

Evaluation Management Response Document

Region: MENAR

Office: Jordan

Evaluation Year: 2020

Evaluation Title: Evaluation of UNICEF-Supported Drop-Out Programme

Person In Charge For Follow Up to Management Response: Gabrielle Tremblay

Overall response to evaluation

This is the first evaluation study conducted for the Drop Out Programme. Despite the challenges in the quality of data collection and/or provided, yet the study managed to highlight key areas for improvement, which will inform future planning, implementation and management of the programme and the partners.

Planned Use of the Evaluation

The evaluation will be used to improve three areas of delivery for better quality outcomes: 1. Strengthened career pathways for beneficiaries post graduation 2. Improved quality data collection and tracking of beneficiaries, specifically graduates 3. Facilitate accelerated access to formal education and other training opportunities as well as the issuance of certificates 4. Improved design, planning and implementation of the extra-curricular activities.

Evaluation Post

The evaluation will be used to inform the development of a transition plan towards full hand over to MoE.

Recommendations and Actions

No.	Recommendations/Actions	Responsible Section (Action)	Responsible Person Name (Action)	Expected Completion (Action)	Mgt Response / Implementation Stage	Reason/Action Taken
1	Clarity on the nature of the Drop Out Programme certificate: The acquired certificate following the completion of the programme must be better explained to the children in the programme. This could be done simply through an awareness session, at the beginning of the program, and reiterated midway through the programme.				Agree	
1.1	Allocate time during the extra-curricular classes to raise the awareness on how the certificate can help beneficiaries continue their education, access vocational training opportunities and/or enter the labor market.	Education	Gemma Wilson-Clark	12/30/2021	Completed	Q2: IPs are redesigning the activities under extra curricular activities including the awareness raising on their certificates. Also some IPs have interviewed graduating students on their desired path and following up to continue supporting them using certificates. Awareness has been going on since the PDs were signed in January 2021. Main achievement is that 45 students were shortlisted for the Lumius Vocational Training Scholarships. MOE is now issuing certificates to graduates without delays Q3: IPs are redesigning the activities under extra curricular activities including the awareness raising on their certificates. Also some IPs have interviewed graduating students on their desired path and following up to continue supporting them using certificates. Awareness has been going on since the PDs were signed in January 2021. Main achievement is that 45 students were shortlisted for the Lumius Vocational Training Scholarships. MOE is now issuing certificates to graduates without del

2	There should be a clear trajectory mapping out the different options which the graduates can follow. The trajectories will differ depending on whether the graduate will choose the return to formal education or go into vocational training.				Agree	
2.1	The Education Section will look into strengthening career pathways for the programme graduates. This will be done through exploring potential vocational education and training opportunities through linkages to the Youth Programmes.	Education	Gemma Wilson-Clark	12/29/2021	Completed	Q2: Tracing and tracking sheet was developed and is being regularly updated by partners to track graduates with the aim to continue supporting them with potential career opportunities either through linkages to the Youth programmes, i.e. Luminus Scholarships and/or UNESCO opportunities. Official letter was send to MOE on the transision and handover Q3: Tracing and tracking sheet was developed and is being regularly updated by partners to track graduates with the aim to continue supporting them with potential career opportunities either through linkages to the Youth programmes, i.e. Luminus Scholarships and/or UNESCO opportunities. Official letter was send to MOE on the transision and handover Q4: Tracing and tracking sheet was developed and is being regularly updated by partners to track graduates with the aim to continue supporting them with potential career opportunities either through linkages to the Youth programmes, i.e. Luminus Scholarships and/or UNESCO opportunities. Offici
2.2	The Education Section will improve the implementation modality of the extra-curricular activities by introducing a new set of skills around career guidance, life skills, social cohesion, financial literacy and PSS. This will further develop the skills of beneficiaries and support them in accessing education and training opportunities.	Education	Gemma Wilson-Clark	12/28/2021	Completed	Q2: A structured model for ECA was developed incorporating three MoE /UNICEF approved programmes; Nashatati for Life Skills and Social Cohesion, PSS and anti-bullying and Career Guidance. (handedoover and approved my MOE) Q3: A structured model for ECA was developed incorporating three MoE /UNICEF approved programmes; Nashatati for Life Skills and Social Cohesion, PSS and anti-bullying and Career Guidance. (handedoover and approved my MOE) Q4: A structured model for ECA was developed incorporating three MoE /UNICEF approved programmes; Nashatati for Life Skills and Social Cohesion, PSS and anti-bullying and Career Guidance. (handedoover and approved my MOE)

