

Case Study Report

EVALUATION OF UNICEF CONTRIBUTION TO TEACHING AND LEARNING

■ Case Study: Jordan ■■

UNICEF Evaluation Office

May 2023

Evaluation of UNICEF contribution to teaching and learning Case Study: Jordan

© United Nations Children’s Fund, New York, 2023
United Nations Children’s Fund
Three United Nations Plaza
New York, New York 10017

May 2023

The purpose of publishing evaluation reports produced by the UNICEF Evaluation Office is to fulfil a corporate commitment to transparency through the publication of all completed evaluations. The reports are designed to stimulate a free exchange of ideas among those interested in the topic and to assure those supporting the work of UNICEF that it rigorously examines its strategies, results and overall effectiveness.

The content of the report does not necessarily reflect the policies or views of UNICEF.

The text has not been edited to official publication standards, and UNICEF accepts no responsibility for error.

Designations in this publication do not imply an opinion on the legal status of any country or territory, or of its authorities, or the delimitation of frontiers.

The copyright for this report is held by the United Nations Children’s Fund. Permission is required to reprint/reproduce/photocopy or in any other way to cite or quote from this report in written form. UNICEF has a formal permission policy that requires a written request to be submitted. For non-commercial uses, the permission will normally be granted free of charge. Please write to the Evaluation Office at the address below to initiate a permission request.

For further information, please contact:

Evaluation Office
United Nations Children’s Fund
Three United Nations Plaza
New York, New York 10017
evalhelp@unicef.org

Contents

Acknowledgements	6
Acronyms	7
Executive summary	8
1.0 Introduction and background	11
1.1 Introduction	11
1.2 Jordan country context	11
1.3 COVID-19 and the education sector in Jordan	13
1.4 UNICEF Jordan’s response to COVID-19 in education	14
2.0 Purpose, objectives and scope	16
2.1 Purpose of the case study	16
2.2 Objectives of the case study	16
2.3 Scope of the case study	16
3.0 Case study approach and methodology	17
3.1 Case study approach and methods	17
4.0 Findings and conclusions	19
4.1 Objective 1: Building the evidence and resource base for the education response to the COVID-19 pandemic	19
4.2 Objective 2: Reopening schools and reinstating face-to-face learning	23
4.3 Objective 3: UNICEF preparedness frameworks and readiness to handle similar future crises	28
5.0 Lessons learned and possible follow-up actions	30
Bibliography	31
Annex A: Evaluation questions, approach, and methodology	33
A.1. Evaluation questions	33
A.2. Evaluation approach	34
A.2.1. Case study countries sampling selection	35
A.3. Data collection methods and sampling	38
A.3.1 Primary data collection	38
A.3.2. Secondary data collection	39

A.4. Data analysis	39
A.5. Ethical considerations	40
A.6. Evaluation users and uses	41
Annex B. Evaluation framework	42
Annex C: Primary data collection tools: Case study	48
C.1. UNICEF CO Chief of education and other senior education staff	48
C.2. UNICEF CO Education in Emergency	49
C.3. UNICEF CO Other education staff	50
C.4. UNICEF CO DAPM staff	51
C.5. Government Entities	51

Acknowledgements

We recognize the many people who gave freely their time for this exercise, starting with UNICEF Jordan Country Office staff Gemma Wilson-Clark, Jane Courtney, Bassam Saleh, Niveen Hazem Dajani, Fatema Nabhani and Omar Zu'bi, for their constant support and collaboration in the production of this case study, gathering documents for the desk review, participating in key informant interviews, and providing feedback on the report. We sincerely thank the government officials from the Jordan Ministry of Education and implementing partners who participated in key informant interviews and shared perspectives and feedback on UNICEF efforts supporting the education sector's response to COVID-19.

The case study, as part of the global evaluation exercise, was conducted by a team of external consultants from Cambridge Education – Mott MacDonald Group comprising Stuart John, Jake Ross, Ira Sangar, Sevilay Bicici, Kaylie Miller, Anne Njogu, Kate Martin and Robina Shaheen. The full exercise was managed by Tami Aritomi of the UNICEF Evaluation Office, who provided continuous support to help improve the quality and utility of this case study, as part of the global evaluation. Overall supervision was provided by Denis Jobin, chief of portfolio in the Evaluation Office. Special acknowledgement is given to Kathleen Letshabo, who contributed to the quality review, and Dalma Rivero, Geeta Dey and Celeste Lebowitz for their continued administrative support.

Acronyms

EiE	Education in emergencies
ESWG	Education Sector Working Group
IFRC	International Federation of Red Cross and Red Crescent Societies
LTA	Long-Term Agreement
MoE	Ministry of Education
MoH	Ministry of Health
NAF	National Aid Fund
NDA	National Diagnostic Assessment
NFE	Non-formal education
SEN	Special educational needs
UNESCO	United Nations Educational, Scientific and Cultural Organization
WHO	World Health Organization

Executive summary

Introduction

This case study is one of seven case studies conducted within the global evaluation of the UNICEF contribution to improved teaching and learning. The overall objective of the global evaluation was to determine to what extent and how successfully UNICEF activities and outputs at the global, regional and country levels contributed to the following outcomes: (1) strong evidence and resource base provided for the education sector's response to COVID-19; (2) education solutions are evidence-based, cross-sectoral and partnership-based; (3) children continue to learn while schools are closed; (4) marginalized children are reached, and their needs are addressed; (5) children are safe and protected during school reopening; and (6) in-school learning is reinstated. The global evaluation was carried out between February 2022 and March 2023, covering UNICEF activities and documents generated between March 2020 and December 2021.

The main purpose of the case study was to produce in-depth analysis to further inform the global evaluation, as well as to derive lessons learned to advise the UNICEF Jordan Country Office about possible activities and to better position the organization to improve its performance in support of teaching and learning efforts.

The Jordan case study was guided by questions from the global evaluation, based on three specific objectives: Objective 1: to examine the role of UNICEF in building the knowledge, research and global public goods required to mount an effective education response to the COVID-19 pandemic; Objective 2: to examine the extent to which UNICEF-supported strategies were deployed effectively to enhance government initiatives for continuity of learning during school closures and to reinstate safe and equitable in-school learning opportunities during the COVID-19 pandemic; and Objective 3: to examine the extent to which UNICEF Education teams used the existing frameworks, infrastructure, capacities and tools to mount an effective education response to COVID-19, and whether adjustments are being made to enhance preparedness for future disruptions of a similar scale. Conducted over the same time period, the case study follows the same utilization-focused evaluation approach and methodology as the one used in the global evaluation and a similar in-depth data collection method to assess the evidence.

Over 60 documents were reviewed (internal and published) and complemented by 8 remote interviews with key country informants. Evidence was triangulated using information from a global online survey administered between September and October 2022 to contextualize the analysis. Active participation of UNICEF Jordan Country Office staff gave the triangulation process an additional layer of validity. The conclusions and lessons are summarized below.

Conclusions

UNICEF Jordan played an important role supporting the Government of Jordan's initial response to the COVID-19 pandemic to continue the school engagement of children during closures and generating evidence-based advocacy in support of school reopening. UNICEF Jordan played a major role in supporting the Ministry of Education to build the capacity and to develop programmes, by adapting curriculum, exams, assessment, teacher / school leader training, and learning loss recovery initiatives to the COVID-19 context. UNICEF Jordan was successful and influential in supporting the Government of Jordan to strengthen children's wellbeing during the

closure and reopening of schools through UNICEF led campaigns on children's psychosocial readiness and support to return to classes, among other initiatives. UNICEF Jordan Education Team used existing tools, capacity, and experience built and tested during the Syrian refugee crisis, to respond to the COVID-19 pandemic. These included preparation of programmes and guidance tools (e.g., checklists) for school reopening (jointly with the Ministry of Education), school readiness, teacher training, inclusive and blended education, and other practical guidance tools, similar to those used in refugee camps.

Objective 1: Building the evidence and resource base for the education response to the COVID-19 pandemic

Conclusion 1: The UNICEF Jordan Country Office played a key role in supporting the Government of Jordan and made a significant difference in providing technical assistance and resources to generate timely evidence, which informed the government decision to reopen schools, and to take the necessary measures to mitigate the spread of COVID-19 in schools, and keep schools open.

Conclusion 2: The UNICEF Jordan Country Office played a major role in coordinating a multisectoral response within the organization to support different departments of the MoE to build capacity, develop and/or adapt programmes to COVID-19 response, and work coherently and efficiently with other government departments to update tools that addressed the educational, safety and psychosocial needs of children.

Objective 2: Reopening schools and reinstating face-to-face learning

Conclusion 3: The UNICEF Jordan was successful in supporting the government to strengthen children's well-being during the closure and reopening of schools; to support children's psychosocial readiness to return to classes; to develop and communicate plans for partial and full re-opening of schools; to raise awareness on hygiene and social distancing; and to distribute hygiene supplies and masks(for Syrian refugees).

Conclusion 4: The UNICEF Jordan Country Office successfully supported the government to provide a variety of online and blended learning programmes, including adaptations for visually impaired children as well as accelerated and recovery learning implementations (under Learning Bridges), that included support for teachers' skills development, and initiatives to assess learning losses during school closures.

Objective 3: UNICEF preparedness frameworks and readiness to handle similar future crises

Conclusion 5: The UNICEF Jordan Country Office took full advantage of its prior experience to deliver flexible and quick responses and solutions, which resulted in an overall well-prioritized, timely and effective response to the COVID-19 pandemic. The Education team was able to quickly mobilize resources to provide the technical assistance required by the MoE through Long-Term Agreements with suppliers, using existing education in emergencies (EiE) tools, capacities and experience to respond to the COVID-19 pandemic. However, although evidence suggests that the UNICEF Jordan Country Office did not fully benefit from knowledge-sharing with other country offices in the region, the country office integrated tools and resources prepared at the global level.

Lessons learned

Lesson 1: The UNICEF Jordan Country Office has played an important role in providing technical support to the MoE's evidence generation efforts, including the NDA.. The UNICEF Jordan Country Office should consider the following:

- Supporting the MoE in further strengthening monitoring systems and tools to assess learning losses, building on the work done with the NDA programme
- Continuing the training of MoE staff on the analysis of the data to improve in-country data collection capacities
- Providing the necessary technical expertise to strengthen education monitoring systems and capture cross-cutting data in one portal, such as on health, social assistance and employment, to dovetail with children's education data, (e.g., assistance received, parental history, household information, etc.), and make this information available for monitoring and to enable effective targeting of services.

Lesson 2: The UNICEF Jordan Country Office is well positioned to allocate resources to assess its recent experience and document lessons learned from the EiE programmes implemented during the COVID-19 pandemic in particular. This evidence will be an important resource for informing other country offices in the region to prepare for future emergencies. The Education team should consider reviewing which EiE resources are accessible and available within the UNICEF global network and connect with other country offices with similar experiences.

1.0 Introduction and background

1.1 Introduction

Even before the COVID-19 (coronavirus) pandemic, a global learning crisis was in effect, due to the limited progress made towards achievement of Sustainable Development Goal 4: “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”. The COVID-19 pandemic has, however, caused the largest disruption to education in history, affecting nearly 1.6 billion learners in more than 190 countries. School closures, which recurred with successive waves of COVID-19, affected 19 in every 20 students.

During the COVID-19 emergency, the United Nations Children’s Fund (UNICEF) worked to support the priorities of national governments in close coordination with the World Health Organization (WHO), the United Nations Global Team and country teams, humanitarian agencies and civil society partners. Its objectives were to protect children, their families and teachers from exposure to COVID-19, to minimize the impacts of public health measures, to address the immediate socioeconomic consequences of the pandemic, and to increase access to and the provision of basic social services.

Prior to the COVID-19 pandemic, the UNICEF Strategic Plan, 2018–2021, had guided UNICEF work on education as a priority, as described in Goal Area 2. Its theory of change was developed assuming that the economic, political and social environment would remain stable. With the onset of the COVID-19 pandemic, this key assumption ceased to hold true. Although a revised theory of change was not developed explicitly for the UNICEF response to COVID-19, the overarching goal of UNICEF, and the goals of its education programme, remained relevant. The three key change strategies of Goal Area 2’s theory of change included in the UNICEF Strategic Plan, 2022–2025 – namely, global partnerships and public goods, systems-strengthening and service delivery – remained relevant following the onset of the COVID-19 pandemic.

This case study presents an in-depth analysis of the work done by the UNICEF Jordan Country Office during the period from March 2020 to December 2021, assessing the UNICEF education response to COVID-19. This exercise was designed to gather in-depth evidence to inform the global evaluation of the UNICEF contribution to improved teaching and learning. Guided by its mandate to provide inclusive and equitable education and learning opportunities to girls and boys, including the most marginalized, this evaluation aimed to determine to what extent and how successfully UNICEF activities and outputs at the global, regional and country levels contributed to the following outcomes:

- Strong evidence and resource base provided for the education response
- Education solutions are evidence-based, cross-sectoral and partnership-based
- Children continue to learn while schools are closed
- Marginalized children are reached, and their needs are addressed
- Children are safe and protected during school reopening
- In-school learning is reinstated.

1.2 Jordan country context

Jordan is a relatively small country with a total population of 11 million people in 2020, 4.4 million of whom were children. The population has doubled over the last two decades. Despite sustained

conflict in neighbouring countries for many years, Jordan has remained comparatively peaceful and stable.

