity.
- Acknowledges traditional and patriarchal set up of targeted communities: while UNICEF strives towards cohesion between boys and girls and empowerment of women, effective work on the ground requires ongoing compromises between desired transition of gender roles and stereotypes structuring girls' opportunities and existing systems limiting their freedom of movement and social engagement. Makani ensures adequate space for girls at the centres so that their families allow them to participate in the program. Female facilitation is ensured at Makani and where possible families are approached through outreach teams and encouraged to get involved with the centre.
- Responds to the needs of local communities by providing them with spaces for communal, cultural and religious celebrations, if requested: while Makani is a non-partisan and civic programme it responds to the needs of local communities for communal, cultural and religious celebrations.

¹⁵² UNICEF (2017), Situational analysis of children in Jordan.

¹⁵³ Manal Ibrahim Al-Kloub, Hanan J. Al-Zein, Maysoon S. Abdalrahim & Mona Abdallah Abed (2019), Young women's experience of adolescent marriage and motherhood in Jordan, Culture, Health & Sexuality, 21:4, 462-477, DOI: [10.1080/13691058.2018.1489067](https://doi.org/10.1080/13691058.2018.1489067)

4.2 Effectiveness

This section presents the study findings on the effectiveness of the Makani programme in 2018. To respond to the evaluation questions in this field (see section 3.2), the research team analyzed administrative data on enrolment and attendance of beneficiaries from the Bayanati system and IPs Programme Progress reports and combined them with observations and evidence received from interviewed Makani staff, community leaders, authorities and more importantly – directly from children, youth and parents who benefited from participation in the programme.

In this section, we firstly describe the beneficiaries of the Programme in 2018, seeking the reply to the question if the Programme managed to contribute to equity overall (QE2) and specifically, if it managed to reach the most vulnerable populations (QE1). Secondly, we provide study findings on the effectiveness of Makani in reaching its output and outcome targets as stated in the ToC (QE3) and further proceed to discussing the effects of rationalisation of Makani services (QE10, QE11). We refer here to the achievements of UNICEF and IPs, but also to the perceptions of the changes (both intended and unintended) by children, adolescents and youth (QE4) as well as by caregivers and service providers (QE5). Among others, we discuss Makani effectiveness in building skillsets of children, youth and parents and referring children to schools and other institutions, in empowering youth to engage with networks and in entrepreneurial readiness, as well as in generating other added values for beneficiaries and their communities (QE7, QE9). Finally, we present the results on Makani as a safe space for children (QE8). The equality issues – such as gender, sex, different groups, locations and economic status (CQ1, CQ2, CQ3) are investigated throughout this section due to their cross-cutting character. Makani's achievement of expected outcomes and impacts in 2018 are discussed in the next section.

4.2.1 Equal access to Makani Programme

The Makani Programme served equally children, youth and parents, regardless of their nationality, ethnicity, sex or social and economic backgrounds; however, it was the most accessible to younger children, girls, and children living in host communities. According to the Makani Programme's administrative data, in 2018, there were 198,351 beneficiaries who belonged to a total of 122,202 households. Children and youth were the most numerous beneficiaries of the Programme that year. Out of all beneficiaries, 147,384 were children and youth below 24 and 50,096 were their parents (about 1/3). The Programme mainly served younger children. In 2018, the average age of beneficiaries between 0 and 24 was 12. The majority of children and youth were enrolled in centres run by ICCS (44%), UNICEF (16%) and JRF (16%), with 80% of beneficiaries attending centres in host communities, 16% in camps and only 4% in ITS.

It is important to note that a significant part of the Makani population was mobile. There were in total 11,307 beneficiaries who in 2018 attended more than one centre (5.7%); 10,478 who attended two (5.3%); 753 who attended three (0.4 %); 60 – four (0.03%) and 16 – five (0.01%). Of these individuals 1,047 (9%) transitioned from one centre type to another one. The remainder (92%) transitioned to the same centre type. Out of those who transitioned to the same centre, 45% transitioned between camp-based centres, 44% between HC-based centres and 11% between ITS-based centres. The transition between HC-based centres was largely due to the changes in the household living address; some of these households belonged to the Dom minority group. The majority of the 'mobile' beneficiaries were Syrians (91%). **The Makani Programme is well-suited**

to respond to the challenges resulting from the mobility of beneficiaries thanks to the common curriculum applied across all centres. However, mobility could create a challenge for measuring the Programme's impact, in particular when it repeatedly interrupts the learning cycle.

Girls were little more often enrolled in the Makani Programme, particularly older ones, with the exception of ITS-located centres. While the difference was rather small for the age group 0 to 14 (53% girls and 47% boys), it was more noticeable among children aged 15 to 18 (57% girls and 43% boys), and even more so for youth aged 19-24, where two-thirds of participants were female (65% girls and 35% boys). Even if the Programme was overall more accessible for girls, the differences varied a lot between individual centres. In ITS, boys sometimes outnumbered girls. Out of 10 centres where girls accounted for less than 30% of the beneficiaries, 9 were located in ITS (with two centres having only male participants). In the ITS centres visited during the fieldwork, the evaluators repeatedly noted requests to increase the number of female participants (mainly from girls who participated in the FGDs). Whereas the predominance of boys in ITS-located centres may partially reflect the structure of the target populations, cultural issues may also be responsible for these results. In such a case, **increased outreach efforts targeting specifically girls in ITS may help to alleviate these differences having a positive impact on the girls (those already attending Makani will feel more comfortable and those still at home will get access to services they are actually deprived of) as well as on their communities (mindset changing).**

In accordance with the Programme's objectives, Makani is open to all national groups residing in Jordan, providing services to Jordanians, Syrians, Palestinians and representatives of other minority groups. Since Makani aims to target the most vulnerable, representatives of the Dom minority and Syrians made up a significant portion of its beneficiaries. At the same time, participation of Palestinians requires consideration. In 2018, slightly more Jordanian than Syrian children and youth benefited from the Programme, a trend reflected for all age groups. However, Syrians constituted the second largest group of beneficiary children and youth. While they account for about 13% of the total population of Jordan (estimated number of those registered and not), their participation fluctuated between 36 and 45%, depending on the age group.¹⁵⁴ Similarly, the participation of representatives from the Dom minority in Makani – 1.6% of the Programme's beneficiary children and youth – was higher than their proportion in the general population, i.e. between 0.3 and 0.6%. Palestinians, in turn, are more numerous in the population (up to 22%), but – from this perspective – highly underrepresented among Makani beneficiaries.

Interestingly, among parents benefiting from the Programme, the "overrepresentation" of Syrians – as compared to the general population – was even more visible. Among the Programme's beneficiaries, Syrian parents were more numerous than Jordanians or other nationalities (55% Syrians; 43% Jordanians; 1.4% Palestinians and 1.6% belonging to minority groups, predominantly Dom minority), which could be explained by their working status. The majority of parents who benefited from the Programme were not engaged in labour (61%) and were women (82% females compared to only 18% men). Whereas this is both an issue of culture (women being responsible for family and children) and capacity (men being engaged in paid activities), the evaluation team heard positive opinions that fathers were also interested in the Makani Programme and effectively cooperated with facilitators on children's performance. Since these positive effects were not heard

¹⁵⁴ In 2018, the percentages were the following: age group 0-14 – there were 55% Jordanians and 41% Syrians; age group 15-18 – 61% Jordanians and 36% Syrians; age group 19-24 – 53% Jordanians and 45% Syrians.

en masse, **additional incentives for increasing fathers' interest and involvement in Makani services may be required to enhance such results (dedicated events, activities, etc.).**

The Makani Programme was accessible for the most vulnerable groups, including children and youth with modest and moderate disabilities, but some areas for improvements persist in adjusting the Programme to their specific needs. The number of children and youth with a certain level of disability attending Makani in 2018 was in line with the pre-specified target and amounted to 5.5%.¹⁵⁵ While the target was met overall, the percentage differed substantially between partners. Thus, IMC and ICCS had the highest rates of disabled beneficiaries (9% and 7%, respectively), followed by MoSD (5.5%), JRF and Mateen (between 4% and 5%). However, UNICEF, YBC and EAC had between 2% and 3% enrolment rates for children and youth with disabilities. Out of the overall 5.5%, 3.7% of the children and youth had some difficulties, 1.5% had a lot of difficulties and 0.2% could not perform the activity at all. Children and youth with disabilities enrolled in Makani suffered mainly difficulties related to communicating (2.3% overall; 1.6% some difficulties and 0.6% severe difficulties) and remembering (2.5% overall; 2% some and 0.6% severe). Just under 1.5% suffered from difficulties related to vision and self-care (1% to a mild extent and just below 0.5% more severely in both cases). Less than 1% suffered from walking- and hearing-related disabilities (slightly over a half of each group had only mild difficulties). While, Makani monitoring system records beneficiaries' disabilities according to the guidelines of the Washington Group on Disability Statistics, extended disability questions are not applied. Thus the identification of children with psychosocial disorders or functioning with the use of devices/aids is not possible. **The centres visited during the study were in general open to accept children with some non-severe disabilities, but not always prepared for all kinds of disabilities (e.g. physical disabilities) or needs of disabled children.** The research team heard during the interviews that mainly children with less severe disabilities attend the Programme, which is line with the Programme's targets. However, Makani could be even more relevant for those with severe disabilities whose attendance in the FE is very limited. More data, however, should be collected on this group's specific needs and adjustments which would be necessary in Makani to offer an appropriate response.

Similarly, children and youth in labour have specific needs that need to be reconsidered to increase their participation in Makani services. The data on working status of children and youth enrolled in Makani in 2018 are not complete, with almost one-fourth of enrolled beneficiaries missing this information. Based on the available data, the proportion of those engaged in labour among Makani beneficiaries is very small – 0.3% were in 2018 engaged in non-compatible labour and 1% in part-time labour. Importantly, however, those engaged in labour were predominately males¹⁵⁶ and Syrians.¹⁵⁷ Employment was particularly an issue for youth – the average age of those engaged in non-compatible labour was 16.6, while for all children enrolled in Makani in 2018 this was 12. Among those engaged in compatible, part-time labour the average age was 13. Low participation of children and youth in labour in Makani could indicate that there are some obstacles for their participation in the Programme, e.g. the time of the Makani classes could be inconvenient to their working hours. This issue should be further investigated at the level of selected centres. However, this could also result from the needs of this group being different from what Makani

¹⁵⁵ It is important to note, that disability information was only available for approx. two thirds of the children and youth beneficiaries and, thus, all disability related rates are calculated as a % out of those for whom information was available.

¹⁵⁶ Specifically: 0.5% of males compared to 0.1% of females for those engaged in work that is not always compatible and 1.4% males and 0.8% females for part-time compatible work.

¹⁵⁷ Specifically: 0.6% among Syrians engaged in non-compatible work compared to 0.05% Jordanians and for compatible work 2% - Syrians versus 0.3% - Jordanians.

offers. The latter hypothesis is supported by the findings from the FGDs conducted with children and youth during the evaluation.

During the FGDs, the evaluation team noted **requests for the expansion of Makani services to cover direct employment skills or even vocational training**. These were particularly often expressed by youth, especially by those involved in labour. They hoped that such training may have positive impact on their employment conditions and career opportunities, which very often were seen as vulnerable and limited respectively.

In general, Makani outreach strategy is positively assessed as a valuable effort to increase the equal access to the Programme for all children. As recommended in the previous Makani evaluation,

the Outreach Strategy was developed by UNICEF. Positively, this strategy focuses on the most vulnerable groups of beneficiaries – adolescent girls, children and adolescents with disabilities, working children and adolescents. The strategy foresees numerous channels to approach the most vulnerable populations, including social media (particularly relevant as a communication channel for youth), but also door-to-door activities and involvement of communities (community committees, community gatherings and events). More importantly, this outreach strategy was successfully implemented in the majority of the centres visited during the fieldwork. In particular, the centres reported having organised awareness sessions in the communities and door-to-door activities. Beneficiaries reported that they learnt about the Programme from their friends or relatives (word-of-mouth). In some of the centres, additional resources were reported to be needed to support the outreach activities, e.g. financial resources to pay the costs of refreshments and meeting rooms to attract the local NGOs to participate in outreach activities. However, such requests go beyond the UNICEF's sustainability plan (further discussed in section 4.5).

"We need more incentives (to pay the cost of refreshment and meetings hall) to encourage the local NGOs to cooperate with us" (KII with IP)

4.2.2 Makani results in 2018

Overall, **Makani has been successful in establishing itself as a multi-dimensional programme that offers a comprehensive set of services, which is very promising in the light of the further introduction of the integrated approach (integration of curriculum) in 2019.** According to the Bayanati enrolment records, slightly less than a half of the beneficiaries (45%) were enrolled in two or more different programmes offered by Makani and almost half of the attendees (48%) attended more than one service.

When comparing the numbers of enrolled beneficiaries with those of attendees (as provided in Figure 6), it can be observed that **the overall programme attendance was high, but some children and youth who enrolled finally still decided to drop out due to the obstacles they encountered.** Depending on the service, almost or over 80% of the beneficiaries attended classes offered by the services they enrolled in. Consequently, between 13% and 21% of the enrolled beneficiaries ended up not attending any classes offered by the Makani programme. Distance to the centre and lack of transportation were the barriers most frequently reported during the interviews with beneficiaries and centres staff. However, within the space of the evaluation, it was unfortunately not possible to gather the opinions of children and youth who enrolled and dropped out.

The results presented in Figure 7 show that, out of all services, **CP activities for children were found to be the most popular, followed by LSS and LS; services related to the Innovation Lab and ECD**

for children had much lower enrolment and attendance numbers due to their delayed implementation (in the middle of 2018).

Figure 7. Numbers and shares of enrolled and attendees per service

Service	Number of beneficiaries enrolled	Number of attendees	Share of attendees out of those enrolled
LS	56 555	49 125	87%
LSS	77 849	61 195	79%
CP children	90 121	77 904	86%
ECD children	9 112	7 427	82%
Innovation labs	12 363	10 198	83%

Source: Authors' calculations based on Bayanati data.

Within these services, several subjects dominated in terms of popularity. CP sessions for children had the highest numbers of attendees (35%), followed by Arabic and Math (31% each), Life Skills (24%), English (23%) and Science (17%). The remainder of the subjects were attended significantly less frequently.

While most services were offered across all centres, Makanis in ITS were much more likely to have beneficiaries enrolled in LSS and CP, but they did not have any beneficiaries enrolled in ECD or innovation lab services as those services are not provided in Makani in ITSs. Centres in HC and camps overall had similar distributions of beneficiaries and attendees across the services offered; however, the rates for ECD and innovation labs were slightly lower in camps than HC. There were some differences in enrolment rates by implementing partner. Thus, LS had the highest enrolment rates in EAC and MoSD, while CP was broadly offered by almost all partners (somewhat less by ICCS, IMC and UNICEF). ECD was not offered at all or to a small fraction by all partners (the most by EAC). Innovation labs, in turn, were offered mainly by EAC, ICCS and IMC, where 14%, 9% and 8% of beneficiaries, respectively, were enrolled in this service.

The descriptive statistics show that **girls and young women (up to 24 years of age) were overall slightly more likely to be enrolled in almost all Makani services** (54% as compared to 46% overall) and **consequently their attendance of Makani services was higher than that of boys or adolescent males** (55% as compared to 45% overall). In terms of parent beneficiaries, women were much more likely to participate in services than men (83% as compared to 17%). This difference is likely to be motivated by the fact the women are less likely to have a job and, thus, have more time to attend.

With regard to nationality, the results show some differences in attendance patterns between Jordanians, Syrians and Palestinians. The Makani Programme is flexible to respond to diversified needs and interest of these groups. Overall, 54% of all children and youth attendees were Jordanian, 42% Syrian and 2.2% Palestinian; for parents, 52% of attendees were Jordanians, 44% Syrians and 2% Palestinians. In terms of specific services, **Jordanians were more likely to be enrolled in CMCP, ECD and the Innovation Lab, while Syrians were more likely to be enrolled in LSS and CP** (the differences are bigger for the latter two than the first three). Based on the breakdown of services offered by age groups, as previously mentioned Makani caters primarily to younger children and substantially less to youth. Older youth (19 to 24) were predominantly enrolled in LS. Younger children were enrolled in LSS and CP while older children and younger youth

in LS, CP and to some extent also innovation labs. All centres had some beneficiaries aged 0 to 14 and 15 to 18, approx. 75% of the centres had some beneficiaries aged 19 to 24.

With regards to the number of subjects/subject cycles attended, the difference between girls and boys appears rather marginal. The age group which attends the highest number of subjects/cycles are children aged 7 to 15 (three or more services on average). **Overall, the programme appears effective in responding to the needs and interests of vulnerable children and youth as they seem to attend, on average, more subjects/cycles than the remaining groups (with the exception of children and youth in labour).** More specifically, (i) Syrians make use of a larger number of services than Jordanians (on average 3.8 as compared to 2.8); (ii) OOSC attend more services than those enrolled in FE (almost 5 services compared to just over 3); (iii) children and youth with (mild) disabilities attend more services than those without any difficulties (3.6 and 3.4 for little and some difficulties compared to 3.3. for no disabilities); (iv) attendees coming from HHs located in ITS attend substantially more frequently than those located in both HC and camps (almost 6 compared to just over 3). On the other hand, though, beneficiaries engaged in incompatible labour appear to attend somewhat less services than others (just over three compared to around four). It is important to notice that those engaged in non-compatible labour have lower attendance rates than the remaining groups, suggesting that **non-compatible labour serves as a major obstacle to attending Makani.**

In terms of the proportion of days attended out of the total required, there were only negligible differences based on gender, nationality, age and household characteristics (between 60% and 65% for all groups).¹⁵⁸ OOSC have higher attendance rates than those enrolled in FE, suggesting that **Makani is effective in reaching to out of school children and youth.**

When assessing whether programme attendance varied among different groups, we supplemented the descriptive analysis by the results of two random effects regression models, whereby (i) the number of classes attended and (ii) the proportion of days attended (out of the total required) depended on a combinations of individual-, HH and program-/subject-level characteristics. The analysis was conducted on the attendance record level, and we controlled for the dependence between records belonging to the same individual and to the same households, by including individual- and household- level random effects in the model specification. Similarly, to the descriptive analysis, we ran the model for the Makani 'target' population, i.e. children and youth aged 0 to 24.

Figure 8. Enrolment in main services per sex, nationality and age

Service	Sex		Nationality		Age		
	Females	Males	Jordanians	Syrians	0 to 14	15-18	19 to 24
LS	37%	35%	38%	34%	31%	54%	73%
LSS	50%	50%	46%	54%	56%	27%	14%
CP children	58%	57%	55%	61%	62%	45%	22%
ECD children	5%	6%	6%	5%	7%	0.003%	0.2%
Innovation lab	8%	7.75%	9%	7%	2%	33%	20%

Source: Authors' calculations based on Bayanati data

¹⁵⁸ For age the one exception are very young children (1 to 4) whose rates were (well) below 50%.

The results of the two random - effects models, included in Annex 6.5, are largely in line with the findings of the descriptive analysis.¹⁵⁹ The **regression results confirm that the programme is successful in catering to OOSC, beneficiaries with disabilities as well as those located in ITS, as these groups appear to make use of more Makani services than the remaining groups.** The results of the regression analysis also show that there are significant differences with regards to attendance between centres operated by different partners and between different subjects. As the regression models controlled for a variety of individual- and household-level characteristics, these differences cannot be explained by differing socio-demographic characteristics of the beneficiaries. Those discrepancies are, therefore, centre and subject specific.

To see whether the rationalisation in August 2018 has affected attendance in general and that of vulnerable groups in particular, we looked at attendance records of classes which finished before the beginning of August (in total 110,482 records) and of classes which started after the end of August (in total 156,990). While the proportion of days attended was overall on average higher after the rationalisation (64% compared to 59% before), for some of the most vulnerable groups specifically attendance dropped following the rationalisation. The differences between the pre- and post-assessment were more or less the same for the two samples (10.8 for before and 10.4 for after).

Although the general effect of rationalisation on attendance to Makani is positive as explained above, the process had some negative impact on programme accessibility for children with disabilities, those from HHs located in ITS and OOSC. In more detail, the results of the quantitative analysis suggest that the proportion of children/youth with disability dropped from 2.1% to 1.5% after the rationalisation. Similarly, the attendance of children and youth from HHs located in ITS also dropped from 11.5% to less than 9% due to the closure of many centres in ITS. This closure was, unfortunately, not compensated with increased enrolment rates in the remaining centres. Attendance among OOSC also dropped following the rationalisation (from 12% to under 8%). No major changes can be observed based on attendance by working status.

Building skillsets of children and youth by Makani

The first of Makani outcomes relates to providing vulnerable children and young people with relevant and effective skills to improve their transition to adulthood and positively engage in community life. The **Makani programme contributed to providing learning support services to children and adolescents, as well also providing life skills trainings.**

The analysis of the achieved output targets showed that the programme's targets related to this outcome were in general achieved by the implementing partners (see annex 6.6). Five out of eight IPs (including UNICEF) exceeded the target regarding the number of children and adolescents enrolled in LSS (e.g. Mateen achieved 144% of its target, ICCS – 138%, YBC – 130%). The IPs had more difficulties in achieving targets related to the percentage of children who accessed minimum required learning hours; however, these were also exceeded by Mateen and ICCS.

Both quantitative and qualitative evidence testifies to Arabic and Maths skills improvements in children and youth. The analysis of the pre- and post-assessment scores revealed that 90% and 91% of attendees for whom information was available, had improved their Arabic and Maths scores, respectively (see more on this theme in section 4.3 on Impact). Substantial improvements

¹⁵⁹ Please note that different sample sizes were used for the calculations of the descriptive statistics and the regression models as the descriptive analysis used all non-missing values for the variable of interest while the regression analysis used only values which were non-missing for all variables included in the model.

in LSS beneficiaries' Arabic and Maths skills were observed by the vast majority of local level respondents consulted for this evaluation. **Parents of children who participated in LSS almost uniformly described noticing improvements of their children in school, pointing to high effectiveness of the remedial and homework support services provided at Makani.** Importantly, **the interactive, play-based methodological approach employed by the programme was generally assessed very positively and has been seen as characterised by higher quality than the one employed in state schools.**

The actual level of satisfaction with the learning support varied across the Makani centres: **locations where English, science and computer classes were offered were rated higher than those where the educational offer was limited to Arabic and Maths.** Consultations with drop-out children and their parents revealed that the basic literacy and numeracy lessons for OOSC provided at Makani centres are effective insofar as they allow children to gain a basic level of reading and writing and simple numerical skills. However, no children will be able to fully benefit from the skills gained without their parents' support. Currently, some groups of Jordanian and Syrian children are still prevented from going back to school by their families who prefer them to work and earn money.

With regard to LS, the enrolment targets were exceeded by three partners (Mateen, ICCS and IMC) and UNICEF, and nearly met by others. Achievement of targets concerning those who completed the learning cycle was challenging for all IPs. For the social innovation curriculum (Phase I), despite the delay in implementation of these services across the centres the vast majority of the IPs were very close to achieving the targets. This cannot be said for Phase II (described in the next chapter). Nevertheless, across the centres visited, facilitators and parents

"Saba can stand in front of audiences and make a speech; she is super." (R6, facilitator)

"Mohammad is a talented photographer, his personality improved and he receives offers of education and work." (R6, facilitator)

reported **great progress in children's emotional development, noticing great improvement in their self-confidence, ability to speak up and communicate more effectively.** Notably, many observers noted that children participating in Makani activities started expressing their emotions and dreams, for instance by drawing what they feel. Other respondents believed that participating in Makani activities helped children and youth in

discovering and cultivating their talents. Overall, the importance of interpersonal, conflict and stress management and communication skills gained by children, adolescents and youth at Makani centres cannot be overstated. Socialising with youngsters of the opposite sex was also highlighted as an important benefit of Makani, helping children and youth to develop their abilities to fully participate in the society.

Empowering youth and communities

Despite some positive effects of the Makani programme for youth through the provision of technical training and encouragement of civic engagement, the effectiveness of the Makani programme for youth is to some extent limited by several challenges. While the attainment of targets for technical training fared the least favourably of all components under outcome 1, its importance for helping children and youth transition to adulthood was widely highlighted. Almost all IPs for whom information was

"A male youth has benefited from a hairdressing course and now he works"
(RO, facilitator)

Figure 7: Children learn photoshop skills at the YCB centre



Source: YCB Monthly Progress Report, November 2018

available recorded enrolment rates in technical training well below the target rates (indicator 1.2.7). YBC was the exception, as it reported achieving enrolment rates almost three times higher than the target. Similar findings were observed for completion rates (indicator 1.2.8) and the number of cycles completed (with the exception being JRF which met its target of one completed cycle) (indicator 1.2.9). At the same time, however, youth who participated in the trainings reported a high level of satisfaction and perceived improved chances of successfully entering

the labour market in the near future. As illustrated by the quote above from one of the centre facilitators, the programme has allowed some young people to already achieve this goal.

Partly due to shortages of full-time employment or further study opportunities, Makani graduates often join the youth councils and continue to participate in the programme, although in a different capacity. Often, youth council members assist the facilitators in implementing activities, initiate awareness campaigns and help find solutions to communal challenges. For instance, one respondent interviewed recalled the notable efforts of the youth council in the Zataari camp which organised a campaign to bring the issue of stray dogs to the attention of relevant stakeholders. While extremely valuable for continued personal development, participation in youth councils will not replace the engagement in income-generating and livelihood-supporting opportunities so desired by youth.

Youth have been seen to develop and engage in socially valuable community projects in the locations where youth-led initiatives and SIL were organised. Across the age spectrum, children and youth beneficiaries' were witnessed to overcome social exclusion, improve their self-esteem and confidence to interact with the world.

Overall, the outcomes for youth led initiatives and volunteering, when available, suggest that those services are particularly lagging behind when compared to the targets, again emphasising the difficulties related to the effective and successful provision of services for youth in Makani.

Based on available data (information was not available for Mateen, JRF and UNICEF), only ICCS and IMC met and exceeded their targets for youth-led initiatives (indicator 2.1.1). The actual completion rates, unavailable for Mateen, JRF and UNICEF were exceeded by IMC, while not met by other partners (indicator 2.1.2). The number of initiatives was achieved by Mateen, ICCS and IMC (indicator 2.1.3). Information on enrolment rates and completion rates for social innovation (Phase II) was only available for YBC and ICCS, neither of which met their targets (indicators 2.1.4

and 2.1.5). Similar results can be observed for the number of projects implemented as a part of this curriculum and the number of cycles completed (indicators 2.1.6 and 2.1.7). Delays in the launch of this new Makani component resulted from the need to organise recruitment of staff, provide lab facilities and necessary trainings to newly employed personnel. With regards to post-programme referrals, none of the partners for whom information was available met their target (indicator 2.1.8).

Nevertheless, the youth-led initiatives and social innovation services yielded considerable value-added to both the personal development of youth and social cohesion of their communities.

Guided by the knowledge obtained from LS training, within the framework of the former, youth groups devised a range of innovative products. For instance, Mohammad from one of the Zataari centres produced a water cooler running on batteries which also allows for charging the mobile phone. Other projects included a bicycle for disabled persons which runs on solar energy, a YouTube page designed to raise health and hygiene awareness among children, an alarm devise, an electronic eraser, an automatic translator and plenty of daily-use objects made from recycled materials. Figure 8 presents a selection of some of the most notable youth-led initiatives (success stories). Given their aims of solving pertinent community challenges, many of these initiatives appear as effective methods for enhancing the well-being and civic identity among refugee and host communities. In contrast, the social innovation labs component did not seem to be implemented widely and the evaluators did not come across any projects led by youth organised within the social innovation labs framework. Accordingly, it was challenging for the evaluators to make extensive observations about the effectiveness of the social innovation activities implemented in the evaluated timeframe.

Figure 9. Selected youth-led initiatives implemented at JRF centres

Supporting children with special needs at the Baej JRF Makani centre

Supported by the Makani centre staff and volunteer teams, Jahed, a Makani participant, sought coordination with the Esaam volunteer team to provide three wheelchairs for children with disabilities living in the camp.

“If you don’t need it, we need it” initiative

Youth at Makani led the implementation of an environmental initiative aimed at promoting the idea of recycling in the society and encouraging other children and youth to volunteer in the environmental sector. They collected spare materials from households shared information about the concept of recycling and re-use with other children and their families. From the scrap material, children and youth produced items that have subsequently been used for the purpose of storytelling for children in the ECD component.

