

**Terms of Reference for a Formative Evaluation of  
UNICEF Jordan Supported Adolescents and Youth Self-employment  
Programme from 2020 to 2023  
Commissioned by UNICEF Jordan Country Office**

<b>Assignment</b>	Evaluation of UNICEF Jordan Supported Adolescents and Youth Self-employment programme
<b>Estimated budget</b>	\$150,000
<b>Budget Source</b>	Generation Unlimited set aside funding
<b>Location</b>	Jordan
<b>Estimate number of working days</b>	Up to 110 days
<b>Start date</b>	November 2023
<b>Reporting to</b>	UNICEF JCO Evaluation Specialist

**A. ESTIMATED BUDGET FOR THE EVALUATION**

The estimated cost of the institutional contract is US\$ 150,000 inclusive of personnel costs, evaluation costs and overheads.

**B. FUNDING SOURCE**

**Grant:** Generation Unlimited set aside funding

Expiring: Dec 2024

**C. APPROVAL**

**Prepared**

Evaluation Specialist  
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Date 08.02.2024.

**Reviewed**

Supply and Logistics Officer  
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Date 8.2.2024

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Date 8/02/2024

**Approved**

Representative  
Philippe Duamelle

Date 08/02/2024

## 1. INTRODUCTION

1. These Terms of Reference (TOR) are for a formative evaluation of the UNICEF Jordan Supported Adolescents and Youth Self-employment Programme, commissioned by UNICEF Jordan Country Office.
2. The formative evaluation will cover the period from 2020 to 2023 and will focus on the five components of UNICEF Jordan supported **Adolescents and Youth Self-employment Programme**, which aim to ensure that, through entrepreneurship, young women and men have better opportunities to thrive within their sociocultural contexts.
3. This independent formative evaluation will serve accountability and learning purposes. Along the OECD-DAC<sup>1</sup> criteria, it will generate evidence-based findings on the expected and unexpected results achieved, take stock on what works, where and under what circumstances, and provide guidance and recommendations for programme improvement, decision-making and future implementation design.
4. The purpose of the TOR is twofold. Firstly, it provides key information to the evaluation team about the programme; and secondly, it provides key information to stakeholders about the proposed evaluation.
5. Gender considerations and analysis will be fully mainstreamed into this evaluation and the evidence will primarily be used by the primary stakeholders for decision-making and programme improvement.

## 2. BACKGROUND AND CONTEXT

6. Endowed with one of the youngest populations in the region, of whom 39 per cent are under the age of 18 years,<sup>2</sup> Jordan is one of the most hospitable nations in the world, with the second highest presence per capita of refugees.<sup>3</sup> Having successfully transitioned to upper-middle-income status in 2011, the World Bank has downgraded Jordan to the status of lower-middle-income country in a recent revision of its classification data in 2022. Mainly due to the result of a large upward revision (+8.6%) to population estimates published by the United Nations Population Division, this reflects new data from the latest population census.<sup>4</sup>
7. In 2022, Jordan has begun its recovery from the COVID-19 shock. Growth rebounded to 2.5 percent in Q1-2022, supported by the reopening of the economy and the recovery of contact-intensive services notably tourism. Despite this, higher global commodity prices led to an acceleration in headline inflation and labor market conditions remain challenging.<sup>5</sup>
8. Jordan's young population is increasingly educated and has corresponding aspirations concerning employment and adulthood more generally. They however face several challenges in their transition to adulthood.<sup>6</sup>
9. COVID-19 has created additional challenges for both schooling and work, considering that Jordan experienced one of the longest school closures globally at 54 weeks.<sup>7</sup> Therefore, the extended school closures, unequitable access to quality online learning and varying levels of parental support further exacerbated inequalities among children and adolescents.

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<sup>1</sup> OECD-DAC, Evaluation criteria. 2023.

<sup>2</sup> United Nations Department of Economic and Social Affairs, World Population Prospects, 2019.

<sup>3</sup> United Nations High Commissioner for Refugees (UNHCR), Jordan Fact Sheet, April 2021.

<sup>4</sup> World Bank Group country classifications by income level for FY24 (July 1, 2023- June 30, 2024), August 2023.

<sup>5</sup> World Bank (2023). The World Bank in Jordan.

<sup>6</sup> Assaad, Krafft, and Keo, 2019.

<sup>7</sup> UNESCO, 2023. *Education: From Disruption to Recovery*.

10. With gender parity in education (lower secondary completion 67 and 66 female and male respectively),<sup>8</sup> women substantially outperform men in terms of educational attainment.<sup>9</sup> The net enrolment rate for girls in 2020/21 was 80% compared to 68% for boys, an increase of 2% for girls and 3% for boys from the previous year.<sup>10</sup> Despite women's high literacy rate, with 60 per cent of young Jordanian women completing their higher education compared to only 40 per cent of their male counterparts,<sup>11</sup> women's long-term prospects for employment and for choosing their career path are restricted. Especially young girls, refugees, and adolescents with disabilities, face numerous barriers to entering the labour market. In 2022, the unemployment rate was still above pre-pandemic levels (22.6% in Q2-2022), especially among women (29.4%) and youth under 25 years old (46.1%). Labor force participation was low (33.5% in Q2-2022), particularly for women (14.2%), a rate that is among the lowest in the world.<sup>12</sup>
11. In addition, 39 per cent of young people in Jordan are not in education, employment, or in training (NEET). NEET rates are highest among female Syrians (70 per cent), followed by female Jordanians (51 per cent). As for young men, 24 per cent of Jordanians and 36 per cent of Syrians are NEET.<sup>13</sup>
12. In terms of opportunities, the jobs that youth aspire to have not been forthcoming, leading to extended and difficult school-to-work transitions and thus delaying youth's transition to financial independence, marriage, and family formation. This extended period of anxious waiting to adopt adult roles in work and family formation has been dubbed in the Middle East and North Africa (MENA) youth literature as wait adulthood or "waitthood" for short.<sup>14</sup>
13. There is a continued low demand for and poor-quality provision of Technical Vocational Education Training (TVET) with only 3.5 percent of secondary students enrolled in the vocational education stream.<sup>15</sup> Young people hold unfavourable attitudes towards the TVET sector,<sup>16</sup> despite this being an emerging area of employment within the Jordanian economy. The skills students learn in school are not the ones required by the labour market, especially in terms of critical thinking, communication, leadership, problem solving.
14. Jordanian youth have shown interest in entrepreneurship.<sup>17</sup> However, establishing and sustaining a business in the country is challenging due to limited access to finance, bureaucracy, and an education curriculum that does not teach the required soft and entrepreneurial skills.<sup>18</sup> All these challenges are heightened in the Southern governorates, where self-entrepreneurship is not as relevant a survival strategy as in urban settings in the Middle region of the country.<sup>19</sup>