However, the country faces persistent challenges, the major ones being a slow-growing economy, pressure for political reform and greater representation, and water scarcity, making Jordan the second most water-scarce country in the world. The country is characterized by inequalities in social development, mainly driven by the presence of a large, disadvantaged population of refugees.¹ An estimated 760,000 refugees were registered with United Nations High Commissioner for Refugees (UNHCR) in 2021. Among those, 660,892 were Syrian refugees. In addition, poverty rates are significantly higher among Syrian refugees (80 per cent) compared to the general Jordanian population (15.7 per cent).² The refugee populations have limited access to basic services, making them highly vulnerable. Refugee children are far more likely than Jordanian children to be out of school, and they risk falling victim to child labour.³

Jordan imports over 90 per cent of its energy and national grain consumption needs. Even prior to the COVID-19 pandemic, the economy had been struggling with slow growth and structural challenges. Between 2016 and 2019, gross domestic product growth averaged about 2 per cent, which was insufficient to create enough jobs for Jordan's young labour force. The economy was impacted significantly by the COVID-19 pandemic, contracting by 5 per cent in 2022, which exacerbated unemployment among women and other marginalized and vulnerable groups. The unemployment rate rose from 19 per cent in 2019 to almost 25 per cent by mid-2021 – its highest rate since 2008. Hosting as many refugees as there were in Jordan created enormous strains on the economy, reflected in the decrease in household purchasing power, and the inability of the most vulnerable households to meet their basic needs.⁴

The contraction of the economy also limited the government's ability to provide basic services. The impact was particularly severe for the 1 million citizens living below the poverty line, as well as the 300,000 living just above it. The proportion of the population living below the poverty line almost doubled from 15 per cent to 26 per cent within the first three months of the COVID-19 pandemic. Despite temporary emergency support from the government that reduced almost one third of this increase, millions remained in poverty, including 1 million children.⁵

The government responded to COVID-19 in multiple ways. It moved quickly to develop a COVID-19 response plan to contain the spread of the virus and improve testing capacity, followed by the procurement and distribution of vaccines. The government also supported 395,000 households with cash assistance programmes. Jordan's location at the heart of a geopolitically unstable region and being host to refugees meant that there was cross-border regional cooperation and trade activity, factors that contributed to the country's exposure to disruptions due to periodic increases in COVID-19 rates.

¹ United Nations Children's Fund, 'Ensuring Equal Access to Education in Future Crises: Findings of the New Remote Learning Readiness Index', UNICEF, New York, 2021.

² United Nations Children's Fund, Jordan, 'Jordan Country Office Annual Report 2021', UNICEF, Amman, 2022.

³ United Nations Children's Fund, Jordan, 'UNICEF Jordan COVID-19 Education Response', UNICEF, Amman, 2020, <www.unicef.org/jordan/media/3436/file/COVID19%20Education%20Response.pdf>, accessed 5 October 2022.

⁴ United Nations Children's Fund, Jordan, 'Country Office Annual Report 2020', UNICEF, Amman, 2021.

⁵ United Nations Children's Fund, Jordan, 'UNICEF Jordan COVID-19 Education Response', UNICEF, Amman, 2020, <www.unicef.org/jordan/media/3436/file/COVID19%20Education%20Response.pdf>, accessed 5 October 2022.

1.3 COVID-19 and the education sector in Jordan

On 15 March 2020 the Government of Jordan closed all schools and educational institutions in the face of the COVID-19 pandemic, impacting 2.37 million students.⁶ The schools remained closed for approximately 323 consecutive days, causing severe learning disruption to millions of students.⁷ Learning outcomes had been improving steadily, albeit somewhat unequally, before the onset of COVID-19. School closures and economic difficulties affected a large section of society, especially vulnerable groups. Adverse effects on educational indicators were expected, including an increase in dropout rates.⁸

A Ministry of Education (MoE) report on out-of-school children, prepared jointly with UNICEF,⁹ highlighted that COVID-19 exacerbated pre-existing barriers to education, including the quality of education, violence in schools, accessibility, expectations of low returns, child labour and child marriage. The pandemic also created learning losses and greater disparities in children's learning trajectories due to varying levels of access to online learning, and overcrowding due to shifts from private to public schools due to the economic impacts of COVID-19.¹⁰ The World Bank estimated that school disruptions could cause an 11 per cent increase in education inequality, and cautioned that progress in learning achievement as reflected in the Program for International Student Assessment (PISA) 2018 could be lost. School closures meant that vulnerable children lost out on learning, psychosocial support, meals and safe spaces.¹¹

To mitigate potential losses, the government moved swiftly to enable distance learning during school closures. The MoE collaborated with the Ministry of Digital Economy and Entrepreneurship, UNICEF and the private sector to develop a national remote learning platform, Darsak, an e-learning portal with video courses aligned with the curriculum for grades 1–12. The courses were also televised nationally. The MoE also launched Jo Teachers, a web landing page hosting professional development courses for teachers.

To further support learning recovery, the MoE partnered with UNICEF to develop a National Diagnostic Assessment (NDA) for all students between grades 4 and 11. The NDA was designed to inform teachers on learning losses among students, and curate national data on learning losses to inform policy and implementation.¹² The MoE worked with UNICEF to launch Learning Bridges, a cross-curriculum, blended learning programme focusing on core learning objectives, adapted to support 1 million children enrolled in grades 4–9 with remote and/or classroom-based learning. Launched in September 2020, its objective was to address learning losses accumulated in 2020 and accelerate learning in 2021 by providing weekly printed learning activities and distributing them to schools, with additional resources published online.¹³ Further areas of collaboration with MoE to support children's learning during and post COVID19 school closures are detailed below.

⁶ United Nations Children's Fund, Jordan, 'Country Programme Report 2020', UNICEF, Amman, 2021.

⁷ United Nations Children's Fund, Jordan, 'Jordan Country Office Annual Report 2021', UNICEF, Amman, 2022.

⁸ United Nations Children's Fund, Jordan, 'Country Office Annual Report 2020', UNICEF, Amman, 2021.

⁹ United Nations Children's Fund and Jordan Ministry of Education, 'Jordan Country Report on Out-of-School Children: Middle East and North Africa Out-of-School Children Initiative', UNICEF, Amman, 2021, <www.unicef.org/jordan/reports/jordan-country-report-out-school-children>, accessed 5 October 2022.

¹⁰ United Nations Children's Fund, Jordan, 'UNICEF Jordan COVID-19 Education Response', UNICEF, Amman, 2020, <www.unicef.org/jordan/media/3436/file/COVID19%20Education%20Response.pdf>, accessed 5 October 2022.

¹¹ United Nations Children's Fund, Jordan, 'Country Office Annual Report 2020' UNICEF, Amman, 2021.

¹² United Nations Children's Fund, Jordan, 'Jordan Country Office Annual Report 2021', UNICEF, Amman, 2022.

¹³ United Nations Children's Fund, Jordan, 'UNICEF Jordan COVID-19 Education Response', UNICEF, Amman, 2020, <www.unicef.org/jordan/media/3436/file/COVID19%20Education%20Response.pdf>, accessed 5 October 2022.

1.4 UNICEF Jordan's response to COVID-19 in education

The COVID-19 pandemic had significant effects in Jordan, as it did in countries around the world. Lockdowns, school closures and COVID-19-related restrictions likely had an enormous impact in the country and increased school dropouts and learning inequality, particularly for refugee children, children with disabilities and poor children. The government moved swiftly to develop a COVID-19 response plan in collaboration with the international community to enable distance and online learning. During this time, the UNICEF Jordan Country Office was responsible for a leading role in coordination between the government and other partners in the education sector.

With the advantage of being one of the largest UNICEF offices and having a strong national team, the UNICEF Jordan Country Office drew on resources through pre-existing Long-Term Agreements (LTAs) with service delivery partners. This enabled significant momentum during the response. The Country Office's response to the COVID-19 pandemic in the education sector included the following activities in support of the MoE:

- Production of televised lessons on Darsak, a remote learning platform providing video courses for grades 1–12 in line with the national curriculum. UNICEF provided financial and technical support of approximately US\$425,000 to the MoE to film televised lessons.
- Provision of 200 laptops to the MoE for teachers to connect with students
- Development and implementation of an online e-safety course with the MoE for adults working with children reaching 31,370 (76 per cent female) teachers through the MoE portal in 2021
- Development and implementation of Learning Bridges with the MoE to recover lost learning in the previous academic year and accelerate learning in the new academic year
- Development and implementation of the NDA with the MoE to provide data to support learning recovery. The assessment covered students at grades 4–11 to provide data on learning loss, linked to the education management information system (OpenEMIS).
- Drafting with MoE the School Reopening Guidance (MoE, 2020) based on Guidance For COVID-19 Prevention and Control in Schools (WHO, UNICEF, UNESCO 2020)¹⁴. Informing the MoE Education During Emergencies Plan (2020, 2021) through active engagement of MoE in planning based on a 'Global Knowledge Report Good Practice and lessons learned on distance Education during COVID19 (UNICEF 2020).
- Targeted support to the safe reopening of MoE schools in Za'atari, Azraq, King Abdullah Park and Emirati Jordanian refugee camps in line with the MoE National School Reopening Guidance. This included delivering setting up COVID-19 tracking system in schools, school-based awareness campaigns on hygiene and health, cleaning and distributing supplies each month and maintaining water, sanitation and hygiene (WASH) facilities in schools.
- Designed and implemented with MoE a National Diagnostic Assessment in Arabic and mathematics, undertaken by 840,000 children (64 per cent female) representing 80 per cent of students in Grade 4 to 10 had their results entered by teachers into an online portal linked to OpenEMIS. The NDA enabled teachers to identify learning loss and informed policy dialogue and programme design to recover and accelerate children's learning.
- Learning Bridges provides resources to accelerate and recover children's learning, reaching over 600,000 students (57 per cent female) in over 70 per cent of schools in the second

¹⁴ Guidance for COVID-19 Prevention and Control in Schools, March 2020
(<https://educationcluster.app.box.com/s/qgyxvghxv4mhluy790h6s9jf6ek1q9l4>)

semester of the 2021/2022 academic year. An impact study¹⁵ (March 2022) found that central to the success of Learning Bridges is the engagement of teachers and parents.

In broadening the education sector's focus to include complementary interventions affecting school-age children, the UNICEF Jordan Country Office also provided the following inputs:

- Support to the Government of Jordan to expand its social protection safety net – the National Aid Fund (NAF) – and enhance the management information system to reach vulnerable children and their families. Whereas only Jordanian citizens were eligible to access the national social assistance programmes, vulnerable non-Jordanians were targeted with the Hajati cash transfer programme,¹⁶ which was expanded by an emergency cash component due to COVID-19. Each child attending school received US\$35 per month (JOD25).¹⁷
- Since 2015, UNICEF has implemented the Makani programme to provide child protection services and informal education to vulnerable groups. This included Learning Support Services (LSS) for school aged children. During COVID-19, the programme implementation was transitioned online, supported remotely by LSS facilitators.¹⁸ In the initial response, WhatsApp was used for facilitators to engage students, but in 2021 this was replaced by a Microsoft Teams based learning platform with facilitators providing support alongside pre-recorded content.
- After schools reopened, UNICEF Makani Centres returned to face-to-face learning. The LSS transitioned to a newly designed accelerated learning program to support children to catch up on lost learning in maths and Arabic, as well as providing reading recovery for adolescents that could not read to a Grade 3 level.
- In addition to the Learning Support Services, during COVID19 the Makani Centres also adapted other programs supporting children and young people including; (1) developing the Life Skills Light package, including an offering delivered remotely to youth on skills needed to cope with stress, addressing challenges and building resilience; (2) supporting the development of guidelines for referring cases and conducting remote case management to assist case management staff to reach children at risk; and (3) providing internet access, tablets and printed materials to students.¹⁹

¹⁵ Learning Bridges Impact Study, January 2020,

<https://www.unicef.org/jordan/media/10411/file/Learning%20Bridges%20Impact%20Study.pdf>

¹⁶ Hajati is a child cash grant programme, originally launched in the 2017/18 school year in Jordan. The programme was designed to strengthen resilience against economic shocks by providing families with a comprehensive package of social protection services involving cash assistance, case management, referral pathways, behaviour change communication, school enrolment and attendance monitoring, and to mitigate negative practices affecting children's well-being, such as child labour and early marriage. These services targeted families with out-of-school children, and children identified as being at risk of dropping out of school.

¹⁷ United Nations Children's Fund, Jordan, 'Supporting Vulnerable Children's School Participation and Wellbeing: UNICEF's Hajati Cash Transfer Programme. Post-Distribution Monitoring Report for the 2019/20 School Year', UNICEF, Amman, 2021, <www.unicef.org/jordan/media/7966/file/Hajati%20PDM%20Report%202019-20.pdf>, accessed 5 October 2022.

¹⁸ Ibid.

¹⁹ United Nations Children's Fund, Jordan, 'Final report: Summative impact evaluation of the UNICEF Jordan Makani Programme', UNICEF, Amman, 2022, <www.unicef.org/jordan/media/11671/file/Makani%20summative%20impact%20evaluation_English.pdf>, accessed: 11 October 2022.

2.0 Purpose, objectives and scope

2.1 Purpose of the case study

The overall purpose of this case study is to provide in-depth analysis to build a robust evidence base for the global evaluation²⁰ and to derive lessons that can inform new programme activities by the UNICEF Jordan Country Office. The case study also aims to inform necessary adjustments in the education strategic planning process and bring about alignment and coherence with any changes in national priorities and needs. This will help better position UNICEF to improve its performance in support of teaching and learning efforts in Jordan.

2.2 Objectives of the case study

This case study follows the same three objectives as the global evaluation, namely:

- Objective 1: To examine the role of UNICEF in building the knowledge, research and global public goods required to mount an effective education response to the COVID-19 pandemic.
- Objective 2: To examine the extent to which UNICEF-supported strategies were deployed effectively to enhance government initiatives for continuity of learning during school closures and to reinstate safe and equitable in-school learning opportunities during the COVID-19 pandemic.
- Objective 3: To examine the extent to which UNICEF Education teams used the existing frameworks, infrastructure, capacities and tools to mount an effective education response to COVID-19, and whether adjustments are being made to enhance preparedness for future disruptions of a similar scale.

2.3 Scope of the case study

The case study for the UNICEF Jordan Country Office covers the period from March 2020 until the end of 2021, while its thematic focus is aligned with the three themes described in the objectives. Stakeholders included institutions and individuals who contributed to, collaborated with or supported UNICEF efforts in the education sector in Jordan, including UNICEF Jordan Country Office staff, and government and non-government local partners.