“Health is happiness” initiative

In the spirit of encouraging exercise and working towards one’s goals, as well as building young boys’ confidence and healthy competitive attitudes, Makani youth organised a football championship for males at a local school. Throughout the competition, positive messages about winning and losing and the role of sport in stress management were propagated.

Source: JRF Progress Report November 2018

Child protection and safety

In 2018 Makani brought some significant results in the field of child protection. One of its most important successes lies in the fact that it managed to create a fully safe place for children and youth. Four partners and UNICEF managed to highly exceed targets for enrolment in CP programmes, whereas the others were very close to meeting them (indicator 3.1.1). The number of vulnerable children accessing ECD programmes in 2018 was below the expected value, similarly to the social innovation labs, due to the later start of the implementation of this component. With regard to community-based parenting programmes, only Mateen, ICCS and UNICEF attained the planned enrolment rates, whereas IMC and EAC were nearly there (indicator 3.1.4). The participation rates in CP and communication campaigns were greatly met or even highly exceeded by all the partners (indicator 3.1.5).

"My four years old son became aware of his protection rights, mainly what is considered physical and sexual abuse. I heard him explain to his siblings what he learnt in Makani regarding protection issues - I was so proud of him." (R5, parent)

Positive findings of Makani influence **on children's awareness of their rights contributing to enhanced social and emotional well-being** (outcome 3) were collected during the fieldwork conducted as part of the evaluation.

Both children's and parents' awareness about child and human rights was strengthened, potentially impacting entire families and communities. The interviewed

facilitators and parents noted that the participating children became aware of the concepts such as child labour, GBV, domestic violence and sexual abuse, as well as their consequences. The respondents believed that rights awareness has increased the likelihood of young beneficiaries reporting such issues and seeking help. While no specific cases of this have been identified, the high level of trust and affection that Makani children and youth feel towards their facilitators further encourages children's reporting of abuse and mistreatment. Importantly, children were reported to pass the knowledge they gained about child rights to others, potentially inducing the positive effects outside the centres.

Children protection is a core principle adhered to in Makani centres regulated with specific procedures. Makani SOPs includes three elements important for maintaining and improving safety at the centres: periodic performance reports, monitoring of facilities and training of facilitators. The system encompassed in SOPs (UNICEF's field visits, IP field coordination visits and IP reports) allows for identification of shortcomings in the centres' safety dimension and responding accordingly. Makani SOPs envisions a number of obligatory training for staff, including a five-day training course on SOPs among the agencies and referral courses relevant to managing CP or GBV cases. Examples of training and workshops listed in camp centres progress reports for 2018 include training workshops on the CP manual, HR orientation sessions to explain the BDC/UNICEF Code of Conduct, Child safeguarding and PSEA policy or workshops for volunteers addressing Child Labour Assessment tool and refresher SGBV/Protection case SOPs referral. Improvement in monitoring of CP training attendance is recommended, as currently there are gaps in data on staff progress in this area and it is difficult to conclude how effective this segment is. For the time being, success of the broader safety approach can be measured partly through the scope of referrals done in this area. This indicator provides some insights into effectiveness of overall safety approach and can be partly interpreted as sign of Makani's ability to both identify potential victims and create emotionally safe space for them to open up and talk about experienced violence.

"At Makani I feel like home, as if I were between my parents" R2, child

Makani has been largely successful in providing safe spaces for children and young people. Children and youth reported feeling good and safe at the centres.

Referring to the programme indicators, the number of operational safe spaces (number of functional Makani centres that provide comprehensive services – LS, LSS, and community-based child protection) (indicator 3.2.1) was one of the three indicators within Outcome 3 met by all partners for whom data was available. Interviewed parents repeatedly underlined the importance of Makani being safe in contrast to bullying and violence experienced by their children at schools and on the streets. An overwhelming majority of children consulted during the evaluation expressed their love for Makani facilitators. Interviews with facilitators revealed that convincing parents of centres' safety was fundamental for children participation, in particular in the case of girls. Female beneficiaries appreciated having space and activities attended only by girls which allowed them 'to do and say what they wanted'. Parents highlighted the fact they could feel relaxed as children were secure, without the need for their supervision. With the exception of singular complaints by children about bullying at the centre (one boy was reportedly removed from Makani for violent damaging of equipment), beneficiaries overwhelmingly reported feeling 'safe and happy' at Makani.

"We become very happy when we see the MOSD bus comes to pick us up from school; it is like we are in jail and want to go to Makani. We like feeling free in Makani" Children, R13

Physical safety and basic needs of the beneficiaries at the centres are of paramount importance and are principally secured. All partners had the minimum required number of functional centres. Joint Partnership Reviews and Field Monitoring reports indicate that all partners met the

*"We are provided with sessions that make us forget our pain and suffer".
R3, child*

targets related to the number of centres with improved solid waste collection and disposal and which maintain clean WASH facilities and access to safe water. Focus group discussions in ITS, however, revealed concerns among parents and facilitators about hygiene at the tents and the lack of bathrooms or water tanks. On the other hand, some of the partners did not meet the target for the number of children reached through hygiene messages and who received hygiene non-food items (the activity was stopped due to funding constraints). There are areas which require improvement and material conditions vary largely between centres. In ITS, for example, children stated they felt safe at Makani due to centres having electricity which children lacked at home. But beneficiaries in host communities were less concerned with such fundamental facilities and requested computers. In the camps, evaluators noticed for instance insufficiently secured water tanks, walls and play areas requiring upgrade as they were potentially affecting children's physical safety. In other instances, the lack of separate bathrooms for boys and girls was raised. Issues of concern were mainly related to children on the way to the centres: stray dogs and overall poor safety on the roads. Centres located in ITS offered much more basic facilities (few chairs and mattresses) compared to the centres in the camps and HC. The lack of cooling and heating appliances was brought up. Many centres would benefit from additional rooms and children requested better sport facilities and playgrounds.

Referrals

In relation to referrals, progress was achieved notably in terms of increasing the number of referrals for GBV services in ITS. However, considerable room for improvement remains for referrals in HC and referrals to formal and non-formal education programmes, as well as post-programme referrals. The achievement of the targets regarding referrals to formal and non-formal

certified education programmes was particularly challenged in ITS centres. In contrast, the targets concerning referrals for specialized CP and GBV services were only achieved for ITS centres. This is an important improvement as insufficient number of referrals in ITS was marked as area for immediate address in the previous Makani assessment report. It must be noticed however that, in total, GBV accounted for only 0.49% of all referrals made in 2018, while the broader category of social protection referrals (including violence) stood at 12%. This data points towards the need for improvement which can be partially achieved by increased training of staff.

According to Bayanati data, in 2018 5,748 referrals of 5,053 individuals were made in total. Some 4,747 individuals were referred once, 279 – twice, 25 – three times and two – four times, indicating that the majority of referrals were effective in that no need for repeated intervention was observed. Most frequently, in 2018 beneficiaries were referred to education (69% of all referrals). Some 44% were referred to FE, over 17% to NFE and 8% to FE double-shifted schools. As many as 16% of the beneficiaries were referred for protection, 9% for health and less than 1% for food or basic needs services. A significant majority of referrals (73%) were made by HC centres; 20% were made by centres in ITS, representing a sizeable progress compared to the findings of the previous assessment in 2017, where referrals from ITS were extremely low; and well below 1% of referrals were made by centres in camps. The effectiveness of referrals differed by IPs, with a few partners being responsible for the vast majority of referrals made. Forty-four percent of referrals were made by centres run by ICCS, 19% by JRF, 9% by Mateen and almost 7% by IMC. While consultations with stakeholders revealed numerous cases of successful cooperation with schools on tracking the referrals effectiveness, this has not been carried out systematically and was not recorded in Makani programme monitoring system for administration purposes either.

4.3 Impact

This section describes the tangible outcomes achieved by the Makani programme (QI1) and examines the impact of the programme, i.e. – vulnerable communities are socially cohesive and provide opportunities for children and youth to fulfil their potential (QI2). It firstly focuses on the outcomes that Makani has achieved in the educational performance of beneficiaries, including those not enrolled in formal education (QI3, QI4 and QI5). Subsequently, the impact of Makani on the engagement of youth in livelihood opportunities through increasing their entrepreneurship capacities, employability and creating employment is discussed (QI6). Thirdly, findings on the impact of Makani on beneficiaries' socio-emotional well-being, including awareness of one's rights and improved life skills are presented. Throughout the chapter, differences in programme results in terms of sex, social group, economic status, and geographic location, alongside any unintended impacts that Makani has had, are considered (QI7).

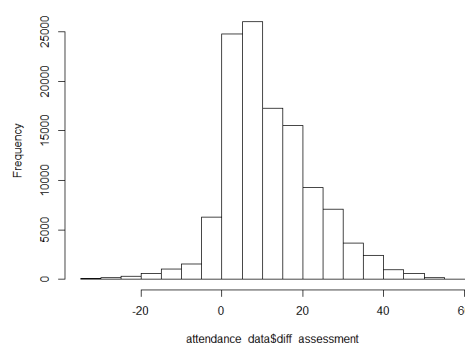
4.3.1 Educational performance

To assess the impact of the Makani programme on the educational performance of beneficiary children and youth, the evaluation team relied on the results of the quantitative analysis of the administrative records available in the Bayanati database. In particular, we used data on pre- and post-assessment results that were available for the following five subjects: Arabic, Mathematics as well as Better Parenting: zero to three, centre 4 to 5 and community 0 to 8. The insights obtained from the Bayanati data analysis were supplemented by the findings from focus discussions. The analysis from quantitative and qualitative findings underlies our answers to questions IQ13 and QI14 on the learning outcomes of the most vulnerable children and youth, including those not enrolled in FE.

The overall differences between the post- and pre-assessment scores indicate that attendance at Makani has improved children's and youth's Arabic and Mathematics skills as well as the adults' parenting skills. In more detail, out of those attendance records for which assessment information was available, 92% scored higher in the post- than in the pre-assessment. Just under 3% scored more or less the same in the two assessments and just under 6% scored lower in the post-assessment compared to the pre-assessment. **While the test scores improved on average for all four subjects, the biggest difference can be observed for Arabic skills** (16.4 points), followed by Mathematics (12 points) and Better parenting zero to three (8.4 points), community 0 to 8 (5.4 points) and centre 4 to 5 (5.2 points). In line with these results, the vast majority of the children participating in the focus groups reported reading and writing better, as well as improving their Mathematics skills. On the other hand, substantially less adolescents reported improvements in any of these aspects. This is, however, due to the large number of non-responses and non-applicability. In addition, the majority of children participants and some of the youth participants reported that they are better at school since attending Makani. Again, the lower number among youth is likely related to the fact that a smaller proportion of adolescents attend these classes.

The histogram presented in figure 9 provides the distribution of the differences in the scores for all available attendance records. As can be seen from the figure, most attendees who performed better in the post- assessment, improved their scores by more than 0 and less than 20 points, a smaller fraction improved their scores more substantially (by 20 to 40 points) and a yet smaller number of attendees managed to improve their scores by as much as 40 to 60 points. The majority of those who performed worse in the post-assessment experienced a drop of approx. 5 points (a substantially smaller fraction experienced a drop of 5 to 20/25 points), suggesting that the drop in the skills level for the aforementioned almost 6% was fairly small.

Figure 10. Distribution of the differences in the scores for all available attendance records



Source: Authors' calculations based on Bayanati data

An examination of the breakdown of the improvements in Arabic and Mathematics by various individual and household level characteristics has confirmed that **the intervention has contributed to improving the learning outcomes in Mathematics and Arabic of the most vulnerable children and youth, albeit for many vulnerable groups, the improvement rate was lower than for the overall population of attendees.** To assess the effectiveness of Makani in targeting the most vulnerable groups, we have looked at how the differences in the pre- and post-assessment scores varied by gender and nationality as well as whether there were any differences based on disability status, FE attendance and work status and household characteristics.

The improvements in Arabic skills for both females and males were approximately at the same level and amounted to 16 points. There were substantial differences based on nationality, as Syrians improved their skills by around 15 while Jordanians by 17.5. Children and youth belonging to a minority group (predominantly Dom) performed significantly worse than the remaining attendees (less 14-point difference compared to over 16).

Children and youth with disabilities appear to have improved their Arabic language skills to a greater extent than those with no disability status (over 17.5 for mild disabilities and just under 17 for more severe disabilities as compared to 16.3 for those with no difficulties). With regards to attendance status, it appears that children and youth who attended FE improved their Arabic skills

more than OOCs (16.5 point improvement as compared to 14.5). Our results also suggest that children and youth who are engaged in labour improved their Arabic skills the least (11 points as compared to 14 for unemployed youth and 16 for those not engaged in labour). Attendees from households located in ITS benefitted the least from Arabic classes, followed by those from camps and finally HC who benefitted the most (10.5 as compared to 15 and 18). Attendees coming from female headed HHs performed slightly worse than those from male headed (16 as compared to 16.5 difference between post- and pre-assessment scores) and those coming from unemployed HHs as well (15 points difference compared to 16.5 for part-time employed and over 17 for seasonally and full-time employed). **Overall, the programme has succeeded in improving the outcomes in Arabic of the most vulnerable children and youth; however, there are some important caveats as several vulnerable groups experienced below average improvement rates.** Namely, Syrians, individuals belonging to a minority group, those who are not attending FE and those engaged in labour have experienced a lower than average level of improvements. With regards to HHs characteristics, attendees belonging to HHs located in ITS, which are unemployed and/or are female-headed also experienced a below average performance improvement. Thus, these groups seem to be somewhat lagging behind with regards to the progress made, compared to the remaining groups.

When looking at Mathematics skills, again there were no real differences in the improvement rates between females and males (around 12-point difference for both), while Syrians appear to have had a lower level of improvement than Jordanians (just over 11 compared to almost 13). Those belonging to a minority group (predominantly Dom) also performed similarly to the remaining attendees. Disabled children and youth performed somewhat better than the rest (13.3 for more severe, 12.9 for mild as compared to 12.2 for no disabilities). Also, similarly, to the results reported for Arabic skills, children and youth who were engaged in labour improved their Mathematics skills the least (6 points for non-compatible labour and 9 points for compatible compared to 12 for those not engaged in labour and 14 for unemployed youth). There were no big differences based on attendance status (those attending and not attending FE both experienced an improvement level of approx. 12 points). Finally, individuals from HHs located in ITS have experienced the lowest rates of improvement, followed by individuals from HHs located in camps and HC (9 as compared to 10 in camps and 14 in HC). Those coming from male headed HHs performed somewhat better than those coming from female headed HHs (12.2 compared to 11.9) and those coming from unemployed or part-time employed HHs benefitted less than those coming from full-time or seasonally employed HHs (over 11 compared to over 13). **Overall, the Makani programme has also succeeded in improving the Mathematics skills of the most vulnerable groups but there is room for improvement as, again, several of these groups did not improve as much as the remainder of the Makani beneficiaries.** The effectiveness of the Mathematics programme appears below average for (i) Syrians, (ii) children and youth engaged in labour, and (iii) children and youth coming from HHs who are located in ITS, unemployed or partially employed and female-headed. Again, there is no clear relationship between attendance rates and improvement rates, suggesting that other reasons are behind the fact that these specific vulnerable groups are lagging behind.

When assessing whether there were any differences in Arabic and Maths results in terms of sex, different groups, economic status, and geographic location, we again also relied on the results of a regression model (presented in Annex 6.5), whereby the level of skills improvement (defined as the difference between the post- and pre-assessment scores) depended on a combinations of individual-, HH and program-/subject- level characteristics. The analysis was conducted in the same fashion as the one looking at attendance described in the effectiveness section.

While the regression results are largely aligned with those of the descriptive analysis, they do suggest, in contrast with the descriptive findings, that Syrian nationals had higher improvement rates than Jordanians (everything else held equal). Furthermore, the results for Mathematics specifically also suggest that attendees from HHs located in ITS improved the most, while the descriptive analysis suggests the opposite. **This implies that while Syrians and attendees located in ITS, on average, had overall lower improvement rates, this is due to confounding factors rather than due to nationality or location specifically.** That is, it is likely that Syrians and those based in ITS perform worse because they attend centres where the average improvement rate is lower, given the significant differences in average improvement rates between IPs. It is also possible, given that Syrians and those coming from HHs located in ITS are more likely to be engaged in labour, that working has a negative effect on the progress of these groups. **These findings suggest that Syrians as well as children and youth living in ITS are facing specific barriers that other groups do not necessarily face, which hinder their progress in both Arabic and Maths.** What is more, the results show that the attendance proportion (the number of days attended by number of total days required) is strongly and positively correlated with improvements in both Arabic and Mathematics. In other words, **children and youth who attend classes more frequently improve their skills in Arabic and Math to a (much) greater extent, confirming Makani's positive impact on the skills of children and youth.**

Due to a shortage of data, limited observations with regard to changes in school enrolment in the locations of Makani can be made. Considering the direct impact of Makani alone on school enrolment, in 2018 5,232 children have been referred to schools from all centres for which data was available.¹⁶⁰ Locations where ICCS, JRF and MoSD run the Makani centres had referred the most children to school, each referring over a thousand individuals to the state school system.

4.3.2 Livelihoods and civic engagement

Makani has been seen to improve the potential of youth to engage in income generating activities as well as the community and the broader society in a number of ways.

Acquiring and strengthening a range of life skills and an ability to think innovatively has been reported to strongly impact the beneficiaries' ambitions and capacity to conceive a future that they desire for themselves. In fact, the majority of young people interviewed demonstrated a high level of ambition, boosted by a prevalent belief that the skills gained at Makani centres will help them develop a career.

I want to be an educator providing awareness sessions to children and youth" (R5, youth)

Many young people consulted for the evaluation expressed the desire to open up a business or become successful in their preferred field. Helping others through their work was an often voiced aspiration. In addition, a large proportion of youth who participated in the social innovation curriculum felt that the sessions enabled them to start thinking about innovative business ideas, from conceptualisation of socially beneficial projects to identification of potential funding sources. Through the provision of seed funding to selected project ideas rated as having the highest potential to succeed and benefit the society, Makani further increased some youth's chances for decent livelihoods. In some centres, however, linking youth to private funding sources has not materialised.

Young beneficiaries' chances for livelihoods creation were the most significantly improved by the technical training provided at some centres. As described in the effectiveness section,

¹⁶⁰ Data on UNICEF centres missing

although short in supply, technical training allowed some beneficiaries to obtain work outside of the Makani setting. In addition, as elaborated on below, Makani has provided direct employment to hundreds of Syrians who work in the centres as facilitators. Although Makani is supposed to support transition to adulthood and does not aim at securing employment of young people, some success stories of young people finding employment after attending Makani were collected during the fieldwork. However, in the absence of follow-up assessment of labour market situation of Makani graduates 6 months or one year after completing the course, the evaluation of this aspect of Makani is limited. Further studies will be needed to investigate what barriers to employment young people face and if Makani addressed any of them.

However, Makani has had some direct positive impact on the employment of vulnerable Syrians and Jordanians through creating work places itself.

While centre managers are often persons internal to the IPs themselves, the vast majority of facilitators were recruited from within the refugee and other vulnerable communities. Although not without downsides, such as long working hours and modest remuneration, employment as a facilitator has given many young people, including previous Makani beneficiaries a livelihood opportunity. In 2018, over 800 refugees benefitted from employment in Makani centres, representing an overall cash injection of around JOD 130,000 monthly. The importance of this impact should be underscored especially in areas where unemployment rates are high. By creating employment in such regions, and stimulating economic activity through a multiplier effect, Makani directly contributes to social cohesion in areas where little investment has often been made otherwise.

Makani offers good opportunity for facilitators to gain experiences and to have a source of income in particular in South areas. Those areas have the highest unemployment rate in Jordan. Makani is an option available to them in the meanwhile. (R13, centre manager)"

"It's important to mention that Makani didn't change the educational system but became a motivating factor. Demand [for a different teaching approach] is in place due to those kids who spend time in Makani centres where they have access to things [to which] they don't have access to in schools [...]: tablets, innovation labs, social support. That has been a mind shift that UNICEF made." (UNICEF, representative).

In addition to employment, Makani has been seen to offer the chance for professional development for teachers and social workers as they became exposed to a holistic, child-centred approach, regular trainings and a range of interactive, play-based methods recommended in the Makani curriculum. Compared to more traditional ways of teaching and development facilitation at schools, Makani offers a way to gain a unique experience that the facilitators can later use in other professional settings. During field visits, cases of teachers and students transferring their knowledge about educational techniques gained at Makani were recounted. As this happens, there is potential for Makani to influence the approach, methods and

teaching materials utilised in the state system.

Undoubtedly, the diverse youth-targeted services at Makani foster a sense of social responsibility and consequent civic engagement among the programme's young beneficiaries.

The evaluation revealed that through the strong emphasis on social utility of a range of innovation initiatives promoted at Makani, the programme cultivates a spirit of social responsibility and ownership of community challenges among the youth beneficiaries. The evaluators consider the large numbers of former Makani students who continue their engagement in the intervention as volunteers even after graduating from it as a solid evidence of such impact. As noted by an ICCS representative, Makani helped to create a culture of volunteering among the vulnerable children

and youth, equipping them with the empathy and enthusiasm for social work that is required for a harmonious and inclusive society that Makani strives to contribute to.

4.3.3 Socio-emotional well-being

By providing safe spaces, community-based protection, educational support and life skills training, Makani fosters inclusion and improved sense of belonging, confidence and pro-social behaviour on the part of the programme's children and youth beneficiaries. Across the Makani centres, respondents

"We learnt how to respect the opinions of others even if they are opposite to ours" (R5, youth)

observed great changes in the young beneficiaries' ability to speak up and interact with others. Numerous cases were recounted of previously-withdrawn children who started actively participating in the classroom and interacting with their peers and teachers more freely since joining Makani. Many respondents believed that due to Makani, children began to understand and control their emotions much better than before. Thanks to this, their relationships with peers were also said to have significantly improved. Both children and youth admitted that, as a result of participation in Makani services, they learnt how to communicate with others and deal with different views and even conflict situations, essentially increasing their tolerance and interpersonal skills. Further, by bringing together different nationalities and social groups through play, study and projects, Makani also contributes to improved social relations within the society more broadly. Notably, as opposed to the state-school environment where mixing of Jordanians and Syrians is limited as the two groups often attend different shifts, Makani promotes intercultural interaction, thus contributing to trust-building between different societal groups.

Makani was also found to have played an invaluable role in increasing the beneficiaries' resilience and ability to cope with problems as well as to tackle cases of social isolation and even early marriage and child labour. Makani helped many marginalised and isolated children to participate in education and community life and thus enjoy their rights to play, learn and be psychologically helped. Facilitators and parents observed that as a result of participation in Makani activities, their children's motivation to attend school has increased and that their general behaviour improved. Through outreach, Makani staff reported to have mobilised many children who were otherwise kept in isolation at home, forced to work to support the family and prepared for being brides. The story of 15-year-old female refugee living in Zataari was one of the many accounts the evaluators heard of children assured the right to have a childhood, to play, to interact with their peers. When her mother was approached by a Makani facilitator, the teenager was described as a "very inactive person, shy and lacking self-confidence" and belonging to a conservative family. After participating in Makani classes for some time, she became much more confident and having discovered her pedagogical talent, she started providing lectures to her peers. Her story has been published in the camp periodical magazine, "The Way". A case of another participant from Zataari revealed that Makani helped her overcome severe anxiety caused by the bullying she faced in the state school which led her to discontinuing her education. After learning about life skills and how to protect oneself from bullying, the girl re-gained her mental balance and was said to have returned to school again and reported facing no more bullying.

Crucially, many parents who benefitted from Makani parenting sessions and awareness campaigns said that their attitude to raising their children has changed. Respondents provided the examples of parents re-sending their children to school and abandoning the use of corporal punishment. Having acknowledged that, FGDs with facilitators and parents revealed that parents

are often sceptical about child protection activities. While these have somewhat been addressed through the introduction of the integration approach in 2019, the observation highlights the need for continued awareness-raising about the importance of child rights among parents.

By effectively contributing to vulnerable children's and youth's educational performance, livelihoods and civic engagement as well as socio-emotional well-being, Makani plays a significant role in advancing social cohesion in Jordan. At the community (and potentially national) level, social cohesion is strengthened as adolescents and youth improve their educational performance and livelihood opportunities. At the individual, classroom and centre levels, social cohesion, as defined by the children themselves, is achieved by providing an environment in which children "feel safe, happy and comfortable, and they can build bridges with other children."¹⁶¹ Makani achieves this not only by providing a safe place and a deterrent for children and youth from engaging in potentially risky and harmful activities, but also actively cultivating rights awareness, a sense of belonging, confidence, trust building, pro-social behaviours, tolerance, participation, inclusion and resilience among its young beneficiaries. As a result, it is highly likely that participation in Makani will help its young beneficiaries to successfully negotiate physical, intellectual and social challenges and achieve their potential not only during childhood and adolescence, but also in their adult life.

4.4 Efficiency

The following section presents the findings on Makani programme's efficiency in 2018 (QEF1, QEF2 and QEF3). It attempts to analyse efficiency both in terms of the relations between inputs and outputs, but also monitoring and management arrangements applied in the intervention. We first briefly discuss the Makani budget in some detail. We then focus the analysis on the actions taken by UNICEF in 2018 to improve the programme's efficiency and, finally, comment on some issues identified during fieldwork which could merit UNICEF's attention for the benefit of the programme.

For the purpose of this section, the evaluators analysed observations and evidence gathered from interviewees during fieldwork (in particular UNICEF staff, IP representatives, Makani staff in visited centres, community leaders and direct beneficiaries) and Makani documentation, including e.g. financial information, as well as monitoring and evaluation data.

4.4.1 Makani budget

Financial information provided by UNICEF suggests fair and justifiable allocations of resources between Makani components and other costs, but the conclusion is based on expenses *planned* for one type of Makani implementation – in HC. As noted earlier, information on the forecast budget for 2018 implementation of the Makani approach in HC, as the most comprehensive, offers insight related to funding allocations for that year for specific Makani components.¹⁶² Two-thirds of the budget were allocated to the core components of the programme (incl. LSS, CP, ECD, LS, innovation, safe and accessible centre and outreach). The remaining types of costs budgeted for the implementation of Makani in host communities in 2018 included: direct management (i.e.

¹⁶¹ UNICEF (2018) Towards a Child-led Definition of Social Cohesion

¹⁶² It is important to highlight that the information received by the evaluators on the budget for Makani implementation in host communities contained costs as planned and *not* those actually incurred. The actual expenses, as reported by UNICEF, were lower than the initial budget, as shown in the preceding paragraph. However, we discuss this data since it is the only one showing the breakdown into components and, as such, offering insight as to how resources are divided within the programme.

management staff directly involved in the implementation of Makani), indirect management (i.e. management staff who deal with Makani indirectly or within their broader mandate, e.g. general management at IPs), operational costs, transportation and other costs. Of these categories, direct management and transportation costs were allocated the highest amount of resources,

The evaluation revealed that the transportation component of the programme presents a substantial cost, yet is highly desirable among beneficiaries and removes important barriers to participation in Makani.

While cuts in transportation costs could present a saving potential, it is not evident from the evaluation that this would translate onto the highest value for money.

Findings from fieldwork suggest that distance to the centre poses a challenge to participation. In some centres,

If the bus is not available we won't send our children, because we live in far areas. (R11, parents)

in a response to the evaluators question, the children observed that there are potential other children who do not enjoy access to Makani centres due to the long distance separating the centre and their place of residence (e.g. FGDs with children in centres: N6, N7, N10, N11, N16; FGD with parents in R13). In one of the centres, children made a specific recommendation to increase bus rounds in the summer holidays to bring more children who live far from the centre (R4). The manager in another centre noted that reaching more vulnerable beneficiaries was, in fact, possible thanks to adding a second bus round to pick up beneficiaries who are residents in far locations (R14). The results of some other interviews suggest that provision of transportation removes some of the barriers to accessing the Makani programme (e.g. FGDs with parents in centres: N12 where

"We don't allow our female and young children to come alone but by bus; the centre is far from our houses and the area is dangers for these two categories" (R7, parents)

mothers bring their children with a taxi as they live far away and the centre pays for their transportation; R11). **While the evaluators agree that distance will always be an issue regardless of the centres' location, they would also observe that, where transportation is not available, it could disproportionately affect the poorest children who**

cannot afford the cost and girls whose parents fear for their safety on the way to the centre (see e.g. interviews in centres: R0, R7). In fact, transportation proved to be an incentive for parents or a factor in their thinking when making a decision about sending their children to the centre or attending it themselves (e.g. interviews in centres: N13, R4, R11, R12). As such, provision of transportation may have important influence on the effectiveness of Makani, and this has to be factored in when analysing transportation costs in light of efficiency.