### 3. SUBJECT OF THE EVALUATION

15. Since 2017, UNICEF Jordan has been implementing interventions to support young people's transition to productive and resilient adulthood and contribute to social change and gender equality.

<sup>8</sup> The World Bank, Jordan Gender Landscape, 2023.

<sup>9</sup> Assaad, Krafft and Keo, 2019.

<sup>10</sup> Ministry of Education, Jordan, 2022.

<sup>11</sup> Ibid.

<sup>12</sup> The World Bank in Jordan, 2023.

<sup>13</sup> Ibid.

<sup>14</sup> Singerman, 2007; Dhillon, Dyer, and Yousef, 2009.

<sup>15</sup> UNESCO, TVET Jordan Country Profile, 2019.

<sup>16</sup> OECD Development Centre, 2018. "Youth Well-being Policy Review of Jordan", EU-OECD Youth Inclusion Project, Paris.

<sup>17</sup> Assaad, et al., 2021a.

<sup>18</sup> Ibid.

<sup>19</sup> Lenner, K. 2010. Poverty and Poverty Reduction Policies in Jordan. IFPO.

16. The UNICEF programme on self-employment is designed to ensure that young women and men are supported to maximize their opportunities to thrive within their sociocultural contexts.
17. The programme is part of UNICEF Learning to Earning portfolio, which includes career counselling, accredited quality technical and vocational education, digital skills training, supporting social entrepreneurship among youth, in an effort to increase the economic engagement and income-generation opportunities for the most vulnerable, whilst fostering equitable and sustainable local economic development and community wealth-building.
18. The focus of this evaluation will be on UNICEF Jordan Supported Adolescents and Youth Self-employment Programme, which include the below five components:
  - The national programme for self-employment '**Inhad**', led by UNICEF and Business Development Centre (BDC), was launched in 2020. The programme provides entrepreneurs with technical and financial support and business linkages to establish their own Small and Medium Enterprises (SMEs). Leveraging a strategic partnership between UNICEF and BDC, the Central Bank of Jordan, the Ministry of Planning and International Cooperation (MoPIC) and its technical arm, IRADA, the programme provides aspiring entrepreneurs with comprehensive support, including facilitate access to credit.  
Programme beneficiaries are vulnerable people aged 18 to 45, residing in all the 12 Jordanian governorates.  
Since its launch in 2020, Inhad trained 1,236 people (47 per cent female), which resulted in 841 feasibility studies conducted, and more than 800 businesses referred to banks. 245 businesses were funded through bank loans, and 89 were self-funded (an option preferred by female participants, due to social norms and women's restricted access to credit), creating 1,234 jobs for young people.
  - The '**Azem**' programme, delivered by UNICEF and BDC. Launched in 2020, it was set up to provide vulnerable youth (18-24), mostly girls and young women, with transferable and job-specific skills aimed at increasing their employability and entrepreneurship opportunities during the Covid-19 pandemic. Entrepreneurship, especially when home-based, is particularly valuable for young women, as it offers more flexible working hours and allows addressing women's restricted mobility. In 2022, the programme evolved to become the key channel through which UNICEF technically and financially supports micro and small entrepreneurs – be that individuals or Community-Based Organisations (CBOs) – in a variety of sectors deemed the most relevant to the local labour market. Compared with Inhad's, Azem beneficiaries are individuals with less mature business ideas, who need more sustained, early-stage entrepreneurship support and are still not ready to take loans. Entrepreneurship support is particularly relevant and needed in the more disadvantaged Southern governorates, where levels of private sector development are extremely low and available job opportunities are very limited. Since its inception in 2020, 467 vulnerable youth (74 per cent female) received entrepreneurship support, which resulted in 198 businesses being launched within women-led CBOs, or as youth-led MSEs or HBBs. These businesses have so far employed around 450 young people aged 18 to 24 years (70 per cent female), which in turn helped households (often female headed) from the country's poorest areas to meet their basic needs and achieve some form of income security, especially under the harsh conditions imposed by the pandemic.
  - The '**Nashama**' programme is composed of three components: handicraft, hydroponic, and leadership. The programme started in 2020 and is implemented by UNICEF and Dar Abu

Abdallah (DAA). Across the three focus areas, the goal is to provide the most vulnerable young people across the country with technical and financial support for them to secure income-generating opportunities. Most of the programme beneficiaries are also recipients of food parcels distributed by DAA's charity arm, Tkiyet Um Ali (TUA). Through connecting the business (DAA) and charity arms and constantly adapting its practices, the programme attempts to provide comprehensive support responsive to the specific needs of its beneficiaries, starting from an in-depth understanding of their complex vulnerabilities.