²⁰ The global evaluation serves two main purposes: to enhance organizational learning and to strengthen organizational accountability. The evaluation is situated in the context of the UNICEF Strategic Plan, 2018–2021, and Every Child Learns: UNICEF Education Strategy 2019–2030. The implementation period for the education strategy began less than 12 months before the onset of the COVID-19 pandemic, which led to an immediate and significant change of direction for UNICEF in much of its work to support children’s learning. The three key change strategies (global partnerships and public goods, systems-strengthening and service delivery) included in the theory of change for Goal Area 2 of the strategic plan remained relevant.

3.0 Case study approach and methodology

3.1 Case study approach and methods

This case study follows a methodological design consistent with the one used for the global evaluation, using the same evaluation questions and evaluation criteria for the data collection and data analysis processes. As in the associated global evaluation, this case study adopts a utilization-focused and participatory approach, involving key users throughout the evaluation.

Primary stakeholders from the UNICEF Jordan Country Office were engaged in validating findings and recommendations. This design allowed stakeholders to gain a better understanding of the UNICEF contribution to improved teaching and learning, to increase learning, ownership and the likelihood of using evidence to inform future decisions. This section presents the questions guiding this case study (see Table 1), and a summary of the approach and methodology. A detailed description of the evaluation questions, approach and methodology deployed in the global evaluation is presented as Annex A.

Table 1. Questions guiding the Jordan country office case study

<p>Objective 1: To examine the role of UNICEF in building the knowledge, research and global public goods required to mount an effective education response to the COVID-19 pandemic</p> <p>Theme 1: Building the evidence and resource base for the education response to the COVID-19 pandemic</p> <p>OECD-DAC criteria: Coherence and efficiency</p>
1.1 What has been the role and contribution of UNICEF in building the data, knowledge and tools for understanding and addressing the negative effects of the COVID-19 pandemic on the education sector?
1.2 To what extent have UNICEF education teams worked across sectors coherently and efficiently to develop evidence-based solutions to address the negative effects of the COVID-19 pandemic on the education sector?
1.3 To what extent has UNICEF mobilized and worked with external partners coherently and efficiently to develop evidence-based solutions to address the negative effects of the COVID-19 pandemic on the education sector?
<p>Objective 2: To examine the extent to which UNICEF-supported strategies were deployed effectively to enhance government initiatives for continuity of learning during school closures and to reinstate safe and equitable in-school learning opportunities during the COVID-19 pandemic</p> <p>Theme 2: Reopening schools and reinstating face-to-face learning</p> <p>OECD-DAC criteria: Relevance and effectiveness</p>
2.1 In what ways, and how successfully, has UNICEF supported government initiatives during the COVID-19 pandemic to promote home-based learning?
2.2 In what ways, and how successfully, has UNICEF supported government initiatives during the COVID-19 pandemic to enhance children's safety, well-being and protection during the reopening of schools?
2.3 In what ways, and how successfully, has UNICEF supported government initiatives during the COVID-19 pandemic to reinstate in-school learning?
2.4 In what ways, and how successfully, has UNICEF supported government initiatives during the COVID-19 pandemic to introduce reformed teaching, learning and assessment practices?
2.5 In what ways, and how successfully, has UNICEF supported governments during the COVID-19 pandemic to target and reach different groups of marginalized children and adapt programmes to their learning needs?
2.6 In what ways, and how successfully, has UNICEF supported government initiatives to recover learning lost during the COVID-19 pandemic?
<p>Objective 3: To examine the extent to which UNICEF education teams used the existing frameworks, infrastructure, capacities and tools to mount an effective education response to COVID-19, and whether adjustments are being made to enhance preparedness for future disruptions of a similar scale</p> <p>Theme 3: UNICEF preparedness frameworks and readiness to handle similar future crises</p> <p>OECD-DAC criteria: Relevance and effectiveness</p>
3.1 In what ways, and how successfully, did UNICEF education teams deploy the existing education in emergencies (EiE) frameworks, infrastructure, capacities and tools in the education sector response to the COVID-19 pandemic?
3.2 In what ways, and how comprehensively, has UNICEF adapted the education in emergencies (EiE) frameworks, infrastructure, capacities and tools to prepare UNICEF education programmes in different contexts for future global public health emergencies?

A mixed-methods approach to data collection and analysis was used. Eight remote interviews were conducted with key country informants in August 2022, including four UNICEF Jordan Country Office staff, three government officials and one implementing partner representative from a civil society organization. Over 60 internal UNICEF Jordan Country Office documents were also reviewed. Evidence was triangulated using information from a global online survey administered between September and October 2022 to contextualize the analysis.

The UNICEF Jordan Country Office case study was one of seven case studies used to inform the global evaluation report, to compare which strategies, processes and activities worked well, why, how, for whom and in what type of geographical contexts, to tackle the type of problems that target groups faced. All country case studies were designed to leverage both contextual and institutional knowledge from within each of the countries. These studies produced comparative evidence and in-depth insights into strategies and activities adopted to respond to the COVID-19 crisis in diverse contexts. Although the country sample selection was designed to capture the diversity of countries where UNICEF works, it was not designed to be representative of all UNICEF education programmes, hence the discrete findings are not necessarily generalizable beyond the UNICEF Jordan Country Office.

4.0 Findings and conclusions

4.1 Objective 1: Building the evidence and resource base for the education response to the COVID-19 pandemic

Conclusion 1: The UNICEF Jordan Country Office played a key role in supporting the Government of Jordan and made a significant difference in providing technical assistance and resources to generate timely evidence, which informed the government decision to reopen schools, and to take the necessary measures to mitigate the spread of COVID-19 in schools and to keep schools open.

Conclusion 2: The UNICEF Jordan Country Office played a major role in coordinating a multisectoral response within the organization to support different departments of the MoE to build capacity, develop and/or adapt programmes to COVID-19 response, and work coherently and efficiently with other government departments to update tools that addressed the educational, safety and psychosocial needs of children.

Question 1.1: What has been the role and contribution of UNICEF in building the data, knowledge and tools for understanding and addressing the negative effects of the COVID-19 pandemic on the education sector (within the case study country, plus any contributions to regional and global levels)?

Finding 1.1.1 UNICEF Jordan collaborated extensively with the country's MoE and its partners to generate data, knowledge and tools for understanding and addressing the negative effects of the COVID-19 pandemic on the education sector.

The UNICEF Jordan Country Office coordinated the response of the Education Sector Working Group (ESWG), supporting the production of a mapping of partner support and a learning resources survey, which helped make distance learning resources available to learners in need. During the COVID-19 pandemic, key outputs achieved in partnership with government, private sector, civil society and development partners included data collection support, advocacy and capacity-building.

Data collection support: UNICEF conducted a survey of students who were enrolled in the non-formal education (NFE) programme, to assess their access to online learning in camps and host communities. The baseline data helped design improved strategies to support NFE students throughout the COVID-19 pandemic.²¹

Advocacy for response modalities and associated resourcing included support to the MoE in the national COVID-19 response planning, including for televised lessons, and support for Awqaf to implement a parental awareness programme which reached 1.5 million parents, which provided training to more than 400 community health workers and volunteers.

Contextualized guidance and capacity-building: The UNICEF Jordan Country Office worked with WHO and the United Nations Educational, Scientific and Cultural Organization (UNESCO) to provide guidance to the government on safe school opening, and jointly issued 'Considerations

²¹ United Nations Children's Fund, Jordan, 'Jordan Country Office Annual Report 2021', UNICEF, Amman, 2022.

for school-related public health measures in the context of COVID-19', which informed MoE guidance on safe school operations. In addition, COVID-19 school operational guidelines were developed with the MoE and the Ministry of Health (MoH), based on global guidance on safe school operation developed by UNICEF headquarters (HQ), the International Federation of Red Cross and Red Crescent Societies (IFRC) and WHO.

The Government of Jordan moved swiftly, in collaboration with the international community, to develop a COVID-19 response plan. Working closely with the MoE and the MoH, the UNICEF Jordan Country Office played a leading role, offering strong local staff and resources, existing LTAs and other international funding channels.

The Country Office produced evidence to inform advocacy that enabled decision makers to order the reopening of schools and to keep schools open. This evidence also supported teachers to have the data they needed to assess learning and to assist children to recover and accelerate their learning after losses from the pandemic.

The Country Office produced extensive evidence emerging from the generation of data and knowledge. For example, the National Diagnostic Assessment measured learning outcomes of 800,000 children (80% of all children in Grade 4 to 11)²² A qualitative assessment was produced to assess the impact of the Learning Bridges program, that was estimated to reach 620,00 students. This assessment focused on teacher experience with online training and student experience using the digital platform PADLET. Additionally, UNICEF a joint rapid assessment of impact of COVID on vulnerable families and children, including their access to DARSAK and distance learning.

Question 1.2: To what extent did UNICEF Education teams work across sectors coherently and efficiently to develop evidence-based solutions to address the negative effects of the COVID-19 pandemic on the education sector?

Finding 1.2.1 The Education team at the UNICEF Jordan Country Office worked very coherently and efficiently with other teams to develop tools that addressed children's educational needs during the COVID-19 response, using evidence-based solutions.

Although different parts of the UNICEF Jordan Country Office were already working together, their collaboration expanded notably during the COVID-19 pandemic, with more regular meetings and follow-ups and greater sharing of knowledge and experiences. The Education team worked with the Youth, WASH, Child Protection, Health, Social Policy and Protection, and Field Operations teams in different ways throughout the pandemic. Some of the joint activities and programmes are summarized below.

- The WASH section added its expertise to the school reopening guidance that the Education team developed in collaboration with the MoE, and supported government planning for training for schools on hygiene and sanitation. The UNICEF Jordan Country Office had direct operational responsibility for 51 schools and 11 independent kindergartens in refugee camps. The Education and WASH teams were linked with relevant government partners such as the MoE, to support the education sector. This included identifying schools in the host community

²² This information was on draft form at the time of the evaluation, and it has been later published. See Ministry of Education, 'Policy, Planning and Coordination Committee (PPCC) Presentation', 12 September 2022, Amman, Jordan

that had significant hygiene and sanitation issues, for which UNICEF provided targeted support so they could meet the criteria needed to reopen and stay open during the pandemic.

- The Youth team was mainly involved in non-formal learning for children aged 15 and above. UNICEF supported the after-school Nashatati programme,²³ aiming ‘to promote life skills by increasing the participation and well-being of children, leading to greater tolerance and appreciation of diversity, inter-personal acceptance, teamwork and a shared sense of belonging’.²⁴ The Nashatati programme had to be adapted when youth centres and schools closed.
- Alongside WHO, the UNICEF Jordan Country Office’s Education and Health teams collaborated on potential ways for schools to address health concerns when they reopened. The Health team also provided technical advice to the Education team to deliver joint advocacy on areas such as the vaccination of children, in its policy dialogue with government and other partners.
- The Education and Child Protection teams collaborated on work to improve the learning environment and protection of children in schools. This included support for the school reopening communication campaign developed with the MoE and the MoH to deliver messages on psychosocial support alongside learning recovery, and what parents should talk to their children about as schools reopened. The Child Protection team helped develop messages and looked at training and psychosocial support for teachers as schools reopened.
- The Education and Field Operations teams collaborated on providing support to schools in camps, building on pre-existing emergency organizational and logistical capacity, and human resources. For example, UNICEF supported over 1,000 Syrian volunteers to improve the quality of education for Syrian refugees in schools and delivered NFE both online and through centres in camps.²⁵
- The Education team technically supported the Social Policy and Protection teams to deliver Learning Support Services through the Makani centres. Although the Makani centres had capacity and resources which had been established before the onset of the pandemic, the Education team developed an accelerated learning programme and a reading recovery programme as part of the COVID-19 response. These programmes were delivered and managed by the Field Operations, Social Policy and Protection teams.

Question 1.3: To what extent has UNICEF mobilized and worked with external partners coherently and efficiently to develop evidence-based solutions to address the negative effects of the COVID-19 pandemic on the education sector?

Finding 1.3.1 The UNICEF Jordan Country Office fully mobilized its resources to support the government to help develop evidence-based solutions in the response to COVID-19, in coordination with other United Nations agencies, implementing partners, local and international non-governmental organizations, and international funding institutions.

During the COVID-19 pandemic, the UNICEF Jordan Country Office supported government efforts by working closely with other United Nations agencies, ministries, national and international non-governmental organizations, and private institutions to expand its programmes to reach the most vulnerable. Technical partnerships with United Nations agencies were

²³ ‘Nashatati’ means ‘my activities’ in English. It is a programme on learning, life skills, citizenship education and social cohesion through game-based sports.

²⁴ United Nations Children’s Fund, Jordan, ‘Jordan: Every Child Learns: UNICEF Education Strategy 2019–2030’, UNICEF, Amman, 2019, <www.unicef.org/media/63031/file/EdStrategy-2019-2030-CountrySolution-Jordan.pdf>, accessed 5 October 2022.

²⁵ United Nations Children’s Fund, Jordan, ‘Jordan Country Office Annual Report 2021’, UNICEF, Amman, 2022.

established in several areas to ensure that interventions were informed by well-grounded evidence.