It should be appreciated that UNICEF itself and IPs show awareness of the need for transportation and that it was, in fact, often provided in the course of 2018. Better donor recognition of the importance of this component and allocation of sufficient funds would, however, be desirable. Where possible, cheaper transportation options could be sought as long as this would not affect the children's safety. In fact, a representative of one of the IPs noted during the interview that the organisation was able to reduce transportation cost per child, through carrying out new tenders, . One solution proposed during a KII with an IP to cut the costs for transportation was that IPs should be allowed to purchase vehicles instead of renting or outsourcing them.

4.4.2 Developments to improve efficiency in 2018

The effectiveness and impact sections above show that the Makani resources are used to achieve a wealth of positive results, outcomes and impacts for programme beneficiaries and communities overall. With full cost-effectiveness analysis impossible, as noted under the research limitations

section above, **the evaluators would like to appreciate a number of steps taken by UNICEF in 2018 with a potential to improve programme's efficiency.**

The second round of rationalisation initiated in June 2018 holds significant promises for improvements in the balance between programme inputs and outputs. Following the process, the MoSD's engagement was scaled up, partnerships with some NGOs and INGOs were phased out and cooperation with some IPs whose performance was weaker was terminated. Some centres in less vulnerable areas or in overserved districts were also closed down.¹⁶³ In the evaluators' view, the reduction in the number of centres creates opportunities for substantial savings but also better distribution of resources. The listed actions should help channel the funds towards those IPs and centres which can use them to achieve the greatest benefits for the greatest number of beneficiaries. However, since sufficient pre- and post-rationalisation data, in particular financial, were not available for the evaluation team, further specific analysis will be necessary to make a conclusive assessment on the exact efficiency gains from this process. This is the more important considering that alongside its potential to reduce costs and help streamline financial management, the rationalisation also entailed an inherent risk that some populations would be deprived of close access to Makani centres and negatively impacted (see also the effectiveness section which discusses rationalisation).

With a potential to improve programme efficiency, in 2018, UNICEF took over from INGOs the management of Makani centres in the camps, opting for the so-called direct implementation. As reported by UNICEF staff, the reasons for this were at least two-fold, including the need for achieving savings due to cuts in funding, but also the desire to "syrianize" the provision of Makani services in camps (i.e. to entrust the majority of the roles to be performed within the centres to Syrian volunteers). **As UNICEF reported, direct implementation allowed the organisation to make substantial savings as compared to previous years.** In 2017, the estimated cost of running Makani centres in Azraq and Zaatari was just over USD 13 million.¹⁶⁴ The cost of running the Makani programme in camps in 2018 amounted to USD 5 million, which would suggest a saving of USD 8 million. At the same time, following a rationalisation exercise conducted in both camps in 2018, the number of centres in Zaatari was reduced from 27 in 2017 to 13 in 2018, while in Azraq – from 15 to 9.¹⁶⁵ Therefore, some of the savings could probably be attributed to the rationalisation process more than direct implementation. The exact attribution would require more analysis beyond the scope of this evaluation. Either way, **UNICEF's efforts to cope with the increasing financial pressure within the programme should be underlined and applauded.**

In managing the camp centres, UNICEF relies on the services of the contractor – the BDC. The engagement of an independent contractor has a number of important advantages. The BDC takes care of human resources and daily maintenance of Makani centres (e.g. cleaning, provision of equipment, supplies etc.) in camps, allowing UNICEF staff to shift focus from administrative matters towards the supervision of Makani implementation. In the evaluators' assessment, such an arrangement enables a more efficient use of UNICEF's own resources. Had the recruitment of staff for Makani centres been carried out by UNICEF itself, it would consume much of its staff's time that could otherwise be devoted to substantive work. In this context, it should be noted that the recruitment of facilitators in the camps is a particularly challenging task in light of the scarcity of appropriate qualifications in their confined environment. The BDC also act as the entity directly contracting facilitators, which further supports efficiency.

¹⁶³ UNICEF (2018), Makani. Rationalisation Strategy – Phase II.

¹⁶⁴ UNICEF, document shared by with evaluators concerning the shift to direct implementation.

¹⁶⁵ UNICEF, document shared by with evaluators concerning the shift to direct implementation.

Apart from rationalisation and direct implementation, the new integrated approach (i.e. combining child protection and life skills with Arabic and Maths) constitutes yet another systemic change expected to improve the efficiency of Makani. As the approach has only been implemented since March 2019, the evaluation – being focused on the period from January 2018 to January 2019 – cannot authoritatively answer the two questions related to the introduction of this approach.

4.4.3 Monitoring and evaluation mechanisms

UNICEF's deep engagement and devotion to its flagship programme is evident in a large amount of effort that has been channelled to ensure smooth management and monitoring of Makani. The complex monitoring and evaluation mechanism was described under section 2.2.1. It should definitely be assessed as very comprehensive. It involves both the efforts of IPs, which report monthly against a set of indicators, and UNICEF, which itself is consistently engaged, including on the ground, in close monitoring of the programme's implementation in line with the results framework. Below we would like to highlight some elements which we believe to be particularly worth appreciating and those which raised some concern during fieldwork.

The evaluators believe that field monitoring conducted by UNICEF is an important opportunity to gather relevant data on the programme's progress, but also to be in touch with the first-line staff and beneficiaries in individual Makani centres. UNICEF team conducts regular field monitoring, supervising both the conditions on the ground, resources and performance. For the purpose of monitoring, a form is available which captures comprehensive information about the centre, its facilitators, beneficiaries, conduct of specific sessions and implementation of teaching methods, referrals, pre- and post-assessments, feedback from beneficiaries etc. In the period between January 2018 and end of September 2018, 294 visit were conducted and 1,374 observations recorded on the UNICEF system, an effort clearly worth underlining. This includes 272 visits to Makani centres in host communities and 22 to camp centres.¹⁶⁶ **The monitoring data provides extensive information and valuable (both quantitative and qualitative) feedback to the Makani management which allow for formulation of relevant recommendation and should, in the evaluators' view, enable UNICEF to take relevant actions and continuously improve the programme's functioning.**

For tracking the beneficiaries and the programme's progress, UNICEF uses the Bayanati system. As noted throughout the evaluation, **Bayanati constitutes a valuable resource for programme management and staff in individual centres** (see interviews in centre N1, KII-IP-1, KII-IP-2, KII-IP-3, KII-IP-5). In particular, it provides comprehensive data on the beneficiaries participating in the services. Its analysis can, therefore, help make decisions concerning provision of specific services. Most importantly, however, Bayanati allows for tracking performance of the services almost in real time by comprehensively presenting the attendance of beneficiaries in specific services in each of the centres. This is of course the key to the programme's success and achievement of final results. The evaluators' experience in trying to determine the effectiveness and impact of Makani in 2018 shows that, while good for tracking activities and description of the programme's beneficiaries, Bayanati may fall short of capturing results and outcomes, which limits its analytical potential. However, the establishment of this system has to be seen as a great achievement and its development should be encouraged with the view to enhancing its beneficial potential for Makani staff.

¹⁶⁶ UNICEF (2018), Makani Field Monitoring Wrap-up and the Way Forward, 8 November 2018, provided to evaluators by UNICEF.

"The target is exaggerated and illogical. We already informed UNICEF about that" (camp centre, manager)

"The target imposed by UNICEF is too ambitious". (R9, facilitators)

Within the Makani monitoring and evaluation system, **during the interviews with Makani staff, targets were the element which raised the most concern in Makani's functioning.** Facilitators and managers – in all types of centres – frequently considered them as too high or too ambitious (e.g. interviews in centres: N1, N4, R1, R2, R3, R4, R5, R8, R9, R10, R11, R12, R13). Some believed that the targets do not correspond to the demand or capacity of their centres (e.g. N1, R2, R3, R11, R12). In some cases, high targets apparently resulted in overcrowded classrooms, although such feedback was presented in only one centre. As reported by UNICEF, the standards applicable to Makani allow for a maximum of 25-30

children in one classroom. Compliance with this standard is regularly monitored and if more children are observed in one class, this is flagged to the IP. However, the facilitators who complained about overcrowding noted that the target in their case was in fact between 25-30 children, but the caravan they used as a classroom could only host 18 children. In some interviews, the facilitators also referred to the specificity of the centre's location (rural or conservative region) or type (ITS centre) which made target achievement more difficult for various reasons, e.g. engagement in child labour or conservative treatment of girls (e.g. interviews in centres: N4, R2, R5, R12, R13). Importantly, UNICEF monitoring data of November 2018 formulate a recommendation to adjust the beneficiary numbers based on centre

"UNICEF focuses on the target when auditing Makani centre's work; tightening [pressure] by UNICEF caused stress to Makani workers; our focus is on the target and documentation not the quality and content. Some conditions should be taken into consideration by UNICEF when auditing Makani centres; such as Ramadan month, the cold weather and school exams period".

"The target's auditing has overwhelmed and confused Makani centres and killed our motivation."

(R8, facilitator)

capacity and on the identified needs in the area.¹⁶⁷ Some facilitators also expressed concern that the target for Ramadan was the same as for other months throughout the year, whereas retention of beneficiaries over this period posed a significant challenge (e.g. interviews in centres: R8, R9, R12, R13). In general, interviews in some

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of the centres suggest that staff have to achieve specific monthly targets. Some interviewees noted during interviews that the focus on high targets negatively reflected on the quality or overshadowed the quality aspect in the work to be performed (e.g. interviews in centres: R8, R10, R12, KII-IP-1). In general, part of the interviewed facilitators perceived the targets to be *imposed* by UNICEF rather than goals to be achieved and agreed upon between UNICEF and partners.

There is a discrepancy between how the interviewed Makani staff in centres perceive the targets and the target-setting process as described by UNICEF. According to information received from the organisation, targets are set up jointly with IPs. Both the centre capacity and territorial needs are factored in, and the targets are also established with reference to the baseline from previous years. Further still, targets are specified per year and not per month. In UNICEF's view, this allows the Makani centres to catch up after those months, such as e.g. the Ramadan, when the interest or retention in the programme are lower. In this context, it is important to note that the complaints related to targets also came from Makani centres in the camps where UNICEF directly implements

¹⁶⁷ UNICEF (2018), Makani Field Monitoring Wrap-up and the Way Forward, 8 November 2018, provided to evaluators by UNICEF, p. 23.

the programme. **The identified differences between the process itself and its perception by Makani centres' staff may suggest that the latter are not sufficiently familiar with the procedures and could benefit from more information on the establishment of targets.**

However, **fairly consistent feedback from interviewed respondents on targets may actually point to the need to review the approach and the end values sought.** The evaluators would like to observe that the targets are frequently not met, albeit in some components and on some indicators more than others (see the section on effectiveness). Naturally, many of the targets are met or even exceeded, which has to be applauded. The feedback from Makani staff on this issue should not, however, be ignored or dismissed on this account, as achievement may also come at a fairly large price, including staff being overwhelmed, stressed, frustrated, etc. (see further below). To the evaluators' knowledge, some organisations (e.g. Save the Children) test implementation approaches which resign from targets altogether.

4.4.4 Facilitators as important resource

As revealed in the course of fieldwork, **the facilitators are a great strength of the Makani programme, carrying the bulk of its implementation. The evaluators gathered overwhelmingly positive feedback on facilitators from children and youth.**

"The thing we like the most are facilitators." (R4, youth)

"We like the facilitators; they are extremely good." (R5, youth)

Unfortunately, a significant proportion of interviewed facilitators, in particular in host Makani, feel stressed, overworked, frustrated and underappreciated (see interviews in centres: R4, R5, R8, R9, R10). Targets discussed above and big workloads seem to contribute to these feelings. During interviews, some facilitators expressed dissatisfaction at the lack of care for their psychological condition and moral support,

as well as scarcity of incentives to work (e.g. R9, R10, R13, R14). Some expressed the need for more training in various areas such as e.g. case management, protection, referrals (e.g. R5, R7, R9) and for training certificates (e.g. R1, R6, R8, R9, R13). At the same time, facilitators are committed to providing children with the best possible services and display additional initiative. They value the Makani programme and express appreciation of its various components. For example, in one of the centres the facilitators noted that Makani services were priceless and that Makani programme did not buy the community trust, but gained it (R12). In the evaluators view, **investment in good communication and relations with line staff, as well as in their well-being, including**

"UNICEF doesn't listen to us". (camp centre, facilitators)

"Facilitators are not consulted when Makani management take crucial decisions, such as increase the target or change the curriculums." (R10, facilitators)

psychological, will greatly benefit the programme, especially when the funds become even more limited and further demands are placed on facilitators. The results from fieldwork suggest that the feeling of being listened to (of receiving appropriate attention) has the potential to affect the facilitators' perceptions.

"[We recommend] to apply the specialization method; we can't do all the work demanded".

"Sometimes we work on Saturdays; but there is no compensation for that according to the labour law." (R8, facilitators)

"The deskwork is too difficult; we are requested to file and document each worksheet in each child's file. Sometimes we have to work on Saturdays because of the workload".

(R9, facilitators)

Unlike in host communities or ITS, facilitators in camp centres have a feedback mechanism in the form of the Makani Volunteer Satisfaction Survey which allows them to regularly communicate their perceptions to UNICEF. The results of the Makani Volunteer Satisfaction Survey for December 2018 conducted in the camps suggest that the mood among the camp staff seems to be better than in host communities. The staff in camp Makani feel that: BDC team members provide them with a good degree of support and guidance (54 agree, 25 strongly agree out of 88 respondents); BDC focal point cares for them as people (84 agree, including 42 strongly); support and technical guidance provided by the UNICEF focal point/site-supervisor is sufficient for the needs of Makani volunteers (49 agree, 33 strongly agree out of 88) and UNICEF site supervisor for their centre seems to care about them as people (48 strongly agree and 37 agree out of 88 respondents). Perhaps the survey or a similar, simple feedback mechanism could also be implemented in HC to enable HC staff to contact UNICEF and UNICEF to regularly hear the important feedback. Another option could be a simple yet direct (i.e. not mediated through IP management) complaint mechanism, as some Makani staff expressed the need for direct contact with UNICEF.

Among the practices which have the potential to decrease the programme's efficiency, employment of facilitators based on short-term contracts should be tackled separately. As revealed during FGDs with facilitators, the duration of their contracts varies between three to six months, with different practices being observed even in centres run by the same IP. Interviewed facilitators observed that short-period contracts increased their sense of employment instability and insecurity. This practice, in conjunction with other factors (e.g. noted above), may contribute to staff rotation in Makani centres, an issue noted previously in the 2017 assessment of Makani.¹⁶⁸ The challenge related to staff rotation was, in fact, underscored by UNICEF itself during the conducted KIIs. The evaluators could observe this first hand in one of the centres where the FGD had to be conducted with staff employed in 2019, as the previous 2018 personnel was replaced. While lack of employment security is a problem underscored by facilitators and staff rotation was frequently assessed as a negative development by children during FGDs, it also carried implications for efficiency. Frequent staff changes necessitate repeated organisation of introductory training on the multiple aspects of Makani implementation. Further still, being rather introductory such training has limited potential to develop and deepen the impact of the Makani intervention. As a result of drainage of resources, children cannot benefit from the accrual of practical knowledge and expertise among facilitators. At the same time, in the evaluators' view, the facilitators' working conditions do not seem conducive for their developing a deeper sense of loyalty and attachment towards the programme. Albeit, despite those circumstances, many declare a sense of mission related to Makani and supporting children in their development. Not only is thus the cost of staff increased by the need for repeated recruitment and propaedeutic training, but the potential for achieving even better results and positive outcomes for children is also decreased. That good facilitators can move the programme forward can be seen in the interview with youth in one of the centres. They wanted their facilitators to come back and activate the initiatives and enterprises components, as currently, there is no new initiative in their Makani centre (R4).

4.5 Sustainability

The following section focuses on the sustainability of the Makani intervention in 2018 trying to investigate if the interventions yielded national ownership (QA1), if the model could be further replicated (QS3) and what the strengths, weaknesses and opportunities of the current programme

¹⁶⁸ AAN (2017), Assessment of The Makani Integrated Programme Jordan. Final report, pp.16-17.

are in this regard (QS2). It is based on the material gathered during the fieldwork conducted by the evaluation team, namely the interviews with UNICEF and IP staff, as well as with KIIs conducted in individual centres.

With decreasing international funding, but a non-decreasing demand for Makani services, the need for building sustainability becomes all the more pressing. The evaluation has shown that sustainability constitutes one of the foci of UNICEF's thinking about the future of the programme. In fact, as reported by UNICEF, a sustainability strategy was developed in 2019. During KIIs with UNICEF staff, the evaluators saw an attempt to deeply and meaningfully involve IPs in the process of developing the right solution, which is a prerequisite for a successful transition of Makani into the future. Thus, UNICEF's effort should be applauded.

As the evaluation shows, actions with potential to increase sustainability have already been taken based on the principle of nationalisation and an understanding that increased national ownership can strengthen programme sustainability. In 2018, almost all Makani centres were transferred under the management of national IPs, including a number of NGOs and the MoSD. International partners, in turn, were almost entirely phased out, with IMC as the only exception and UNICEF itself as an implementer in the camps. What is more, according to information provided by UNICEF, IMC will also be phased out by August 2019.

On various grounds, the increase in the national ownership of the project should be assessed positively. Such a change generally guarantees that programme's implementation is entrusted to entities rooted in local communities, possessing deeper knowledge and understanding of the specific contexts on the ground. They may, thus, enjoy more trust among the parents and attract more children. Nationalisation also gives an opportunity for the programme overall to engage more local staff, offering employment and improvement of qualifications, developing and strengthening civil society, which in the long run should benefit children and youth in the country. Further still, in general the IPs chosen seem to offer a degree of stability, as they had operated before the programme was initiated and are likely to continue operations and mission, at least to some extent, once UNICEF withdraws, since their goals are aligned with the Makani programme.

As indicated above, nationalisation / national ownership was pursued through two different implementation strategies – implementation by national NGOs and MoSD. Each of those solutions has its strengths and weaknesses, as well as specific implications for sustainability, which are briefly presented below.

The involvement of national NGOs in Makani implementation – at the moment these are ICCS, EAC, YBC, JRF and Mateen – offers a number of advantages. As private entities, CSOs can usually be perceived as more independent. They enjoy, at least to a certain extent, the luxury of staying away from country politics and, if appropriately trained and experienced, can draw funding from a variety of sources, including foreign donors. Their decision-making processes are more dynamic and less formalised than those of public entities, so are the procurement procedures.

However, structuring Makani implementation around NGOs would not decrease the programme's financial dependence on donor contributions, which have been scaled down over recent years. Jordanian NGOs would have to be able to mobilise substantial funding without benefiting from the strong position enjoyed by UNICEF as a recognised international organisation. At the same time, the current level of Makani co-financing by national NGOs proves rather modest. The financial data provided by UNICEF for Makani implementation in host communities show that UNICEF's contribution towards the budget for national NGO IPs reaches as much as 88 to 90 per cent.

Qualitative data collection conducted for the purpose of the evaluation confirmed the rather limited contribution among NGO IPs so far to mobilising external funding to finance Makani. Notable inputs are made through payment for centre premises by ICCS, which also showcased the capacity to ensure financing of meals and transportation for children. JRF-Alrayan Charitable Association reported successes in ensuring additional support for Makani beneficiaries from local companies and individuals, but without further details. The association also build relations with donors, such as the Canadian Development Agency or the Australian Development Agency, but, according to its representative, has not been able to obtain additional funds for Makani via this channel. Similarly, based on the information from interviewees, EAC has also communicated with donors, but so far ineffectively. The preceding observations suggest that **reliance in the implementation of Makani on national NGOs may not be optimal from the perspective of sustainability, unless the NGOs built their fund-raising capacity**. Given the promising performance of NGOs as IPs, as glimpsed during this evaluation, UNICEF's investment in their capacity could be the right strategy for future sustainability, as it would help prepare them for future challenges related to ensuring appropriate resources to continue Makani.

At the same time, the bulk of the Makani offer falls within the scope of *state* responsibilities towards children under international human rights law, in particular CRC. To pass onto NGOs a full responsibility for implementing Makani, in particular organising funds would run the risk of misplacing these obligations from the state onto the civil society. In this light, **the involvement of governmental actors is highly justified in terms of international state obligations**. This solution is also being tested as part of the current Makani implementation.

*"I suggest handing over the program to a public entity to guarantee its sustainability."
(R12, community leader)*

The second nationalisation option tested in the Makani programme at the moment involves the MoSD as an implementing partner. The two rounds of rationalisation conducted by UNICEF in 2016 and 2018 aimed, among others, at greater

institutionalisation of the programme through participation of governmental actors, as an alternative to the solution based on NGOs. In 2018, the MoSD's engagement was scaled up to include 20 centres.¹⁶⁹ Additionally, MoSD enjoyed a priority when choosing centres to close down as part of the rationalisation process.

The evaluators see **clear reasons behind the involvement of governmental bodies in the Makani programme**. The intervention has reached a grand scale, encountering a plethora of needs among the local populations. It requires institutionally strong and financially viable partners which will be able to carry the programme and its positive outcomes through, once UNICEF withdraws, even if the latter presents itself as a rather distant possibility. The potential strengths involved in governmental implementation include, among others:

- Country-wide coverage,
- Infrastructural capacity, also spread in regions,
- Stable financing earmarked in state budget and thus also higher capacity to co-finance interventions when funding from external donors requires substantial own contributions,
- Availability of human resources centrally and locally,
- Capacity to leverage close relations with other state actors,
- Capacity to support the intervention through a large number of other actions and achieve additional synergies.

¹⁶⁹ UNICEF (2018), Makani. Rationalisation Strategy – Phase II.

However, **institutionalisation also presents specific challenges**. The quality of governmental involvement depends on the values and policies promoted at the time, as well as the political will of individual decision-makers. Governmental policies are dynamic and reliant on quickly changing internal and external factors, including shifting sentiments of the public. Individual personalities and convictions of stakeholders, in turn, often cannot be easily influenced. With other commitments or in face of economic hardship, the government may not be inclined to prioritise an intervention which did not originate from its own program. The position of an implementing ministry within the governmental structure can critically influence the implementation of the programme, so the choice of the right governmental actor – not only in view of their thematic relevance but also political strength – has crucial importance for future sustainability of an intervention. Some projects/programmes, especially as comprehensive as Makani, may fall within various institutional mandates. This could mean that governmental actors may display only partial interest, while in some areas their mandates could overlap, leading to disagreements over specific responsibilities.

While the challenges listed are serious and could actualise at any time, at this point the **involvement of MoSD as a governmental actor by UNICEF and strengthening of cooperation should be seen as a positive step** which, if developed in the right way, could lead to greater sustainability of the intervention as a whole. The willingness of the MoSD to cooperate with UNICEF should be seen as a value. The mandate of the ministry corresponds to Makani's mission and the network of MoSD centres all over Jordan can constitute a basis for further Makani implementation.

However, in **practice cooperation with MoSD on the Makani approach is not devoid of difficulties**. As revealed during the evaluation, the quality of infrastructure and equipment in some MoSD centres may be an issue. Importantly, this matter was already indicated in the previous assessment report. In one centre, the floor needs urgent repairs, as it poses a risk of collapsing. Another centre, in turn, does not have a printer, copier, cabinets, chairs or a water cooler. MoSD centres have their own territorial mandates, which means that people who live outside their territorial coverage could possibly be refused services and sent to other institutions based on that fact. While this was not revealed as a common practice during fieldwork, it should be considered as a significant circumstance, considering that public institutions enjoy less flexibility in shaping their activities on a day-to-day basis due to legally established mandates. The situation of facilitators in the MoSD centres, including e.g. employment conditions and their treatment, would also merit careful scrutiny from UNICEF. Further training for facilitators on SGBV referrals would be necessary for them to be able to adequately respond once they come across such cases.¹⁷⁰ These difficulties do not prejudice the future of institutionalisation through MoSD, but the manner in which they are overcome will serve as a litmus test for the institutionalisation approach in general.

It is also important to note that not all aspects of Makani may be equally interesting from the MoSD perspective. As noted by its representatives during the interview, youth is not a major priority for the ministry, even if young people are targeted in some activities run by MoSD. Hence, the **cooperation with MoSD could be supplemented by cooperation with other ministries**. The Makani intervention also thematically falls within the remit of the Ministry of Education and the Ministry of Youth. Both institutions share an important strength in the form of a network of institutions all over Jordan. In the case of MoE, these are obviously schools, but MoY runs its own youth centres. The cooperation with the latter could be a particularly good match. For once because the MoSD has a limited focus on youth, but also in view of the weaker offer which the

¹⁷⁰ The evaluators received information that three additional training sessions on referrals were conducted in the first half of 2019.

Makani foresees for this beneficiary group. One of the interviewed community leaders noted that youth centres are a well-equipped space where young people could pursue vocational training, but also other types of engaging activities with involvement of new technologies. She saw an opportunity in establishing referrals of youth from Makani to these centres. The more so considering that UNICEF has already been working with MoY, e.g. supported MoY through all 155 youth centres across the country on youth skills building and engagement services. While these are not Makani-targeted services, with their focus on older adolescents and youth, they may be a foundation to build upon. And, as reported by UNICEF staff, the cooperation is to be continued in 2019. The evaluators believe that the resources of the MoY could complement the current Makani offer with great benefit to children and youth.

Direct implementation described above, introduced as a major strategic change for UNICEF in 2018, can also have a learning potential for the organisation in terms of sustainability. For once, it can give an opportunity for UNICEF to test private sector involvement in the project. It could help gauge the extent to which private actors would be willing to engage and in what capacity. Surely, as BDC, private companies could be contracted to conduct administrative work, but other arrangements are also possible and desirable. In particular, direct implementation could help UNICEF to verify the extent to which private actors are willing to engage as donors, be that of funding, human resources, infrastructure or equipment. If interest was declared, UNICEF could also test various legal and practical solutions on how to accommodate private actor involvement in Makani implementation.

"Networking will benefit the sustainability of Makani if funding ends". (R10)

In addition to the above-discussed models, specific current aspects of the programme could be improved to enhance future sustainability of Makani. Some respondents noted that creating more **connections with the local community** and networking would translate onto greater sustainability in the

future. Such activities, in fact, have been initiated e.g. through youth-related projects (see also section on effectiveness). Another opportunity was recognised in developing the culture of volunteering around the centres. In some centres, the respondents noted that such a culture is lacking in Jordan. One of the interviewed community leaders went as far as to suggest that volunteers could in the future carry the bulk of Makani's implementation (R14). Unlike the community leader in another centre (R12), this one did not see public entities as so well-suited to continue with Makani.

"The volunteers could handle the sustainability of Makani; as it's so difficult for the public entities to host the Makani program." (R14, community leader)

Finally, it is also perhaps useful to note the **environmental sustainability** of the programme. In many of the visited centres, the facilitators and managers complained about the scarcity of supplies. Some noted the need to print a lot of materials, including pre- and post-assessment tests. This aspect could also form an area for improvement.

V. Conclusions and lessons learnt

The evaluation of the Makani programme in 2018 resulted in identification of a list of strengths and weaknesses of the programme from the perspective of the main evaluation criteria. These are presented below:

Strengths of the Programme in 2018

Relevance

The Makani programme is highly relevant to national and UNICEF priorities in Jordan, as well as to the advancement of CRC and SDGs. The changes made to the programme in 2018 further strengthen this conclusion. For once, the inclusion of ECD responds to the significant demand for such services in the country. While the second round of rationalisation, giving more ownership to local NGOs, is positively aligned with bolstering national capacity and resilience of national systems.

The evaluation testifies to the high relevance of Makani services (in particularly, English and computer classes, ECD program) to the needs of children, especially younger. The programme also offers significant benefits to vulnerable groups such as children with disabilities, children living in ITS or OOSC. As the fieldwork revealed, Makani presents an attractive and important opportunity for female beneficiaries, both girls and women (mothers), to receive education and psycho-social support, as well as to socialise with their peers and engage in meaningful activities outside home.