- The **In- and Out- Handicraft and Sewing Workshop**, delivered by UNICEF and DAA, was launched in 2021. Thanks to an arrangement with the local municipality, the programme was established in a production centre in an abandoned building in Za'atari municipality. The centre provides local women - both Syrians residing in the refugee camp and the host community, and Jordanians - with sewing training and related income generating opportunities, through their employment in the centre's production line. To meet international export standards, the centre is established based on the European and World Bank Standards in areas of Human Resources, Social Impact and Environment. Employees choose to work full shift, half shifts or get paid per piece depending on their personal needs, and can work from home if they prefer so, through equipment provided by UNICEF and its implementing partner.

Programme beneficiaries are local women - both Syrians residing in the refugee camp and the host community, and Jordanians – aged 18 to 45 years.

Since 2021, more than 70 Jordanian and Syrian young women have been provided with the skills to produce a wide range of products, including 150,000 non-medical masks to support the national COVID-19 prevention response, 20,000 sheep toys, 250 winter kits for vulnerable families, as well as a variety of other garments. The average income per person is around 200 JOD.

- The **hydroponic farming programme**, delivered by UNICEF and DAA, was launched in 2020. The programme aims to leverage the potential of sustainable agriculture in Jordan to create jobs for young people while increasing water use efficiency. Cost-effective and environmentally friendly farming techniques such as hydroponics can indeed increase productivity, while reducing fertilizer, land, and water use.<sup>20</sup> Agriculture typically employs poor and marginalized population groups, and agricultural growth could play a critical role in poverty reduction. This is particularly relevant in rural areas of Jordan, characterized by high poverty rates, fertile land, and an untapped potential in the agricultural sector,<sup>21</sup> with agriculture accounting only 5.6 per cent of GDP in 2018.<sup>22</sup> Programme beneficiaries are vulnerable young people aged 18 to 24 years, who earn less than 100 JOD (141 USD) per month. Four hydroponic farms and 45 greenhouses have been established so far, in Karak and Za'atari. 130 participants (50 per cent female) have been trained and provided with income-generating opportunities. Through arrangements with large companies such as Del Monte, Durra, Carrefour, the Jordanian Palestinian Company (JPACO), the programme can guarantee sale of the entire production and greater profits for the young producers, as it can save approximately 30-40% of profits that would usually go to the market intermediary.

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<sup>20</sup> USAID Hydroponic Green Farming Initiative (HGFI) | Fact Sheet | Jordan | U.S. Agency for International Development.

<sup>21</sup> The World Bank, 2018. The role of food and agriculture for job creation and poverty reduction in Jordan and Lebanon. Agricultural Sector Note (P166455).

<sup>22</sup> IFAD. Jordan. [Jordan \(ifad.org\)](http://ifad.org)

- The **Leadership Skills and Economic Empowerment Programme**, delivered by UNICEF and DAA was launched in 2020. The programme aims to give participating youth concrete tools and opportunities to put in practice leadership skills they acquired through the theoretical part of the training, through developing and implementing initiatives that engage adolescents from the local area and are meant to address community needs. This experience serves as a preparation for the launch of young people’s own micro-businesses, again an opportunity to put in practice their leadership skills, this time with a clear profitability goal. As part of this second phase, participants receive comprehensive support for community needs assessments, entrepreneurship skills, financing, tailored mentorship, linkages with private sector and local municipality, and overall supervision. Young people receive a grant of 1,200 JOD to launch their micro-businesses. Programme beneficiaries are vulnerable young people aged 18-25 years, most of whom are beneficiaries of DAA’s charity arm, Tkiyet Um Ali. In 2022, 20 youth from five impoverished regions of the country were trained as young leaders, and they in turn engaged and trained 120 adolescents. The microbusinesses included a kitchen which distributed food during the pandemic, a partnership with the local municipality to bring digital financial services to an area that previously lacked ATM machines, and home-based businesses selling local products, among other things.

#### 4. EVALUATION OBJECTIVES, PURPOSE, SCOPE, AND USE OF EVALUATION

19. Given the accumulated experience gathered since 2020 by UNICEF Jordan supported Adolescents and Youth Self-employment Programme, the evaluation is commissioned to provide evidence-based, independent assessment and learning perspectives on the intended and unintended results achieved, take stock on what works, where and under what circumstances.
20. The evaluation is expected to provide good practices, lessons learned and recommendations on programme implementation, improvement, prioritization, sustainability and scale-up, especially in terms of successful approaches, potential merging and expansion – including through cross-learning and prioritization.
21. This evaluation will serve the dual and mutually reinforcing purpose of accountability and learning.
  - a. **Accountability** – The evaluation will measure the extent to which the planned and intended goal, objectives and results have been attained by the programme. The evaluation will assess the Theory of Change (Annex 2) expected results and assumptions.
  - b. **Learning** – The evaluation will provide evidence to compare different approaches, draw lessons and derive good practices and pointers for learning. It will assess strengths, weaknesses, complementarities, and making recommendations for improvement. This will include areas related to gender equality, empowerment, and equity considerations.
22. The scope of this evaluation will cover UNICEF Jordan Supported Adolescents and Youth Self-employment Programme intervention from 2020 to 2023, comprised of the five components mentioned above, across the whole Jordan.
23. Several stakeholders both inside and outside of UNICEF have interests in the results of the evaluation and some of these will be asked to play a role in the evaluation process.
24. The main users of the evaluation will be:
  - UNICEF Jordan CO, UNICEF MENA regional office;
  - Implementing partners of self-employment programme and other partners working on self-employment in Jordan and the wider region;

- Jordanian Government, especially Ministry of Labour;
- Youth involved in the programme.

## 5. EVALUATION CRITERIA AND QUESTIONS

25. The formative evaluation will assess the findings related to OECD-DAC criteria of relevance, coherence, efficiency, effectiveness, impact, and sustainability of the UNICEF. Aligned with the evaluation criteria, the evaluation will address the following key questions, presented in Table 1.
26. Applicants are expected to further develop the evaluation framework at the proposal stage, with suggested evaluation questions and related data collection methods and sources. The final evaluation framework will be developed at the inception stage in collaboration with UNICEF and included in the inception report.
27. Gender equality and adolescent girl empowerment should be mainstreamed throughout the evaluation questions, data collection, data analysis, and reporting, including the findings and recommendations.

