

FINAL REPORT:

SUMMATIVE IMPACT EVALUATION OF THE UNICEF JORDAN MAKANI PROGRAMME

Assignment: **Summative Impact Evaluation of Makani Programme**

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TABLE OF CONTENT

LIST OF FIGURES, TABLES, AND BOXES	3
LIST OF ACRONYMS	4
ACKNOWLEDGEMENTS	5
EXECUTIVE SUMMARY	6
BACKGROUND	17
1.1. Introduction	18
1.2. Programme Background	19
1.3. The Makani Programme Response	20
EVALUATION METHODOLOGY	26
2.1 Evaluation Design	27
2.2 Data Collection Tools	27
2.3. Sampling	29
2.4. Analysis	31
2.5. Challenges and limitations	31
EVALUATION FINDINGS	33
3.1. Relevance	34
3.2. Coherence	40
3.3. Effectiveness	45
3.4. Efficiency	57
3.5. Impact	59
3.6. Sustainability	65
CONCLUSION	75
RECOMMENDATIONS	80
5.1. Recommendations for Programme Effectiveness	81
5.2. Recommendations for Programme Efficiency	82
5.3. Recommendations for Programme Impact	83
5.4. Recommendations for Programme Sustainability	85
ANNEXES	87
Annex A. Detailed Methodology	88
Annex B. Evaluation Matrix	99
Annex C. Makani Theory of Change	101
Annex D. Terms Of Reference For Service Contracting	102
Annex E. Informed Consent Protocol	116
Annex F. Qualitative Tool Guidelines	117
Annex G. Quantitative Tool Guidelines	138

LIST OF FIGURES, TABLES, AND BOXES

Figure 1: Research Locations	9
Figure 2: Adaptations to Makani programming- 2016-2020	20
Figure 3: Makani’s age-appropriate integrated package of services	21
Figure 4: Research Locations	29
Figure 5: Makani’s alignment with national, regional, and international policies and priorities	35
Figure 6: Per cent of adolescents who strongly agree that Makani has increased their confidence	48
Figure 7: Measures of Social Cohesion Among Adolescents	49
Figure 8: Parent Attitudes on Child Rights- Beneficiary vs. Non-beneficiary	51
Figure 9: Quality of Makani services for children (N=766), adolescents (N=338) and parents (N=231)	53
Figure 11: Average improvement in Makani learner outcomes (Source: UNICEF monitoring data)	62
Figure 12: Net Promoter Score for Makani Programme	65
Figure 13: Gendered Makani participation and improvement of Arabic skills in 2018-2021	66
Figure 14: Makani participation and improvement of Arabic skills per location in 2018-2021	71
Figure 15: Findings from Previous Makani Evaluations	74
Figure 16: Selected Recommendations from Research Participants	78
Figure 17: Makani’s Intended Impact & Outcomes	83
Figure 18: Summary of Recommendations	-
Table 1: Quantitative sample (target and actual)	30
Table 2: Qualitative sample (target and actual)	30
Table 3: Contextual Challenges to which Makani programming response	38
Box 1: High-level Research Questions	18

LIST OF ACRONYMS

3RP	Regional Refugee and Resilience Plan
BMZ	Ministry of Economic Cooperation and Development
CBO	Community-Based Organisation
COVID-19	Coronavirus Disease 2019
EAC	East Amman Charity
ECD	Early Childhood Development
FGD	Focus Group Discussion
GBV	Gender-Based Violence
HAC	Humanitarian Action for Children
ICCS	Islamic Centre Charity Society
IMC	International Medical Corps
IP	Implementing Partners
ITS	Informal Tented Settlement
JRF	Jordan River Foundation
KfW	German Development Bank
KII	Key Informant Interview
LSS	Learning Support Services
MoSD	Ministry of Social Development
NAF	National Aid Fund
NGO	Non-Governmental Organisation
OECD DAC	Organisation for Economic Cooperation and Development's Development Assistance Committee
OOSC	Out of School Children
PSS	Psycho-social Support
SDG	Sustainable Development Goals
SRH	Sexual and Reproductive Health
UNICEF	United Nations Children's Fund
WASH	Water, Sanitation, and Hygiene

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EXECUTIVE SUMMARY

Background

During the last 17 years, Jordan has experienced a significant increase in population (from 5 million in 2004 to over 11 million in 2021). Following over a decade of hostilities in the Syrian Arab Republic, the Syrian refugee crisis remains the largest displacement crisis globally, with over 5.5 million registered refugees including over 2.5 million children, living in neighbouring countries in refugee camps, informal settlements and urban settings among host communities. The Kingdom of Jordan hosts one of the largest refugee populations in the world per capita, with over 1.3 million Syrians, registered and unregistered.¹ Of the 674,268² registered Syrian refugees (as of January 2022), almost half are children (48.8 per cent). In addition, 2.3 million registered Palestinian refugees live in Jordan, as well as smaller groups from Iraq, Yemen, Sudan, Somalia and other countries.