The conducted analysis reveals high complementarity of the Makani programme with other interventions and underscores synergies that either have been or could be achieved in the future. This concerns interventions currently implemented by UNICEF, such as e.g. Hajati cash transfers, but also national programmes which UNICEF helped establish, such as DropOut and CatchUp. Importantly, with its interactive methods, as well as emphasis on play and development beyond education, Makani also complements the official school system.

Finally, in relation to relevance, the programme's flexibility in provision of services at the IP and centre level has to be highlighted. It creates opportunities for consistent adjustments of the services to the needs of beneficiaries and other stakeholders, with proper appreciation of local context and future challenges.

Effectiveness and impact

The openness of the Makani programme to all groups of beneficiaries, regardless of their nationality, ethnicity, sex, disability etc. constitutes its undisputed strength and allows the programme to contribute to equity and social cohesion in Jordan.

The complex outreach strategy recognises the different needs of Makani target groups and proposes diversified channels of reaching the most vulnerable. The programme is largely successful in catering to children and youth from vulnerable households. A lot of positive evidence on the effectiveness of this strategy was gathered during the study.

Makani has established itself as a multi-dimensional programme that offers a comprehensive set of services. Ample evidence presented in preceding sections confirms its successes in empowering

beneficiaries at an educational, psychological, social and civic level. For once, quantitative analysis has shown the programme's capacity to increase beneficiaries' performance in Arabic and Maths. The results of fieldwork, in turn, underscore beneficiaries' and their parents' appreciation of the applied approach and their recognition of achieved progress in less quantifiable dimensions. Positive effects of the programme directly reported by beneficiaries and their parents included great improvements in the children's emotional development, self-confidence, ability to speak up and communicate more effectively; added value of youth-led initiatives and social innovation services both for the personal development of youth and their communities; children's improved awareness of their rights, contributing to enhanced social and emotional well-being; fostering a sense of social responsibility and consequent civic engagement among the program's young beneficiaries. Importantly, fieldwork also shows that locations where English, science and computer classes were offered are rated higher by respondents than those where the educational offer is limited to Arabic and Maths, which shows that such extension of services, where it applies, is a significant strength of the programme.

High effectiveness in creating safe spaces for children should also be underscored as an important strength which attracts participation. Safe environment created in individual centres builds on the fundament of relevant procedures for monitoring, staff trainings, but also staff devotion to the Makani mission. As a result, the vast majority of children and youth feel good and safe in their Makani centres.

Additionally, the evaluation has shown positive impact of the Makani programme on addressing local labour market inefficiencies by providing direct employment opportunities (as well as professional development opportunities) to vulnerable Syrians and Jordanians within the Makani programme.

Efficiency and sustainability

UNICEF's great engagement to ensuring both efficiency and sustainability proved evident throughout the evaluation process. There is consistent effort to make improvements in both dimensions to respond to the shrinking donor involvement. Importantly, a number of steps taken in 2018, in particular the second round of rationalisation and direct implementation, offer such potential.

Significant efforts were made within the programme to increase the national ownership with phasing out of INGOs, increasing the involvement of national NGOs and MoSD in Makani implementation offering a number of undeniable advantages.

The programme's highly developed monitoring and evaluation arrangement offers a wealth of frequently updated information which can feed into the decision-making process. The Bayanati system proves to be an exceptionally valuable tool in monitoring the programme's implementation and tracking beneficiary participation. The Makani management is, thus, fully enabled to accurately tailor their responses to actual developments on the ground.

Weaknesses of the Makani Programme in 2018

Relevance

One of the perceived weaknesses in Makani's relevance, as identified during the evaluation, was its limited offer to respond to the specific needs of youth, such as employment-related skills, labour

market orientation sessions, vocational trainings, mentoring and coaching in labour market transition (including for entrepreneurship).

While it should be acknowledged that Makani is not able to respond to the needs of persons with severe disabilities, challenges were also noted in proper recognition and response to the specific needs of children with physical disabilities. It is the evaluator's more general impression that the specific focused needs assessment would be useful to address Makani's deficiencies and use its full potential to cater for this groups of children.

Effectiveness and impact

As the evaluation revealed, a non-ignorable number of Makani drop-outs, i.e. those who were enrolled in Makani but did not end up attending Makani services, needs some more consideration and strategy to address this challenge.

The evaluators also observed that some centres struggle to provide the full set of Makani services (e.g. those in ITS), despite the need for such services having been identified in the target population (e.g. ECD, social innovation labs, English and computer classes).

The rationalisation in August 2018 appears to have had a negative impact on programme accessibility for some of the most vulnerable groups, in particular on children with disabilities and dropouts from FE.

The evaluators also identified some areas for improvement in the functioning of the referral systems, as the actual referred cases in 2018 were below the expected targets and weak follow-up system over the referred cases was found to be a problem.

Some challenges remain in terms of the programme's impact on improving the learning outcomes of the most vulnerable children. Overall, the programme has succeeded in improving the outcomes in Arabic and Maths of the most vulnerable children and youth; however, there are some important caveats as several vulnerable groups experienced below average improvement rates.

Efficiency and sustainability

The target levels within the Makani programme raised frequent concerns among Makani staff, in particular facilitators, and were criticised as too high or not adjusted to the conditions on the ground. There seems to be a lack of common understanding among Makani centre staff of the target-setting process, including the considered factors. The Makani centre staff feel their perspective is not accounted for to a sufficient degree.

Some challenges with respect to institutionalisation of the Makani programme persist and require immediate response. In terms of institutionalisation, cooperation with other governmental actors than MoSD could also be developed further to enhance the programme's long-term sustainability.

Increasing the national ownership through engagement of NGOs still entails a significant reliance on donor funding. Consequently, it is accompanied by the need to increase the capacity of NGOs to conduct effective fund-raising.

As compared to the [previous assessment](#) findings, in 2018 the programme succeeded in several areas: outreach component has been largely improved; Bayanati has grown and matured as a system which offers multiple venues for monitoring and data analysis; overall monitoring

standards and procedures expanded, transition to partnerships with local organisations and MoSD progressed. At the same time, several areas for growth and improvement identified in the 2017 assessment have not been fully addressed: the recommended establishment of linkages with youth networks was not effective, nor was referral to employment opportunities for youth. Monitoring of training and staff capacity development was only partially improved, and the general issue of poor staff retention remains problematic. Feedback on referrals also remains to be improved.

The following **lessons learnt** could be derived from implementation of the programme in 2018:

There is room for better collaboration with Makani facilitators. Great rapport between children and facilitators is Makani's unquestionable asset and as such UNICEF's recognition of the challenge with staff retention is an important starting point for ensuring continuity of qualified facilitation. Evaluation revealed that facilitators have different understanding of how beneficiary targets are established and feel pressured by the targets, they are not happy with short employment contracts and would benefit from appreciation of their work and psychological support in view of mounting financial pressures on the programme. Given UNICEF's and facilitators commitment to the programme, there is space for constructive dialogue.

While rationalisation of the programme's running costs and reduction of some expenses are necessary, limitation of the services through the process negatively impacted beneficiaries, which could be useful to reconsider. For example, meals/snacks and hygiene kits are considered very important by the beneficiaries and were repeatedly brought up during focus groups with children, youth and parents alike. While rationale for limitation of these services is clear, given how fundamental the need for food and basic hygiene is among the children, this programme reduction affected beneficiaries substantially.

Makani benefits from comprehensive quantitative and qualitative monitoring mechanism, but lack of periodic data aggregation on the level of the entire programme limits opportunity for quick overview of progress. Integration of inputs from individual IPs and field monitoring visits into a larger document (for example an annual or bi-annual report) would allow for better internal progress monitoring.

Work with local organisations and MoSD has its unquestionable benefits to Makani's sustainability, but requires substantial assistance, especially to ministry-run centres in order to ensure quality of services. The year 2018 was a year when collaboration with Jordanian governmental and non-governmental partners was most extensive to date in the programme's history. This intentional transition could benefit from comprehensive investment in partners' capacities in order to uphold Makani's commitment to quality.

Gender cohesion is a complex issue and given traditional (patriarchal) set up of many communities targeted through Makani requires careful programming. Makani achieved high levels of girls and young women enrolment and this certainly is the programme's success. Yet, high levels of enrolment do not automatically translate into gender cohesion, improvement of quality of relations between boys and girls or reduction of gender stereotypes. Makani navigates between UNICEF's approach to promoting gender equality and empowerment of girls and limitations faced by girls in their communities (including families not willing to allow girls any participation in Makani or other community activities). Such work is delicate in nature, as is gender mainstreaming in largely patriarchal societies. Careful consideration of gender mainstreaming and potential female

empowerment programming (accompanied by monitoring of changes in attitudes among boys and girls) could be considered.

The evaluation revealed that one of Makani's significant contributions is how it helps beneficiaries grow personally: increase self-confidence, become less violent and better at communicating, to name only few reported improvements. It seems that this important impact area is not being fully reflected through programme's monitoring instruments and as such remains poorly visible apart from external evaluation involvement. In general, more attention paid to the change in children attitudes over time (as it is to their academic results) could do justice to the great work done through Makani in this area and the programme's significant contribution.

Makani's visibility could be increased through more extensive media coverage both nationally and internationally. Evaluators are convinced that Makani is a truly unique programme in its scope, approach and impact. What is more, it is a dynamic intervention which has been successfully evolving over time and adjusting to the changing circumstances. As such, it is a pity that the programme does not appear in media as much as it could. Increased media coverage could inspire other stakeholders to learn from Makani approach and possibly replicate its elements elsewhere. The evaluators believe that there is potential and rationale for Makani transposition in other humanitarian and development contexts. Broader media coverage could potentially be also useful in attracting more funding.

In general, follow up on referred cases as well as follow up on beneficiaries who dropped out from Makani are two issues that require attention in order to enhance the programme's impact. As one of the interviewed parents mentioned: "Makani could do more to bring back children who dropped out from the programme."

Youth remain a group difficult to target effectively through Makani. The programme's commitment to people aged 18-24, especially in light of insecure funding is appreciated, yet evaluation revealed that LS are in general considered poorly relevant to youth's needs given their personal circumstances. People age 18-24 report first and foremost a need for employment or programmes which could directly enhance their employability. While value of LS as an element indirectly enhancing young people's ability to better control their lives is acknowledged, young people seem to look through the prism of their immediate needs, and the so called 'soft-skills' are considered more of a luxury. Social innovation labs on the other hand and facilitating youth's community engagement tend to be more appreciated.

VI. Recommendations

The process of developing the recommendations was in line with the overall participatory approach of the study. In addition to collecting the views of the beneficiaries and stakeholders and the improvements to the programme suggested by them during the fieldwork, a one-day workshop devoted to the discussion of the preliminary findings and development of operationally feasible recommendations was organised. The workshop took place on the 18th of June 2019, at the premises of UNICEF's office in Amman, Jordan and was attended by Ecorys team Project Manager and Key Researcher, UNICEF Jordan representatives as well as representatives of IPs. In the first half of the workshop, a presentation of the main findings from the evaluation was delivered, followed by a Questions and Answers session. In the second half of the day, interactive engagement methods, such as group work, were used to obtain the participants' views about the study findings and their ideas for recommendations for further programming and implementation of Makani.

Based on this process, recommendations were developed in the four following areas: (1) access to Makani services, (2) quality of services, (3) enhancing long-term impacts, (4) sustainability and efficiency of the programme in the next programming period.

Building on the entire report, conclusions and lessons learnt above, below we present our recommendations in the order of priority (recommendation 1.1 being the most urgent), including the indicative responsible actors and suggested operational ways for their implementation.

Access to Makani services

1. Continue the implementation of a comprehensive outreach strategy targeting the most vulnerable children and youth, with increased focus on OOSC, girls in ITS, children engaged in labour and Palestinians who are currently underrepresented in the beneficiary pool. It is highly desirable that outreach staff undergo regular trainings on child protection and awareness raising techniques, including one-on-one conversations with parents reluctant to allow their children participate in the centres' activities. (Responsibility: UNICEF Makani management)

2. Explore the possibility of expanding Makani services to better cater to the needs of children with disabilities, including physical, who are one of the most vulnerable groups in Jordan, but for whom services are in dire shortage. Conducting a needs assessment study exploring the specific needs of children with different disabilities is strongly recommended as part of such efforts. Sourcing of professionals trained in working with children with disabilities from the vulnerable communities to be employed as staff or the introduction of appropriate referral services should be considered. (Responsibility: UNICEF Team)

Quality of services

3. Further strengthen the effectiveness of the referral system by enhancing the capacity of Makani centres' staff to apply referral practices more effectively, including increasing their knowledge on the partner organisations and their services. Makani should also adopt some form of a case management component to enable comprehensive tracking of beneficiary assistance even after their referral to partner organisations providing specialised services. The evaluators see it useful to conduct designated inquiries to diagnose the remaining issues with referrals, preventing full

utilisation of these services, preferably by way of a series of discussion sessions with the centres' field staff and partner organisations providing specialised services. On that basis, an action plan could be developed. (Responsibility: UNICEF case management team)

4. Investigate the avenues for better aligning the programme with the livelihoods-related needs of youth. Possible alterations could include: (1) further expanding the vocational training element and job search support, (2) partnering with private sector companies offering apprenticeship or job shadowing placements to young Makani beneficiaries, (3) creating a platform linking various sources of public and private funding with youth's income-generating projects, (4) expanding the referral services to include referrals to other established providers of vocational trainings in the centre's vicinity, e.g. scaling up the partnership with MoY. (Responsibility: UNICEF Youth team)

5. Devote more resources to ensuring greater retention of Makani centres' facilitators who continue to be the backbone and great strength of the intervention, but who are characterised by a high turnover, negatively impacting the quality of services and programme efficiency. It is recommended that their working conditions, especially in some centres, are upgraded and that efforts are made to convey appreciation for their work. The specific ways to do so could include extending the duration of the facilitators' employment contracts to enhance the feeling of job security among this group and creating safe feedback channels to enable communication of issues from across the centres and, on that basis, taking appropriate reaction. (Responsibility: UNICEF Makani management)

6. Investigate the reasons for relatively high drop-out rates within the programme and develop a designated strategy on how to address these. To ensure the retention of the most vulnerable beneficiaries in the programme, the curricula should sufficiently account for the specific needs of these groups. It is especially strongly recommended to integrate a gender mainstreaming approach to programming, designing a specific strategy or activities to foster gender equality and girls and women empowerment within the programme. (Responsibility: UNICEF Team)

Enhancing long-term impacts

7. Improve the follow up on children and youth performance after the end of participation in Makani to obtain better knowledge on the long-term impacts that Makani has for them to verify and, if required, adapt the programme's theory of change to ensure continued maximum benefits for the target audience. The evaluators suggest that a survey or another form of age-appropriate data gathering exercise capturing the different outcome areas (gender roles, peace, environment, personal responsibility etc.) is conducted periodically to monitor the beneficiaries' development in this area. From the perspective of adaptive management and learning, the practice of preparing annual and/or biannual reports summarising Makani-wide monitoring data, new developments and main achievements could be highly beneficial. (Responsibility: UNICEF Makani management)

8. Invest in boosting the efforts of the community committee work with local communities and organisations and identify ways in which synergies with the efforts of local community leaders, youth groups, women groups, religious groups etc. could be developed. The benefits of such actions would be two-fold. The utility of the services could be further improved in an efficient manner and local buy-in would be further secured, both factors contributing to enhanced long-term impacts of the intervention. (Responsibility: UNICEF Makani management)

Sustainability and efficiency

9. Further expand cooperation with governmental partners, ensuring that appropriate infrastructure and equipment standards are adhered to. Expanding the participation in the implementation of national actors is a necessary prerequisite for ensuring sustainability of the programme. Current relationship of UNICEF with MoSD could be used to secure further buy-in of other ministries and local governments able to support the implementation of the programme. (Responsibility: UNICEF Makani management)

10. Further capitalise on the achievements and uniqueness of Makani and improve the programme's visibility to increase international interest in the programme and attract potential donors who could join in to support the initiative. For this purpose, a designated Makani website could be established and the programme could be further promoted on international fora gathering stakeholders and international decision-makers. A series of promotional materials such as videos or promotional brochures could be considered. (Responsibility: UNICEF Makani management)

VII. Annexes

6.1 Terms of reference

TERMS OF REFERENCE FOR SERVICE CONTRACTING

Assignment	Evaluation of Makani Programme
Location	Jordan
Duration	(3 months)
Estimate number of working days	(90 days)
Reporting to	Chief of Social Protection and Social Policy

1. Justification/Background¹⁷¹

Jordan hosts more than 2.8 million registered refugees, which is the second largest refugee population in the world¹. With the Syrian crisis in its eighth year in 2018, approximately 672,000 Syrian refugees are registered in Jordan as of October, 2018, with an overwhelming majority (estimated 80%) living out of camps. However, the numbers of Syrians in Jordan including those unregistered is more than double that estimate at about 1.4 million. More than 89 per cent of the registered Syrian population is located in the northern governorates of the country.

Syrian children and young people in Jordan –remain highly vulnerable and continue to be in need of psychosocial support and case management services to address their protection needs. These children are at heightened risks of early marriage, child labour, gender-based violence, and other exploitation and abuse. Without education, protection, and support, vulnerable children and young people are at risk of losing hope, of accepting violence as normal and replicating it; undermining their own futures, the future of their nations, and the stability of the region. In short, an entire generation is at risk of being lost.

Although the Government of Jordan has provided access to schools for Syrian refugees to the extent possible, but still 31 per cent of Syrian children are out of school and gross enrolment rate for KG2 is only 9 per cent (MOE, 2017). UNICEF continues to scale up an alternative, innovative approach to expanding learning opportunities to realize out-of-school children's right to access education.

Jordan is home to 10.05 million people, where forty per cent of the population is under 18, 20 per cent between age 15-24 years, 63 per cent under 30 years and 62 per cent in the productive age between 15 to 64 years (Census 2015). The unemployment rate for 15-19 is 42 per cent and for 20-24 years, the unemployment rate is 37.7 per cent (DOS 2018). This has some huge implications for

¹⁷¹ According to UNCHR, which counts only the refugees covered under their mandate, Jordan hosts the second largest ratio of refugees to citizens and the sixth-largest refugee population in absolute terms. However, they acknowledge that Palestinian refugees are not a part of their calculations as they fall under the mandate of UNRWA.

young population, who are economically active. UNICEF Jordan has adopted a pioneering approach to support the successful transition of youth into economically engaged adults. This approach has a particular focus on young women, given the socially and gender norm that constitute barriers to a successful transition into economically engaged adults.

In order to provide comprehensive provision of services to all vulnerable refugee and Jordanian Children, UNICEF Jordan launched the Makani (My Space) approach in 2015, linking interventions in child protection – psychosocial support services; education – learning support services including KG; adolescent and youth participation (ADAP) – life skills and innovations labs; as well as integration of WASH services.

The Makani centres offer a comprehensive and multi-sectoral approach to service provision for children and young people (5-24 years old), girls and boys, families and community members. Makani aims to promote and address children and young people's full development and well-being – physical, cognitive, social and emotional – helping them shape their futures. Each Makani centre has a community outreach component as well as referral mechanisms systems. Makani centres are operated by non-governmental and community-based organisations across the country, whose staff receive a range of training necessary to deliver these integrated services. The intervention has so far reached approximately 80,000 beneficiaries and currently, around 150 centres are in place in refugee camps and host communities including informal tented settlements (ITS). They are operated under the programme cooperation agreement signed by UNICEF, Ministry of Social Development and other national implementing partners.

Makani Centres serve the following objectives:

- Provide children and young people with a safe place to connect, learn and play in a healthy and clean environment.
- Provide learning opportunities for children in Arabic and Mathematics.
- Ensure that girls and boys receive the support they need to go back to formal learning/schools.
- Provide life skills training for adolescents and youth (10-24 years) to support civic engagement, social cohesion, as well as fostering employability.
- Refer children in need, including out-of-school children, to appropriate services.
- Ensure that all children have equal access to services, regardless of gender, ability, language, ethnicity, religion, or nationality.
- Provide information for parents and caregivers about child rights, protection and gender-based violence
- Engage community members of all ages in activities that improve their social and emotional well-being.

Makani interventions is one of the flagships of UNICEF Jordan Country Programme 2018-2022. Moving into the 2nd year of the country programme cycle, with the transition from humanitarian approach to long term development programming approach, Makani interventions is currently going through the re-programming process with the modified strategy and focus. Hence, undertaking this formative evaluation is critical at this point of time. This evaluation is planned in the Board approved UNICEF Jordan Costed Evaluation Plan.

2. Objectives, Purpose and Utilities

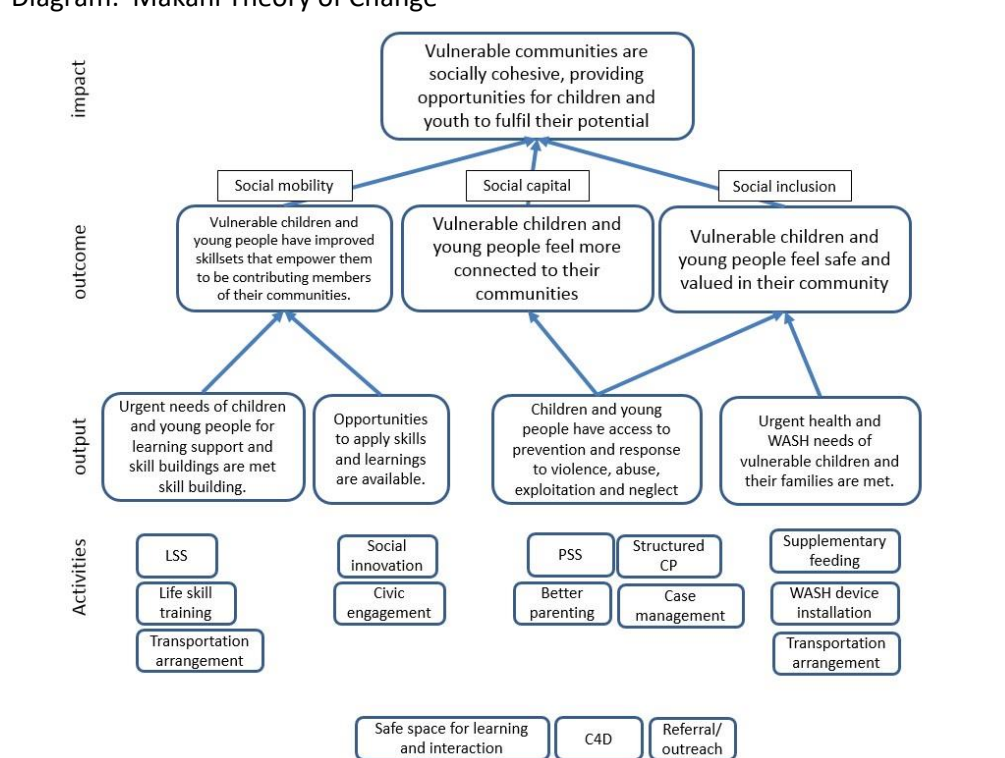
This evaluation is formative and to evaluate the on-going UNICEF-supported Makani programmes. The overall objective is to measure relevance, effectiveness, efficiency, sustainability, and impact of the programs and collect evidence and lessons learnt to present to implementing partners, donors and inform the UNICEF Jordan Country Programme especially from the repositioning and strategic shift perspective for the rest of the programme cycle.

The evaluation tries to essentially find out if the Makani interventions have helped the vulnerable children and the youth in achieving their full potential in the society as per the Convention of the Rights of the Child (CRC) through participating in the Makani interventions.

While no specific objectives are presented, gender, equity, and child rights are covered in the evaluation framework

It will do so by examining if the Makani interventions have yielded and/or have been evolving towards the intended results according to the Theory of Change (see the diagram below).

Diagram: Makani Theory of Change



As per the OECD-DAC Evaluation Criteria this ToR proposes the following evaluation questions.

Relevance

- What is the value of the Makani interventions in light with the needs of the worst-off children and young population under the current volatile economic situations in Jordan?
- How relevant is the programme strategy with regards to the overall national priorities and UNICEF Strategic Priority?
- What is the value of the Makani interventions in relation to CRC and SDGs?

Effectiveness and Efficiency

- Has the programme delivered expected results according to the ToC and the planned time frame?
- Are there any perceived changes (intended or unintended) experienced by children, adolescent and youth since they started coming to Makani?
- Has the rationalisation of Makani programme affected the extremely vulnerable children in any way?
- What are the changes observed by caregivers and service providers since children, adolescent and youth started coming to Makani?
- What lessons can be documented or challenges observed from the implementation of the model so far?
 - in reaching out to the vulnerable population and;
 - in providing services?
- How effective has Makani been in reaching the most vulnerable populations?
- Has the integrated approach improved effectiveness or efficiency?
- What are the efficiency gains of the integrated programs compared to the time before the integration approach was adopted?
- To what extent did the actual or expected results justify the costs incurred (considering the difference of Makani model and programme design for camps, host and ITS)?
- What are beneficiaries' experiences in improving their ability to seek out and participate in education, employment, personal decision making and community life?
- How effective the Makani has been in terms of empowering youth in engaging with networks, private and public sectors which support livelihood/income opportunities? What about entrepreneurial readiness of youth in terms of identification, motivation, aspirations, resources and entrepreneurial ability.
- Has the Makani been successful in providing safe space for children and young people from violence against children and gender based violence?
- Has the Makani been facilitating other projects and service provisions such as community projects implemented by the youth involved in Innovation Lab Program, access to safe water and sanitation facilities, and the application of hygienic practices?

Impact

Learning Support Services

- Has the intervention yielded any tangible outcome/impact;
 - Has the Makani been achieving children and youth personal development even if they are not enrolled in formal education? If yes, how? If not, why?;
 - Has the intervention contributed to improve learning outcomes of the most vulnerable children and youth in Mathematics and Arabic?;
 - Has the intervention contributed to increase School Enrolment in the Makani implemented geographic locations?;
 - What about long term impact in terms of Social Cohesion¹⁷² among the children and the communities?
 - Any positive or negative unintended results yielded so far?

¹⁷² UNICEF Jordan has established an operational definition for social cohesion for children.

For all the above questions, Human rights-based approach in programming (HRBAP) and gender equality are pertinent:

- To what extent were the national and local context (knowledge, beliefs, gender and cultural differences) taken into account when the Programme was designed?
- To what extent has the Programme contributed to equity over all?
- Which groups of children benefited and which did not? Why?
- Were there any differences in programme results in terms of sex, different groups (i.e. Syrian, Bedouin, urban, etc.), economic status, and geographic location?
- To what extent gender equality existed in participation, decision making and access throughout the programme cycle?

Sustainability

- To what extent the interventions yielded the national ownership? Has any tangible efforts been made to leverage national partnerships, capacities, etc.... □ Should the current intervention model be further replicated?
- What are the strength, weaknesses and opportunities of the current programme framework in terms of long-term viability and sustainability?

This evaluation will pursue the Utilisation Focused Approach. The most significant primary users include UNICEF-JCO, UNICEF-MENA Regional Office, implementing partners, community based organisations, Ministry of Social Development (MoSD), Ministry of Planning and International Cooperation (MOPIC), Ministry of Education (MOE), Ministry of Youth (MOY), MOWI and other UN agencies. There are other secondary users as well: donors, 3RP and JRP partners, and others with varied interest in the evaluation.

Overall, this evaluation will inform UNICEF, government and other agencies in formulating programmatic responses with emphasis on sustainability perspective and facilitate institutional learning.

3. Evaluation Purpose

The formative evaluation for Makani interventions will be conducted at a strategically significant point where UNICEF is trying to rationalise its Makani programs at its 3 years of the implementation. The evaluation will also cover the implementation in refugee camps where UNICEF is also managing the Makani programs for a year now.

This evaluation will assess the Makani Integrated Approach, draw key lessons, document good practice if any and make recommendations to inform scale/replicability within changing context of Jordan. The findings and recommendations will be used to influence programming, inform operational and structural changes and demonstrate value for money. The findings will be widely shared inside and outside of Jordan.

4. Scope, Design and Methodology

4.1 Scope

This evaluation is formative of which objectives include a deeper assessment of the effectiveness of different components, strategies, and listing of lessons learnt and recommendations and to inform the future of the Programme interventions for the rest of the cycle.