**TABLE 1. EVALUATION QUESTIONS**

<b>Criteria</b>	<b>Evaluation Questions</b>
<b>Relevance</b>	<ol style="list-style-type: none"> <li>1. To what extent the programme is relevant to the wider context in Jordan (sociopolitical, sociocultural, socioeconomic) and the needs and interests of young people, females and males, particularly those facing marginalization and exclusion (e.g., young women, young people with disability, those residing in the most remote areas)?</li> <li>2. To what extent the programme is aligned with national and regional policies, government priorities and guidelines, especially related to National Economic Modernization Vision, Food Security Strategy and National Gender Strategy?</li> <li>3. To what extent the programme adopted a gender approach to enhance gender equality and young women empowerment outcomes?<sup>23</sup> <ol style="list-style-type: none"> <li>3.1 How can gender approach be further strengthened and integrated for programme adaptation and scale-up?</li> </ol> </li> </ol>
<b>Coherence</b>	<ol style="list-style-type: none"> <li>4. What have been the synergies between the intervention and other UNICEF partners operating within the same context and with similar objectives?</li> <li>5. To what extent the programme component are complementing each other?</li> </ol>
<b>Efficiency</b>	<ol style="list-style-type: none"> <li>6. To what extent the programme, per component is cost-efficient in terms of use of funds, expertise, programme implementation, and synergies between the implementation partners to achieve the expected outcomes?           <ol style="list-style-type: none"> <li>6.1 Are the cost per beneficiary reasonable within the context and of similar programme?</li> </ol> </li> <li>7. What is the return on investment and value for money of the programme, per component, in terms of direct and indirect impacts for the people who benefited from the programme?</li> <li>8. What are the good practices, lessons learned and opportunities the evaluation identify in terms of value for money, cost-efficiency and cost saving that should be considered for programme adaptation and scale-up?           <ol style="list-style-type: none"> <li>8.1 To what extent this programme is economically viable and scalable?</li> </ol> </li> </ol>
<b>Effectiveness</b>	<ol style="list-style-type: none"> <li>9. To what extent has the programme achieved the expected outcomes, particularly in terms of capacities, employment, entrepreneurship, income generation, and livelihood for young females and males, particularly those facing marginalization and exclusion, and their household?</li> </ol>

<sup>23</sup> UNICEF, Gender Policy Action Plan Compendium

	<p>9.1 Is the achievement of outcomes leading to/likely to lead to meet intervention objectives? What major factors influenced this?</p> <p>9.2 Are there any programme unintended outcomes (positive and/or negative), bottlenecks and barriers that have emerged during the programme implementation, particularly for young females and males, particularly those facing marginalization and exclusion, their household and other relevant stakeholders at the community level?</p> <p>9.3 What specific gender equality outcomes has the programme addressed, both short and medium term (beyond targeting women or girls)?</p> <p>9.4 What gender-related needs/gaps did the evaluation identify that should be considered for programme adaptation and scale-up?</p> <p>9.5 How can the synergies between the partners and the programme component be further improved for programme effectiveness?</p> <p>10 What are the good practices, strengths, weaknesses, lessons learned, and opportunities (for each of the program component), in terms of effectiveness the evaluation identify that should be considered for programme adaptation?</p> <p>11 Should any component of the programme be considered for scale-up?</p>
<b>Sustainability</b>	<p>12 To what extent the programme and the enterprises supported are likely to sustain and grow if UNICEF's and implementing partners' work ceases?</p> <p>12.1 How can the expected sustainability be further improved for programme adaptation and scale-up?</p>
<b>Impact</b>	<p>13 To what extent has the programme influenced/generated change (intended and unintended) for young females and males, particularly those facing marginalization and exclusion, their household, and communities, in terms of economic prosperity, empowerment, social cohesion, gender equality, civic engagement, and livelihood readiness?</p> <p>14 Did a specific part of the programme achieved/is likely to achieve greater impact than other?</p>

## 6. METHODOLOGY

28. An indicative design is given here which should be further developed by the selected team and finalized in consultation with UNICEF during the inception stage.
29. In their proposal, the evaluation team will be expected to suggest a comprehensive and realistic evaluation approach.
30. The evaluation team should follow an appropriate mixed method and use innovative and participatory approaches adapted to the targeted young beneficiaries keeping in mind the key nature of questions, evaluation criteria and the focus on the equity and gender equality approaches in the evaluation.
31. The evaluation team is expected to assess and revise the programme ToC (Annex 1).
32. A stakeholder analysis should be undertaken by the evaluation team during the Inception phase and clearly presented into the Inception report.
33. The evaluation team is expected to develop a strategy to meaningfully integrate young people into the evaluation processes, including the involvement of the Participatory Action Researchers<sup>24</sup> trained by UNICEF to be part of the evaluation process. A meaningful consideration of their involvement will be considered an asset.

<sup>24</sup> "The Participatory Action Research, is a peer-to-peer research among young people aimed to equip them with the skills and tools they need to conduct research, spread awareness, and implement positive change in solidarity with one another and with their communities. They gather detailed data on existing topics, develop new topics through improved participatory processes with young researchers and participants, and improve the process and quality of engagement with young people by continuously learning from past research cycles". UNICEF, 2021. *A How-to Guide on Implementing Participatory Action Research with Adolescents and Youth 2021*.