The UNICEF Jordan Country Office was successful in mobilizing its resources to engage in partnerships in COVID-19 response programmes. Examples of this include:

- Co-chairing the ESWG, which had more than 40 partner members, including United Nations agencies and non-governmental organizations. The UNICEF Jordan Country Office also supported ESWG coordination in a partner mapping to improve coordination, and a learning resources survey, which made distance learning resources available.
- Mobilizing partnerships which existed before the COVID-19 pandemic to provide support and resources. Partners included Relief International, Questscope, Mercy Corps, Middle Eastern Regional Civic Initiative (MERICI) and Generations for Peace. The combination of established geographic presence and working operational capacity through these partnerships with non-governmental organizations in the field was significant in adapting programming during the pandemic, as well as in continuing to deliver results.
- Providing guidance to the MoE on a risk-based approach to safe school opening. UNICEF HQ, WHO and UNESCO jointly issued 'Considerations for school-related public health measures in the context of COVID-19'²⁶ globally, which informed Jordan's initial guidance on safe school operations issued by the MoE in April 2020
- Accelerating its COVID-19-related activities and emergency-level planning and support through the secondment of a UNICEF team member to the MoE, to support emergency response planning
- Working with private sector technical assistance partners, including the Cambridge Education and Education Development Trust, with the UNICEF Jordan Country Office supporting the development of programmes and implementation modalities for reading recovery, the accelerated learning programme, the Teachers of the Future course, e-safety and the NDA
- Working with the MoH, WHO, the Royal Health Awareness Society and the National Council for Family Engagement on a multisectoral, multi-partner Risk Communication and Community Engagement action plan, to ensure that all members of the community, including the most vulnerable, were reached via appropriate forms of communication on risk prevention about COVID-19²⁷
- Collaborating closely with the Education Donor Group, chaired by Canada, the United States, the UK Foreign, Commonwealth and Development Office (FCDO) and the European Union, developing partnerships for advocacy and using existing evidence from their collaborative efforts to engage jointly with the Government of Jordan about the importance of education during the COVID-19 pandemic. These messages included factual data and information coordinated between UNICEF, UNESCO, WHO and the World Bank, which established (relative) harmony and consistency while working out with government stakeholders the best way to reopen schools safely.
- In collaboration with the World Food Programme and UNHCR, UNICEF HQ produced an inter-agency rapid needs assessment of the health, food security, education, livelihoods, protection

²⁶ World Health Organization, United Nations Children's Fund and United Nations Educational, Scientific and Cultural Organization, 'Considerations for school-related public health measures in the context of COVID-19: Annex to Considerations in adjusting public health and social measures in the context of COVID-19', WHO, Geneva, 2020.

²⁷ United Nations Children's Fund, Jordan, 'Jordan Country Office Annual Report 2021', UNICEF, Amman, 2022.

and WASH sectors, which was also used to explore the impact of COVID-19 on families in Jordan.²⁸

Although beyond the scope of the present evaluation, UNICEF collaboration with the Jordan Strategy Forum produced the national social protection response to COVID-19, an analysis of social protection responses to the COVID-19 pandemic, challenges encountered in the response, and proposed policy recommendations.

4.2 Objective 2: Reopening schools and reinstating face-to-face learning

Conclusion 3: The UNICEF Jordan was successful in supporting the government to strengthen children's well-being during the closure and reopening of schools; to support children's psychosocial readiness to return to classes; to develop and communicate plans for partial and full re-opening of schools; to raise awareness on hygiene and social distancing; and to distribute hygiene supplies and masks (for Syrian refugees).

Conclusion 4: The UNICEF Jordan Country Office successfully supported the government to provide a variety of online and blended learning programmes, including adaptations for visually impaired children as well as accelerated and recovery learning implementations (under Learning Bridges), that included support for teachers' skills development, and initiatives to assess learning losses during school closures.

Question 2.1: In what ways, and how successfully, has UNICEF supported government initiatives during the COVID-19 pandemic to promote home-based learning?

Finding 2.1.1 The UNICEF Jordan Country Office's Education team successfully supported the government to promote and deliver online, home-based and blended learning, primarily through Darsak, a televised online learning platform, and Learning Bridges, structured and locally facilitated for blended learning during school closures and partial reopening.

From March 2020, school closures in Jordan disrupted education enormously. The MoE had to act quickly to deliver a level of continuity of learning. The UNICEF Jordan Country Office was a key partner in commissioning platforms and tools to extend opportunities for home-based learning. It provided technical assistance to Darsak, the MoE's online learning platform for televised lessons for grades 1–12, to get the programme up and running and delivering content from the beginning of the pandemic.²⁹

Learning Bridges is a national blended learning programme that was designed by the UNICEF Jordan Country Office and the Government of Jordan to support learning while schools were closed. It reached, by 2022, approximately over 600,000 children in grades 4–9 by providing printed and online materials, inclusive delivery systems, and teacher training linked to national curricula.³⁰ Printed materials came with QR codes directing pupils to online resources, which included audio content for children with poor literacy or visual impairments, as well as a weekly

²⁸ United Nations High Commissioner for Refugees, United Nations Children's Fund and World Food Programme, 'Multi-sectoral rapid needs assessment: COVID-19', UNHCR, Amman, 2020, <www.unicef.org/jordan/media/2441/file/RAN.pdf>, accessed 5 October 2022.

²⁹ United Nations Children's Fund, Jordan, 'Jordan Country Office Annual Report 2021', UNICEF, Amman, 2022.

³⁰ United Nations Children's Fund, Jordan, 'Jordan Country Office Annual Report 2022', UNICEF, Amman, 2023.

activity pack linked to the core subjects. Learning Bridges also provided a four-hour online professional development training course for teachers, which included guidance sheets on how to introduce every activity. It also offered support to parents to facilitate home-based learning, and training to prepare community facilitators to participate in an after-school programme.³¹

The UNICEF Jordan Country Office supported 32,379 teachers and MoE staff with professional development support for distance learning, and 74,000 teachers and MoE staff with online training on awareness of the national professional standards for teachers. UNICEF also worked with the Queen Rania Foundation (QRF) to develop online training packages for teachers for Learning Bridges. QRF also supported the MoE to develop the teacher portal, Edraak, which enabled UNICEF to track the number of teachers enrolling in the teacher training through Learning Bridges.³²

Question 2.2: In what ways, and how successfully, has UNICEF supported government initiatives during the COVID-19 pandemic to enhance children’s safety, well-being and protection during the reopening of schools?

Finding 2.2.1 The UNICEF Jordan Country Office supported the government with guidance and strategies for making schools safe, preparations for reopening, and enhancing the safety, well-being and protection of children during the reopening of schools through the distribution of protective equipment and hygiene materials.

The UNICEF Jordan Country Office supported advocacy to ensure the continuation of education, to reopen schools and keep schools open, through the development of the Education During Emergency Plan 2020–2022 and action plans to support learning during COVID-19 and the recovery phase when schools reopened.

The Country Office, together with the IFRC and WHO, supported the MoE and the MoH to develop COVID-19 school guidelines, which included guidance for safe operations, control of COVID-19 and reopening of schools. They were based on the global guidance on safe school operation developed jointly by UNICEF, IFRC and WHO. The guidelines were approved by the government in March 2020. UNICEF support during the reopening of schools also included: (1) providing schools in host communities and camp settings with hygiene and social distance awareness campaigns; (2) adapting the global guidance on safe school opening³³ and sharing it with the MoE; (3) distributing hygiene and education materials to households and families; and (4) supporting Makani centres with interactive learning materials for adolescents and youth on stress management and positive parenting messages via video, audio recordings and WhatsApp texts.

The resource pack developed by UNICEF HQ included guidance on developing checklists for school reopening, and collation of locally available materials to make them accessible on the internal website where resources from countries and regions were collected. This practical guidance was an important resource that informed the design of a checklist included in the MoE

³¹ United Nations Children’s Fund, Jordan, ‘UNICEF Jordan COVID-19 Education Response’, UNICEF, Amman, 2020, <www.unicef.org/jordan/media/3436/file/COVID19%20Education%20Response.pdf>, accessed 5 October 2022.

³² United Nations Children’s Fund, Jordan, ‘Learning Bridges: Impact study’, UNICEF, Amman, 2022, <www.unicef.org/jordan/media/10411/file/Learning%20Bridges%20Impact%20Study.pdf>, accessed 5 October 2022.

³³ World Health Organization, United Nations Children’s Fund and United Nations Educational, Scientific and Cultural Organization, ‘Considerations for school-related public health measures in the context of COVID-19: Annex to Considerations in adjusting public health and social measures in the context of COVID-19’, WHO, Geneva, 2020, <<https://apps.who.int/iris/handle/10665/332052>>, accessed 5 October 2022.

guidance and used by school leaders in Jordan to assess whether their schools were ready to reopen.

Finding 2.2.2 The UNICEF Jordan Country Office played a leading role in campaigns to raise awareness on the safe reopening of schools.

The UNICEF Jordan Country Office worked on a national community campaign on school reopening targeting students, teachers and parents. The campaign was developed in collaboration with the MoE and the MoH, with messages about psychosocial support alongside learning recovery as schools reopened. Training and psychosocial support for teachers was also provided. Examples of the Country Office's efforts include:

- Assisting schools in host communities and camp settings with hygiene awareness campaigns, including demonstrating hand washing and social distancing. This was followed by the distribution of emergency supplies such as soap (620,000 units), family kits (500), hygiene kits (3,000) and hand sanitizer (4,000) for vulnerable families in camps and host communities.³⁴
- Working with the MoH and WHO to implement a multisectoral, multi-partner Risk Communication and Community Engagement action plan to track misinformation and reach communities, including the most vulnerable, through social media, radio and television channels
- Developing a strategic partnership with a telecommunications company to deliver its awareness-raising messages across social media.

Question 2.4: In what ways, and how successfully, has UNICEF supported government initiatives during the COVID-19 pandemic to introduce reformed teaching, learning and assessment practices?

Finding 2.4.1 The UNICEF Jordan Country Office provided significant support to the MoE in learning and assessment practices during the COVID-19 pandemic.

The UNICEF Jordan Country Office worked with the Examinations Department of the MoE to develop an NDA, the first national learning assessment in Jordan, to monitor learning losses, and rolled it out to 4,000 schools in early 2022. The NDA comprised two tests in Mathematics and Arabic, and took 20–30 minutes. It was administered to children in grades 4–11 in classrooms by teachers, who also scored the test and entered the marks into an online portal which linked to the open education management information system.³⁵

The UNICEF Jordan Country Office had over 100 experts involved in the design of the papers at local, regional and global levels, and only provided advice on the concepts to be assessed, and how they would demonstrate whether children understood the core concepts of the curriculum. The primary objective was to make data available to teachers, who were initially introduced to the assessment through the training provided in the context of the COVID-19 response. As soon as teachers entered the data, they had access to a classroom-level dashboard which rated each child red, amber or green in each of the concept areas, so they could quickly see where the class was facing learning challenges. Anecdotal information indicates that investment has been sustained to maintain the assessment system in the post-pandemic period.

³⁴ United Nations Children's Fund, Jordan, 'UNICEF Jordan COVID-19 Education Response', UNICEF, Amman, 2020, <www.unicef.org/jordan/media/3436/file/COVID19%20Education%20Response.pdf>, accessed 5 October 2022..

³⁵ United Nations Children's Fund, Jordan, 'Jordan Country Office Annual Report 2021', UNICEF, Amman, 2022.

Question 2.5: In what ways, and how successfully, has UNICEF supported governments during the COVID-19 pandemic to target and reach different groups of marginalized children and adapt programmes to their learning needs?

Finding 2.5.1 The UNICEF Jordan Country Office successfully supported distance learning for vulnerable children by providing them with printed materials and electronic devices.

The UNICEF Jordan Country Office provided distance learning materials for 12,000 vulnerable children, including 60 children with disabilities, living in the King Abdullah Park and Azraq refugee camps and other temporary settlements with no internet access. Materials included printed copies of Arabic and Mathematics lessons, 140 tablets were pre-installed with 5,000 learning resources for grades 1–12, and online learning games applications offering subscriptions were donated by developers. UNICEF facilitators were trained to support this process and to track the progress of every learner through these applications. The additional human resources and expertise from UNICEF were invaluable in supporting marginalized children.³⁶

UNICEF also mobilized facilitators to support the continuation of learning for children with special educational needs (SEN) in the camps and host communities. Approximately 1,500 children from grades 2–6 were provided with printed workbooks suitable for children with disabilities covering Arabic, Mathematics, and sensory and perceptual skills. The workbooks were tailored to the learning plans of individual students. These learning materials came with companion video materials, which were used by parents to conduct speech therapy with their children during the lockdown. Parents were also assisted by shadow teachers³⁷ through WhatsApp groups.

Children enrolled in online NFE were monitored by MoE officers to ensure quality and online safety. UNICEF funded the online training of NFE facilitators on distance education, and to develop and distribute quality-assured e-learning materials. NFE students received free mobile data to access e-learning resources.

Finding 2.5.2 The UNICEF Jordan Country Office provided significant support to the MoE during the COVID-19 pandemic in reaching marginalized children, including those with SEN.

Jordan is widely recognized as a generous host to a large and long-term population of refugees. The UNICEF Jordan Country Office focused on the learning needs of these groups and ensured that children and their families had access to safe water and WASH interventions, which are significant requirements for children to access education in a safe and secure environment. The following are examples of such activities:

- The UNICEF Jordan Country Office provided a disability-inclusive workbook adapted to the individual learning plans of children with SEN (1,500 children from grades 2–6). These workbooks were supported with videos to assist parents in speech and occupational therapy with their children.
- The Country Office supported work to upgrade WASH facilities in 25 schools.
- Operational support to deliver hygiene kits and guidance and counselling support to teachers was provided to 54 schools and 11 kindergartens.
- An attendance monitoring system was developed to track close contacts of COVID-19 positive cases in schools in refugee camps.

³⁶ United Nations Children's Fund, Jordan, 'Country Office Annual Report 2020', UNICEF, Amman, 2021.

³⁷ A shadow teacher is an educational assistant who works directly with a single child with SEN during his/her early school years.

- Syrian assistant teachers in refugee camp schools were trained to support early-grade reading and develop school communities.
- Support continued for Hajati,³⁸ an unconditional cash transfer for some of the most vulnerable families in Jordan whose children were registered in double-shift schools. During the lockdown, 30,239 children (11,435 children aged 6–15 and 18,804 children aged 0–18) were supported by the UNICEF Jordan Country Office’s Hajati programme. Half of these children were girls, while 15 per cent had a disability or chronic illness (UNICEF Jordan 2022b).
- The UNICEF Jordan Country Office launched Takaful Plus³⁹ within Makani services to provide in-kind assistance.

Makani centres played an important role in the UNICEF Jordan Country Office’s support to the MoE to reach marginalized children during the COVID-19 pandemic. The Country Office provided services through 140 Makani centres with the support of implementing partners to provide a safe space for children and young people to access learning support services, skills-building training, community-based child protection, better parenting and early child development. In 2021, Makani centres had over 130,000 beneficiaries, of whom 103,000 were children (55 per cent girls). Further, 9,410 tablets were provided to vulnerable households in refugee camps and communities to access online learning through pre-recorded content and trained facilitators (UNICEF Jordan 2022b).