3	The curriculum of the Drop Out Programme should be reviewed and revised. This can be done as per the National Strategy for Human Resource Development 2016-2025, which stated that children must be taught with a modern curriculum, and that the current curriculum must be revised and updated. The duration of the cycles should be reviewed. One area to explore would be whether the three cycles of the programme are sufficient or adding another cycle could be useful. Another area that could also be investigated is whether it would be beneficial to include some additional elements in the curriculum for respectively those who want to continue onto vocational training or for those who want to return to the formal education system.				Agree	
3.1	MoE is in the process of finalizing the new curriculum for the Drop Out Programme, which hopefully will include elements on vocational training	Education and Ministry of Education	Gemma Wilson-Clark	4/29/2021	Completed	Q2: The curriculum for cycles 1, 2 and 3 has been finalized. Q3: The curriculum for cycles 1, 2 and 3 has been finalized. Q4: The curriculum for cycles 1, 2 and 3 has been finalized..
3.2	MoE is exploring the possibility of adding a 4th cycle to allow beneficiaries bridge directly to formal education	Education	Gemma Wilson-Clark	12/30/2021	Completed	Q2: MOE had approved the development of 4th cycle to allow beneficiaries bridge directly to formal education. MOE is developing the content for the fourth circle Q3: MOE had approved the development of 4th cycle to allow beneficiaries bridge directly to formal education. MOE is developing the content for the fourth circle Q4: MOE had approved the development of 4th cycle to allow beneficiaries bridge directly to formal education. MOE is developing the content for the fourth circle
4	Effective monitoring and evaluation of the Drop Out Programme is not possible due to inadequate data collection, which also prevents the development of a holistic monitoring and evaluation framework. It might, therefore, be worthwhile to look into the integration of the database into the open EMIS system as this would allow for follow up on the trajectories of the graduates.				Agree	
4.1	The Education Section is in discussion with the partner and MoE to either temporarily transit to Bayanati and/or directly migrate to MoE Open EMIS for better quality data collection and management.	Education	Gemma Wilson-Clark	12/30/2021	Completed	Q2: MOE had approved the development of 4th cycle to allow beneficiaries bridge directly to formal education. MOE is developing the content for the fourth circle Q3: MOE had approved the development of 4th cycle to allow beneficiaries bridge directly to formal education. MOE is developing the content for the fourth circle Q4: MOE had approved the development of 4th cycle to allow beneficiaries bridge directly to formal education. MOE is developing the content for the fourth circle
5	Improving cooperation, and requesting support from existing institutions and systems could be very beneficial to the support of the programme implementation; e.g. QRTA for technical capacity support in teaching the methodology; openEMIS, for integration of the database into an accessible system.				Agree	

5.1	UNICEF has worked closely with MoE to develop a comprehensive transition plan, which was reflected in the AAI II results framework 5 year agreement. It is expected that the programme will be fully handed over to MoE in year 3. During this time, UNICEF, with support from partners, will continue to provide the needed technical support in terms of capacity building, quality assurance, data collection and management.	Education	Gemma Wilson-Clark	12/30/2021	Completed	Q2: The Transition Plan was finalized in September and the activation has started in January 2021 and of fully handed- over the programme to MOE in December 2021. Q3: The Transition Plan was finalized in September and the activation has started in January 2021 and of fully handed- over the programme to MOE in December 2021. Q4: The Transition Plan was finalized in September and the activation has started in January 2021 and of fully handed- over the programme to MOE in December 2021.
6	Clarity on the roles of the various stakeholders involved in the programme design and delivery is critical to the success of any programme. It influences the effectiveness and performance of stakeholders as well as interorganizational group efforts. It is recommended that efforts are made into agreeing on and mapping out the different roles, responsibilities and obligations of all the involved partners, as well as implementers and the MoE. One approach could be to start with a joint workshop where the process of work is discussed, and roles and responsibilities are clearly discussed. This could be followed up bi-annually to ensure that everyone is in agreement.				Agree	
6.1	The transition plan was developed in close coordination with MoE. It consists of a comprehensive results framework, roles and responsibilities and a detailed budget breakdown for the coming two years.	Education	Gemma Wilson-Clark	9/30/2020	Completed	Q2: Activation of the Transition Plan has started in January 2021 and the programme will be handed over and fully funded by MoE by December 2021 Q3: Activation of the Transition Plan has started in January 2021 and the programme will be handed over and fully funded by MoE by December 2021 Q4: Activation of the Transition Plan has started in January 2021 and the programme will be handed over and fully funded by MoE by December 2021
6.2	Two workshops were held with MoE and partners went through the transition plan, discussed the activities under each of the 6 outputs and agreed on the roles and responsibilities	Education	Gemma Wilson-Clark	9/30/2020	Completed	Q2: Done Q3: Done Q4: Done
7	Funding: Issue: Firstly, it concerns the lack of transparency on the cost per student within the programme. This relates back to the data quality. Secondly, the volatility of funding can have serious negative repercussions for the DOP. 1: Accounting on side of the implementing partner should follow a synchronous reporting structure and also ensures up-to-date information on the number of students registered, graduated and who have dropped out. 2: It is necessary to identify a mechanism where the funding of the programme is at any given point in time guaranteed so that it would never stop mid cycle and result in forced closure of the centres. With rethinking the delineation of responsibilities between Questscope and the Ministry, it is therefore necessary that the major funders of the Drop Out Programme devise a sustainable way of how funding will be managed for the coming period. At the moment the MoE is not in a financial position to take over the programme considering the limited budget that they currently allocate to the Drop Out Programme. Therefore, any change in funding structures will need to coincide with any transferral of the programmes. One way forward is to start by analysing earmarked funding, and the underlying root causes for this funding structure. This may help predict the future direction of the funding. 3: Examine different way to generate funding; in particular through investigating in public-private partnership, and more engaged involvement from the private sector in this programme. While the funding nature would be different, it could provide a more sustainable venue for the funds to continue, if the donor funding would be decreased.				Agree	