34. The methodology that will be designed by the evaluation team and validated during the inception phase should:

- Employ the relevant evaluation criteria: Relevance, Coherence, Efficiency, Effectiveness, Impact, and Sustainability.
- Utilized focus-evaluation
- **Propose innovative and participatory approaches** (case study, most significant approach, storytelling methods, or similar methods) adapted to the targeted programme beneficiaries, and to clearly distinction the five components of the self-employment programme to identify specific strengths and weaknesses of each component, how are they comparable, what they can learn from each other, what we should focus on moving forward building on their strength would be an asset.
- Use a **mixed methods approach** (quantitative, qualitative, participatory etc.) to ensure the triangulation of information through a variety of means.
- Apply an **evaluation matrix geared** towards addressing the key evaluation questions.
- The evaluation team is expected to collect and ensure that sampling and data collection tools will be adapted to the context.
- Ensure that the **methods are gender-sensitive** and that the voices of young women females and males - including those from the most vulnerable and remote areas of the country - are sufficiently heard and used.
- **Meaningfully integrate young people, community feedback and validation** mechanisms in the evaluation process and adopt innovative approaches that will enhance their participation and contribution.

## 7. GENDER CONSIDERATIONS

35. **The evaluation team must have a clear and detailed plan for assessing and collecting gender-related primary and secondary data**, including from young women and men, hard to reach, disable and marginalized, before fieldwork begins.
36. The assessment framework for the evaluation should draw on UNICEF's Gender Action Plan and gender equality assessment tools such as the 'gender equity continuum', and evidence-based Life Skills approach (ref. resources included in sections 5, 6 and 7).
37. The **methodology should be responsive to gender equality outcomes**, indicating what data collection methods are employed to seek information on gender equality and adolescent girl empowerment issues and to ensure the inclusion of girls, women, including hard to reach, disable and marginalized groups.
38. The **methodology should ensure that data collected is disaggregated by sex, age, location, disabilities, and nationalities, complemented by gender analysis of gathered data**. An explanation should be provided if this is not possible.
39. Triangulation of data should ensure that diverse perspectives and voices of both males and females are heard and considered.
40. The **evaluation team should ideally represent a gender balance and be responsive to gender sensitivity during data collection** and particularly when undertaking interviews
41. The evaluation team will ensure that locations for collection of data are easily accessible for female participants and individuals with disabilities and that the date and time for it will be set so as not to interfere with women/girls, men/boys' routines.

42. The evaluation team should apply and ensure the do no harm approach aligns with UNICEF safeguarding and protocols for data collection.
43. The evaluation findings, conclusions and recommendations must reflect gender nuanced analysis.

#### **8. DATA AVAILABILITY**

44. The main sources of information available to the evaluation team will include programme documents, programme ToC, programme monitoring, financial report, case studies, human interest stories of programme beneficiaries and related database of supported young people and enterprises. The complete library will be finalized before the onboarding of the team and will be shared during the onboarding meeting.
45. Concerning the quality of data and information, the evaluation team should:
  - Assess data availability and reliability as part of the inception phase. This assessment will inform the data collection process.
  - Systematically check the accuracy, consistency, and validity of collected data and information and acknowledge any limitations/caveats in drawing conclusions using the data.
  - Provide the coding matrix and analysis strategy, alongside the raw data collected.

#### **9. REPORTS REQUIREMENTS**

46. The evaluation reports (IR, ER) need to meet UNICEF's GEROS quality assurance requirements and be in aligned with UNICEF and UNEG norms and standards.
47. The report structure will be as per UNICEF-Adapted UNEG Evaluation Reports Standards, that will be shared with the evaluation team during the inception stage.
48. Usage of infographics and innovative visual approaches for reporting will be considered an asset.
49. The PPT presentations and communication products should be provided in Word and PDF.
50. The reports will be produced in English. However, Arabic translation of reports and communication/dissemination products should be considered and included in the financial proposal.
51. All documents need to be provided in Word and PDF format.

#### **10. COMMUNICATION AND DISSEMINATION PLAN**

52. The evaluation team is expected to develop a communication plan with innovative dissemination products. Such plan should be presented into the proposal and be elaborated into the Inception Report.
53. The communication plan should include and details:
  - Specific innovative communication and dissemination methods and products,
  - Specific GEEW responsive dissemination strategy, indicating how findings including GEEW will be disseminated and how stakeholders interested or those affected by GEEW issues will be engaged.
  - Specify the targeted audience for each communication/dissemination product.

#### **11. ETHICAL CONSIDERATIONS**

54. The evaluation team will evaluate the direction of its team leader and in close communication with UNICEF ES. The ES was not involved in the project design or implementation.

55. The evaluation team will not have been involved in the design or implementation of the subject of evaluation or have any other conflicts of interest. Further, they will act impartially and respect the code of conduct of the evaluation profession.
56. All those engaged in designing, conducting and managing research activities will aspire to conduct high-quality and ethical work guided by professional standards and ethical and moral principles. All interviewees will be informed of the purpose of the evaluation and their role and what information is required specifically from them. Confidentiality of their views will need to be ensured.
57. If interviewees include minors, written consent should be taken from the persons in charge of their care.
58. All the documents, including data and fieldwork instruments, developed during this consultancy are the intellectual property of UNICEF.
59. The contractor will be guided by UNEG Evaluation Standards and Norms<sup>25</sup>, UNICEF Procedure on Ethics in Evidence Generation<sup>26</sup>, UNEG Standards for Inception Report<sup>27</sup>, and UNICEF-Adapted UNEG Evaluation Reports Standards<sup>28</sup> during the whole process and will abide by the UNICEF guidance and policies for doing research with children.
60. All tools developed must be in line with the Institutional Review Board (IRB) or the Ethical Review Board (ERB). The IRB is designated to protect the rights and welfare of human subjects recruited to participate in an evaluation. The IRB attempts to ensure, both in advance and by periodic review, the protection of subjects by reviewing the inception report. IRB protocols assess the ethics of research, evaluations or data collection and analysis and their methods, promote fully informed and voluntary participation, and seek to maximize the safety of subjects.