Question 2.6: In what ways, and how successfully, has UNICEF supported government initiatives to recover learning lost during the COVID-19 pandemic?

Finding 2.6.1 The UNICEF Jordan Country Office’s Education team provided significant support to the government to recover from learning losses during the COVID-19 pandemic through the Learning Bridges programme and by monitoring learning losses through the NDA.

Evidence indicates that Learning Bridges was a successful programme in many respects, namely: (1) it reached almost 500,000 children in 2020/21 academic year, and was implemented in over 70 per cent of public schools with grades 4–9; (2) in the first semester, 392,284 students (54 per cent girls), including children in refugee camps, received printed materials; (3) 20,000 teachers completed online training on how to use blended training; and, (4) it was included in the Education During Emergency Plan as a key strategy for learning recovery.⁴⁰

Due to its success, the programme continued to be implemented beyond the initial COVID-19 response phase and was used by teachers for children who could not attend face-to-face learning due to rotation (partial reopening of schools) or quarantine. Following a request from teachers, it was also extended to grade 10.⁴¹ It continued evolving, and in its second year (2021/22) additional activities such as community clubs were included. Community clubs link schools to Ministry of Youth and Ministry of Digital Economy centres. Children whose families could not support them

³⁸ The programme is accessible to all children, irrespective of nationality or status, with each eligible child receiving JOD20 (US\$28) per month during the school term.

³⁹ UNICEF supported the Makani programme in learning support services, community-based child protection, skills training and early childhood development activities through community-based centres. Over 40 per cent of households that received cash assistance from the UNICEF Hajati programme also received these complementary services. At the onset of the pandemic, staff and volunteers supported these communities remotely by raising awareness on COVID-19 safety measures and the government’s online platform, resilience-building practices, early childhood development activities and online support to parents, caregivers and children. In 2021, efforts began to effectively link the Makani programme to the NAF’s Takaful programme, the Takaful Plus initiative.

⁴⁰ United Nations Children’s Fund, Jordan, ‘Learning Bridges: Impact study’, UNICEF, Amman, 2022, <www.unicef.org/jordan/media/10411/file/Learning%20Bridges%20Impact%20Study.pdf>, accessed 5 October 2022.

⁴¹ Ibid.

were invited to participate in these community clubs where Learning Bridges materials and the resources were available, and children had the opportunity to engage at home and outside the classroom.

The NDA aimed to assess learning losses and give teachers evidence to work on the areas that needed to be improved.⁴² Teachers had access to a classroom-level dashboard that used a traffic light assessment system to classify children's proficiency levels in Mathematics and Arabic.⁴³ Although the development of the NDA was heralded as a success, because it was the first assessment in the country with the national coverage reaching 800,000 students (80% of target group of all Grade 4 to 11 students.). In addition, UNICEF Jordan Country Office provided monthly 10GB data packages to over 1,000 teachers and 33,000 students in 54 schools in Syrian refugee camps to access to remote learning⁴⁴ this represented a large effort to ensure access to the national DARSAK platform for children in refugee camps.

4.3 Objective 3: UNICEF preparedness frameworks and readiness to handle similar future crises

Conclusion 5: The UNICEF Jordan Country Office took full advantage of its prior experience to deliver flexible and quick responses and solutions, which resulted in an overall well-prioritized, timely and effective response to the COVID-19 pandemic. The Education team was able to quickly mobilize resources to provide the technical assistance required by the MoE through Long-Term Agreements with suppliers, using existing education in emergencies (EiE) tools, capacities and experience to respond to the COVID-19 pandemic. However, although evidence suggests that the UNICEF Jordan Country Office did not fully benefit from knowledge-sharing with other country offices in the region, the country office integrated tools and resources prepared at the global level.

Question 3.1: In what ways, and how successfully, did UNICEF deploy the existing EiE frameworks, infrastructure, capacities and tools in the education sector response to the COVID-19 pandemic?

Finding 3.1.1 Evidence indicates that the UNICEF Jordan Country Office was well prepared to respond to the COVID-19 pandemic by deploying existing EiE tools and internal capacity.

The UNICEF Jordan Country Office was relatively well prepared for an emergency response, building on its experience from the Syrian refugee crisis in 2011–2012. UNICEF has been on the front line, providing services and cash and in-kind support to vulnerable children in Jordan for the last decade.⁴⁵ Its engagement at the policy level in various MoE planning processes, such as the Education During Emergency Plan, school operational guidelines, Learning Bridges and the NDA, provided evidence of strong coordination with the government.

⁴² Although outside the scope of this evaluation, it has been observed that by 2022 the MoE-UNICEF NDA had assessed the learning loss of around 80 per cent of all public school students grades 4 to 11, for teacher planning purposes.

⁴³ United Nations Children's Fund, Jordan, 'Jordan Country Office Annual Report 2021', UNICEF, Amman, 2022.

⁴⁴ United Nations Children's Fund, Jordan, 'Jordan Country Office Annual Report 2021', UNICEF, Amman, 2022.

⁴⁵ United Nations Children's Fund, Jordan, '2020 Winterization campaign: Keeping children warm this Winter', UNICEF, Amman, 2020.

Question 3.2: In what ways, and how comprehensively, has UNICEF adapted the EiE frameworks, infrastructure, capacities and tools to prepare UNICEF education programmes in different contexts for future global public health emergencies?

Finding 3.2.1 There is no independently verifiable evidence to suggest that the UNICEF Jordan Country Office adapted EiE frameworks and tools to adapt education programmes in different contexts for future global public health emergencies.

There was limited evidence by the end of the evaluation period that the UNICEF Jordan Country Office had adapted EiE tools and frameworks to prepare for future global public health emergencies. Anecdotal information suggests that there is acknowledgement of the importance of, and great interest in, producing assessments and documenting lessons learned from the COVID-19 pandemic response to be shared with other country offices for future emergencies.

5.0 Lessons learned and possible follow-up actions

The UNICEF Jordan Country Office played an invaluable role in the education sector's response to the COVID-19 pandemic, delivering on its responsibilities as convener of the ESWG and leveraging its extensive experience from the ongoing Syrian refugee crisis response. The following lessons can be derived from the case study, deemed key to enabling the UNICEF Jordan Country Office to be more impactful in future crises. Possible actions for consideration by the Country Office are provided.

Lesson 1: The UNICEF Jordan Country Office played an important role in providing technical support to the MoE for evidence-generation efforts, including the NDA. UNICEF Jordan should consider the following:

- Supporting the MoE in further strengthening monitoring systems and tools to assess learning losses, building on the work done with the NDA programme
- Continuing the training of MoE staff on the analysis of the data to improve in-country data collection capacities
- Providing the necessary technical expertise to strengthen education monitoring systems and capture cross-cutting data in one portal such as on health, social assistance and employment, to dovetail with children's education data (e.g., assistance received, parental history, household information, etc.), and make this information available for monitoring and to enable effective targeting of services.

Lesson 2: The UNICEF Jordan Country Office is well positioned to allocate resources to assess its recent experience and document lessons learned from the EiE programmes implemented during the COVID-19 pandemic in particular. This evidence will be an important resource to inform other country offices in the region to prepare for future emergencies. The Education team should consider reviewing which EIE resources are accessible and available within the UNICEF global network and connect with other country offices with similar experiences.

Bibliography

- EDWISE ME, 'Online Learning in Jordan', September 2020, Amman, Jordan
- Ministry of Education, 'Revised Education During Emergency Plan 2020/2022', Amman, Jordan, April 2020.
- Ministry of Education, 'Revised Education During Emergency Plan 2020/2023', Amman, Jordan, February 2021.
- Ministry of Education, 'Policy, Planning and Coordination Committee (PPCC) Presentation', 12 September 2022, Amman, Jordan
- United Nations Children's Fund, 'Advancing Girls' Education and Gender through Digital Learning', UNICEF, Paris, 2021.
- United Nations Children's Fund, 'Ensuring Equal Access to Education in Future Crises: Findings of the New Remote Learning Readiness Index', UNICEF, New York, 2021.
- United Nations Children's Fund and Jordan Ministry of Education, 'Jordan Country Report on Out-of-School Children: Middle East and North Africa Out-of-School Children Initiative', UNICEF, Amman, 2021, <www.unicef.org/jordan/reports/jordan-country-report-out-school-children>, accessed 5 October 2022.
- United Nations Children's Fund, Jordan, 'Jordan: Every Child Learns: UNICEF Education Strategy 2019–2030', UNICEF, Amman, 2019, <www.unicef.org/media/63031/file/EdStrategy-2019-2030-CountrySolution-Jordan.pdf>, accessed 5 October 2022.
- United Nations Children's Fund, Jordan, 'Makani Standard Operating Procedures', UNICEF, Amman, 2019, <www.unicef.org/jordan/media/1816/file/Jordan-Reports.pdf>, accessed 5 October 2022.
- United Nations Children's Fund, Jordan, 'UNICEF Jordan Country Office Response to the COVID-19 Emergency: Distance Learning', UNICEF, Amman, 2020.
- United Nations Children's Fund, Jordan, 'UNICEF Jordan COVID 19 Education Response', UNICEF, Amman, 2020, <www.unicef.org/jordan/media/3436/file/COVID19%20Education%20Response.pdf>, accessed 5 October 2022.
- United Nations Children's Fund, Jordan, '2020 Winterization campaign: Keeping children warm this Winter', UNICEF, Amman, 2020, <www.unicef.org/jordan/media/4151/file/UNICEF.pdf>, accessed 5 October 2022.
- United Nations Children's Fund, Jordan, '2020 End of Year Results Summary Extended Narrative: Jordan', UNICEF, Amman, 2021.
- United Nations Children's Fund, Jordan, 'Country Office Annual Report 2020', UNICEF, Amman, 2021.
- United Nations Children's Fund, Jordan, 'Country Programme Report 2020', UNICEF, Amman, 2021.
- United Nations Children's Fund, Jordan, 'Supporting Vulnerable Children's School Participation and Wellbeing: UNICEF's Hajati Cash Transfer Programme: Post-Distribution Monitoring Report for the 2019/20 School Year', UNICEF, Amman, 2021,

- www.unicef.org/jordan/media/7966/file/Hajati%20PDM%20Report%202019-20.pdf accessed 5 October 2022.
- United Nations Children's Fund, Jordan, 'Jordan Country Office Annual Report 2021', UNICEF, Amman, 2022.
- United Nations Children's Fund, Jordan, 'Jordan Country Office Annual Report 2022', UNICEF, Amman, 2023.
- United Nations Children's Fund, Jordan, 'Final report: Summative impact evaluation of the UNICEF Jordan Makani Programme', UNICEF, Amman, 2022, www.unicef.org/jordan/media/11671/file/Makani%20summative%20impact%20evaluation_English.pdf, accessed 11 October 2022.
- United Nations Children's Fund, Jordan, 'Learning Bridges: Impact study', UNICEF, Amman, 2022, www.unicef.org/jordan/media/10411/file/Learning%20Bridges%20Impact%20Study.pdf, accessed 5 October 2022.
- United Nations Children's Fund, Jordan, Education Development Trust and United Nations Children's Fund, Middle East and North Africa Regional Office, 'Global Knowledge Report: Good Practice and Lessons Learned on Distance Education during COVID-19', UNICEF, Amman, 2020, www.unicef.org/jordan/media/2921/file/Global%20Knowledge%20Report.pdf, accessed 5 October 2022.
- United Nations High Commissioner for Refugees, United Nations Children's Fund and World Food Programme, 'Multi-sectoral rapid needs assessment: COVID19', UNHCR, UNICEF and WFP, Amman, 2020, www.unicef.org/jordan/media/2441/file/RAN.pdf, accessed 5 October 2022.
- World Health Organization, 'Considerations for school-related public health measures in the context of COVID-19: Annex to considerations in adjusting public health and social measures in the context of COVID-19, 10 May 2020', WHO, Geneva, 2020, <https://apps.who.int/iris/handle/10665/332052>, accessed 5 October 2022.

Annex A: Evaluation questions, approach, and methodology

A.1. Evaluation questions

Objective 1: To examine the role of UNICEF in building the knowledge, research, and global public goods required to mount an effective education response to the COVID-19 pandemic

Theme 1: Building the evidence and resource base for the education response to the COVID-19 pandemic

OECD-DAC criteria: coherence and efficiency

ToR Evaluation Questions	Final Evaluation Questions
1.1 What is the role and contribution of UNICEF in building the knowledge and tools for combating COVID-19 in the education sector?	1.1 What has been the role and contribution of UNICEF in building the data, knowledge and tools for understanding and addressing the negative effects of the COVID-19 pandemic in the education sector?
1.2 To what extent did UNICEF Education teams work coherently and efficiently across different sectors to develop evidence-based education solutions to combat COVID-19 disruptions?	1.2 To what extent have UNICEF Education teams worked across sectors coherently and efficiently to develop evidence-based solutions to address the negative effects of the COVID-19 pandemic in the education sector?
1.3 To what extent did UNICEF mobilize and work coherently and efficiently with external partners to develop evidence-based education solutions to combat COVID-19 disruptions?	1.3 To what extent has UNICEF mobilized and worked with external partners coherently and efficiently to develop evidence-based solutions to address the negative effects of the COVID-19 pandemic in the education sector?