The implementation period which is covered by this evaluation will be from January 2018 to January 2019. It will focus on the Makani interventions which have been directly implemented by UNICEF in the refugee camps, host communities and informal tented settlements (ITSs). The evaluation will use a representative sample of Makani centres, including centres in host communities, refugee camps, ITSs, and located across all twelve governorates of Jordan.

Currently, Makani is implemented through 8 partnership agreements (CSO and MOSD) running the project components through 147 centres. The evaluation will also include a representative sample of all UNICEF IPs, including small and large IPs. This evaluation will gather data among centre/CBO front line staff/volunteers, local community leaders/committees, relevant ministries (MoE and MOSD) as well as ensure the participation of the children and young people as the direct beneficiaries and their parents/communities. A considerable amount of qualitative and quantitative data has been collected on Makani, including through Bayanati database and pre and post assessments for each programme component. It is expected that this evaluation will draw on and review available data and information, and complement this with limited primary qualitative data collection.

List of Partners by Centre Type and Numbers

Partner	Centre Type	Number of Makani centres
EAC	Host	1
Future Pioneer	ITS	21
ICCS	Host	37
ICCS	ITS	1
IMC	Host	3
JRF	Host	15
Mateen	ITS	25
MOSD	Host	20
UNICEF	Camp	22
YBC	Host	2

4.2 Time-frame

The evaluation starts in late December 2018 and conclude in late March 2019 with the submission of the final evaluation report. Total expected level of efforts is 90 working days.

4.3 Methodology

This is a theory based evaluation. Since the Makani evaluation was successfully undertaken in 2017, there is not foreseeable challenges with the evaluability of the program.

To sufficiently address the expectations of the formative evaluation, the evaluation will analyse the key components of the programme with respect to design, approach, implementation strategy and progress to-date etc., to provide a measured assessment of achievements, lessons learnt and recommendations for future scalability of the Program.

The Makani programme evaluation will be conducted using the mixed-method approach. For primary qualitative data collection, a range of methods such as key informant interviews (KIIs), focus group discussions (FGDs), and field observations will be used. Other data or information, which was necessary to answer evaluation questions may be gathered from review of secondary sources, programme database, programme documents, reports, or records available within UNICEF.

Quantitative analysis will be produced by using the secondary data, however, limited number of qualitative data will be collected to triangulate the quantitative analysis as well as to substantiate the findings on what and why some parts of the causal pathway are progressing or not progressing.

5. Limitation

The quality of some existing quantitative data may affect the accuracy of the findings.

6. Ethical Considerations

The contractor is expected to follow the **UNICEF Procedure for Ethical Standards in Research, Evaluation, Data Collection and Analysis**¹⁷³. The technical proposal must explicitly state, under methodology, how ethical considerations will be made and how ethical standards will be ensured throughout the evaluation process. The evaluation will go through an ethical review board through MENA RO's LTA.

7 . Evaluation Workplan and Deliverables

7.1. An inception report in English at the beginning of the assignment for review by UNICEF. The inception report is the output of the detailed desk review, inception missions (if any), and preliminary/informal consultations/interviews (if any), with a detailed methodology, evaluation framework, proposed data collection tools and time frame for the proposed data collection methods. This report will be circulated for feedback and approval to ensure that the evaluation is in line with the expectations of UNICEF for this exercise. A simplified evaluability assessment will be performed in consultation with key stakeholders.

7.2. An evaluation draft report in English including background, detailed methodology, analysis of data, preliminary findings and recommendations (The report should be between 40-60 pages). The report will be presented by UNICEF during a stakeholder workshop (deliverable 4.3.) that will gather key stakeholders, i.e. UNICEF staff, IPs, government representatives, donors.

7.3. UNICEF will conduct a stakeholder workshop to present the draft evaluation report to key stakeholders, discuss preliminary findings and garner inputs.

¹⁷³ http://www.unicef.org/supply/files/ATTACHMENT_IV-UNICEF_Procedure_for_Ethical_Standards.PDF

7.4. A final draft evaluation report, incorporating feedback from the stakeholder workshop and any other feedback channels. The consultant is expected to produce the final report within one week (7 days) of submission of the comments.

7.5. A final evaluation report in English and Arabic including:

- a. Executive Summary
- b. Background and Context
- c. Detailed Methodological Framework
 - i. Limitations of the Evaluation
- d. Ethical considerations
- e. Findings: analysis of data according to the evaluation questions
- f. Conclusions: should be firmly based on evidence and analysis, be relevant and realistic, with priorities for action made clear.
- g. Recommendations: action-oriented recommendations that can inform potential alternative ways of implementation for improved results
- h. Lessons learned
- i. Annexes, including: terms of reference, evaluation tools, records of data collection (interviews, FGDs, quantitative survey).

Two hard copies and the electronic version of the final evaluation report must be delivered in English and Arabic. Final Arabic translation of the report must be of high quality and subject to clearance from UNICEF. All data used should be made available to UNICEF in their final version.

7.6. A PowerPoint presentation with visuals (diagrams and graphs) highlighting key findings, lessons learned and recommendations. This presentation will be used to brief key stakeholders in both Arabic and English.

Deliverables and timeframe

(Tentative schedule based on the duration and delivery dates)

A tentative time frame for the evaluation is provided below. The evaluation is expected to be completed within **90 working days**. This might be subject to change depending on the prevailing situation on ground at the time of the evaluation.

Tasks	Deliverables	Tentative timeframe / # of days
Signature of contract		1 day
Desk review, review of existing documents, detailed methodological framework and inception report	Inception report that includes the evaluation framework, sampling methodology and the data collection tools and evaluability assessment.	By end Dec: 10 days
Presentation/circulation of inception report for feedback	Incorporation of feedback into inception report	5 days
Initial analysis and field work, i.e. primary data collection (quantitative survey, FGDs and interviews)	Primary data collection	30 days

Data analysis and draft evaluation report	Draft evaluation report	20 days
Stakeholder workshop	The draft evaluation reports presented to key stakeholders, preliminary findings were discussed	3 days
Incorporation of feedback into final draft evaluation report and submission of final evaluation report	Final draft evaluation report and final evaluation report	7 days
Translation and quality assurance of translation of final evaluation report into Arabic	Final evaluation report translated into Arabic	10 days
Presentation of final evaluation report with key findings, lessons learned and recommendations	PowerPoint presentation	By end April: 5 days

The payment will be made upon UNICEF satisfaction with the quality of the deliverables (RO will provide quality assurance and clearance for ToR, Inception report, draft report).

8. Governance and Accountability

UNICEF as commissioner of this evaluation takes the responsibility and accountability of the final product. It designates Chief of Social Protection as the evaluation manager with PME's technical support in quality assurance.

A) Evaluation managers will have the following responsibilities:

- Lead the management of the evaluation process throughout the evaluation (design, implementation and dissemination and coordination of its follow up)
- Establish evaluation reference group and convene the evaluation reference group meetings
- Facilitate the participation of those involved in the evaluation design
- Coordinate the selection and recruitment of the evaluation team by making sure the lead agency undertakes the necessary procurement processes and contractual arrangements required to hire the evaluation team
- Safeguard the independence of the exercise and ensure the evaluation products meet quality standards
- Connect the evaluation team with the wider programme unit, senior management and key evaluation stakeholders, and ensure a fully inclusive and transparent approach to the evaluation

- Facilitating the evaluation team's access to all information and documentation relevant to the intervention, as well as to key actors and informants who should participate in interviews, focus groups or other information-gathering methods
- Provide the evaluators with overall guidance as well as with administrative support
- Oversee progress and conduct of the evaluation, the quality of the process and the products
- Approve the deliverables and evaluate the consultant's/team's work in consultation with Evaluation reference group and will process the payments after submission of the deliverables that respond to the quality standards
- Take responsibility for disseminating and learning across evaluations on the various programme areas
- Disseminate the evaluation

PSEA Language

Consistent with the UN Secretary General's Bulletin related to "Special measures for protection from sexual exploitation and sexual abuse" (ST/SGB/2003/13), entities and individuals entering into cooperative agreements with an agency of the United Nations are obligated to "take preventative measures against sexual exploitation or abuse, to investigate allegations thereof, or to take corrective action when sexual exploitation or sexual abuse has occurred." Failure to do so "shall constitute grounds for termination of any cooperative arrangement with the United Nations." The Contractor is expected to have in place explicit policies related to the prevention of sexual exploitation and abuse of beneficiaries, including commitment to the IASC 6 Core Standards (IASC/2002), and the investigation of such cases. Where the contractor does not have sufficient capacity for the investigation of such cases, it should request the support of UNICEF. Reasonable suspicion of sexual exploitation or abuse of beneficiaries may be reported by any individual to UNICEF if the complainant so prefers.

9. Call for Proposals

A two-stage procedure shall be utilized in assessing the proposals, with assessment of the technical proposal being completed prior to any price proposal being compared. Applications shall therefore contain the following required documentation:

1. Technical Proposal:

Applicants shall prepare a proposal as an overall response to ToR ensuring that the purpose, objectives, scope, criteria and deliverables of the evaluation are addressed. *The proposal shall include detailed breakdown of inception phase and data collection methodology, coverage and the approach and proposed sampling to be used in the evaluation.* It should also include a brief explanation of data collection, analysis and report writing phases. *Draft work plan and timeline for the study should be included.* The Technical Proposal shall also include updated profiles/CV and Personal History Forms (P11) of the expert(s) to be part of the evaluation, and electronic copies/links of two most recent and relevant evaluations led by the proposed evaluation team leader.

2. Financial Proposal:

Offer with cost breakdown: Consultancy fees, international (economy class) and internal travel costs, Daily Subsistence Allowance (DSA), required translations and other costs. The Financial Proposal shall be submitted in a separate file, clearly named Financial Proposal. No financial information should be contained in the Technical Proposal.

Travel expenses shall be based on the most direct route and economy fare. Quotations for business class fare will not be considered.

DESIRED QUALIFICATIONS, SPECIALIZED KNOWLEDGE OR EXPERIENCE AND TEAM COMPOSITION

The evaluation is planned to be conducted by an institution or by a registered consultancy group/firm. The team will be comprised of a team leader and team member(s), ensuring gender balance with qualifications, skills and experience stated below. If the evaluation is carried out by an international firm, the team leader will ensure that a national expert is included in the team.

The selected evaluation institution will be responsible for the creation of an evaluation team. The minimum request is that the team consists of at least two experts (one expert in quantitative research and impact evaluation, and a further expert team members for qualitative research). The team composition should include national experts. The exact division of work will be decided by the institution, but in general, the team leader will be responsible for discussions, negotiations, final decisions, shape of the evaluation, while further team members will be tasked with more technical issues (revision of technical reports, in-depth interviews with service providers, decision makers, parents, revision of existing research reports etc.).

The team will preferably include the following profiles: professional; Statistician -Data entry and analysis staff; Data collection Assistants

The qualifications and skill areas required include:

Technical expert of Lead evaluator:

- Extensive quantitative research and evaluation expertise and experience, including expertise in data collection and analysis; demonstrated skills in similar evaluations; demonstrated technical report writing skills
- Demonstrated experience and expertise in designing and implementing multi-sectoral initiatives in partnership with a wide range of stakeholders including government and communities
- Minimum five years of relevant work experience of which two at national and international levels in field programs relevant to Education.
- Understanding of technical aspects of early reading and pre-primary education.
- Advanced university degree in one or more of the disciplines relevant to the following areas: Evaluation expertise, economics and social sciences.
- Knowledgeable on institutional issues related to the provision of global public goods;
- Experience working with/in the UN or other international development organisations in the social sector or in national level development assistance and partnership support to government programs and priorities is an asset.
- Fluency in English a must and knowledge of Arabic an advantage.

Qualitative research expert:

- Extensive qualitative evaluation expertise and experience, including data collection skills; demonstrated skills in similar evaluations
- Knowledge of technical aspects of similar programs
- Knowledge of the areas of intervention

All members of the team:

- Language proficiency: excellent writing skills in English;

- Advanced university degree in related field or social science;
- Work experience in different countries globally: at least 8 years of field experience for team leader and research expert; at least 3 years of field experience for all other team members. Experience in working with UN agencies (desired);
- Experience in evaluations/research: knowledgeable on UN evaluation policy, recommended by UNICEF regional or global evaluation advisors or other senior managers, skilled in performing structured interviews and facilitating focus group discussions;
- Analytical skills: Demonstrated analytical skills related to the use of quantitative and qualitative data for decision-making;
- Process management skills: Demonstrated skills and experience in conducting and presenting evaluations;
- Familiarity and expertise on gender equality and child/human rights;
- Good communication and advocacy skills: Ability to communicate with various stakeholders, and to express ideas and concepts concisely and clearly in written and oral form;

Evaluators should be sensitive to beliefs and act with integrity and respect to all stakeholders. Evaluators should protect the anonymity and confidentiality of individual interviewees.

Profiles and/or CVs of the evaluation team as well as references/links to two most recent evaluations should be provided with the proposal.

OFFICIAL TRAVEL INVOLVED

It is expected that the Evaluation team would make a visit to the country (if located outside) including areas for field work as per methodology finalised for this evaluation. All travel costs (international and local) should be planned properly in the technical proposal and included in the financial proposal. Please note that if selected, the contract can be a supporting document to obtain entry visa (if necessary). UNICEF will be unable to secure travel visas.

ESTIMATED DURATION OF THE CONTRACT AND PAYMENT SCHEDULES

It is expected that evaluation will be conducted from August to December 2016. The contract would cover the entire duration of the evaluation. Proposed and estimated timeframe for deliverables is listed under each deliverable in the Section 6. The evaluation team should propose a timeline to submit the deliverables considering necessary and adequate time (at least two weeks) to be allocated for review and quality assurance processes of the deliverables by the evaluation reference group and regional Monitoring and Evaluation advisor.

Payment is contingent on approval by the evaluation manager and will be made in three instalments.

- 20 % of the total contract will be paid upon clearance of the inception report by the ERG;
- 30 % of the total contract will be paid upon submission of the draft report of the evaluation;
- Remaining 50 per cent will be paid upon clearance of final deliverables by Steering Committee as spelled out in the TOR

All interested institutions or group of consultants are requested to include in their submission detailed costs including:

- a) Daily rate including hours per day

- b) Expenses (please include all costs that are to be charged to UNICEF) to be agreed prior to commencing project
- c) Any additional requirements needed to complete project or that might have an impact on cost or delivery of products
- d) The consultants would be required to use their own computers, printers, photocopier etc.

PERFORMANCE INDICATORS FOR THIS ASSIGNMENT

Proposed timelines for completion of activities are met and deliverables submitted on time with good quality and as per the standards described in the TORs as well as UNICEF/UNEG global standards. The evaluation team should conduct evaluation and develop deliverables in line with the UNEG Evaluation Standards and Norms, UNICEF Procedure on Ethics in Evidence Generation, UNEG Standards for Inception Report, and UNICEF UNICEF-Adapted UNEG Evaluation Reports Standards. Overall performance at the end of the contract will be evaluated against the following criteria: timeliness, responsibility, initiative, communication, and quality of the products delivered.

ROLES AND RESPONSIBILITIES IN THE EVALUATION PROCESS

UNICEF as commissioner takes the accountability of the final evaluation and designate Chief of Child Protection Programme as supervisor for this evaluation. Managerial function for this evaluation will be implemented jointly by the Child Protection Chief and Planning, Monitoring & Evaluation Chief at Jordan Country Office.

- a) Evaluation managers will have the following responsibilities:
 - Lead the management of the evaluation process throughout the evaluation (design, implementation and dissemination and coordination of its follow up)
 - Convene the evaluation reference group meetings
 - Facilitate the participation of those involved in the evaluation design
 - Coordinate the selection and recruitment of the evaluation team by making sure the lead agency undertakes the necessary procurement processes and contractual arrangements required to hire the evaluation team
 - Safeguard the independence of the exercise and ensure the evaluation products meet quality standards
 - Connect the evaluation team with the wider programme unit, senior management and key evaluation stakeholders, and ensure a fully inclusive and transparent approach to the evaluation
 - Facilitating the evaluation team's access to all information and documentation relevant to the intervention, as well as to key actors and informants who should participate in interviews, focus groups or other information-gathering methods
 - Provide the evaluators with overall guidance as well as with administrative support
 - Oversee progress and conduct of the evaluation, the quality of the process and the products
 - Approve the deliverables and evaluate the consultant's/team's work in consultation with Evaluation reference group and will process the payments after submission of the deliverables that respond to the quality standards.
 - Take responsibility for disseminating and learning across evaluations on the various programme areas as well as the liaison with the National Steering Committee □ Disseminate the results of the evaluation
- b) The evaluation team will report to Evaluation Manager and conduct the evaluation by:
 - Fulfilling the contractual arrangements in line with the TOR, UNEG/OECD norms and standards and ethical guidelines; this includes developing of an evaluation plan as part of

the inception report, drafting and finalising the final report and other deliverables, and briefing the commissioner on the progress and key findings and recommendations, as needed.

EQUITY, GENDER, HUMAN RIGHTS, INCLUDING CHILD RIGHTS

The TOR indicates both duty bearers and rights holders (particularly women and other groups subject to discrimination) as primary users of the evaluation and how they will be involved in the evaluation process. It spells out the relevant instruments or policies on human rights, including equity issues, child rights and gender equality that will guide the evaluation process.

The TOR includes an assessment of relevant human rights, including child rights and gender equality, aspects through the selection of the evaluation criteria and questions.

The TOR specifies an evaluation approach and data collection and analysis methods that are human rights based, including child rights based and gender sensitive, and for evaluation data to be disaggregated by sex, ethnicity, age, disability, etc.

The ToR should clearly lay down the equity dimension of evaluation through inclusion of issues like describing the nature and causes of inequity, assessing the impacts of development policies and programs on vulnerable [excluded] groups Identifying policy priorities for enhancing equity.

The TOR defines the level of expertise needed among the evaluation team on gender equality and human rights, including child rights, equity and their responsibilities in this regard and calls for a gender balanced and culturally diverse team that makes use of national/regional evaluation expertise.

ETHICAL PRINCIPLES AND PREMISES OF THE EVALUATION

The evaluation process will adhere to the United Nations evaluation norms and standards available at: http://www.uneval.org/normsandstandards/index.jsp?doc_cat_source_id=4 and ethical guidelines for evaluation http://www.uneval.org/papersandpubs/documentdetail.jsp?doc_id=102

The assignment to be carried out according to the ethical principles, standards and norms established by the United Nations Evaluation Group (UNEG).

- a) Anonymity and confidentiality. The evaluation must respect the rights of individuals who provide information, ensuring their anonymity and confidentiality.
- b) Responsibility. The report must mention any dispute or difference of opinion that may have arisen among the consultants or between the consultant and the commissioner of the evaluation in connection with the findings and/or recommendations. The team must corroborate all assertions, or disagreement with them noted.
- c) Integrity. The evaluator will be responsible for highlighting issues not specifically mentioned in the TOR, if this is needed to obtain a more complete analysis of the intervention.
- d) Independence. Evaluation in the United Nations systems should be demonstrably free of bias. To this end, evaluators are recruited for their ability to exercise independent judgement. Evaluators shall ensure that they are not unduly influenced by the views or statements of any party. Where the evaluator or the evaluation manager comes under pressure to adopt a particular position or to introduce bias into the evaluation findings, it is the responsibility of

the evaluator to ensure that independence of judgement is maintained. Where such pressures may endanger the completion or integrity of the evaluation, the issue will be referred to the evaluation manager and, who will discuss the concerns of the relevant parties and decide on an approach which will ensure that evaluation findings and recommendations are consistent, verified and independently presented.

- e) Incidents. If problems arise during the fieldwork, or at any other stage of the evaluation, they must be reported immediately to the evaluation manager. If this is not done, the existence of such problems may in no case be used to justify the failure to obtain the results stipulated in these terms of reference.
- f) Validation of information. The consultant will be responsible for ensuring the accuracy of the information collected while preparing the reports and will be ultimately responsible for the information presented in the evaluation report.
- g) Intellectual property. In handling information sources, the consultant shall respect the intellectual property rights of the institutions and communities that are under review. All materials generated in the conduct of the evaluation are the property of UNICEF and can only be used by written permission. Responsibility for distribution and publication of evaluation results rests with the Country Office. With the permission of the agency, evaluation consultants may make briefings or unofficial summaries of the results of the evaluation outside the agency.
- h) Delivery of reports. If delivery of the reports is delayed, or in the event that the quality of the reports delivered is clearly lower than what was agreed, the penalties stipulated in these terms of reference will be applicable.

In line with the Standards for UN Evaluation in the UN System, all those engaged in designing, conducting and managing evaluation activities will aspire to conduct high quality and ethical work guided by professional standards and ethical and moral principles.

UNICEF RECOURSE IN CASE OF UNSATISFACTORY PERFORMANCE

In case of unsatisfactory performance, the payment will be withheld until quality deliverables are submitted. If the firm is unable to complete the assignment, the contract will be terminated by notification letter sent 30 days prior to the termination date. In the meantime, UNICEF will initiate another selection in order to identify appropriate candidate.

INDICATION OF HEALTH STATEMENT AND CERTIFICATE OF GOOD HEALTH HAS BEEN RECEIVED PRIOR TO SIGNING THE CONTRACT

For consultants/individual contractors traveling with UNICEF or working in UNICEF Office

INDICATION THAT THE CONSULTANT/INDIVIDUAL CONTRACTOR HAS RECEIVED A COPY OF THIS DOCUMENT OR, ALTERNATIVELY, AN EXPERT OF RELEVANT PROVISIONS INCLUDING THOSE CONCERNING LEGAL STATUS, OBLIGATIONS AND TITLE RIGHTS.

For consultants/individual contractors traveling with UNICEF or working in UNICEF Office

CONDITIONS

The contractor will work on its own computer(s) and use its own office resources and materials in the execution of this assignment. The contractor's fee shall be inclusive of all office administrative

costs International and Local travel and airport transfers (where applicable) will be under responsibility of the contractor in accordance with UNICEF's rules and tariffs. Flight costs will be covered at economy class rate as per UNICEF policies.

6.2 Evaluation tools

6.2.1 Annex 1: Evaluation matrix

Evaluation Question (ToR)	Indicator(s), data	Collection method(s) ¹⁷⁴	Data sources ¹⁷⁵	Comments <ul style="list-style-type: none"> What we are looking at What we are looking for Key areas of enquiry
Assessing Relevance				
What is the value of the Makani intervention in light of the needs of the worst-off children and young population under the current volatile economic situation in Jordan?	<ul style="list-style-type: none"> # of the worst-off children and young population needs identified in the relevant key documents (international, national, local strategies and action plans, as well independent sources) that were/were not correctly identified in Makani Programme Documentation % of interviewed key stakeholders and beneficiaries who think that Makani Programme properly addresses/does not properly address its/target population's needs 	DR KIIs FGDs	PD OD IS NS BE	<p>We want to verify through interviews with international, national and local stakeholders that Makani interventions were well-considered and appropriate (based on the actual and updated needs assessment).</p> <p>We would be particularly interested in evidence that there is communication with authorities about the initiative and indeed changes based on this communication – a sign of variation of approach and plan, if this was indicated.</p> <p>We will identify the needs of the worst-off children and young population in Jordan based on the available secondary sources (international, national and local relevant strategies and action plans, etc.) and analyse whether there is a match between the demand related to the programme areas and the response provided by the Program.</p> <p>We will seek the opinions of key stakeholders and beneficiaries if the Makani Programme correctly recognizes and addresses the needs of the worst-off children and youth in Jordan. We will try to falsify the relevance hypothesis by identifying the needs that were not addressed by Makani or were not properly addressed (in scope, type of intervention, etc.).</p>
How relevant is the programme strategy with regards to the overall national priorities and UNICEF Strategic Priority?	<ul style="list-style-type: none"> # of the needs of the worst-off children and youth that were identified both in key national documents and Makani Programme Documentation 	DR KIIs	PD PR OD IS	<p>We will seek alignment between the Makani Programme and relevant national strategies (on children, on social protection, etc.) and UNICEF Strategic Priorities through desk research and</p>

¹⁷⁴ DR - Desk Review; KIIs (Key Informant Interviews); FGDs (Focus Group Discussions); FOs (Field observations);

¹⁷⁵ PD – Programme Documentation (including the Country Programme document and Budget, theories of change, other), PR – Project Reports (annual, situation reports, other), MD – Monitoring Data, OD – Other Documents, IS – International Stakeholders, NS – National Stakeholders, LS – Local Stakeholders (excluding beneficiaries), BE – Beneficiaries.

	<ul style="list-style-type: none"> # of the Unicef Strategic Priorities that are addressed by the Makani Program % of interviewed key stakeholders who think that the Makani strategy is/is not relevant for national priorities and UNICEF Strategic Priorities 		NS	interviews with KIIs. The desk review will include strategic documents of the Government of Jordan illustrating national priorities and documents prepared by UNICEF, e.g. the Country Programme and other strategic documents. The national and UNICEF strategic priorities will be consulted with key stakeholders during the interviews. We will be looking at how the Makani Programme responds to the national and UNICEF priorities, as well as at how it cooperates with national and local initiatives with the same objectives.
What is the value of the Makani interventions in relation to CRC and SDGs?	<ul style="list-style-type: none"> # of objectives/goals of CRC and SDGs that are addressed by Makani Program % of interviewed key stakeholders that think that Makani Programme will/will not contribute to achievement of CRC and SDGs objectives 	DR KIIs	PD PR OD IS NS	The relevance of Makani interventions will be analysed with regard to the country's needs and progress in implementation of CRC and SDGs in the country. Through desk research (analysis of CRC and SDGs progress reports for Jordan) we will investigate what are the specific objectives of CRC and SDGs that need to be particularly addressed in Jordan to improve the situation of children and youth. We will analyse if there is a clear alignment between the Makani intervention logic and CRC and SDGs objectives (particularly in the areas where any challenges exist). Finally, we will seek key stakeholders' opinions about the possible value of Makani interventions to CRC and SDGs achievements for Jordan.
Assessing Effectiveness				
Has the programme delivered expected results according to the ToC and the planned timeframe?	<p><i>Monitoring data:</i></p> <ul style="list-style-type: none"> # of beneficiaries (WGBM¹⁷⁶ and WGBM with disabilities) accessing/enrolled in Makani services vis-à-vis targets (ActivityInfo indicators); # and % of children and youth (incl. the most vulnerable¹⁷⁷) who accessed minimum required learning hours vis-à-vis targets (ActivityInfo indicators); % of beneficiaries (incl. the most vulnerable) who completed the Makani Programme vis-à-vis targets (ActivityInfo indicators); 	DR KIIs FGDs	PD PR MD NS LS BE	<p>This is among the most important questions – have the inputs achieved the intended outputs/outcomes. If not, why not, and what change in approach or implementation is indicated.</p> <p>To answer this question, we will first analyse the available monitoring data to further gather the evidence from the key stakeholders (examples/stories of impact) and directly from the beneficiaries.</p>

¹⁷⁶ Denotes: Women, Girls, Boys, Men.

¹⁷⁷ By the most vulnerable are considered children who have substantially decreased capacity for self-protection. This includes (not exclusively): e.g. orphans or single-parent children, children with disabilities, children in labour, children from particularly disadvantaged communities.

	<ul style="list-style-type: none"> • # of children referred to formal and non-formal certified education programs, GBV programs, health facilities vis-à-vis targets (ActivityInfo indicators); • % of students with improved learning outcomes vis-à-vis targets (ActivityInfo indicators); • # of new initiatives implemented by adolescent and youth vis-à-vis targets (ActivityInfo indicators); • # of beneficiaries who benefited from WASH services vis-à-vis targets (ActivityInfo indicators); • # of centres which provide WASH services vis-à-vis targets (ActivityInfo indicators); • % of children who participated in the awareness sessions (WASH) who demonstrated improved knowledge in best hygiene practices vis-à-vis targets (ActivityInfo indicators); • <i>Other evidence:</i> % of beneficiaries who see/does not see positive effects of Makani Programme on themselves, their families and communities; • % of beneficiaries who experience an improvement (feel empowered) / no or negative change in their ability to seek out and participate in education, employment, personal decision-making; • # of beneficiaries who experienced improved social support, connection to communities, relationship with parents compared to those who experienced no or negative change; # of positive and negative evidence from stakeholders and beneficiaries on achievement of expected results (examples, stories, self-testimonies about observed change and Makani contribution); 			
Are there any perceived changes (intended or unintended) experienced by children, adolescent and youth since they started coming to Makani?	<ul style="list-style-type: none"> • # of children and youth who accessed formal education after attending Makani services vis-à-vis targets (ActivityInfo indicators); • # of beneficiaries who experienced improved social support, connection to communities, relationship with parents compared to those who experienced no or negative change; • % of beneficiaries who experienced/not 	DR KIIs FGDs	MD NS LS BE	This question embodies the core of the inquiry. We will be focused on beneficiaries' perspective and also try to capture what has happened outside of specific designed intentions.