## **12. QUALITY ASSURANCE AND QUALITY ASSESSMENT**

61. The Evaluation Specialist (ES) will be responsible for ensuring that the evaluation progresses as per UNICEF guide and for conducting rigorous quality control of the evaluation products ahead of their finalization.
62. UNICEF has developed a set of Quality Assurance Checklists for its evaluations. This includes Checklists for feedback on the quality of each of the evaluation products. The relevant Checklist will be applied at each stage, to ensure the quality of the evaluation process and outputs.
63. To ensure transparency and credibility of the process in line with the UNEG norms and standards, a rationale should be provided for any recommendations that the team does not take into account when finalizing the report.
64. The evaluation team will be required to ensure the quality of data (validity, consistency and accuracy) throughout the analytical and reporting phases. The evaluation team should be assured of the accessibility of all relevant documentation.
65. The evaluation team is expected to have in place its internal Quality Assurance mechanisms and to use the UNICEF Quality Assurance Checklists for every evaluation documents (ToR, Inception Report, Final Evaluation Report) produced.
66. The following mechanisms for independence and impartiality will be employed, such as the use of a Steering Committee and an Evaluation Reference Group.

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<sup>25</sup> UN Evaluation, 2016. Detail of Norms and Standards for Evaluation.

<sup>26</sup> UNICEF, Branded Procedure Template

<sup>27</sup> UN Evaluation. Detail of UNEG Quality Checklist for Evaluation Terms of Reference and Inception Reports (uneval.org)

<sup>28</sup> UNICEF. Adapted UNEG Evaluation Report Standards Adapted-UNEG-Evaluation-Report-Standards.pdf

67. The evaluation report will be made public, as per UNICEF Evaluation Policy.

### 13. TIMING AND DELIVERABLES

68. The estimated working days for the firm is up to 110 days. UNICEF allocates 15 to 20 days to review the inception report and 15 to 20 days to review the final report.

Item	Type	Description	Indicative number of days
<b>Inception Phase</b>			
Introductory briefing by UNICEF Evaluation Specialist	Activity	The evaluation specialist will brief the evaluation team on the Evaluation ToR and clarify any pending issues.	1
Desk review, and inception mission	Activity	The evaluation team will undertake a desk review of key documents and conduct an inception mission.	5-10
Submission of draft inception report	Deliverable	The evaluation team will provide a first draft of the inception report, in line with UNICEF evaluation standards for inception reports.	5
Review and validation of the inception report	Activity	The steering committee and the evaluation reference group will review the inception report and provide feedback and comments.	Allow up to 15-20 days for review of the inception report by UNICEF
Submission of final inception report	Deliverable	The evaluation team should submit a final inception report that addresses UNICEF feedback and comments.	Up to 5
<b>Data collection phase</b>			
Data collection	Activity	The evaluation team conducts a data collection according to the inception report.	Up to 30
Field data collection debriefing and preliminary findings	Deliverable	The evaluation team prepares a field data collection debriefing and presents preliminary findings and initial recommendations to the steering committee and the evaluation reference group.	
<b>Data analysis and reporting</b>			
Draft evaluation report	Deliverable	The evaluation team provides a first draft of the evaluation report, in line with UNICEF evaluation standards for evaluation reports.	Up to 30
Review of the evaluation report and	Activity	UNICEF steering committee and evaluation reference group will review the evaluation report and provide feedback and comments.	Allow up to 15-20 days for review of the

			evaluation report
Validation workshop	Deliverable	The evaluation team will present the final findings, conclusions and recommendations to the steering committee and evaluation reference group.	1
Final evaluation report submission	Deliverable	The evaluation team submits a final evaluation report that addresses UNICEF feedback and comments.	5
<b>Communication and Dissemination Products</b>			
Final evaluation report translated in Arabic	Deliverable	The evaluation team submits a final evaluation report translated in Arabic, already proofread for evaluation.	1
Communication and dissemination products	Deliverable	The evaluation team produce and submit the communication and dissemination products	5-10
Review of the communication/ dissemination products	Activity	UNICEF ES and the Communication team will review the products and provide feedback and comments.	Up to 5 days to provide review
Final Communication/dissemination products in English and Arabic	Deliverable	The evaluation submits final communication and dissemination products in English and Arabic	5-10

#### 14. MANAGEMENT OF THE EVALUATION

69. UNICEF Jordan Evaluation Specialist will be managing the whole process of this evaluation.
70. The evaluation team leader from the selected contracted agency (who is responsible for the evaluation team) will report directly to the UNICEF JCO ES.
71. To ensure a credible, transparent, impartial and quality evaluation per UNICEF Evaluation Policy (2018), a Steering Committee and an Evaluation Reference Group will be set up for this evaluation. Please see Annex 7 & 8.
72. Regular meetings will be scheduled between the ES and the evaluation team to follow up on the assignment and provide support when needed.

#### 15. TEAM COMPOSITION

73. A credible firm with proven experience in conducting evaluations in MENA and ideally in Jordan are encouraged to apply. An evaluation team will be proposed which should be multi-disciplinary and should at a minimum include:
74. **Team leader (Senior Evaluator)** responsible for overall management of the evaluation: coordinating the work of the team, designing of the research plan and tools in addition to preparing the overall evaluation report.

○ An advanced university degree or equivalent in social sciences.
○ At least 10 years of experience in conducting/ leading similar evaluations.
○ Familiarity with UN and UNICEF evaluation requirements
○ Excellent report writing skills, analytical skills as well as good computer skills, in English.
○ Technical knowledge and expertise in youth programming, employability/start-up/business, local economy, community development, including in vulnerable and developing context;
○ Knowledge and experience of Jordan context or MENA;
○ Demonstrated experience in integrating an equity and gender perspective, and vulnerability assessment in the evaluation design and analysis.
○ Demonstrated experience in using innovative evaluation approaches and data collection methods.

75. **Senior Thematic expert**, responsible for relevant primary and secondary data collection and analysis on themes relevant to program design planning and governance. He/she will be primarily responsible for providing actionable recommendations to improve program design, TOC, intervention strategy for more effective results and be the reports writing lead.