Objective 2: To examine the extent to which UNICEF-supported strategies were deployed effectively to enhance government initiatives for continuity of learning during school closures and to reinstate safe and equitable in-school learning opportunities during in the COVID-19 pandemic

Theme 2: Reopening schools and reinstating face-to-face learning

OECD-DAC criteria: relevance and effectiveness

ToR Evaluation Questions	Final Evaluation Questions
2.1 How successful were UNICEF-supported education strategies to promote home-based learning and to address the needs of children in a range of contexts?	2.1 In what ways, and how successfully, has UNICEF supported government initiatives during the COVID-19 pandemic to promote home-based learning?
2.2 How successful were UNICEF-supported education strategies in enhancing children's safety and protection during re-opening of schools?	2.2 In what ways, and how successfully, has UNICEF supported government initiatives during the COVID-19 pandemic to enhance children's safety, wellbeing and protection during the re-opening of schools?
2.3 How successful were UNICEF-supported education strategies in reinstating in-school learning and reforming teaching, learning and assessment practices in the context of COVID-19?	2.3 In what ways, and how successfully, has UNICEF supported government initiatives during the COVID-19 pandemic to reinstate in-school learning?
	2.4 In what ways, and how successfully, has UNICEF supported government initiatives during the COVID-19 pandemic to introduce reformed teaching, learning and assessment practices?
2.4 How successful were UNICEF-supported strategies in targeting and reaching the different groups of marginalized children and tailoring programmes to their learning needs?	2.5 In what ways, and how successfully, has UNICEF supported governments during the COVID-19 pandemic to target and reach different groups of marginalized children and adapt programmes to their learning needs?
2.5 What are the key defining characteristics of countries schools that were successful in keep schools open and recovering lost learning loss during the COVID-19 pandemic?	2.6 In what ways, and how successfully, has UNICEF supported government initiatives to recover learning lost during the COVID-19 pandemic?

Objective 3: To examine the extent to which UNICEF Education teams utilized the existing frameworks, infrastructure, capacities ,and tools to mount an effective education response to COVID-19, and whether adjustments are being made to enhance preparedness for future disruptions of a similar scale

Theme 3: UNICEF preparedness frameworks, readiness to handle similar future crises

OECD-DAC criteria: relevance and effectiveness

ToR Evaluation Questions	Final Evaluation Questions
3.1 How successful were Education teams in deploying the existing EIE infrastructure, capacities and tools in the education sector response to COVID-19?	3.1 In what ways, and how successfully, did UNICEF Education teams deploy the existing education-in-emergency (EIE) frameworks, infrastructure, capacities and tools in the education sector response to the COVID-19 pandemic?
3.2 Are the necessary adjustments being made to the education in emergency frameworks, infrastructure, capacities, and tools to prepare UNICEF education programmes in different contexts for future global public health emergencies?	3.2 In what ways, and how comprehensively, has UNICEF adapted the education-in-emergency (EIE) frameworks, infrastructure, capacities and tools to prepare UNICEF education programmes in different contexts for future global public health emergencies?

The evaluation assessed against the OECD-DAC criteria of relevance, efficiency, effectiveness, and coherence. Each of these is defined below:

- **Relevance:** assess whether the intervention did the right things. It is the extent to which the intervention objectives and design responded to beneficiaries' global, country and partner/institution needs, policies and priorities, and continued to do so as circumstances changed.
- **Efficiency:** how well the resources were used. It is the extent to which the intervention delivered results in an economic and timely way. This evaluation only focused on timeliness.
- **Effectiveness:** extent to which the intervention achieved its objectives and results, including any differential results across groups.
- **Coherence:** compatibility of the intervention with other interventions in a country, sector or institution and the extent to which other interventions supported or undermined the intervention. Internal coherence addressed the synergies and interlinkages between the intervention and other interventions carried out by UNICEF, as well as the consistency of the intervention with the relevant international norms and standards to which UNICEF adhered. External coherence considered the consistency of the intervention with other actors' interventions in the same context. This included complementarity, harmonisation and co-ordination with others, and the extent to which the intervention added value while avoiding duplication of effort.

A.2. Evaluation approach

The evaluation used a utilisation-focused and participatory approach, involving key users throughout the evaluation. In particular, primary stakeholders were engaged in validating the findings and recommendations. This approach allowed stakeholders to gain a better understanding of UNICEF contribution to improved teaching and learning thereby increasing ownership and the probability of using the evaluation findings and recommendations to inform their future decisions.

The evaluation adopted a theory-based design, combined with comparative case studies. It was non-experimental and used mixed methods. With an overarching theory-based evaluation design the evaluation predominantly used qualitative research to assess the relevance, effectiveness, coherence, and efficiency of UNICEF COVID response in the education sector.

Using case studies, via selection of specific countries as cases, we were able to compare and contrast which types of strategies, and activities worked well, why, how, for whom, in what type of geographical contexts and in tackling the type of problems that target groups faced. By developing country-based case studies, the evaluation was able to obtain in-depth insights into strategies and activities adopted for responding to the COVID crisis in "natural real-life [and diverse] contexts". Country-based case studies were designed to leverage both contextual and institutional knowledge from within each of the countries. The case studies provided in-depth analyses of each country and helped to understand the extent to which interventions were aligned to needs of target groups, and the effects of the support, under specific conditions.

The evaluation developed seven unique case studies, using specifically designed selection criteria. In selecting the countries, the evaluation used "literal replication" as a method of case selection which means that the same type of results was predicted for each of the cases, although using diverse interventions in differing contexts. The case study countries varied in terms of

contexts, barriers, interventions, structures and geographical location. Variation along these dimensions provided the greatest coverage and best chance of identifying patterns of difference or similarity, in terms of the extent to which UNICEF strategies and interventions were effective and contributed to delivering results. Due to the low number of case studies conducted, as compared to the scale of the COVID response globally, it is unlikely that the findings can be generalized more broadly. For this reason, they were supplemented by data collected via online survey, desk review, interviews, and analysis of secondary data to incorporate evidence from around the globe.

Whilst each of the geographic case studies differed in terms of context and partners, they enabled similar themes to be explored across the selected contexts. This means the case studies had both geographic and thematic focus. Efforts were made to select themes that allowed a specific topic to be explored in more depth across number of contexts. While geographic case studies functioned as stand-alone studies for each country, the thematic aspects focused on a topic, which enabled analysis and comparison across countries.

A.2.1. Case study countries sampling selection

The sample selection design for the seven country case studies is presented in table A.1, using three essential and nine additional criteria. The specific characteristics for each of the select seven countries is presented in table A.2. The selected case studies provided a broad and diverse profile of countries where UNICEF works on education programming.

Table A1: Case study country selection criteria

Country Selection Criteria	Assessment Method	Sources
Essential criteria		
Availability and interest of UNICEF CO	<ul style="list-style-type: none"> - High: high interest and availability to take an active part sharing secondary documentation and identifying and engaging stakeholders for all primary data collection methods: include in sample - Medium: moderate interest and availability to take part sharing secondary documentation and identifying and engaging stakeholders for partial primary data collection methods: include in sample - Low: no indication of interest nor availability to spend time on either document sharing or stakeholder engagement or both: exclude from sample 	<ul style="list-style-type: none"> Consultation with UNICEF HQ Education team and Reference Group Follow-up consultation with UNICEF country office
Availability of quality data	<ul style="list-style-type: none"> - Yes (include in sample) - No (exclude from sample) 	<ul style="list-style-type: none"> Consultation with UNICEF HQ and country offices
Within the top 20 countries in UNICEF expenditure on education programming in 2020 and/or 2019	<ul style="list-style-type: none"> - Yes (include in sample) - No (exclude from sample) 	<ul style="list-style-type: none"> Global Annual Results Report – Goal Area 2 for 2020 and 2019
Additional criteria		
Country within a UNICEF regional classification	Countries from a diverse range of UNICEF regions but not necessarily all	UNICEF website
Economic status	<ul style="list-style-type: none"> - low income - lower-middle income - higher-middle income 	<ul style="list-style-type: none"> World Bank classification on website
Population size	Diverse range of countries from large to small population sizes	World Bank data from 2020
Fragile and conflict affected states (FCAS)	<ul style="list-style-type: none"> - Yes (eligible for inclusion) - No (eligible for inclusion) 	<ul style="list-style-type: none"> World Bank classification on website
GPE funded	<ul style="list-style-type: none"> - Yes (eligible for inclusion) - No (eligible for inclusion) 	GPE website
Progress towards SDG 4.1.1 (b)	<ul style="list-style-type: none"> - Yes (eligible for inclusion) - No (eligible for inclusion) 	Most recent UIS data
UNICEF spending on education programming in country (in millions)	<ul style="list-style-type: none"> - Yes (eligible for inclusion) - No (eligible for inclusion) 	UNICEF 2020 Annual Results Report
Human Development Index Ranking (2020)	<ul style="list-style-type: none"> - Yes (eligible for inclusion) - No (eligible for inclusion) 	UNDP website
Information on school closure and reopening durations	<ul style="list-style-type: none"> - Yes (eligible for inclusion) - No (eligible for inclusion) 	COVID-19 Global Education Recovery Tracker

Table A2: Selected case study countries

Country	Compulsory criteria			Additional criteria								
	Interest	Data qual.	Top 20 expenditure.	RO	Econ. status	Pop. size (2020 millions)	FCAS	GPE funded	Progress SDG 4.1.1(b)	Educ spending (in mill.)	HDI ranking	School closure source:
Bangladesh	TBC	TBC	Y	SA	lower-middle	164	N	Y	Maths: 47.3%, Reading: 52.6%	43	133	all schools closed on March 18, 2019 Hybrid model began for all grades except pre-primary in November 2021 Current status unknown
Jordan	Y	Y	Y	MENA	upper-middle	29	Y	Y	Maths: N/A, Reading: N/A	27	102	Frequent school closures and reopening in 2021. No data after Sep 2021
Lebanon	TBC	TBC	Y	MENA	upper-middle	6	Y	N	Maths: 26.8 %, Reading: N/A	172	92	No data for 2019 or 2020 Feb - March 2021 school closure April - Jun 2021 hybrid Jun - Nov 2021 open
Nigeria	TBC	TBC	Y	WCA	lower-middle	206	Y	Y	Maths: N/A, Reading: N/A	43	161	Feb - Aug 2021 hybrid Sep - Oct 2021 closed Nov 2021 Hybrid
South Sudan	TBC	TBC	Y	ESA	low	11	Y	Y	Maths: N/A, Reading: N/A	31	185	Feb - May 2021 hybrid Jun - Nov 2021 open
Mongolia	Y	Y	N	EAP	lower-middle	3.27	N	Y	Maths: N/A Reading: N/A	tbc	99	Apr - Aug 2021 closed Sep 2021 – Jan 2022 hybrid Feb 2022 Open
Venezuela	TBC	TBC	Y	LAC	upper-middle	28.00	N	N	Maths: N/A, Reading: N/A	14	113	Mar – Sep 2021 remote Nov – Dec 2021 open Dec – Jan 22 closed Jan – Feb 22 open

A.3. Data collection methods and sampling

This evaluation used a mixed-method approach to address the evaluation questions. Both primary and secondary data were collected to address the evaluation questions.

Primary data collection included individual and group interviews as well as an online survey. Interviews were carried out with UNICEF staff and key informants from strategic partners at the regional and global levels (69 key informant interviews conducted July–October 2022). The online survey was used to gather data from UNICEF Chiefs of Education from UNICEF country offices (74 country offices responded to the survey, which was conducted September–October 2022, signaling a 56 per cent response rate). A sample of seven countries was selected for in-depth data collection and in-depth comparative analyses: Bangladesh, Jordan, Lebanon, Mongolia, Nigeria, South Sudan and the Bolivarian Republic of Venezuela.

Secondary data collection included a desk review of relevant documentation and data sets from all levels at which UNICEF operates (global, regional and country) and, in particular, from the seven countries selected from in-depth analyses. A total of 338 documents were reviewed, 52 per cent of which were country-level documents, with regional-level documents (related to all seven regions where UNICEF works) and global-level documents accounting for 20 per cent each.

A.3.1 Primary data collection

Primary data collection for the global evaluation was conducted between end July to beginning October 2022. Primary data collection was used to follow up specific areas of enquiry identified through the analysis of the secondary data and documentation. The list of key informants interviewed for this case study are listed in table A3. Interviews were conducted between August 1 and 16, 2022.

Table A3: List of key informants, Jordan case study

Organisation / institution	Key Respondent Information	
	Position	Name
UNICEF CO	Chief of Education	Ms Gemma Wilson-Clark
UNICEF CO	Education Manager	Ms Jane Courtney
UNICEF CO	Education Specialist	Bassam Saleh
UNICEF CO	WASH specialist	Ms Fatema Nabhani
UNICEF CO	Business Area - School Engineer	Mr Omar Alzu'Bi
UNICEF CO	Information Management Officer	Niveen Hazem Dajani
Ministry of Education	Formal Education Coordinator in Za'atari Camp	Mr Saleh Al Qadi
Ministry of Education	Learning Bridges Coordinator at Curriculum Department	Ms Shifa Abbas
Ministry of Education, Exams Department	Director of Test/Coordinator of National Diagnostic Assessment Programme (NDA)	Dr Mohammad Al-Zboon
Education Development Trust (EDT)	Senior Education Consultant	Ms Gitti Wassie

A global online survey was administered for completion by UNICEF Chiefs of Education from across UNICEF network of country offices. These were particularly valuable for certain evaluation questions that required information from many country contexts to be adequately addressed. This

included evaluation questions related to, for example, interventions deployed for home-based learning, recovering learning lost during the COVID-19 pandemic and where Education teams deployed the existing EIE infrastructure, capacities, and tools in the education sector response to COVID-19.

A.3.2. Secondary data collection

The secondary data was collected predominantly from online sources (organization websites and online libraries) that were authentic and verifiable. Two members of the evaluation team had access to the UNICEF intranet and scanned the database for any relevant documentation that may not have been in the public domain. The evaluation team also made direct requests to people within UNICEF and key stakeholder organizations to share relevant documentation and data sets. UNICEF Education Team also compiled a set of relevant data and documentation for review. The list of secondary data sources is included in table A4.