	<p>experienced changes in their lives as a result of participation in the Makani program;</p> <ul style="list-style-type: none"> • % of beneficiaries who see/does not see positive effects of Makani Programme on themselves, their families and communities; • % of beneficiaries who experience an improvement (feel empowered) / no or negative change in their ability to seek out and participate in education, employment, personal decision-making; • # of positive and negative evidence from stakeholders and beneficiaries on achievement of intended and unintended results (examples, stories, self-testimonies about observed change and Makani contribution); 			
Has the rationalisation of Makani programme affected the extremely vulnerable children in any way?	<ul style="list-style-type: none"> • # change of the extremely vulnerable children accessing/enrolled in the Makani services (incl. children with disabilities, orphans/single-parent children, children in labour) before and after the rationalisation; • Achievement of indicators (as above) before and after rationalisation; • % of stakeholders who see positive/negative or no influence of rationalisation on the extremely vulnerable children (incl. children with disabilities, orphans/single-parent children, children in labour); 	KIIs FGDs	NS LS BE	As above – this is the core of the enquiry – have the inputs achieved the intended outputs/outcomes in relation to the most deprived target groups. If not, why not, and what change in approach or implementation is indicated. We will compare the achievements before and after rationalisation trying to identify the change factors.
What are the changes observed by caregivers and service providers since children, adolescent and youth started coming to Makani?	<ul style="list-style-type: none"> • % of caregivers and beneficiaries who observed positive/negative changes since children, adolescents and youth started coming to Makani; • # of caregivers who received training as part of the Makani programme vis-à-vis targets (ActivityInfo indicators); • % of caregivers and service providers who observed positive/negative changes on their professional development thanks to their participation in Makani; • # of positive and negative evidence from caregivers and service providers on achievement of intended and unintended results (examples, stories, self-testimonies about observed change 	KIIs FGDs	LS BE	As above, but the specific perspective of caregivers and service providers is to be reflected.

	and Makani contribution);			
<p>What lessons can be documented or challenges observed from the implementation of the model so far?</p> <p>☑ in reaching out to the vulnerable population and;</p> <p>☑ in providing services?</p>	<ul style="list-style-type: none"> # of best practices and challenges, recommendations formulated by different kind of Program's stakeholders as well as beneficiaries. 	<p>DR</p> <p>KIIs</p> <p>FGDs</p> <p>FOs</p>	<p>PD</p> <p>PR</p> <p>NS</p> <p>LS</p> <p>BE</p>	<p>It is important to investigate the different perspectives when responding to this recommendation questions. Some good practices or Program's shortcomings could already have been mentioned in former evaluations of the Program, which will also be used as a source of information to reply this research question.</p>
<p>How effective has Makani been in reaching the most vulnerable populations?</p>	<ul style="list-style-type: none"> # of children and youth from the most vulnerable populations who accessed/completed Makani services vis-à-vis targets (ActivityInfo indicators); % of stakeholders and beneficiaries who reported difficulties with accessibility to Makani services; 	<p>DR</p> <p>KIIs</p> <p>FGDs</p> <p>FOs</p>	<p>PD</p> <p>PR</p> <p>MD</p> <p>NS</p> <p>LS</p> <p>BE</p>	<p>As above – this is the core of the enquiry – have the inputs achieved the intended outputs/ outcomes in relation to the most deprived target group. If not, why not, and what change in approach or implementation is indicated.</p> <p>The team will try to identify the outreach strategies applied by the project to reach out the most vulnerable communities and look for their effectiveness. When analysing the available data different vulnerability variables will be considered (e.g. age, sex, nationality, disability, etc.) to identify any particular groups facing difficulties with access to Makani. Moreover, opinions about accessibility will be collected for both stakeholders and beneficiaries.</p>
<p>Has the integrated approach implemented in 2018 improved effectiveness?</p>	<ul style="list-style-type: none"> % of key stakeholders and who agree that integrated approach had positive/negative/ no impact on achievements of results; # change of the extremely vulnerable children accessing/enrolled in the Makani services (incl. children with disabilities, orphans/single-parent children, children in labour) before and after the implementation of the integrated approach; Achievement of indicators (as above) before and after implementation of the integrated approach; 	<p>DR</p> <p>KIIs</p> <p>FGDs</p>	<p>PD</p> <p>PR</p> <p>MD</p> <p>NS</p> <p>LS</p> <p>BE</p>	<p>To answer this questions we will ask the stakeholders and beneficiaries for opinions. Moreover, we will seek for correlations or preferably casual relations of any observable changes in effectiveness of the Programme with introduction of the integrated approach. The TOC of the integrated approach will be carefully investigated to understand how the change was expected to happen.</p>
<p>What are beneficiaries' experiences in improving their ability to seek out and participate in education, employment, personal decision making and community life?</p>	<ul style="list-style-type: none"> # of children and youth that were enrolled in formal education after attending Makani services vis-à-vis targets (ActivityInfo indicators); % of beneficiaries who experience an improvement (feel empowered) / no or negative change in their ability to seek out and participate in education, employment, personal decision-making; # of positive and negative evidence from 	<p>DR</p> <p>KIIs</p> <p>FGDs</p>	<p>MD</p> <p>LS</p> <p>BE</p>	<p>This question will be focused on beneficiaries' opinions expressed during focus group discussions, complemented by success stories provided by local stakeholders.</p>

	stakeholders and beneficiaries on achievement of expected results (examples, stories, self-testimonies about observed change and Makani contribution);			
How effective has the Makani been in terms of empowering youth in engaging with networks, private and public sectors which support livelihood/income opportunities? What about entrepreneurial readiness of youth in terms of identification, motivation, aspirations, resources and entrepreneurial ability?	<ul style="list-style-type: none"> • # of new initiatives implemented by adolescent and youth vis-à-vis targets (ActivityInfo indicators); • # of beneficiaries who experienced improved social support, connection to communities, relationship with parents compared to those who experienced no or negative change; • % of beneficiaries who experienced/not experienced changes in their lives as a result of participation in the Makani program; • % of beneficiaries who see/does not see positive effects of Makani Programme on themselves, their families and communities • # of positive and negative evidence from stakeholders and beneficiaries on achievement of expected results (examples, stories, self-testimonies about observed change and Makani contribution); 	DR KIIs FGDs	MD LS BE	This question will be focused on the beneficiaries opinions expressed during the focus group discussions complemented by the success stories provided by the local stakeholders.
Has the Makani been successful in providing safe space for children and young people from violence against children and gender based violence?	<ul style="list-style-type: none"> • # of children and staff referred to GBV trainings vis-à-vis targets (ActivityInfo indicators); • # of visited centres that provide/does not provide a safe space for children and youth; • # of stakeholders who agree/disagree that Makani is successful in providing safe space for children and young people; • # of beneficiaries who feel/do not feel good/safe at Makani centres; 	KIIs FGDs FOs	LS BE	Apart from the stakeholders' and beneficiaries' opinions during the fieldwork phase, the observations on the organisations of the centres and provided services will be collected by the researchers in a structured way to provide comparable findings.
Has the Makani been facilitating other projects and service provisions such as community projects implemented by the youth involved in Innovation Lab Program, access to safe water and sanitation facilities, and the application of hygienic practices?	<ul style="list-style-type: none"> • # of centres providing WASH services and number of their beneficiaries vis-à-vis targets (ActivityInfo indicators); • # of cooperation examples between Makani and other projects provided by international, national and local stakeholders; 	DR KIIs	IS NS LS	There are different levels at which this question could be answered and we will look at all of them – centrally, we will see how Makani interventions are complementary to the work of the government and other donors, but also locally in particular – community projects, local initiatives will also be looked on. We need to investigate not only if other projects exist and/or are complementary to Makani

				interventions but also if there is any cooperation between them and any synergy effects of it were achieved.
Assessing Efficiency				
Has the integrated approach implemented in 2018 improved efficiency?	<ul style="list-style-type: none"> Ratio of staff per beneficiaries at the centre level; % of staff being trained at the centre vis-à-vis targets (ActivityInfo indicators); % of visited centres that possess an adequate facilities to the number of beneficiaries and offered services; # of stakeholders who agree/disagree that the change has impact on the efficiency; % change of costs before and after the change; 	DR KIIs FOs	PD PR MD IS NS LS	We need to seek for evidence regarding the use of available resources (including financial, human resources, as well as facilities) and look for any changes in the effectiveness that could be linked to the change of the approach.
What are the efficiency gains of the integrated programs compared to the time before the integration approach was adopted?	<ul style="list-style-type: none"> Change in # of (successful) beneficiaries before and after; Change in the ratio staff/(successful) beneficiaries before and after; Change in infrastructure of Makani centres before and after as evidence in the field monitoring reports and during FOs; # of stakeholders who agree/disagree that the change has impact on the efficiency; 	DR KIIs FOs	PD PR MD IS NS LS	As above – the changes over time will be particularly interesting.
To what extent did the actual or expected results justify the costs incurred (considering the difference of Makani model and programme design for camps, host and ITS)?	<ul style="list-style-type: none"> Ratio of cost per beneficiaries at the centre level in different types of centres; # of stakeholders who agree/disagree that the available resources correspond to the achieved results; 	DR KIIs	PD PR MD IS NS LS	In our selection of centres to be visited during the data collection phase, different types of centres will be reflected. This will enable the team to gather specific data concerning all types of Makani centres and see the specific conditions which determine their functioning and may translate onto the incurred costs and achieved results. We will also look for geographical diversity. Depending on the available data shared with us by UNICEF at further stages of the project, we may be able to calculate the efficiency ratio of different types of interventions per beneficiary and provide some comparison leading to the conclusions about the most value for money intervention types.
Assessing Sustainability				
To what extent the interventions yielded national ownership? Have any tangible efforts been made to leverage national partnerships, capacities, etc.?	<ul style="list-style-type: none"> # of national and local authorities that agree/disagree that the results of the Programme are sustainable in the longer term; % of national and local authorities that see/do 	DR KIIs	PR OD IS	We are looking for transference of responsibility from UNICEF to the Government, whether at a significant or nascent level. Indications can include control of design or implementation processes, taking

	not see any role for them in Makani programme in the future;		NS LS	responsibility for policy or planning frameworks or taking some level of financial responsibility, as well as any exit strategies.
Should the current intervention model be further replicated?	<ul style="list-style-type: none"> % of stakeholders that agree/disagree that the Makani model could be replicated further; 	KIIs FGDs	IS NS LS	On top of the above, we will look for potential to replicate the intervention model under other conditions. We will need to specify these conditions and identify the factors responsible.
What are the strength, weaknesses and opportunities of the current programme framework in terms of long-term viability and sustainability?	<ul style="list-style-type: none"> # of national and local authorities that agree/disagree that the results of the Programme are sustainable in the longer term; % of national and local authorities that see/do not see any role for them in Makani programme in the future; % of stakeholders that agree/disagree that the Makani model could be replicated further; 	DR KIIs FGDs	IS NS LS BE	Based on the opinions gathered, we will prepare a SWOT analysis including both the current situation and future prospects.
Assessing Impact				
Has the intervention yielded any tangible outcome/impact?	<ul style="list-style-type: none"> % of stakeholders and beneficiaries that agree/disagree that the Programme will have any long-term effects for them and the community; 	DR KIIs FGDs	PD PR MD IS NS LS BE	To answer this questions, we will ask the stakeholders and beneficiaries for their opinions. As an evaluation of the long-term impact may not be fully possible due to the scale of the Programme and its duration, we will look for the key factors responsible for long-term outcome achievement of the interventions as well as any anecdotal evidence that may be found (incl. statistical correlations).
Has the Makani been achieving children and youth personal development even if they are not enrolled in formal education? If yes, how? If not, why?	<ul style="list-style-type: none"> % of beneficiaries who see/does not see positive effects of Makani Programme on themselves, their families and communities; % of beneficiaries who experience an improvement (feel empowered) / no or negative change in their ability to seek out and participate in education, employment, personal decision-making; # of positive and negative evidence from stakeholders and beneficiaries on achievement of expected results under such circumstances (examples, stories, self-testimonies about observed change and Makani contribution); 	DR KIIs FGDs	MD IS NS LS BE	The achievement of these specific outcomes will be consulted with the stakeholders and beneficiaries. We will also look for a possibility to find meaningful statistical correlations in this regard.
Has the intervention contributed to improving the learning outcomes in Mathematics and Arabic of the most vulnerable children and	<ul style="list-style-type: none"> % of students with improved learning outcomes vis-à-vis targets (ActivityInfo indicators); % of beneficiaries who think/do not think that 	DR KIIs	MD LS	The achievement of these specific outcomes will be consulted with the stakeholders and beneficiaries. We will also look for a possibility to find meaningful

youth?	<ul style="list-style-type: none"> participation in Makani helped them to improve their learning outcomes in Maths and Arabic; # of positive and negative evidence from stakeholders and beneficiaries on achievement of expected results (examples, stories, self-testimonies about observed change and Makani contribution); 	FGDs	BE	statistical correlations in this regard.
Has the intervention contributed to increasing school enrolment in the Makani implemented geographic locations?	<ul style="list-style-type: none"> # of children and youth referred to formal education vis-à-vis targets (ActivityInfo indicators); % of beneficiaries who think/do not think about further education; % of beneficiaries who started formal education thanks to participation in Makani; # of positive and negative evidence from stakeholders and beneficiaries on achievement of expected results (examples, stories, self-testimonies about observed change and Makani contribution); 	DR KIIs	PR MD IS NS LS	The achievement of these specific outcomes will be consulted with the stakeholders and beneficiaries. We will also look for a possibility to find meaningful statistical correlations in this regard, as well as any evidence in the programme reports.
What about long term impact in terms of social cohesion among the children and the communities?	<ul style="list-style-type: none"> # of positive and negative evidence from stakeholders and beneficiaries on achievement of expected results (examples, stories, self-testimonies about observed change and Makani contribution); 	DR KIIs	OD MD LS	The achievement of these specific outcomes will be consulted with the local stakeholders in particular. We will also look for a possibility to find meaningful statistical correlations in this regard.
Any positive or negative unintended results yielded so far?	<ul style="list-style-type: none"> # of positive and negative evidence from stakeholders and beneficiaries on achievement of expected results (examples, stories, self-testimonies about observed change and Makani contribution); 	DR KIIs FGDs	PD PR IS NS LS BE	As above – this is the core of the enquiry – have the inputs achieved any unintended outcomes. If yes, were these positive or negative.
Assessing overarching aspects – human rights-based approach and gender equality				
To what extent were the national and local contexts (knowledge, beliefs, gender and cultural differences) taken into account when the Programme was designed?	<ul style="list-style-type: none"> % of stakeholders who agree/disagree that Makani properly recognizes the national and local contexts; % of beneficiaries who agree/disagree that Makani is good for all children; 	DR KIIs FGDs	PD PR NS LS BE	Different sources of information will be used to answer this complex question, including (1) project documentation, in particular initial concept notes, possible minutes of meetings devoted to the Makani intervention, feasibility assessments, any documents which introduced changes to the intervention during its functioning; opinions of national and local

				stakeholders expressed during KIIs and beneficiaries' opinions expressed during focus groups. Evidence that the proper contextual analysis and needs assessment was done at the Programme design stage will be looked for.
To what extent has the Programme contributed to equity overall?	<ul style="list-style-type: none"> As in the Effectiveness and Impact sections; 	DR KIIs FGDs FOs	PD PR MD IS NS LS BE	To answer this question we will not only gather evidence from stakeholders and beneficiaries, but also look into the monitoring data as to whether the Programme provided diversity of target groups and an inclusive approach. During the fieldwork observations, we will look for any barriers to accessing the locations and services which could limit equity.
Which groups of children benefited and which did not? Why?	<ul style="list-style-type: none"> # and characteristics of children who attended Makani Program; 	DR KIIs	PD PR MD IS NS LS	As above. Beneficiaries data as well as information about motivations as provided by the beneficiaries during FGDs will be analysed.
Were there any differences in programme results in terms of sex, different groups (i.e. Syrian, Bedouin, urban, etc.), economic status, and geographic location?	<ul style="list-style-type: none"> # and characteristics of children who attended Makani Program; % of beneficiaries and stakeholders who agree/disagree that Makani is open / good for all children; 	DR KIIs FGDs	PD PR MD IS NS LS BE	As previously explained our sampling and selection criteria will allow us to gather data from different centres and different locations.
To what extent gender equality existed in participation, decision making and access throughout the programme cycle?	<ul style="list-style-type: none"> # and characteristics of children who attended Makani Program % of beneficiaries and stakeholders who agree/disagree that Makani is open / good for all children; 	DR KIIs FGDs	PD PR MD IS NS LS BE	Gender diversity will also be another important dimension to be considered during the study.

6.2.2 Annex 2: Questionnaire for KIIs with key stakeholders at national level – CAT. I (UNICEF)

The interviewer will read out the Informed Consent Form and answer any questions that the interviewee may have.

Reconstruction of ToC of Makani programme (Interviews with Chief of the Social Protection, PM1, PM2)

1. How do Makani interventions address the needs of the worst-off children and young people in Jordan?
2. Are any needs of the most vulnerable children and youth in Jordan *not* addressed? Why?
3. Are any groups of vulnerable children and youth in Jordan *not* targeted by Makani interventions? Why?
4. To what extent were the national and local contexts (knowledge, beliefs, gender and cultural differences) taken into account when the Programme was designed? How do these contexts influence the implementation of the Makani Program?
5. To what extent and how has the Makani Programme contributed to the progress on the UNICEF's Strategic Priorities for Jordan and the region?
6. To what extent and how has the Makani Programme contributed to Jordan's progress on achieving SDGs and implementation of the CRC?
7. How has the Makani Programme evolved over time, in particular since the last assessment in 2017? What changes were introduced in 2018 (e.g. to the services, SOPs, management, results tracking, reporting, etc.)? What changes were planned, but not implemented?
8. *[In the absence of relevant documentation]* What were the specific objectives and targets with respect to services for the Makani Programme between January 2018 and January 2019?

Achieved results and encountered challenges (Interviews with Chief of the Social Protection, PM1, PM2, IMS Officer)

1. What were the main achievements of the programme in the evaluation period? How has the Makani programme contributed to the improvement of the situation of children, youth and adolescents participating in the program? How has the programme engaged parents/caregivers?
2. Since the last assessment, have any changes been introduced to the outreach component? Has any tracking of outreach achievements been introduced? Has its effectiveness improved?
3. **[PM1, PM2]** Could you provide any examples (success stories) on how the programme improved the ability of beneficiaries to seek out and participate in education, employment, personal decision making and community life?
(e.g. improvements in referrals to formal education, successful vocational education courses, etc.)
4. **[PM1, PM2]** Could you provide any examples (success stories) on how the programme empowered youth in engaging with networks, private and public sectors which support livelihood/income opportunities and in supporting their entrepreneurial readiness?
(e.g. successful referrals to Jeel962, cooperation established with INJAZ or KAFD?)
5. **[PM1, PM2]** Could you provide any examples (evidence, stories) on the effectiveness of the programme in providing access to safe water and sanitation services and the application of hygienic practices?

6. Has the Makani Programme achieved any results that were not planned (e.g. for beneficiaries, caregivers, facilitators, implementing partners, broader communities)?
7. Did the implementation of the Makani Programme between January 2018 and January 2019 encounter any challenges? How were they addressed? Were any challenges encountered with regard to reaching the most vulnerable populations, such as children with disabilities, children from the most disadvantaged communities, etc.?
8. **[PM1, PM2]** What are the main differences in the implementation of the Makani Programme in different settings (locations)?
9. **[PM1, PM2]** Could differences in the effectiveness of the programme in different settings be observed? Could any other differences in the effectiveness of the programme be observed e.g. in terms of sex, different groups (i.e. Syrian, Bedouin, urban, etc.), economic status and geographical locations?
10. How did the rationalisation of the Makani Programme (including reduction of the number of centres and change of the implementing partners) affect the achievement of results?
11. Do you think that the same results as achieved by the programme could have been achieved at lower costs? Which components cost less than the foreseen budget, and which exceeded the budget? Why was that the case? What factors influenced these costs? How could resources be saved or moved between components?
12. How do you assess the efficiency of Makani procedures, e.g. reporting, management structure? Have any improvements been made after the last assessment? Could further improvements be made?
13. **[IMS Officer]** How was the monitoring and evaluation of the Makani Programme carried out during the implementation period? How has the introduction of the Bayanati affected the management of the program? What have been the main strengths and weaknesses of the system so far? Does the system allow for constant monitoring of risks for outcome achievement and its timely mitigation? What is the relation/complementarity between ActivityInfo and Bayanati?
14. **[PM1, PM2]** What mechanisms were applied to secure national ownership of the programme and achieve the long-term impacts (exceeding the implementing period)? How is the programme cooperating with national and local authorities? Could any signs of their effectiveness be observed as for now?
15. What elements/practices of the Makani Programme could be seen as best practices to be replicated in different contexts and settings?
16. What changes will be introduced in the upcoming period?
17. Do you have any suggestions how the Makani Programme could be improved beyond those planned changes?

6.2.3 Annex 3: Questionnaire for KIIs with key stakeholders at national level – CAT. II (Representatives of the Government of Jordan)

The interviewer will read out the Informed Consent Form and answer any questions that the interviewee may have.

General questions for all ministries:

1. What are the most at risk, worst-off groups of children and youth in Jordan? What are the needs of children and youth from those groups?

2. What are the specific needs of children and youth Syrian (or other) refugees residing in Jordan?
3. What are the Government of Jordan's and your ministry's priorities in improving the situation of the worst-off children and youth?
4. What are the most important initiatives undertaken by the Government of Jordan and your ministry to address these needs? Please describe their objectives, scope and target groups. Do you have any evidence on their effectiveness?
5. Are you aware of any important initiatives undertaken by other actors (international organisations and donors, NGOs, etc.) in Jordan that aim to address these needs?
6. Do you think that the situation of the worst-off children and youth has improved since January 2018 until now? If yes, which factors could be responsible for this improvement? If not, which factors were responsible for this negative change?
7. What progress has been achieved so far by Jordan with regard to implementation of SDGs related to children and youth inclusion and full implementation of CRC?

Questions on the Makani programme for MoPIC and MoE:

1. Have you heard about the Makani programme implemented in Jordan by UNICEF?
2. To what extent is the Makani programme relevant from the perspective of your ministry? Is there any coordination between your ministry and UNICEF? Are there any challenges/areas for improvement in this regard?
3. To what extent is the Programme relevant to the national priorities of the Government of Jordan? Please justify.
4. Does the Programme correctly identify and respond to the needs of the worst-off children and youth in Jordan?
5. Does the Makani Programme correctly recognize the Jordanian national and local context (knowledge, beliefs, gender and cultural differences of targeted beneficiaries)?
6. What are, in your opinion, the main benefits from the Programme for the beneficiaries and the communities?
7. Do you know about any examples of the Makani Programme facilitating other projects and service provision for the most vulnerable children and youth in Jordan?
8. Do you think that the results of the Makani Programme are sustainable in the longer term? What could be done to enhance the long term effects of the Program?
9. What elements/practices of the Makani Programme could be seen as best practices to be replicated in different contexts and settings?
10. How would you see the role of your ministry with respect to the Makani programme in the future?

Questions on the Makani programme for MoSD:

1. In your opinion, to what extent is the Programme relevant to the national priorities of the Government of Jordan? Please justify.
2. Does the Programme correctly identify and respond to the needs of the worst-off children and youth in Jordan?
3. Does the Makani Programme correctly recognize the Jordanian national and local context (knowledge, beliefs, gender and cultural differences of targeted beneficiaries)?
4. Could you provide a short description of the role played by MoSD in implementing the Makani Program? What are the characteristics of the centres coordinated by MoSD?
5. What were the main achievements of the Programme in this period from your perspective?

6. Could you provide any examples (success stories) on how the Programme improves the ability of beneficiaries to seek out and participate in education, employment, personal decision making and community life?
7. Could you provide any examples (success stories) on how the Programme empowers youth in engaging with networks, private and public sectors which support livelihood/income opportunities and in their entrepreneurial readiness?
8. Have you seen any results of the Programme which were not planned (e.g. for beneficiaries, caregivers, facilitators, implementing partners, broader communities)?
9. What are the main benefits for your institution from your role as an implementing partner? Has the MoSD's decision to become an implementing partners brought added value for the Program?
10. Do you think that the same results as achieved by the Programme could have been achieved at lower costs? Do you think that the resources (financial, human, etc.) of the Programme are adequate to implement the Programme in a smooth way providing equity for all? What are the main factors which affect the costs of Makani centres?
11. Are procedures, reporting and management in the Makani programme efficient? Could any improvements be made?
12. Do you think that the Program's monitoring system (including Bayanati) is helpful in increasing the effectiveness of the Program? What are its strengths and weaknesses?
13. Could you explain how you cooperate with other organisations (including community leaders, local authorities and organisations) in implementing the Programme on the ground? What are the benefits and weaknesses of this cooperation?
14. What are the main challenges you have encountered with regard to the implementation of the Makani Program, especially since January 2018? How were they solved? Have any challenges been encountered in reaching the most vulnerable populations, e.g. children with disabilities, children from the most disadvantaged communities, etc.?
15. What elements/practices of the Makani programme could be seen as best practices to be replicated in different contexts and settings? Do you have any recommendations how the Programme could be improved?

6.2.4 Annex 4: Questionnaire for KIIs with key stakeholders at national level – CAT. III and CAT IV (Representatives of Implementing partners)

The interviewer will read out the Informed Consent Form and answer any questions that the interviewee may have.

General questions:

1. What are the most at risk, worst-off groups of children and youth in Jordan? What are the needs of children and youth from those groups?
2. What are the specific needs of children and youth Syrian (or other) refugees residing in Jordan?
3. What are the most important initiatives undertaken by the Government of Jordan and other actors (international organisations and donors, NGOs, etc.) that aim to address these needs?
4. Do you think that the situation of the worst-off children and youth has improved since January 2018 until now? If yes, which factors could be responsible for this improvement? If not, which factors were responsible for this negative change?

Specific questions on Makani Program:

5. What is the role of your organisation in implementing the Makani Programme in Jordan?
6. What does your cooperation with UNICEF and other implementing partners look like?
7. Do you think that the Makani Programme correctly identifies and responds to the needs of the worst-off children and youth in Jordan?
8. Does the Makani Programme correctly address the Jordanian national and local contexts (knowledge, beliefs, gender and cultural differences of targeted beneficiaries)?
9. Do you think that the Programme is effective in reaching out to its target population? If not, what could be done to increase the effectiveness of outreach?
10. What are, in your opinion, the main benefits from the Programme for the beneficiaries and for the communities?
11. Could you provide examples (success stories) on how the Programme improves the ability of beneficiaries to seek out and participate in education, employment, personal decision making and community life?
12. Could you provide examples (success stories) on how the Programme empowers youth?
13. **[Mateen, ICCS]** Could you provide examples (evidence, stories) on the effectiveness of the Programme in providing access to safe water and sanitation services and the application of hygienic practices?
14. Has the Makani Programme achieved any unplanned results (e.g. for beneficiaries, caregivers, facilitators, implementing partners, broader communities)?
15. How have the centres that you coordinate engaged with parents/caregivers? What services were offered? What other initiatives were pursued which included them? What are the relations with parents like, in general?
16. How have the centres that you coordinate approached referrals? Which referrals are most frequent (to specialised CP/GBV; FE; NFE; Jeel962)? Why? Where is the practice of referrals less developed? Why? Would you need any support in improving referrals?
17. Could any differences in Program's effectiveness be observed with respect to different groups of beneficiaries, or in different locations?
18. Could the same results as achieved by the Programme have been achieved at lower costs? Do you think that the resources (financial, human, etc.) of the Programme are adequate to implement the Programme in a smooth way providing equity for all?
19. Are the procedures and management efficient? If not, what could be improved?
20. Is the Programme monitoring system (including Bayanati) helpful in increasing the effectiveness of the Program? What are its strengths and weaknesses?
21. What are the main challenges you have encountered since January 2018 in implementing the Makani Program? How were they solved? Have any challenges been encountered with regard to reaching the most vulnerable populations, such as children with disabilities, children from the most disadvantaged communities, etc.?
22. What are the main benefits for your institution from being an implementing partner? Do you think that the decision to become an implementing partner brought added value to the Program?
23. Could you explain how you cooperate with other actors (e.g. community leaders, local authorities and organisations) on the ground? What are the benefits and weaknesses of this cooperation?
24. What elements/practices of the Makani Programme could be seen as best practices to be replicated in different contexts and settings?