○ An advanced university degree or equivalent in social sciences.
○ Proven experience in conducting evaluation and application of evaluation qualitative methodology and analysis.
○ Excellent report writing skills, analytical skills as well as good computer skills in English.
○ Knowledge and experience of Jordan context or MENA;
○ Technical knowledge and expertise in youth programming, employability/start-up/business, local economy, community development, including in vulnerable and developing context;
○ Knowledge and experience of Jordan context or MENA;
○ Demonstrated experience in integrating an equity and gender perspective, and vulnerability assessment in the evaluation design and analysis.
○ Demonstrated experience in using innovative evaluation approaches and data collection methods.
○ Knowledge of Arabic will be an asset.

#### 16. OFFICIAL TRAVEL INVOLVE

76. If the situation allows, it is expected that the Evaluation team will visit the country (if located outside) including areas for field work as per the methodology finalized for this evaluation.
77. All travel costs (international and local) should be planned properly in the technical proposal and included in the financial proposal.

78. Please note that if selected, the contract can be a supporting document to obtain an entry visa (if necessary).
79. UNICEF will be unable to secure travel visas. In case the team members are not able to travel, the contracted amount for the travel budget may need to be adjusted as appropriate.

#### 17. PERFORMANCE INDICATORS FOR EVALUATION OF RESULTS

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

#### 18. PAYMENT SCHEDULE

83. The assignment is expected to be carried out in approximately up to 105 working days within 8 months. The payment schedule provided below is according to the deliverables mentioned in the previous section. The consultant should follow the needed timeline to submit the deliverables considering necessary and adequate time to be allocated for review and quality assurance processes of the deliverables UNICEF team.
84. Payment is contingent on approval by the contract manager and will be made as indicated in the above table. No Advance payment is to be made. Payments will be made against each milestone/deliverable and only upon UNICEF's acceptance of the quality and work performed. The terms of payment are Net 30 days, after receipt of the invoice and acceptance of work. Payment will be affected by bank transfers in the currency of billing.

Deliverable/s	Timeline	Payment
Submission of the first draft of the Inception Report	25 days after signing the contract	20 % of the total contract
Field data collection debriefing	Within 30 days after the final draft of the inception report	20 % of the total contract
Submission of the 1 <sup>st</sup> draft of the evaluation report	Within 30 days after the end of the field data collection	20 % of the total contract
Submission of final draft of the Evaluation Report	Within 20 days after the submission of the final draft of the evaluation report	20 % of the total contract
Submission of the Final report translated into Arabic, and the final communication/dissemination products in English and Arabic	Within 20 days after the submission of the final draft of the evaluation report	20 % of the total contract

#### 19. CALL FOR PROPOSALS

##### 85. Technical proposal

86. A technical proposal should be submitted as an overall response to TOR.

87. The technical proposal must include:

- A proposal providing an understanding of the TOR, including the purpose, objectives, scope, methodology and deliverables of the evaluation are addressed.
- A detailed breakdown of the necessary components to show the work and competence of the firm and the evaluation team to execute the evaluation.
- A proposed time/delivery schedule, i.e. an action plan specifying the timeframe with various milestones and activities should be included.
- Updated profiles/CV of the expert(s).
- Composition of the team and a brief introduction to the key-experience and expertise of each member indicating the technical deliverables they will oversee.
- A detailed quality assurance (QA) mechanisms and risk mitigation measures put in place.

**88. Financial Offer**

89. A financial proposal with a breakdown of all costs that are to be charged to UNICEF and based on deliverables. This includes estimated number of working days, fees, all office administrative costs, as well as any additional requirements needed to complete project or that might have an impact on cost or delivery of products, including translation from English to Arabic.

90. The financial proposal (this section) should be submitted on a separate page from the technical proposal.

91. No financial information should be contained in the technical proposal.

92. Proposals not complying with the terms and conditions contained in this ToR, including the provision of all required information, may result in the proposal being deemed non-responsive and therefore not considered further.

**93. Timetable**

94. This section should include a proposed time/delivery schedule. An action plan specifying the timeframe with various milestones and activities should be included under this section. Bidder to ensure timely and time-efficient delivery of the tasks.

**20. REQUEST FOR PROPOSAL AND WEIGHTING CRITERIA**

- Submitted proposals will be assessed using Cumulative Analysis Method. All requests for proposal will be weighed according to the technical (70 points) and financial considerations (30 points). The minimum technical score is 49 points.
- Financial proposals will be opened only for those applications that attained 70% or above on the technical part.
- The contract shall be awarded to a bidder obtaining the highest combined technical and financial scores.
- Below are the criteria and points for technical and financial proposals.

**95. Technical Proposal (70 points)**

**Overall Response (70 points)**

- Profile of company and demonstration of previous experience in conducting relevant evaluations with UN agencies (10 pts).
- General adherence to Terms of Reference (2 pts).

- Elaborated and articulated understanding of scope, objectives and overall assignment requirements (3 pts).
- Proposed approach and methodology for the evaluation is appropriate, work plan, deliverables and schedule, as per TOR (10 pts);
- Innovative approaches and innovative data collection methods are proposed (5 pts);
- Detailed quality assurance (QA) mechanisms and risk mitigation measures put in place (5 pts).
- Proposed timeline is met (5 pts).
- Communication plan is proposed, innovative and appealing (5 pts).
- The skills set of the evaluation team, and the appropriateness of the proposed division of roles and responsibilities are aligned with the subject of the evaluation (20 pts).
- The evaluation team leader and intermediate evaluator submit writing examples of quality (5 pts)

**96. Financial Offer (30 points)**

- Financial proposal is aligned with the number of days planned for this assignment (30 pts).

**21. UNICEF RECOURSE IN CASE OF UNSATISFACTORY PERFORMANCE**

97. UNICEF reserves the right to withhold payment until the applicant(s) provide satisfactory quality output as reviewed by the evaluation specialist.
98. In the event of unsatisfactory performance, the payment will be withheld until quality deliverables are submitted.