Table A4: Secondary data sources

Level	Source
Global & Regional	UNICEF publications – strategies, reports, case studies, evaluations, and data sets UNICEF internal monitoring data sets Publications and data sets from technical and delivery partners such as UNESCO, UIS, WHO etc. Publications, webinars, and data sets from global initiatives UNICEF is a part of such as the Global Education Coalition, and GEC Publications and data sets from donors such as World Bank, GPE, ECW, FCDO etc.
Country	In addition to the above sources that may have had information on the seven target case study countries, secondary data was also collected from the following sources: Government documents, publications, and data sets in the public domain Publications and data sets from UNICEF in-country partners such as NGOs/ INGOs, other Donors and UN agencies and the private sector

The following criteria was applied to the process of collecting documents:

- Documents in English, French or Spanish
- Documents and data sets published between March 2020 and December 2021
- Documents with the focus on UNICEF Goal Area 2 – education teaching and learning

A.4. Data analysis

As the primary and secondary data analyses were undertaken, the evaluation team generated a set of robust evaluation statements that answered each evaluation question based on the evidence collected. These statements were tested, elaborated on, and refined through an iterative process as the analysis progressed. The statements also included assessments of the quality of the evidence base. Once the data analysis was completed in full, the evaluation statements were developed into evaluation narratives that provided nuanced answers to each evaluation question. These narratives also included assessments of the overall strength of evidence available for each evaluation question.

The analytical framework used to guide the analysis process was based on the evaluation questions. The methods of analysis included:

- Thematic analysis: A coding framework based on the evaluation questions was developed and data collected from the document review, interviews, group interviews and survey were coded and analysed. Developing and using a coding framework helped to ensure consistency across the Evaluation Team, therefore providing greater reliability of results.
- The evaluation team used Dedoose, an online and cross-platform app for analysing qualitative data, whether text-based or other data including photos, audio, and videos. All qualitative data collected was uploaded on Dedoose and entire documents or sections were tagged as per pre-defined categorisations linked to the evaluation questions. This allowed for real time collaboration within the evaluation team. It also helped to identify where gaps existed in evidence. It was used directly to write the evaluation report and maintain proximity to the evidence base as evaluation questions were addressed.
- Triangulation, using multiple data sources, was used to corroborate findings and deepen understanding to construct a rich, rigorous, and comprehensive account against the evaluation questions being addressed. In addition, triangulation was used to check for consistency of findings generated by different data collection methods.

A.5. Ethical considerations

The evaluation adheres to the required international norms and standards for evaluations. These include the 'UNEG Ethical Guidelines for Evaluation' (as updated by the United Nations Evaluation Group in June 2020), which encompass four guiding principles: integrity, accountability, respect and beneficence. The required norms and standards also include the 2021 'UNICEF Procedure on Ethical Standards in Research, Evaluation and Data Collection and Analysis'.⁷ The following were ethical considerations guiding the evaluation:

- Respect for the command and operational capability - remained committed to respect the terms of reference; the additional instructions made at the start of the mission as well as advice received during the performance of the contract.
- Confidentiality: Beyond the transparency that was required in all participatory processes of consultation and communication of results with all stakeholders, the confidentiality of strategic, technical and financial data collected was secured.
- Close collaboration and communication: A highly participatory approach was critical to the success of this evaluation. Regular remote communication via email and the Microsoft Teams platform was scheduled, with the team of external consultants who worked under the supervision of the Evaluation Office evaluation manager.
- Efficient and dynamic management: Among the team of external consultants, the evaluation education experts were attentive to establishing a precise and rigorous management framework, together with a flexible timetable.
- Ethical behaviour: The team of external consultants, interviewed staff, and implementing partners, including government and civil society organization partners, were required to always comply with the highest standards of ethical behaviour in all respects and as reflected in UNICEF mandatory ethics policy and training. A zero-tolerance policy was executed around issues of fraud, bribery, corruption, child and adult safeguarding, and abuse, exploitation and harassment.

A.6. Evaluation users and uses

The primary audience for the evaluation included UNICEF Jordan country office staff responsible for the design and implementation of education programmes, the coordination of education responses in emergencies and monitoring of learning; and staff from other sections who collaborate and coordinate with education programme teams. Findings and lessons learned from the evaluation should be used to inform changes in UNICEF education sector programmatic plans; approaches to support government partners and work with other implementing partners ; and to ensure preparedness for future emergencies.

The secondary audiences of the evaluation included government officials as duty bearers; children as right holders and beneficiaries of education programmes, their parents/guardians and school communities. Additional users of this evaluation are key country-level implementing partners ; and whenever relevant, other donor agencies such as the World Bank, Global Partnership for Education (GPE), UNESCO, Inter-Agency for Education in Emergencies (INEE), Education Cannot Wait (ECW) and other strategic education sector partners.

Annex B. Evaluation framework

Evaluation questions	Judgement criteria	Indicators	Data/Information sources	Data collection methods
Objective 1: To examine role of UNICEF in building the knowledge, research, and global public goods required to mount an effective education response to the COVID-19 pandemic				
Theme 1: Building the evidence and resource base for the education response to the COVID-19 pandemic				
OECD-DAC criteria: coherence and efficiency				
1.1 What has been the role and contribution of UNICEF in building the data, knowledge, and tools for understanding and addressing the negative effects of the COVID-19 pandemic in the education sector?	Evidence of UNICEF contribution to building the data, knowledge, and tools for understanding and addressing the negative effects of the COVID-19 pandemic in the education sector.	Statement of UNICEF role at global, regional, and country level #/type of evidence and tools developed by UNICEF or in collaboration with other organisations	UNICEF Staff: HQ and regional UNICEF teams with a remit for creating or communicating data, evidence, research, and tools, as well as country office teams, including education, involved in using the tools and knowledge created by HQ/RO as well as creating their own. Partners at HQ, CO (including governments), RO: that UNICEF has worked with who can speak about UNICEF role and contribution Documents: produced documenting design, response, progress, lists of data/tools/evidence produced	Document review (programme and other documents from HQ, RO and CO) Interviews (UNICEF staff and partners at HQ, RO, CO). At CO also includes government personnel Online Survey (UNICEF staff and partners at HQ, RO, CO)
1.2 To what extent have UNICEF Education teams worked across sectors coherently and efficiently to develop evidence-based solutions to address the negative effects of the COVID-19 pandemic in the education sector?	Coherence: Evidence of co-working/authoring, complementarity, alignments and non-duplications between UNICEF Education teams, other sector teams within UNICEF and (at country-level only) government departments or agencies outside of education at the design stage of solutions Evidence of alignment with the wider policy frameworks and with	#/type of staff working on the response # of staff reporting collaborating during response Difference in timing between planned and implementation of activities	UNICEF Staff: including education teams at HQ, RO, CO, and teams from other sectors with UNICEF to develop evidence-based solutions Documents: detailing evidence-based solutions developed, workplans, human and financial resources	Document review (programme and other documents, workplans, financial and staffing information) Interviews (UNICEF Staff at HQ, RO, CO including education and other sector teams) Online survey (UNICEF staff at HQ, RO, CO including education and other sector teams)

Evaluation questions	Judgement criteria	Indicators	Data/Information sources	Data collection methods
	<p>other interventions in the same operating context, how harmonised and complementary these activities were, and if duplication of effort and activities occurred.</p> <p>Efficiency: Evidence of volume of solutions developed as well as the speed and timeliness of their development.</p>			
<p>1.3 To what extent has UNICEF mobilized and worked with external partners coherently and efficiently to develop evidence-based solutions to address the negative effects of the COVID-19 pandemic in the education sector?</p>	<p>Coherence: Evidence of co-working/authoring, complementarity, alignments, and non-duplications between UNICEF Education teams and relevant external (technical) partners at the design stage of solutions</p> <p>Efficiency: Evidence of volume of solutions developed as well as the speed and timeliness of their development.</p>	<p>Difference in timing between planned and implementation of activities</p> <p># of partnerships developed</p> <p># of joint working groups</p> <p>Type of collaborate solutions developed</p> <p># of countries with collaborative programmes</p>	<p>UNICEF Staff: at HQ, RO, CO who may have been involved in working with and mobilising partners to develop evidence-based solutions</p> <p>External partners: at HQ, RO, CO that UNICEF mobilised and worked with to develop evidence-based solutions</p> <p>Documents: detailing information about the partners, ways of working and work carried out by working with them.</p>	<p>Document review (MOUs/partnership agreements, progress reports)</p> <p>Interviews (UNICEF staff and partners at HQ, RO, CO)</p> <p>Online survey (UNICEF staff and partners at HQ, RO, CO)</p>
<p>Objective 2: To examine the extent to which UNICEF-supported strategies were deployed effectively to enhance government initiatives for continuity of learning during school closures and to reinstate safe and equitable in-school learning opportunities during in the COVID-19 pandemic</p> <p>Theme 2: Reopening schools and reinstating face-to-face learning</p> <p>OECD-DAC criteria: relevance and effectiveness</p>				

Evaluation questions	Judgement criteria	Indicators	Data/Information sources	Data collection methods
2.1 In what ways, and how successfully, has UNICEF supported government initiatives during the COVID-19 pandemic to promote home-based learning?	Evidence of extent to which UNICEF was instrumental (1) in home-based learning happening at all, (2) whether that support was instrumental in improving the home-based learning initiatives in terms of quantity, reach or quality.	List /type of education strategies used to promote home-based learning # of countries, schools, children using home-based learning strategies Amount/type of support to households for home learning	Government staff: national, subnational government ministries/departments. UNICEF CO staff, partners at CO level: involved in working with government entities within countries RO staff: involved in working with Gov at CO level or supporting CO to work with government Documents detailing support provided to government entities as well as progress made etc. in relation to home based learning.	Document review (design and implementation documents, strategies, plans, resourcing, progress reports for home leaning Interviews (government personnel, UNICEF staff and partners at CO, RO) Online survey (UNICEF staff and partners at RO, CO) U- Report (young people and communities)
2.2 In what ways, and how successfully, has UNICEF supported government initiatives during the COVID-19 pandemic to enhance children's safety, wellbeing, and protection during the re-opening of schools?	Evidence of extent to which UNICEF was instrumental in strengthening the protection, wellbeing, and safety of children through the three phases of school re-opening (prior to re-opening, in the re-opening process and with schools re-opened).	List /type of education strategies used to enhance children's safety and protection during re-opening of schools # of countries with safety and protection protocols and plans	Government staff: national, subnational government ministries/departments. UNICEF CO staff, partners at CO level: involved in working with government entities within country RO staff: involved in working with Gov at CO level or supporting CO to work with government Documents detailing support provided to government entities as well as progress made etc. in relation to children's safety, wellbeing, and protection during the re-opening of schools.	Document review (protection protocols, strategies, plans, progress reports, resourcing, in relation to children's safety, wellbeing, protection) Interviews (government personnel, UNICEF staff and partners at CO, RO) Online survey (UNICEF staff and partners at RO, CO) U- Report (young people and communities)
2.3 In what ways, and how successfully, has UNICEF supported government initiatives during the COVID-19 pandemic to reinstate in-school learning?	Evidence of the extent to which UNICEF was instrumental in (1) schools opening sooner than would otherwise have been the case and (2) schools operating in "business as usual" ways and levels quicker or more	List /type of education strategies used to re-instate in-school learning # of countries, schools, teachers using UNICEF supported education strategies to re-instate in-school learning Incidences of changes reported in teaching, learning and assessment practices	Government staff: national, subnational government ministries/departments. UNICEF CO staff, partners at CO level: involved in working with government entities within country RO staff: involved in working with Gov at CO level or supporting CO to work with government Documents: detailing support provided to government entities as well as progress made etc. in relation to reinstating in-school learning.	Document review (strategies, plans, progress reports, resourcing, in relation to reinstating school learning) Interviews (government personnel, UNICEF staff and partners at CO, RO) Online survey (UNICEF staff and partners at RO, CO)

Evaluation questions	Judgement criteria	Indicators	Data/Information sources	Data collection methods
	completely than would otherwise have been the case (e.g. through addressing any obstacles experienced by teachers, such as vaccinations, unpaid wages, provision of PPE or handwashing facilities).	after reinstatement of in school learning # of countries reporting change in teaching, learning and assessment practices after reinstatement of in school learning		U- Report (young people and communities)
2.4 In what ways, and how successfully, has UNICEF supported government initiatives during the COVID-19 pandemic to introduce reformed teaching, learning and assessment practices?	Evidence of the extent to which UNICEF was instrumental in schools and teachers using reformed teaching, learning and/or assessment practices designed to address the negative effects of the COVID-19 pandemic on children's education, such as lost learning across all children or among particular groups of children.	# of countries reporting reformed teaching, learning and assessment practices to address the negative effects of COVID-19 # of countries reporting using teaching, learning and assessment practices to address the negative effects of COVID-19	Government staff: national, subnational government ministries/departments. UNICEF CO staff, partners at CO level: involved in working with government entities within country RO staff: involved in working with Gov at CO level or supporting CO to work with government Documents: detailing support provided to government entities as well as progress made etc. in relation to reformed teaching, learning and assessment practices.	Document review (strategies, plans, progress reports, resourcing, in relation to reformed teaching, learning and assessment practices, reports of classroom/school assessments, monitoring visits) Interviews (government personnel, UNICEF staff and partners at CO, RO) Online survey (UNICEF staff and partners at RO, CO) U- Report (young people and communities)
2.5 In what ways, and how successfully, has UNICEF supported governments during the COVID-19 pandemic to target and reach different groups of marginalized children and adapt	Evidence of the extent to which UNICEF was instrumental in the initiatives to identify and reach (provide for learning needs) children in particular the most marginalised groups, e.g. girls, children with	Type of targeting strategies used by UNICEF to identify and reach marginalized children disaggregated by group #/type of needs assessments conducted # of programmes designed based on results from needs assessment	Government staff: national, subnational government ministries/departments. UNICEF CO staff, partners at CO level involved in working with government entities within country RO staff: involved in working with Gov at CO level or supporting CO to work with government Documents: detailing government entities at national/subnational level, CO/RO UNICEF staff and CO partners identifying target groups, identifying their needs and/or tailoring the approach and support provided to different groups of marginalized children.	Interviews (government personnel, UNICEF staff and partners at CO, RO) Online survey (UNICEF staff and partners at RO, CO) Document review (targeting strategies, reports of identified groups and those reached/not reached)