25. Could you think of any other areas, types of interventions or target groups that the Makani Programme should address (but it does not at the moment)?
26. Do you think that the results of the Makani Programme will last? What could be done to enhance the long term effects of the Program? Do you think that it is possible for the Programme to become a stable element of the social protection system in Jordan, independent of external, international engagement?

6.2.5 Annex 5: Questionnaire for KIIs with key stakeholders at national level – CAT. IV, V and VI (Representatives of international NGOs other than implementing partners and donors)

The interviewer will read out the Informed Consent Form and answer any questions that the interviewee may have.

General questions

1. What are the most at risk, worst-off groups of children and youth in Jordan? What are the needs of children and youth from those groups?
2. What are the specific needs of children, youth and adolescent Syrian and other refugees residing in Jordan?
3. What are the Government of Jordan's main priorities related to the problems of the groups that we have just discussed?
4. What are the most important initiatives undertaken by the Government of Jordan that aim to address these needs? How do you assess the effectiveness of those initiatives?
5. What are the most important initiatives undertaken by other actors (international organisations and donors, NGOs, etc.) in Jordan that aim to address these needs? How do you assess the effectiveness of those initiatives?
6. Do you think that the situation of the worst-off children and youth in Jordan has improved since January 2018? If yes, which factors could be responsible for this improvement? If not, which factors were responsible for this negative change?
7. What progress has been achieved so far by Jordan with regard to the implementation of the SDGs related to children and youth inclusion and full implementation of the CRC?

Specific questions about Makani Program

8. Since your organisation was involved in the Makani Programme in the past, what is your opinion about the Programme?
9. Do you think that it correctly identifies and responds to the needs of the worst-off children and youth in Jordan?
10. Do you think that the Makani Programme correctly recognizes the Jordanian national and local context (knowledge, beliefs, gender and cultural differences of targeted beneficiaries)?
11. Is the Programme in line with the Jordanian Government's priorities?
12. Do you know any examples of the Makani Programme facilitating other projects and service provisions for the most vulnerable children and youth in Jordan?

Specific questions related to the organisation:

13. Does your organisation implement any similar projects (e.g. educational) which target the same beneficiaries – worst off children and youth, including Syrian refugees? Could you briefly tell us about them?

14. What are the achievements of those projects?
15. Could synergies be found between your projects and the Makani Program?

6.2.6 Annex 6: Questionnaire for KIIs with key stakeholders at local level – directors/representatives of the centre

The interviewer will read out the Informed Consent Form and answer any questions that the interviewee may have.

1. Could you please briefly present your centre? When was it created? What services does it provide? Who benefits from these services? Is there anything particular about your centre that determines its activities (specific location, mode of operation, specific resources at its disposal, etc.)?
2. Could you please further describe the profile of the beneficiaries of your centre? How much children and youth participate in the activities of the centres? What are the main groups of beneficiaries and their profiles (sex, gender, age, nationalities, urban/rural background, etc.)? Is the centre accessible to children and youth with disabilities? How many children with disabilities benefit from services?
3. Which services of the centres are the most demanded? Are you able to provide services to all interested children and youth? If not, why? Are you able to provide all the demanded services? If not, what are the services that the centre is not able to provide? Why? What is the demand on these services?
4. What are the resources that the centre has at its disposal (facilities, human resources, etc.)? How much staff is employed? How many volunteers are used to provide the services? Are these resources adequate to the demand for the centre's services?
5. How is outreach conducted? How effective is the outreach team in reaching target populations? If effectiveness lacking, what support would you need to improve outreach?
6. How do you assess the achievement of the expected outputs, outcomes and impacts for the operation of your centre? What was not achieved and why?
7. Could you provide any examples (evidence, stories) on how your centre improves the ability of beneficiaries to seek out and participate in education, employment, personal decision making and community life?
8. Could you provide some examples (evidence, stories) on how your centre empowers youth in engaging with networks, private and public sectors which support livelihood/income opportunities and in supporting their entrepreneurial readiness?
9. **[Only ITS]** Could you provide some examples (evidence, stories) on how the Programme resulted in providing access to safe water and sanitation services and the application of hygienic practices?
10. Could you provide some examples (evidence, stories) how the Programme contributed to increasing School Enrolment of the beneficiaries?
11. Did the implementation of the Programme yield some positive results with regard to achieving children and youth personal development even if they are not enrolled in formal education?
12. Has the Makani Programme achieved any unplanned results (e.g. for beneficiaries, caregivers, facilitators, implementing partners, broader communities)?

13. Is early childhood development provided in the centre? What is the demand for this service? What are the main achievements in this component? Is any support needed in its implementation?
14. How has the centre engaged with parents/caregivers? What services were offered? What other initiatives were pursued which included them? What are the relations with parents like, in general?
15. How has the centre approached referrals? Which referrals are the most frequent (to specialised CP/GBV; FE; NFE; Jeel962)? Why? Where is the practice of referrals less developed? Why? Do you need any support to improve referrals?
16. What were the main challenges you encountered when operating your centre? How were they solved? Have any challenges been encountered with regard to reaching the most vulnerable populations, such as children with disabilities, children from the most disadvantaged communities, etc.?
17. Could you explain how you cooperate with other actors (including community leaders, local authorities and organisations) in implementing the Programme on the ground? What are the benefits and weaknesses of this cooperation?
18. Could you identify any good practices in operation of your centre that could be replicated in other contexts and conditions?

6.2.7 Annex 7: Questionnaire for KIIs with key stakeholders at local level - community leader, others

The interviewer will read out the Informed Consent Form and answer any questions that the interviewee may have.

1. What are the main needs of the worst-off children and young population currently living in your neighbourhood? Who are these children and youth?
2. What are the specific needs of children, youth and adolescent Syrian (or other) refugees living in your neighbourhood?
3. What are the most important initiatives undertaken by the international, national and local actors in your neighbourhood that aim to address these needs? What is your opinion about those initiatives?
4. Have you been familiar with the work of the Makani centres in Jordan and in your community? Could you explain how you learn about this initiative? Have you cooperated with UNICEF and/or implementing partners? What was this cooperation like?
5. **[If the leader heads a local organisation]** Does your organisation implement any initiatives which aim to support the most vulnerable population in your neighbourhood? Could you briefly describe them and the results achieved? Does Makani Programme play any role in facilitating the implementation of your initiatives and/or any other similar initiatives?
6. Do you think that the situation of worst-off children and youth in your neighbourhood has improved since January 2018? If yes, which factors could be responsible for this improvement? If not, which factors were responsible for this negative change? Could the implementation of the Makani Programme in your neighbourhood have contributed to these change? How?

7. In your view, does the Makani Programme correctly recognize the local contexts (knowledge, beliefs, gender and cultural differences of targeted beneficiaries) of the potential beneficiaries of the Programme?
8. Does the Programme correctly identify and respond to the needs of the worst-off children and youth in your neighbourhood?
9. Is the Programme effective in reaching its target population in your neighbourhood? How do people learn about Makani? Who is engaged in promoting the centres?
10. What are, in your opinion, the main benefits, intended or unintended, from the Programme for the beneficiaries and for the local communities? What is the role of the Makani centre in the life of the community?
11. What elements/practices of the Makani centres in your neighbourhood could be seen as best practices to be replicated in different parts of the country?
12. Could you think of any other areas, types of interventions or target groups that the Makani centres in your neighbourhood should address or target (but it does not at the moment)?
13. Do you think that the work of the local Makani centres is sustainable in the longer term? What could be done to enhance the long term effects of the centre's work?
14. How would you see your cooperation with the Makani centres develop? Would you like to contribute in any additional way?

6.2.8 Annex 8: FGD scenario with teachers and volunteers, parents

Facilitators of the FGD have to comply with the Ethical Protocol. They will hand out consent forms and explain their content before the FGD. Facilitators will answer any questions related to the project/FGD.

INTRODUCTORY QUESTIONS [teachers and volunteers]:

1. What is your role at the Makani centre?
2. How long have you been working/volunteering at the Makani centre? Do you have any previous experiences at different Makani centres? Could you explain how your previous professional experience as well as professional qualifications help you in your work at the Makani centre?
3. Why did you decide to work/volunteer at the Makani centre?
4. What do you enjoy the most about your work at the Makani centre?

INTRODUCTORY QUESTIONS [parents]:

5. How did you hear about Makani?
6. How are your family members engaged in Makani activities? Who participates in what services? How long? Do you yourself attend any activities at Makani? Which ones?
7. What do you like the most about Makani?
8. What do you expect from participation of your family members in Makani?
9. Could you already identify any positive effects for your children and family from coming to the Makani centre?
10. Do you think that Makani has any impact on you as a parent? How?

KEY QUESTIONS [all]:

11. Do you think that Makani is accessible to all children and youth (regardless of their sex, gender, nationality, family background, disability, etc.) on equal terms? Could anything be done to improve the accessibility?

12. Do you think that the services of your centre fully respond to the needs of children and youth in your community? Should any services be added to the centre's offer? Should any services be more available to meet the demand?
13. What are in your opinion the most important benefits for children and youth from participation in Makani? How much is the Programme contributing to increasing school enrolment and school retention in your area?
14. Could you provide some examples (evidence, stories) on how the Programme contributed to:
 - a. Improving children and youth abilities to seek out and participate in education, employment, personal decision making and community life?
 - b. Empowering youth in engaging with networks, private and public sectors which support livelihood/income opportunities?
 - c. **[For centres with SILs]** Increasing youth entrepreneurial readiness in terms of identification, motivation, aspirations, resources and entrepreneurial ability?
15. Do you think that the Makani Centre (you work in/with) offers a secure and safe environment to children who come there? Why? How important is it for the children and youth?
16. Are the resources of the centre fully adequate to the needs? Should the centre be supported with regard to facilities, supplies, staff trainings, number of staff, etc.?
17. **[Teachers and volunteers only]** How much support do you receive in your work from centre administration and other colleagues, from parents and from other actors (e.g. community leaders and local authorities)?
18. **[Parent only]** What does the cooperation with Makani Centres staff look like? Are you involved as a parent in any centre activities? Do you have regular information about your children's performance?
19. **[Teachers and volunteers only]** What are the most difficult challenges you faced in your work at the centre? How was this overcome?

RECOMMENDATIONS

20. What are in your opinion the main strengths, weaknesses and opportunities of the Makani approach? What could be done to further enhance it and expands its result to the broader community?
21. Could you mention any best practices at your centre that could be replicated in other centres/settings? Do you have any recommendations on what should be improved?

6.2.9 Annex 9: FGD scenario with children

Facilitators of the FGD have to comply with the Ethical Protocol. They will hand out consent forms to parents and children, and explain their content before the FGD. Facilitators will answer any questions related to the project/FGD.

INTRODUCTORY QUESTIONS:

1. How did you learn/hear about the Makani centre?
2. How do you get here? Is it easy for you to get here? Is the journey long?
3. Why do you come to Makani?

KEY QUESTIONS

4. How do you feel in the centre? Do you like it? What do you like the most about Makani?
5. Do you feel safe and secure here?
6. Have you made any friends at Makani? Do you work with other children in the centre?
7. What are the activities you participate in at the Makani centre?
8. What are your favourite activities/subjects?
9. What do you do during your activities at the Makani centre?
10. What have you learnt at Makani since you started to come here?
11. Do the things you learn here help you in any way?
 - a. Can you read better now?
 - b. Can you write better now?
 - c. Are you better at counting/in Maths now?
12. Do you go to school? Do you like it?
13. Have you been doing better at school since you started to come to Makani?
14. Do you know any children that do not come to the centre, but would like it? Do you know why they do not come?
15. Do you think Makani should continue? How would you feel if the centre was closed?
16. Who are your facilitators and teachers at the centre? What are your relations with them?
17. Is there anything you do not like about the centre and the activities?
18. Do you have any ideas what should be improved at the centre?

6.2.10 Annex 10: FGD scenario with youth

Facilitators of the FGD have to comply with the Ethical Protocol. They will hand out consent forms to parents and children, and explain their content before the FGD. Facilitators will answer any questions related to the project/FGD.

INTRODUCTORY QUESTIONS:

19. How did you learn/hear about the Makani centre?
20. How long have you been coming here?
21. How do you get here? Is it easy for you to get here? Is the journey long?
22. Do you work? Is the time of Makani activities good for you?
23. Why do you come to Makani?

KEY QUESTIONS

24. How do you feel in the centre? Do you like it? What do you like the most about Makani?
25. Do you feel safe and secure here?
26. Have you made any friends at Makani? Do you work with other children in the centre?
27. What are the activities you participate in at the Makani centre?
28. What are your favourite activities/subjects?
29. What do you do during your activities at the Makani centre?
30. What have you learnt at Makani since you started to come here?
31. Do the things you learn here help you in any way?
 - d. Can you read better now?
 - e. Can you write better now?
 - f. Are you better at counting/in Maths now?
 - g. Can you express yourself better? How?

32. Do you go to school? Do you like it?
33. Have you been doing better at school since you started to come to Makani?
34. What are the new skills you learnt at Makani?
35. Are the things you have learnt at the Makani centre useful for you and your family?
36. **[Working youth only]** Does what you have learnt at the Makani centre help you at work?
37. Have you changed your way of thinking about the future, since you started to attend Makani? How?
38. Do you think about graduating from a formal school? Do you think that the things you have learnt will help you in further education?
39. Do you think about having your own business in the future? Do you think that the things you have learnt at the Makani centre could help you in business?
40. Do you see any other benefits from your participation in Makani?
41. Do you know any children that do not come to the centre, but would like it? Do you know why they do not come?
42. Do you think Makani should continue? How would you feel if the centre was closed?
43. Would you recommend participation in Makani to others (your friends, relatives)? Why?
44. Who are your facilitators and teachers at the centre? What are your relations with them?
45. Is there anything you do not like about the centre and the activities?
46. Do you have any ideas what should be improved at the centre?

6.2.11 Annex 11: Ethical protocol

“Evaluation of UNICEF’s Makani Programme in Jordan”

ETHICAL PROTOCOL

The following document presents selected procedures on ethical issues involved in the current project. The team members are required to follow these procedures while conducting the activities with the “Evaluation of UNICEF’s Makani Programme in Jordan.” It is to ensure that the research complies with the highest standards of ethics, including those set by UNICEF.

1. Normative framework

a. All team members are required to, first and foremost, abide by the laws and other binding regulations of their countries and the countries they visit.

b. Team members are required to familiarize themselves with and abide by the UNICEF Procedure for Ethical Standards in Research, Evaluation, Data Collection and Analysis, which are easily available at:

www.unicef.org/supply/files/ATTACHMENT_IV-UNICEF_Procedure_for_Ethical_Standards.PDF

c. Team members are required to familiarise themselves with and use the following documents provided by UNICEF during the Inception phase:

- ▲ Guidance Document for Informed Consent 7 Dec 2016
- ▲ Guidance Document for Protocols for the Protection of Data 7 Dec 2016
- ▲ Guidance Document for the Protection of Human Subjects’ Identities 7 Dec 2016
- ▲ Guidance of the Protection of Human Subjects’ Safety 7 Dec 2016

All these documents were made available to team members via email during the Inception phase.

d. Team members are also required to follow the procedures as described in Ecorys' offer and revised in the Inception report, in particular ethical principles which have also been included in pt. 2 of this protocol.

e. If in the course of the research a question of an ethical nature arises, it is to be resolved in consultation with the Team Leader and Project Manager, and when it cannot be resolved independently by the consultant—also with UNICEF.

2. Research principles

As noted in Section 2.7 of the Inception report, the current evaluation is conducted in accordance with the following principles:

- ▲ **Principle 1. Safety**
- ▲ **Principle 2. Transparency**
- ▲ **Principle 3. Voluntary participation**
- ▲ **Principle 4. Privacy**
- ▲ **Principle 5. Confidentiality of data**
- ▲ **Principle 6. Reciprocity**

3. Informed consent procedure

a. Team members who are involved in data collection with respondents are required to obtain their informed consent prior to the interview. The informed consent forms have been provided in the Inception report in Annexes 10 and 11. The Inception report was shared with all members of the evaluation team.

b. The steps involved in obtaining the informed consent include, at a minimum:

- ▲ Handing over the Informed Consent Form,
- ▲ Researcher's presentation of themselves and Ecorys,
- ▲ Presentation of the project including the reason why a particular activity is undertaken,
- ▲ Presentation of what will happen during the interview, possible risks and benefits of participation,
- ▲ Clear information that if information concerning abuse is revealed, the researcher will report this fact to the evaluation team and UNICEF,
- ▲ Clear information that participation is voluntary,
- ▲ Clear information that refusal carries no penalty and resignation is possible at any point,
- ▲ Taking questions from the respondent,
- ▲ Information that if a person agrees then they should sign the form.

c. The information listed under pt. b. above has to be clearly enunciated in addition to being provided in writing as part of the informed consent form.

d. If a written consent cannot be provided, the team member should make sure that it is explicitly given orally.

e. In the case of a child's assent, the same steps should be followed, but prior consent of the guardian should be obtained. While communicating with children, the researchers need to be mindful of the language they use and adjust it to the needs of the child.

4. Considerations prior and during interviews

a. Prior and during the interviews with children, the interviewer needs to make sure that the conditions in which the interview is taking place offer safety. In particular any risks (psychological, physical, legal, social and economic) have to be considered beforehand and mitigation strategies prepared. The interviewer should weigh the risks against benefits. If the former outweigh the latter, they should resign from interviewing a given person.

b. During the interviews, all participants need to be treated with respect. If during the interview they resign from participation, they should not be solicited to continue; although a researcher may confirm whether the participant truly would like to resign.

c. During FGDs, attention should be paid that all participants have equal opportunity to express their opinions. There can be no tolerance for ridicule or intimidation from other participants, and the interviewer is obliged to react in such situations.

d. In the case when abuse is revealed, the interviewer is obliged to report this to the Team Leader and the Project Manager. The team will further report such cases to UNICEF.

e. Once the interview is concluded, participants should be thanked and should receive feedback on how the information they shared will be used further and when and where, if possible, they could see the results.

5. Protecting participants' identity

a. The researchers should minimise collection of personal data. Only that data which is indispensable should be gathered.

b. In relation to FGDs, names and surnames should not be collected, but only data which will help describe the sample and can be stated openly in the group without disclosure of too sensitive information, e.g. one can collect data on the function in the centre, sex, age (in case of children) and services used, but rather not concerning nationality and vulnerabilities.

c. The researchers involved in data collection are obliged to use interview codes in their reporting, as outlined in Annex 13 to the Inception report, to protect the privacy of respondent and ensure the anonymity of data.

c. The researchers cannot disclose the identity of respondents beyond the evaluation team and UNICEF.

Protecting data confidentiality and data management

a. Confidentiality of data should be protected and taken into account at every stage of the research.

- b. The hard copies of signed informed consent and assent forms gathered during data collection should be safely stored in one place by the Team Leader. They should not be accessible to anyone beyond the evaluation team and UNICEF. Once the interviews are completed, the Team Leader will hand over the hard copies of informed consent and assent forms to the Project Manager at Ecorys or send them to Ecorys by courier.
- c. For the purpose of reporting on the progress of data collection, the Team Leader will also regularly send scanned informed consent and assent forms to the Project Manager at Ecorys. The reporting templates will be sent over email in a password protected format.
- d. As part of reporting from data collection, the Team Leader and National Expert will also send filled in reporting templates from KIIs and FGDs, as well as photos taken as part of observations. The reporting templates and photos will be sent over email in a password protected format to the Project Manager at Ecorys. Data in the reporting templates will be coded in accordance with Annex 14 and should not, in any case, refer to the names and surnames of interviewees. The Team Leader and National Expert will store electronic copies of reporting templates and photos on their computers in a password protected form.
- d. The data in the electronic form will be stored on Ecorys' server, access to which is limited and password protected. Each member of the evaluation team is obliged and forced by the system to change the password every month.
- e. Access to data gathered during the project in the course of the fieldwork (i.e. informed consent and assent forms, as well as reporting templates and photos) will be limited to the evaluation team and UNICEF. The Project Manager or other members of the evaluation team will make the data available to UNICEF upon request.
- f. The data in an electronic form and in hard copies will be stored by Ecorys and the evaluation team until successful completion of the project confirmed by UNICEF in writing. Once confirmation is received, the data will be removed from the Ecorys server by the Project Manager with the assistance of the Ecorys' IT expert to make sure that it was removed in its entirety without possible restoration. The Project Manager will make sure that all members of the team, including the Team Leader and National Expert, have removed all data collected during KIIs and FGDs as part of the project from their computers.

6.2.12 Annex 12: Informed consent form (adults)

"Evaluation of UNICEF's Makani Programme in Jordan"

INFORMED CONSENT FORM

In December 2018, Ecorys Poland based in Warsaw was commissioned by UNICEF Jordan to carry out the project "Evaluation of UNICEF's Makani Programme in Jordan." The project will last until the end of April 2019 and will measure the relevance, effectiveness, efficiency, sustainability and impact of the program. In essence, the purpose is to find out whether the work of Makani centres has helped vulnerable children and youth in achieving their full potential in the society. The results will inform the UNICEF Jordan Country Program.

In the project, Ecorys Polska is carrying out extensive data collection through: (a) interviews with key informants in Amman and 30 selected Makani centres; (b) 30 group interviews with people who are closely involved in the work of Makani centres; and (c) 60 group interviews with beneficiaries of the Makani program—children and young people who use the services offered by the centres.

If you agree to participate in an interview, we will ask you questions about the Makani program, relative to your level of engagement. The interview should not take longer than an hour. Your participation is fully voluntary. Refusal to participate or choose not to respond to a particular question will involve no penalty or loss of benefits to which you are otherwise entitled. You may discontinue participation at any time. At the same time, participation in the interview will be an opportunity to share your opinions on the Makani program, its strengths and weaknesses. You will be able to present recommendations which will find their reflection in the final report and help improve this intervention.

We are committed to protecting your privacy. Your personal details will not be included in the published final report. This information will be available only to the evaluation team and UNICEF. Your interview will be coded, e.g. as KII-CL-1 (meaning: interview #1 at a central level with a key informant). When we use the information coming from you, we will either refer to your interview code or, if you agree, to the organisation you come from, e.g. we may write “a representative of UNICEF stated.”

Your personal data will be processed by UNICEF and the evaluation team only for the purpose of the evaluation. We will not disclose it to any third parties. You may contact us at any point to request alterations, amendments or removal of your personal data.

If you wish to receive more information about the evaluation, matters of privacy and data confidentiality, you may contact: [details of the contact person to be included upon agreement with UNICEF]

If you agree to participate in the interview, below please provide:

.....
Signature *Date and location*

If you agree to recording of your interview, below please provide:

.....
Signature *Date and location*

6.2.13 Annex 13: Informed assent form (children)

“Evaluation of UNICEF’s Makani Programme in Jordan”

INFORMED CONSENT FORM

I represent a European company called Ecorys Polska. It is based in Warsaw, Poland. UNICEF Jordan asked my company to conduct an important project. In this project, we want to see whether coming to the Makani centre helps you (and other people) in your life in any way. We want to know whether you feel safe in the Makani centre. We are interested in what you like in the centre, but also what you feel is not so good. And, importantly, we are also interested in your ideas on how to make Makani centres better.

We will gather a lot of information during our project. This information will come from various sources e.g. documents, but also many people. These will be people such as yourself, but also those who are responsible for the work of Makani centres. In the project, we will go to 30 Makani centres in the whole Jordan. The information that we collect will be used in a report. This report will help UNICEF to make decisions about what to do about the Makani centres in the future.

We would like you to talk to us in a group of other people such as yourself. We would like to ask you questions about your Makani centre. This should take no more than 60 minutes.

You can agree to participate, but you do not have to. We will understand if you do not want to talk. Nothing bad will happen to you if you say no. You can also agree now and resign at any time during the interview. This will be fine with us as well. If you decide to participate, you can tell us what you think about the Makani centre you visit. As we said earlier, you will have a chance to say what helps you and what does not. You will be able to say what you would like to change.

My company will use the information that you give me in the report for UNICEF Jordan, but we will not write your name in this report. Instead, we will use various codes. Only I will know what you said, but I will not tell that to anyone. Nobody else will be able to recognise that you said a particular thing. We would also like to ask you not to tell anyone what other children participating in the discussion said.

Only my company, Makani staff and UNICEF will know that you took part in an interview. We will protect this information and give it to nobody else. If you do not want information about you to belong to us anymore, you can tell us about it at any time.

If you want to know more about this project that we conduct now, you can contact this person: [details of the contact person to be included upon agreement with UNICEF]

If you agree to talk to us, please sign below:

.....
Signature

.....
Date and location

6.2.14 Annex 14: Informed consent form (parents)

“Evaluation of UNICEF’s Makani Programme in Jordan”

INFORMED CONSENT FORM

In December 2018, Ecorys Poland, a consulting company based in Warsaw, was commissioned by UNICEF Jordan to carry out the project “Evaluation of UNICEF’s Makani Programme in Jordan.” The purpose of the project is to find out whether the work of Makani centres has helped children and youth in Jordan in achieving their full potential in the society.

In the project, Ecorys Poland is collecting data through: (a) interviews with key informants in Amman and 30 selected Makani centres; (b) 30 group interviews with people who are closely involved in the work of Makani centres; and (c) 60 group interviews with beneficiaries of the Makani program—children and young people who use the services offered by the centres.

Today, we would like to also talk to your child about his or her participation in the activities of the Makani centre. We would like to talk to your child together with other children of similar age who also attend the centre. The interview should not take longer than two hours. Your child’s participation is fully voluntary. He or she can refuse to participate or choose not to respond to some question. This will carry no negative consequences for anyone. Your child may also say that he or she would like to resign at any time. During the discussion, your child will, however, have an opportunity to express an opinion about the Makani centre—what he or she likes, what they do at the centre, how this helps in life, etc. Your child’s opinions will be included in the final report and will help improve the work of Makani centres in Jordan.

We will protect your child’s privacy. No personal details will be included in the published final report. The identity of your child will only be known to the evaluation team and UNICEF. We will use the information obtained from children in a way that will not identify them individually. Your child’s personal data will be processed by UNICEF and the evaluation team only for the purpose of the project. We will not disclose it to anyone else. You may contact us at any point to request alterations, amendments or removal of your child’s personal data.

If you wish to receive more information about the evaluation, matters of privacy and data confidentiality, you may contact: [details of the contact person to be included upon agreement with UNICEF]

If you agree to your child’s participation in the interview, below please provide:

Your child’s name:.....

.....
<i>Your signature</i>	<i>Date and location</i>

If you agree to recording of the interview, below please provide:

.....
<i>Signature</i>	<i>Date and location</i>

6.2.15 Annex 15: Field observation checklist

Name of the centre:	
Location:	
Type:	
Implementing partner:	
Date and name of visitor:	
Services offered at the centre:	
Number of KIIs interviews conducted and profile of respondents:	
Number of FGDs conducted and number of participants:	

	YES	NO*
1. During the visit, were you able to observe that youth and children from different economic and social backgrounds and nationalities participated in the centre activities?	<input type="checkbox"/>	<input type="checkbox"/>
2. During your visit, did you see both girls and boys equally attending the centre?	<input type="checkbox"/>	<input type="checkbox"/>
3. Is the centre in an accessible location?	<input type="checkbox"/>	<input type="checkbox"/>
4. Does this location correlate with routines of families and children who participate in the services?	<input type="checkbox"/>	<input type="checkbox"/>
5. Is the centre in a remote location (from communities, cultural centres, main roads, facilities) with no public transport available?	<input type="checkbox"/>	<input type="checkbox"/>
6. Are any of the centre's partners in the vicinity?	<input type="checkbox"/>	<input type="checkbox"/>
7. Is the centre accessible for youth and children with disabilities?	<input type="checkbox"/>	<input type="checkbox"/>
8. During your visit, did you see children with disabilities?	<input type="checkbox"/>	<input type="checkbox"/>
9. Is the infrastructure of the centre (size) sufficient to provide services to the number of beneficiaries it currently serves?	<input type="checkbox"/>	<input type="checkbox"/>
10. Is water available?	<input type="checkbox"/>	<input type="checkbox"/>
11. Is sanitation available?	<input type="checkbox"/>	<input type="checkbox"/>
12. Is electricity available?	<input type="checkbox"/>	<input type="checkbox"/>
13. Is Internet available?	<input type="checkbox"/>	<input type="checkbox"/>
14. Was any fire extinguisher available in the centre?	<input type="checkbox"/>	<input type="checkbox"/>
15. Was it warm enough in the centre's premises?	<input type="checkbox"/>	<input type="checkbox"/>
16. Is the centre secured from danger by any fence or otherwise?	<input type="checkbox"/>	<input type="checkbox"/>

17. Does the centre provide a friendly atmosphere where the children and young people could feel safe from violence against children and gender-based violence?