7.1	As for January 2021, 50% of the programme costs will be covered by MoE/AAI until the full hand over is completed in year 3. This co-funding modality will ensure the sustainability of the programme towards full ownership by MoE.	Education	Gemma Wilson-Clark	12/30/2021	Completed	Q2: Activation of the Transition Plan has started in January 2021 and the programme will be handed over and fully funded by MoE by December 2021 and handedover to MOE in December 2021 Q3: Activation of the Transition Plan has started in January 2021 and the programme will be handed over and fully funded by MoE by December 2021 and handedover to MOE in December 2021 Q4: Activation of the Transition Plan has started in January 2021 and the programme will be handed over and fully funded by MoE by December 2021 and handedover to MOE in December 2021
7.2	The Education Section will review and amend the standardized results framework in light of the agreed changes with MoE/AAI and partners to ensure better reporting and tracking of those enrolled in the programme.	Education	Gemma Wilson-Clark	12/29/2021	Completed	Q2: The standardized results framework was developed, discussed and agreed amongst partners and MoE. Reporting is currently happening based on the new results framework. Additionally, a tracking and tracing templates have been developed and shared with partners for the purpose of better tracking and supporting programme graduates. Q3: The standardized results framework was developed, discussed and agreed amongst partners and MoE. Reporting is currently happening based on the new results framework. Additionally, a tracking and tracing templates have been developed and shared with partners for the purpose of better tracking and supporting programme graduates. Q4: The standardized results framework was developed, discussed and agreed amongst partners and MoE. Reporting is currently happening based on the new results framework. Additionally, a tracking and tracing templates have been developed and shared with partners for the purpose of better tracking and supporting programme graduates.

8	Transition of Drop Out Programme and prioritization of NFE within the MoE: Focus on increasing the role of the Ministry as a coordinator of the programme to whom the implementing partners are accountable. This would require investment in both technical and organizational capacity as there is a lack of staff at central level who are involved in the continuous development of the programme. Simultaneously, the prioritization of the programme within the overarching education strategy needs to be further developed for it to gain a stronger position within the MoE. Next, the partners and the MoE can focus on integrating the actual implementation of the Drop Out Programme within the national education structure, with the implementing partners taking up a supporting role in terms of quality assurance and technical expertise.		Agree			
8.1	The Education Section is in discussion with the partner and MoE to either temporarily transit to Bayanati and/or directly migrate to MoE Open Emis for better quality data collection and management. This would also be in line with the MoE transition plan.	Education	Gemma Wilson-Clark	12/29/2021	Completed	<p>Q2: Based on MOE's recommendation, it was decided to migrate the data directly to OpenEmis. However, the actual activation of this activity has been deferred to next year 2022. MoE received funding from donors to develop their own database, which they will start working on as of 2022.</p> <p>Q3: Based on MOE's recommendation, it was decided to migrate the data directly to OpenEmis. However, the actual activation of this activity has been deferred to next year 2022. MoE received funding from donors to develop their own database, which they will start working on as of 2022.</p> <p>Q4: Based on MOE's recommendation, it was decided to migrate the data directly to OpenEmis. However, the actual activation of this activity has been deferred to next year 2022. MoE received funding from donors to develop their own database, which they will start working on as of 2022.</p>