Evaluation questions	Judgement criteria	Indicators	Data/Information sources	Data collection methods
programmes to their learning needs?	disabilities, refugees, minority ethnic/language groups Evidence of whether particular groups of children were omitted or not sufficiently targeted through UNICEF supported interventions.			
2.6 In what ways, and how successfully, has UNICEF supported government initiatives to recover learning lost during the COVID-19 pandemic?	Evidence of design and implementation of initiatives to recover lost learning (including assessing the extent of learning lost and progress to recover this)		Government staff: national, subnational government ministries/departments. UNICEF CO staff, partners at CO level: involved in working with government entities within country RO staff: involved in working with Gov at CO level or supporting CO to work with government Documents: detailing support provided to government entities as well as progress made etc. in relation to initiatives to recover learning Secondary education data pre post covid (if available)	Document review (strategies, plans, design documents, progress reports, assessments) Interviews (government personnel, UNICEF staff and partners at CO, RO) Online survey (UNICEF staff and partners at RO, CO). U-Report Analysis of secondary education data pre post covid (if available)
<p>Objective 3: To examine the extent to which UNICEF Education teams utilized the existing frameworks, infrastructure, capacities and tools to mount an effective education response to COVID-19, and whether adjustments are being made to enhance preparedness for future disruptions of a similar scale</p> <p>Theme 3: UNICEF preparedness frameworks, readiness to handle similar future crises</p> <p>OECD-DAC criteria: relevance and effectiveness</p>				
3.1 In what ways, and how successfully, did UNICEF Education teams deploy the existing education-in-emergency (EIE) frameworks, infrastructure, capacities, and tools in the education	Evidence of extent to which the frameworks, infrastructure, capacities, and tools (FICT) were 1) used in their intended way and to their full extent and 2) used in all circumstances when	# of staff reporting using existing EIE infrastructure, capacities and tools	UNICEF staff: at HQ, regional and country levels Documents: detailing the education team's use of selected, key EIE frameworks, infrastructure, capacities, and tools in the COVID response work.	Document review (EIE tools, frameworks, reports) Interviews (UNICEF staff at CO, RO, HQ) Online survey (UNICEF staff HQ, RO, CO)

Evaluation questions	Judgement criteria	Indicators	Data/Information sources	Data collection methods
sector response to the COVID-19 pandemic?	their use was or would have been appropriate.			
3.2 In what ways, and how comprehensively, has UNICEF adapted the education-in-emergency (EIE) frameworks, infrastructure, capacities, and tools to prepare UNICEF education programmes in different contexts for future global public health emergencies?	Evidence of adaptations to EIE frameworks, infrastructure, capacities, and tools informed by lessons learnt from experience of the COVID-19 pandemic / Evidence of appropriate processes and/or structures in place for the reflection and adaptations to EIE frameworks, infrastructure, capacities, and tools informed by lessons learnt from experience of the COVID-19 pandemic.	Examples of changes initiated in preparation of future emergency responses	UNICEF staff at HQ, regional and country levels. Documents: including plans, policies, strategies, processes, working group TORs, regarding actual or planned changes to these frameworks, infrastructure, capacities, and tools and/or processes/structures in place for reflection and lesson learning from the experience of the COVID-19 pandemic.	Document review (revised EIE tools, frameworks, reports) Interviews (UNICEF staff at CO, RO, HQ) Online survey (UNICEF staff HQ, RO, CO)

Annex C: Primary data collection tools: Case study

C.1. UNICEF CO Chief of education and other senior education staff

1. Overall, how would you describe UNICEF role overall in regard to supporting children's education during the pandemic? What difference has UNICEF support made?
2. Which activities/initiatives would you highlight as being especially impactful or important? (Probe: why that/those? What impact?)

Joint working with the RO and HQ

3. How would you describe the support you received from HQ and the RO for constructing and delivery of the education response to COVID-19?

(Probes:

- What forms did the support take?
 - What was particularly helpful? What was less helpful? (Prompt: data, research, reports, webinars, EIE specialists, guidance, frameworks)
 - Did you feel this was timely/were there any delays and what was the effect of any delays?
 - What were the challenges and how were these overcome?
 - What did/did you not achieve as a result of working with them?
 - What worked well and what didn't and why?
4. In hindsight what would you have done differently/ What could be improved going forward in terms of working with teams at RO/CO to develop solutions in response to education emergency?
 5. Was there more or less/better or worse collaboration during the pandemic than before? And if so, why was this and what, if any, might be the long-term effects of this?

Different specialist UNICEF teams working together for COVID-19 response in the education sector.

6. Please tell me about how the Education Team worked together with other sections/teams within UNICEF for the COVID response (i.e., when preparing for the response, during the response and up till now).

(Probes:

- Which sections/teams/persons did you work with, why and when?
 - Did you feel this was timely/were there any delays and what was the effect of any delays?
 - What were the challenges in joint working and how were these overcome?
 - What did you achieve as a result of working with them/what did you not achieve?
 - What worked well whilst working across sections/team and what didn't work well and why? (e.g., ways of working, coordination, timeliness, adequate resources/expertise)?
7. In hindsight what would you have done differently/ What could be improved going forward in terms of working with other UNICEF teams/sections to develop and implement education emergency response solutions/interventions during a public health emergency?

Work with external partners

I would like to ask about how UNICEF worked with its external partners for the education response to COVID-19.

8. Which organisations (ask for specific teams/sections) did you partner with, when and what for?

(Probes:

- Were these partners already working with UNICEF (on education and prior to COVID-19) or were they new specifically mobilized for the COVID-19 response in education?
 - How did UNICEF mobilize partners (new and old) for the COVID-19 response? Who was involved in mobilizing them? Any challenges faced, how were these challenges overcome?
 - Was mobilization of partners timely? Were there any delays and if so effect of these delays?
 - Why did UNICEF partner with these external organizations/what did it want to achieve by doing so and what are the implications of having these partners for the future? (e.g. avoid duplications, achieve complementarity)
 - What were roles and responsibilities of UNICEF and partners and how did these partnerships complement UNICEF work? Did this avoid duplications/increase complementarity?
 - Can you give examples of work undertaken in partnership with external partners (e.g., solutions developed to address negative effects of COVID-19 in education)?
 - What was the value of working jointly?
9. In hindsight what would you have done differently/ What could be improved going forward in terms of working with teams at RO/CO to develop solutions in response to education emergency?
10. Was there more or less/better or worse collaboration during the pandemic than before? And if so, why was this and what, if any, might be the long-term effects of this?

To conclude

11. Finally, what are the main lessons you would take away from the past two years? Where has UNICEF been successful and why? How has UNICEF been less successful and why? How can UNICEF improve – whether at country, regional or HQ level – to respond better in future crises?

C.2. UNICEF CO Education in Emergency

[Re EQ3.1] I would like to ask about how UNICEF Education teams deployed the existing education-in-emergency (EIE) frameworks, infrastructure, capacities and tools to respond to the COVID-19 pandemic and extent to which it was successful in doing this.

1. Please describe the education-in-emergency (EIE) frameworks, infrastructure, capacities and tools (that existed pre-COVID-19)
2. Did UNICEF Education Teams utilise existing frameworks and tools developed by UNICEF for (pre-COVID-19) EIE contexts during the COVID-19 pandemic (what, how, when, where)? Were there any delays?
3. How did UNICEF deploy existing EIE organizational, financial, delivery, and coordination infrastructures and capacities to respond to the COVID-19 pandemic? Did this differ across regions, COs, at HQ?
4. To what extent was UNICEF successful in doing so? (Give examples of success)
5. How did Education teams work with EIE teams at HQ, RO, CO? What were the successes, challenges? How were these overcome? (Delays, duplication, complementarity)
6. What was achieved as a result of deploying existing EIE structures etc.? (What was HQ, RO, CO able to do as a result /or couldn't do without?)

[Re EQ 3.2] I would like to ask about how UNICEF has adapted the existing education-in-emergency (EIE) frameworks, infrastructure, capacities and tools to better prepare for future global public health, and how comprehensively it has done this.

7. To what extent has UNICEF, as a result of the COVID-19 response, adapted/changed/ developed more (EIE) frameworks, infrastructure, capacities and tools? Examples, who was involved, and why these changes? Are these for global use or specific to contexts?

8. How comprehensive have these changes been? (with examples)
9. What does UNICEF aim to achieve with new/adapted EIE frameworks, tools etc.?
10. At what stage of adaptation/development is UNICEF at and what are the next steps to test/use these?
11. What challenges have there been/or are foreseen/how have these been overcome?
12. Are there lessons to be learned from having used the EIE frameworks etc.? Have these lessons been documented and shared?

C.3. UNICEF CO Other education staff

1. Before we speak about some specific examples of UNICEF initiatives and activities, how would you describe UNICEF role overall regarding supporting children's education during the pandemic? What difference has UNICEF support made?

I would like now to ask specifically about [initiative/activity].

2. This is my understanding of this initiative/activity: outline UNICEF work]. Is that also your understanding? Would you like to add to or correct anything I have said?
3. How was UNICEF support complementary to or in support of the government's strategy and work?
4. What difference did UNICEF support make? (Probe: Why was it needed? What would have happened without UNICEF? How did it lead to change, for example in strategy, direction, approach, thinking about how to respond, outcomes for children, teachers and communities (if known, and where can evidence of those outcomes be found)?)
5. Were there any challenges? If so, how were these overcome?
6. To what extent did UNICEF work with other agencies? How well (or badly) did that go?
7. To what extent did you draw on support or resources (such as data, frameworks, tools, training etc.) from other parts of UNICEF at HQ and regional level in developing or implementing this initiative/activity? (Probe: Which parts of the organisation? Which resources? What difference did it make?)
8. To what extent did the Education team work with other specialists and teams in UNICEF? (Probe: Which teams/specialists? What difference did it make?)
9. How could UNICEF support to the government have been improved? What lessons could UNICEF learn for the future?

[Repeat questions 2-9 for another of UNICEF initiatives/activities to contribute to the education response during the pandemic. Realistically you might get through 2 initiatives in one hour so pick the 2 most significant ones. Capture responses for the other initiatives in the same text boxes above by clearly titling the different initiatives for which the answer is being provided.]

10. Because of time constraints, I have selected only some of your initiatives during the pandemic. Are there any other activities or initiatives that you would want to highlight in which UNICEF has supported the government's education response during the pandemic? If so, what are they and how have they made a difference?

To conclude

11. Finally, what are the main lessons you would take away from the past two years? Where has UNICEF been successful and why? How has UNICEF been less successful and why? How can UNICEF improve – whether at country, regional or HQ level – to respond better in future crises?

C.4. UNICEF CO DAPM staff

I would like to ask about the data, knowledge and tools that were developed by UNICEF (at HQ/RO/CO) for understanding and addressing the negative effects of COVID-19 pandemic in the education sector.

1. What tools did UNICEF develop, for understanding and responding to COVID-19 (in relation to education)? When were these developed, what were these used for and by whom?
2. What data did UNICEF collect, or contribute towards collecting, for understanding and responding to COVID-19 (in relation to education)? When was this collected, what was it used for and by whom?
3. What other knowledge products did UNICEF develop, for understanding and responding to COVID-19 (in relation to education such as reports, webinars)? When were these developed, what were these used for and by whom?
4. Did UNICEF provide any support to other partner organisations (e.g., WB, UNESCO, OECD) for developing data, tools, knowledge products (e.g., reports, webinars etc.)? What was this support, for whom, when and for what purpose)? (i.e., provided technical support, financial support, coordination)
5. Did you experience any challenges in developing data, tools and knowledge products and how were these overcome (including for supporting/working with partners)?
6. What could have been done differently and what can be improved for the future (for building data, knowledge and tools to respond to public health emergency - in relation to education)?

C.5. Government Entities

We understand that during the COVID-19 pandemic in 2020 and 2021 UNICEF supported the government of [country] in the following ways:

(Read out a list of these activities, as specific as possible, perhaps structured around the list of generic activities below)

Promoting home-based learning

Enhancing children's safety, wellbeing and protection during the re-opening of schools

Reinstating in-school learning

Targeting and reaching different groups of marginalized children and adapt programmes to their learning needs

Recovering learning lost during the COVID-19 pandemic

Introducing reformed teaching, learning and assessment practices

Carrying out research, collecting data, producing reports, guidance and frameworks, running webinars and other learning opportunities

1. Before we speak about some of UNICEF specific initiatives and activities to support you, how would you describe UNICEF role overall in regard to supporting children's education during the pandemic? How important has their role been? What difference has their support made?
2. I would like now to ask specifically about [initiative/activity].
3. This is my understanding of UNICEF role: [outline UNICEF work]. Is that also your understanding? Would you like to add to or correct anything I have said?
4. How was UNICEF support complementary to the government's strategy and work? Was there any duplication with what government or any other agencies were doing?
5. What was the effect of this support? (Probe: What was achieved as a result? How successful was UNICEF in providing support in above areas?)

6. (If relevant) How well (or badly) did UNICEF work with other agencies?
7. Were you aware of UNICEF staff with different expertise working together with their education colleagues on this initiative? If so, what are your observations about this and what difference did it make, do you think?
8. What were the challenges faced and how were these overcome?
9. How could UNICEF support to the government have been improved? What lessons could UNICEF learn for the future?

[Repeat questions 2-8 for another of UNICEF initiatives/activities to contribute to the education response during the pandemic. Realistically you might get through 2 initiatives in one hour so pick the 2 most significant ones. Capture responses for the other initiatives in the same text boxes above by clearly titling the different initiatives for which the answer is being provided.]

10. Are there any other ways in which UNICEF has supported the government's education response during the pandemic? If so, what are they and how have they been helpful?
11. UNICEF, especially in the global and regional headquarters, have produced lots of data, reports, guidance, frameworks and learning opportunities for understanding and addressing the negative effects of the COVID-19 pandemic in the education sector. Did your government use any of these? Probe: If yes, how did you use these data, reports etc.? What was the effect of this? What did you achieve?
12. Finally, UNICEF would like to learn and improve their work. Are there any examples of what did not work well and should be avoided in the future? Do you have any recommendations for UNICEF on how they work with and support governments in future crises?