☐☐

18. Does the centre have any outside recreational space?

☐☐

**if any no is chosen, pls provide explanation here:*

Other observations collected during the visit:

Any particularities of the centre that explain its effectiveness, any problems observed with regard to relevance, effectiveness, efficiency and sustainability of the implementation of Makani Programme in the centre

6.3 Ethics Review Board Approval



Research Ethics Approval

4 March 2019

Muhammad Hamza Abbas, MS
Principal Investigator
c/o UNICEF Regional Office for the Middle East & North Africa
Amman, Jordan

RE: Ethics Review Board findings for: *Impact Evaluation of Makani Program*

Dear Mr. Abbas,

Protocols for the protection of human subjects in the above study were assessed through a research ethics review by HML Institutional Review Board on 07 February – 04 March 2019.

This study's human subjects' protection protocols, as stated in the materials submitted, received **IRB approval**. Please notify this IRB of any changes in this study's design, risks, consent, or other human subject protection protocols.

Sincerely,

D. Michael Anderson, Ph.D., MPH
Chair & Human Subjects Protections Director, HML IRB

cc: Valentina Prosperi, Robert Stryk, Penelope Lantz, JD

HML Institutional Review Board
1101 Connecticut Avenue, NW Suite 450
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+1.202.753.5040

unicef@hmlirb.com www.hmlirb.com

US Department of Health & Human Services, Office of Human Research Protections IRB #00001211

6.4 Records of data collection (interviews and FGDs)

Stakeholder	Date	KII	G	FGD	No. of participants in FGDs	Male	Female
INTERNATIONAL							
Overseas Development Institute	22.05.2019	KII with ODI GAGE Officer	F				
Relief International	22.05.2019	KII with Camps Programme Manager	M				
UNICEF	22.05.2019	KII with Programme Officer for Makani	F				
UNICEF	22.05.2019	KII with Deputy Representative at UNICEF JCO	F				
UNICEF	22.05.2019	KII with Information Management Specialist	F				
UNICEF	22.05.2019	KII with Camp Coordinator for Makani	M				
UNICEF	22.05.2019	KII with Chief of Social Protection and Social Policy	M				
CENTRES - NATIONAL LEVEL							
JRF	31.3.2019	KII with Makani Manager	F				
ICCS	1.4.2019	KII with IP representatives	F				
EAC	3.4.2019	KII with Protection Officer	F				
YBC	2.4.2019	KII with Programme Manger	M				
IMC	4.4.2019	KII with Programme Manger	M				
IMC	22.05.2019	KII with Director of Programs	F				
Mateen	3.4.2019	KII with Programme Manger	F				
MOSD	3.4.2019	KII with 2 MoSD representatives	M				
CENTRES – FIELD VISITS							
UNICEF camp centre #1	14.4.2019	KII with Site Manager	M				
UNICEF camp centre #1	14.4.2019			FGD with Youth	5	0	5
UNICEF camp centre #1	14.4.2019			FGD with children	7	7	0
UNICEF camp centre #1	14.4.2019			FGD with Parents	6	1	5
UNICEF camp centre #1	14.4.2019			FGD with Facilitators	7	4	3
UNICEF camp centre #2	15.4.2019	KII with the Site Manager	M	FGD with Children	7	7	0
UNICEF camp centre #2	15.4.2019			FGD with Youth	9	6	3
UNICEF camp centre #2	15.4.2019			FGD with Parents	10	0	10
UNICEF camp centre #2	15.4.2019			FGD with Facilitators	8	5	3
UNICEF camp centre #3	16.4.2019	KII with the Site Manager	F	FGD with Children	4	4	0
UNICEF camp centre #3	16.4.2019			FGD with children	11	0	11
UNICEF camp centre #3	16.4.2019			FGD with Parents	10	0	10

UNICEF camp centre #3	16.4.2019			FGD with Facilitators	5	3	2
ICCS centre #1 (Irbid)	17.4.2019	KII with Community Leader	M	FGD with Children	11	2	9
ICCS centre #1 (Irbid)	17.4.2019			FGD with Youth	5	3	2
ICCS centre #1 (Irbid)	17.4.2019			FGD with Parents	6	1	5
ICCS centre #1 (Irbid)	17.4.2019			FGD with Facilitators	8	0	8
JRF centre #1	18.4.2019	KII with Centre Manager	M	FGD with Children	7	1	6
JRF centre #1	18.4.2019			FGD with Youth	7	1	6
JRF centre #1	18.4.2019			FGD with Parents	8	0	8
JRF centre #1	18.4.2019			FGD with Facilitators	9	3	6
UNICEF camp #4	21.4.2019	KII with Site Manager	M				
UNICEF camp #4	21.4.2019			FGD with Children	9	9	0
UNICEF camp #4	21.4.2019			FGD with Parents	7	7	0
UNICEF camp #4	21.4.2019			FGD with Facilitators	7	0	7
MOSD centre #1	22.4.2019	KII with Centre Manager	M	FGD with Children	13	0	13
MOSD centre #1	22.4.2019			FGD with Parents	7	0	7
MOSD centre #1	22.4.2019			FGD with Facilitators	7	0	7
ICCS centre #2	23.4.2019	KII with Senior Facilitator	F	FGD with Children	11	4	7
ICCS centre #2	23.4.2019			FGD with Youth	8	2	6
ICCS centre #2	23.4.2019			FGD with Facilitators	4	0	4
ICCS centre #3	24.4.2019	KII with Senior Facilitator	F				
ICCS centre #3	24.4.2019	KII with Community Committee Member	F	FGD with Facilitators	12	2	10
ICCS centre #3	24.4.2019			FGD with Children	4	0	4
ICCS centre #3	24.4.2019			FGD with Children	6	6	0
ICCS centre #4	25.4.2019	KII with Community Leader	M	FGD with children	13	7	6
ICCS centre #4	25.4.2019	KII with Senior facilitator	F	FGD with youth	9	2	7
ICCS centre #4	25.4.2019			FGD with Facilitators	13	1	12
ICCS centre #4	25.4.2019			FGD with parents	13	0	13
MoSD centre #2	28.4.2019	KII with Centre Manager	F	FGD with children	6	1	5
MoSD centre #2	28.4.2019	KII with Head of Female Youth Centre	F	FGD with Facilitators	5	1	4
MoSD centre #2	28.4.2019			FGD with parents	8	1	7
MoSD centre #3	29.4.2019	KII with Centre Manager	M	FGD with female children	11	0	11
MoSD centre #3	29.4.2019	KII with Community Leader	M	FGD with male children	8	8	0

MoSD centre #3	29.4.2019			FGD with youth	7	1	6
MoSD centre #3	29.4.2019			FGD with Facilitators	6	0	6
MoSD centre #3	29.4.2019			FGD with parents	9	0	9
MoSD centre #4	30.4.2019	KII with Centre Manager	M	FGD with dropout children	5	3	2
MoSD centre #4	30.4.2019			FGD with female children	6	0	6
MoSD centre #4	30.4.2019			FGD with Facilitators	6	0	6
MoSD centre #4	30.4.2019			FGD with parents	9	0	9
Karak Centre	1.5.2019	KII with Senior Facilitator	F	FGD with children	10	4	6
Karak Centre	1.5.2019	KII with Community Leader	F	FGD with youth	6	1	5
Karak Centre	1.5.2019			FGD with Facilitators	9	0	9
EAC	3.4.2019	KII with Host Programme Manger	M				
EAC	3.4.2019	KII with Coordinator	F	FGD with youth	9	5	4
EAC	4.4.2019			FGD with children	11	0	11
EAC	4.4.2019			FGD facilitators			
Mateen centre #1	15.4.2019	KII with Facilitator	M				
Mateen centre #1	15.4.2019			FGD with parents	9	0	9
Mateen centre #1	15.4.2019			FGD with children	10	0	10
Mateen centre #2	15.4.2019	KII with Facilitator	M				
Mateen centre #2	15.4.2019			FGD with parents	11	9	2
Mateen centre #2	15.4.2019			FGD with children	10	0	10
Mateen centre #3	16.4.2019	KII with ITS Coordinator	M				
Mateen centre #3	16.4.2019	KII with Facilitator	F				
Mateen centre #3	16.4.2019			FGD with parents	8	5	3
Mateen centre #3	16.4.2019			FGD with children	12	9	3
Mateen centre #3	16.4.2019			FGD with youth	4	1	3
Mateen centre #4	16.4.2019	KII with Facilitator	F				
Mateen centre #4	16.4.2019	KII with ITS Coordinator	M				
Mateen centre #4	16.4.2019			FGD with children	13	7	6
Mateen centre #4	16.4.2019			FGD with youth	10		10
Mateen centre #4	16.4.2019			FGD with youth	11	0	11
ICCS centre #5	23.4.2019	KII with Centre Manger	F				
ICCS centre #5	23.4.2019	KII with Community Leader	F				
ICCS centre #5	23.4.2019			FGD with facilitators	4	0	4
ICCS centre #5	23.4.2019			FGD with youth	5	5	0

ICCS centre #5	23.4.2019			FGD with children	7	0	7
ICCS centre #5	23.4.2019			FGD with parents	3	0	3
ICCS centre #6	24.4.2019	KII with Centre Manager	F				
ICCS centre #6	24.4.2019	KIL with Community Leader	F				
ICCS centre #6	24.4.2019			FGD with parents	19	0	19
ICCS centre #6	24.4.2019			FGD with children	21	15	6
ICCS centre #6	24.4.2019			FGD with Youth	16	0	16
ICCS centre #6	24.4.2019			FGD with facilitators	12	0	12
Mateen centre #5	25.4.2019	KII with Facilitator	M				
Mateen centre #5	25.4.2019			FGD with youth	9	3	6
Mateen centre #5	25.4.2019			FGD with children	16	10	6
Mateen centre #6	25.4.2019	KII with Facilitator	M				
Mateen centre #6	25.4.2019			FGD with children	9	8	1
Mateen centre #6	25.4.2019			FGD with youth	7	5	2
Mateen centre #7	28.4.2019	KII with Facilitator	M				
Mateen centre #7	28.4.2019			FGD with youth	3	0	3
Mateen centre #7	28.4.2019			FGD with parents	8	0	8
Mateen centre #7	28.4.2019			FGD with children	8	3	5
Mateen centre #8	28.4.2019	KII with Facilitator	M				
Mateen centre #8	28.4.2019			FGD with youth-girls	6	0	6
Mateen centre #8	28.4.2019			FGD with youth-boys	10	4	0
Mateen centre #8	28.4.2019			FGD with parents	12	0	12
Mateen centre #8	28.4.2019			FGD with children	12	8	4
Mateen centre #8	28.4.2019	KIL with Community Leader	M				
YBC	5.5.2019	KII with Centre Manager	M				
YBC	5.5.2019	KII with Community Leader	F	FGD with youth	13	13	0
YBC	5.5.2019			FGD with children	10	2	8
YBC	5.5.2019			FGD with parents	3	0	3
YBC	5.5.2019			FGD with facilitators	12	0	12
IMC	6.5.2019	KII with Centre Manager	M				
IMC	6.5.2019	KII with Community Leaders	F				
IMC	6.5.2019			FGD with facilitators	4	0	4
IMC	6.5.2019			FGD with Youth	3	3	0
IMC	6.5.2019			FGD with children	19	14	5
IMC	6.5.2019			FGD with parents	8	0	8

Mateen centre #9	8.5.2019	KII with Facilitator	M				
Mateen centre #9	8.5.2019			FGD with children	9	6	3
Mateen centre #9	8.5.2019			FGD with parents	2	0	2
Mateen centre #10	8.5.2019	KII with Facilitator	F				
Mateen centre #10	8.5.2019	KII with Community leader	M	FGD with children			
Mateen centre #10	8.5.2019			FGD with parents	8	1	7
Mateen centre #10	8.5.2019			FGD with children	10	5	5
Mateen centre #10	8.5.2019			FGD with youth	10	10	0
JRF centre #2	9.5.2019	KII with Centre Manger	M				
JRF centre #2	9.5.2019	KII with Community leader	M				
JRF centre #2	9.5.2019			FGD with facilitators	8	1	7
JRF centre #2	9.5.2019			FGD with children	12	0	12
JRF centre #2	9.5.2019			FGD with children	6	0	6
JRF centre #2	9.5.2019			FGD with parents	11	0	11

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6.6 Results of random effects models

Figure 11. Results of random effects model; dependent variable: attendance (number of classes/cycles attended per individual)

	Estimate	Std. Error	t value
Male (ref cat. Female)	-0.13	0.02	-6.37
Age	-0.10	0.00	-32.79
<u>Partner (ref cat. EAC)</u>			
<u>Future Pioneer</u>	6.87	0.21	33.40
ICCS	-0.60	0.16	-3.74
IMC	-0.06	0.17	-0.35
JOHUD	0.82	2.85	0.29
JRF	0.05	0.16	0.28
Mateen	1.85	0.19	9.58
MECI	0.45	0.19	2.37
MoSC	0.09	0.16	0.54
Save the Children	1.68	0.18	9.39
SCI	-1.04	0.86	-1.20
Unicef	0.08	0.17	0.48
YBC	1.19	0.18	6.80
Syrian (ref cat. Jordanian)	0.83	0.03	25.86
<u>FE status</u>			
OOSC	0.51	0.05	9.56
N/A, not in school age	-1.43	0.04	-38.55
<u>Work status (ref cat. Not working)</u>			
Non-compatible labour	-0.07	0.18	-0.40
Compatible labour	-0.10	0.10	-1.02
Unemployed youth	-2.35	0.20	-11.70
<u>Disability status (ref cat. No disability)</u>			
Some difficulties	0.32	0.06	5.73
A lot of difficulties	0.38	0.09	4.10
Cannot perform activity	-0.05	0.23	-0.20
<u>HH location type (ref cat. Camp)</u>			
HC	0.32	0.05	6.96
ITS	0.78	0.08	9.55
(Intercept)	4.06	0.17	23.66

N= 70,884; controlling for HH and individual effects using RE; effects significant at 5% level are provided in bold

Source: Authors' calculations based on Bayanati data

Figure 12. Results of random effects model; dependent variable: attendance rate (number of days attended out of total days required)

	Estimate	Std. Error	t value
Male (ref cat. Female)	-0.01	0.00	-6.14
Age	0.00	0.00	-12.49

<u>Partner (ref cat. EAC)</u>			
Future Pioneer	0.11	0.01	7.20
ICCS	0.04	0.01	2.69
IMC	0.09	0.01	6.27
JRF	0.15	0.01	11.26
Mateen	-0.13	0.01	-9.47
MECI	0.04	0.01	2.58
MoSC	-0.09	0.01	-6.82
Save the Children	-0.31	0.01	-22.78
SCI	-0.58	0.07	-8.40
Unicef	0.02	0.01	1.60
YBC	0.06	0.01	4.25
Syrian (ref cat. Jordanian)	0.01	0.00	4.64
<u>FE status</u>			
OOSC	-0.02	0.00	-3.91
N/A, not in school age	0.01	0.00	1.48
<u>Work status (ref cat. Not working)</u>			
Non-compatible labour	-0.10	0.01	-7.76
Compatible labour	-0.02	0.01	-3.26
Unemployed youth	0.02	0.02	1.50
<u>Disability status (ref cat. No disability)</u>			
Some difficulties	-0.01	0.00	-2.23
A lot of difficulties	0.00	0.01	0.71
Cannot perform activity	-0.04	0.02	-2.48
<u>HH location type (ref cat. Camp)</u>			
HC	0.02	0.00	4.61
ITS	0.04	0.01	6.00
(Intercept)	0.64	0.01	46.04

N= 239,734 controlling for HH and individual effects using RE; effects significant at 5% level are provided in bold

Source: Authors' calculations based on Bayanati data

Figure 13. Results of random effects model; dependent variable: difference in pre- and post-assessment scores of Arabic

	Estimate	Std. Error	t value
Attendance rate	1.81	0.31	5.79
Male (ref cat. Female)	-0.06	0.17	-0.38
Age	-0.21	0.02	-8.59
<u>Partner (ref cat. EAC)</u>			
ICCS	-4.68	1.59	-2.95
IMC	-0.68	1.65	-0.41
JRF	-5.34	1.58	-3.37
Mateen	-18.94	1.74	-10.89
MECI	-9.09	1.73	-5.27
MoSC	-6.45	1.64	-3.93
Save the Children	-17.77	1.68	-10.59
Unicef	-10.61	1.65	-6.44

YBC	-5.62	1.63	-3.44
Syrian (ref cat. Jordanian)	1.08	0.26	4.20
<u>FE status</u>			
OOSC	-0.59	0.48	-1.23
N/A, not in school age	0.28	0.59	0.47
<u>Work status (ref cat. Not working)</u>			
Non-compatible labour	-1.07	1.90	-0.57
Compatible labour	0.21	0.73	0.28
Unemployed youth	-1.67	2.77	-0.60
<u>Disability status (ref cat. No disability)</u>			
Some difficulties	0.55	0.40	1.37
A lot of difficulties	-0.63	0.66	-0.96
Cannot perform activity	4.19	2.14	1.95
<u>HH employment status (ref cat. Working full-time)</u>			
Not working	-0.43	0.27	-1.63
Working part time	-1.46	0.29	-5.09
Seasonally working	-1.09	0.46	-2.39
Head of HH (ref cat. Female)	-0.03	0.28	-0.12
<u>HH location type (ref cat. Camp)</u>			
HC	0.11	0.38	0.29
ITS	-0.81	0.67	-1.21
(Intercept)	24.74	1.68	14.73

N= 26,372 ; controlling for HH and individual effects using RE; effects significant at 5% level are provided in bold

Source: Authors' calculations based on Bayanati data

Figure 14. Results of random effects model; dependent variable: difference in pre- and post-assessment scores of Math

	Estimate	Std. Error	t value
Attendance rate	1.81	0.25	7.38
Male (ref cat. Female)	0.29	0.11	2.57
Age	-0.14	0.02	-7.79
<u>Partner (ref cat. EAC)</u>			
ICCS	-2.09	1.41	-1.48
IMC	-2.18	1.45	-1.50
JRF	-1.10	1.41	-0.78
Mateen	-14.34	1.49	-9.64
MECI	-4.47	1.48	-3.02
MoSC	0.92	1.45	0.63
Save the Children	-11.58	1.46	-7.93
Unicef	-6.22	1.44	-4.31
YBC	-2.13	1.43	-1.49
Syrian (ref cat. Jordanian)	1.68	0.18	9.31
<u>FE status</u>			
OOSC	0.38	0.32	1.20
N/A, not in school age	-0.25	0.42	-0.60

<u>Work status (ref cat. Not working)</u>			
Non-compatible labour	-2.75	1.28	-2.15
Compatible labour	-1.02	0.52	-1.94
Unemployed youth	0.55	1.93	0.29
<u>Disability status (ref cat. No disability)</u>			
Some difficulties	-0.30	0.28	-1.09
A lot of difficulties	0.76	0.44	1.72
Cannot perform activity	0.56	1.41	0.40
<u>HH employment status (ref cat. Working full-time)</u>			
Not working	-0.94	0.19	-5.07
Working part time	-2.47	0.20	-12.29
Seasonally working	-0.89	0.32	-2.80
Head of HH (ref cat. Female)	-0.20	0.20	-1.01
<u>HH location type (ref cat. Camp)</u>			
HC	1.36	0.26	5.31
ITS	3.19	0.47	6.80
(Intercept)	15.11	1.46	10.34

N= 25,023 ; controlling for HH and individual effects using RE; effects significant at 5% level are provided in bold

Source: Authors' calculations based on Bayanati data

6.7 Achievement of Makani indicators for March 2018 until February 2019

Makani indicators		YBC	EAC	Mateen	ICCS	JRF	MoSD	IMC	Unicef Camps
Output indicator 1.1.1: Number of children and adolescents (6-18 years) enrolled in learning support service	Target	3,500	1,800	1,400	23,617	11,250	9,700	1,300	9,900
	Actual	4,551	1,550	2,023	32,635	11,421	5,516	1,410	10,613
Output indicator 1.1.2: Number of eligible children and adolescents referred to formal and non-formal certified education programs (i.e. Basic & early childhood education, Catchup and Dropout)	Target	600	234	1,200	6,000	2,025	60%	234	
	Actual	117	43	14	1,253	2,179	1,406	201	
Output indicator 1.1.3: Percentage of children who accessed minimum required learning hours	Target	70%	70% (1,260)	70%	70%	7,875	70%	70%	
	Actual	50%	1,000	81%	75%	4,340	70%	60%	
Output 1.1.4: Percentage of Hajati assisted families whose children miss ≥ 15 days of school attendance followed up through home visit protocol by Makani Outreach Work	Target	100 %			100%	100%		N/A	
	Actual	100%			390	100%		N/A	
Output indicator 1.2.1: Number of vulnerable children, adolescents and youth enrolled in life skills based education	Target	2,800	1,320	725	22,042	10,000	8580	1,100	8,402
	Actual	2,026	1,307	1,017	24,640	8,851	2,435	1,192	10,011
Output indicator 1.2.2: Number of vulnerable children, adolescents and youth who have completed the life skills based education programme	Target	2,240	1,056	500	17,634	8,000	7,722	880	
	Actual	1,537	794	495	12,076	6,670	2,435	96	
Output indicator 1.2.3: Number of Life skills cycles completed	Target	4	4	50	590	4	344	12	
	Actual	4	4	50	606	3	120	12	
Output indicator 1.2.4: Number of vulnerable children, adolescents and youth enrolled in the social innovation curriculum (Phase I)	Target	400	600		8,800	2,880		1,050	1,600
	Actual	410	594		6,396	1,707	83	1,063	
Output indicator 1.2.5:	Target	320	480		7,040	2,304		840	
	Actual	371	399		5,280	1,241		749	

Number of vulnerable children, adolescents and youth completing the social innovation curriculum (Phase I)									
Output indicator 1.2.6: Number of Social innovation phase I cycle completed	Target	20	30		440	4		52	
	Actual	18	5		256			48	
Output indicator 1.2.7: Number of vulnerable adolescents and youth enrolled in the technical training.	Target	40	50		500	500		60	
	Actual	120	21		1,600			7	
Output indicator 1.2.8: Number of vulnerable adolescents and youth completing the technical training.	Target	30	40		400	400		40	
	Actual	120	21		1,600	40		7	
Output indicator 1.2.9: Number of technical trainings cycle completed	Target	2	2		20	1		3	
	Actual	22			80	1		1	
Output indicator 2.1.1: Number of vulnerable adolescents and youth enrolled in volunteering activities, coaching and civic engagement/youth led- initiatives	Target	2,240	1,056		17,634	10,500	2,145	880	
	Actual	1,016	794		24,238		575	967	
Output indicator 2.1.2: Number of vulnerable adolescents and youth completing a volunteering, coaching programme or civic engagement/youth-led initiatives	Target	1,792	845		14,107	8,400	1,931	704	
	Actual	1,016	794		18,085		548	950	
Output indicator 2.1.3: Number of children, adolescent- and youth-led initiatives implemented by young people from the life skills programme to apply their skills responding to the challenges identified in the baseline	Target	300	80	470	1,180	500	172	60	
	Actual	140	77	737	1,730	350	40	61	
Output indicator 2.1.4: Number of adolescent and youth enrolled in social innovation curriculum (Phase II:12-16).	Target	160	240		3,520	1,152		420	
	Actual	26	3		1,964	279		436	
Output indicator 2.1.5: Number of adolescent and youth completing the social innovation curriculum (Phase II).	Target	128	192		2,618	922		336	
	Actual	26			1,767			238	
Output indicator 2.1.6: Number of social innovation projects, and business ventures that have been implemented as part of the social innovation curriculum (Phase II:12-16).	Target	50	30		325	144		15	
	Actual	7			128			4	

Output indicator 2.1.7: Number of Social innovation (phase II:12-16) cycles completed	Target	20	30		440	144		52	
	Actual	2			98			21	
Output indicator 2.1.8: Number of vulnerable children, adolescents and youth referred to further opportunities via post-programme opportunity referrals	Target	2,240	30		14,107	13,200	7,722	336	
	Actual	56			0 (not activated)		2,435	119	
Output indicator 3.1.1: Number of vulnerable children, adolescent and young people accessing structured child protection community-based programs	Target	3,000	2,000	1,500	34,218	16,000	13,000	2,000	11,049
	Actual	3,783	1,654	2,023	37,224	15,305	4,006	2,047	13,695
Output indicator 3.1.2: Number of vulnerable children (0- 5) accessing structured ECD programs	Target	560	330		10,234	4,200		840	8,266
	Actual	180	415		6,698	1,433		352	
Output indicator 3.1.3: Number vulnerable children, adolescent and young people identified and referred for specialized CP and GBV services	Target	300	30	600	1,180	2,000	1,300	300	
	Actual	112 on Bayanati 603 refused to be officially referred	13	602	1,050	1,465	28	245	
Output indicator 3.1.4: Number of women and men participating instructed and sustained community-based parenting programs	Target	1,800 CP: 1000 ECD: 800	920 CP: 400 ECD: 520	800	21,885	8,000 CP: 2,000 ECD: 6,000	10,500	3,600 CP: 2,400 ECD: 1,200	3,243
	Actual	1,359 CP: 766 ECD: 593	892 CP: 477 ECD: 415	866	26,097	5,736 CP: 1,878 ECD: 3,858	1,618	3,583 CP: 2,497 ECD: 1,086	13,339
Output indicator 3.1.5: Number of women, girls, boys and men participating in child protection communication campaigns and community events	Target	6,000	2,000	3,000	35,425	10,000	24,000	13,500	
	Actual	6,517	2,086	3,029	91,507			14,144	
Output indicator 3.2.1: Number of operational safe spaces (Number of functional Makani centres that provide comprehensive services - LS, LSS, and community-based child protection	Target	2	1	50	45	14		3	
	Actual	2	1	50	45	22	20	3	23

Output indicator 3.2.2: Percentage of functional Makani centres with access to: (a) free and supervised transport (b) accessible infrastructure and materials for beneficiaries with disabilities	Target	100%	100%		25%	100%	20	100%	
	Actual	100%	100%		37/ 10		100%	100%	
Output indicator 3.2.4: Number of children, adolescents and youth with functional difficulties enrolled in Makani centres	Target	225	100		1,710	1,000	5%	325	
	Actual	110	13		1,667	240	94	94	
Output indicator 3.2.5: Number of Makani centres with improved solid waste collection and disposal	Target	2	100%		37	100%		3	
	Actual	2			37			3	
Output indicator 3.2.6: Number of children reached through targeted hygiene messages and received hygiene non-food items	Target	3,000	2,000		34,218	10,000		2,500	
	Actual	1,777	510		45,116	300		8,017	
Output indicator 3.2.7: Number of Makani centres that maintain clean WASH facilities (cleaned at least twice a day) and have soap at WASH facilities at all times	Target	2	100%		37	100%		3	
	Actual	2	100%		37	100%		3	
Output indicator 3.2.8: Number of children having access to safe water while in Makani centres	Target	4,500	100%		59,000			2,500	
	Actual	4,464	100%		68,000			7,193	

Source: JPR provided by UNICED; numbers highlighted in yellow are from progress reports provided by partners due to lack of specific indicators in the JPR; due to the lack of JPR altogether for MoSC, Mateen and UNICEF itself, all numbers provided are based on the progress reports or comments from UNICEF.