**22. CONDITIONS**

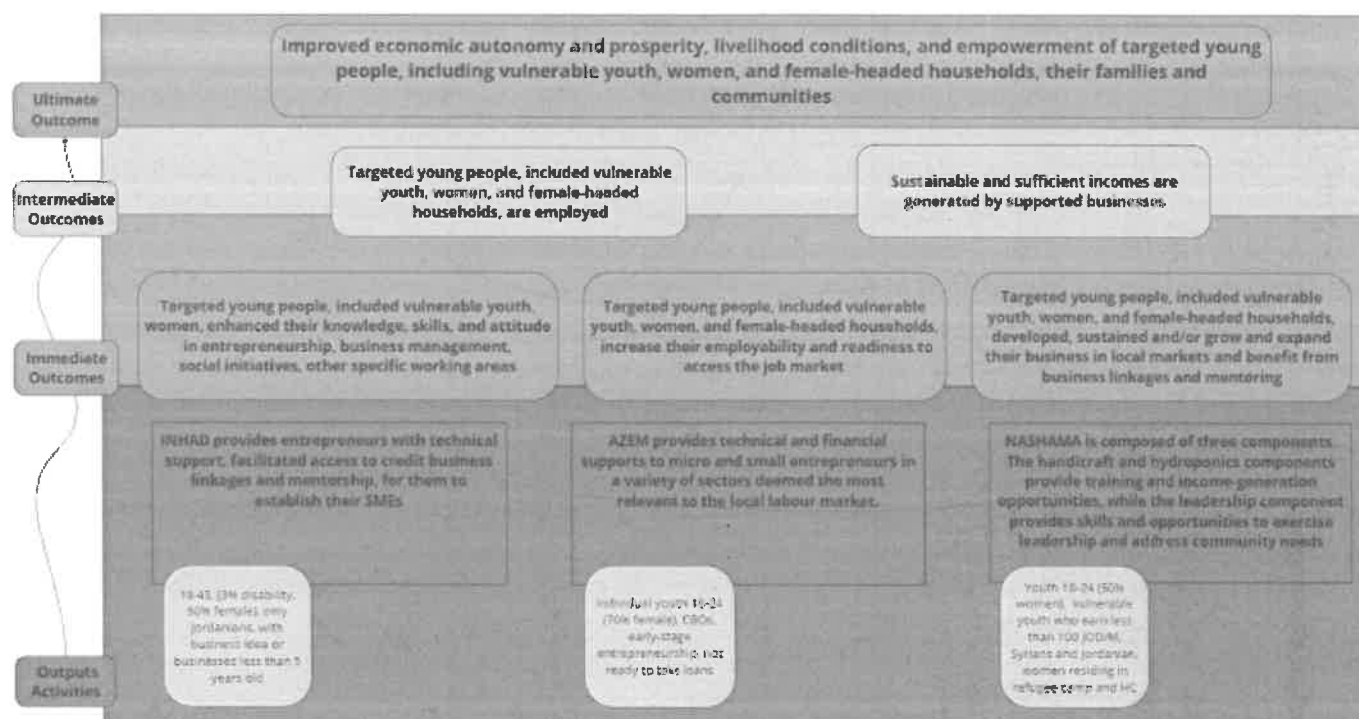
99. The applicant(s) will work on its own computer(s) and use its own office resources and materials in the execution of this assignment.
100. The applicant(s) fee shall be inclusive of all office administrative costs. Please also see UNICEF's Standard Terms and Conditions.

**23. ENQUIRIES:**

101. Please direct any enquiries to: [supply@unicef.org](mailto:supply@unicef.org).
102. Proposals with all supporting documents should be addressed to UNICEF Jordan Country office Bids: [jordanbids@unicef.org](mailto:jordanbids@unicef.org)

## ANNEX 1 – THEORY OF CHANGE OF SELF-EMPLOYMENT PROGRAMME, 2020-2023

### Theory of Change of UNICEF Supported Adolescents and Youth Self-employment Programme 2020-2023



Key Outcome Assumptions	Key Outcome Risks
<ul style="list-style-type: none"> <li>Supported businesses contribute to economic growth at individual, household and community level.</li> </ul>	<ul style="list-style-type: none"> <li>Businesses supported do not contribute to sustainable environmental practices.</li> <li>Gender and social inequalities are not properly address and managed.</li> </ul>
<ul style="list-style-type: none"> <li>Households use income to provide better services for their families including health and education.</li> <li>Women have the freedom to lead their enterprises and own the profit from those.</li> <li>Supported businesses create job opportunities, contributing to value chains, livelihood, quality of services, economic activity.</li> </ul>	<ul style="list-style-type: none"> <li>Inequal access to and control over assets for women and vulnerable young people.</li> <li>Lack of market fit and customer demand.</li> <li>Lack of strategy for sustainable financial profitability.</li> </ul>
<ul style="list-style-type: none"> <li>Supported businesses respond to community and market needs, providing better goods and services.</li> <li>Population have increased access to goods and services, which contribute to enhancing socio-economic environment of vulnerable communities.</li> <li>Businesses supported gain autonomy and are sustainable over time.</li> <li>Targeted young people, including vulnerable youth, including women, Syrians, residing in refugee camps and host community benefit from the program as intended.</li> </ul>	<ul style="list-style-type: none"> <li>Household and childcare responsibilities prevent women from dedicating enough time to business.</li> <li>Social, cognitive and physical barriers for women have not been considered/addressed and limits the implementation.</li> <li>Poor execution of business implementation.</li> <li>Young people face challenges accessing financial loans from the bank.</li> <li>Young entrepreneurs face difficulties opening their business.</li> <li>Low levels of private sector and supply chain development which limit possibilities for enterprises to thrive in the local environment.</li> </ul>