Children and youth are a key demographic in Jordanian society, with approximately 63 per cent of the country's population under the age of 30. They face a series of challenges including multidimensional poverty and deprivation, lack of quality education, high rates of unemployment, and inadequate child protection and social services. The COVID-19 crisis has reinforced the existing vulnerabilities of this group, and the loss of families' livelihoods³ has left many unable to afford basic social services for their children.⁴ There are unprecedented levels of youth unemployment, especially for girls and women.⁵ This occurs against a regional backdrop of protracted insecurity and political instability.⁶

Additionally, the national education system in Jordan faces challenges to providing quality learning to all children, with issues of overcrowding, bullying and

violence in schools, particularly targeting refugees and minorities⁷ with "70 per cent of Syrian children in Jordan report[ing] being bullied in public schools,"⁸ leading many to avoid school.⁹

Further, adolescent girls and those with disabilities are particularly vulnerable populations, facing the risk of early-marriage and being subsequently shut out of education.¹⁰ In 2020, 57 per cent of vulnerable-out-of-reach communities reported that no child was attending formal education, either as they lacked the funds to afford related costs, lacked access to transportation to schools, movement, or were engaged in child labour, which was particularly the case for the children living in Informal Tented Settlements (ITS).¹¹

Objectives

Responding to the pressing need for a comprehensive approach to the provision of services to vulnerable refugee and Jordanian children, UNICEF introduced the Makani ('My Space' in Arabic) programme in 2015. A new intervention approach, the programme integrates education support, community-based child protection services, early childhood development (ECD), adolescent and youth participation and skills development into one space.

Samuel Hall was commissioned to conduct a summative evaluation of Makani with the aim "to assess the long-term outcomes that Makani programme was intended to produce in relation to social cohesion for children, young people and their communities in Jordan."¹² The moment for this evaluation is a critical one as UNICEF formulates its new Country Programme Document (2023-2027) based on an assessment of current programming

1. Brookings (2022). Syrian refugees in Jordan: A decade and counting. Available at <https://www.brookings.edu/blog/future-development/2022/01/27/syrian-refugees-in-jordan-a-decade-and-counting/>

2. Situational Syria Regional Response (April 2022). Available at <https://data2.unhcr.org/en/situations/syria/location/36>

3. UNWomen. Rapid Assessment of the impact of COVID-19 on vulnerable women in Jordan, (April 2020).

4. Joint Data Centre (2020). Compounding Misfortunes: Changes in Poverty since the onset of COVID-19 on Syrian Refugees and Host Communities in Jordan, the Kurdistan Region of Iraq and Lebanon, p. 4.

5. Department of Statistics. (2020). Third Quarterly Survey Results.

6. UNICEF Jordan. Challenges. n.d. Available at <https://www.unicef.org/jordan/youth#:~:text=Challenges,is%20not%20without%20its%20challenges.>

7. UNICEF Jordan. 2020. Every Child Learns- UNICEF Education Strategy 2019-2030, p. 1

8. UNICEF (2016) Running on empty: the situation of Syrian children in host communities in Jordan. Amman: UNICEF Jordan.

9. Ibid.

10. GAGE consortium. (2019) Adolescent well-being in Jordan: exploring gendered capabilities, contexts and change strategies. A synthesis report on GAGE Jordan baseline findings.

11. Many of Jordan's refugee population live in ITS, those living in these settlements either choose to do so as an alternative to living in the camp or necessity, often unable to afford rent and shelter in more established urban areas. The informal nature of these settlements means that access to shelter, food, water, sanitation, health, education, and other essential services is not officially established and often intermittent, making the communities a highly vulnerable population group. (REACH, 2020)

12. Terms of Reference for the Summative Impact Evaluation of Makani Programme

and priorities in Jordan. In addition, the Makani approach has shifted since the 2019 evaluation and COVID-19 has had a significant impact both on the implementation mechanisms of the programme and vulnerabilities of the target population, making this an important time to consider the future direction of Makani.

The overall goal of the summative evaluation is to assess **the relevance, efficiency, effectiveness, coherence, sustainability, and impact** of the Makani intervention, using the OECD/DAC evaluation criteria (see Box 1).¹³

The evaluation aimed to:

1. Analyse whether the programme was able to meet its **high-level objectives**.
2. Analyse the extent to which the intervention laid a foundation for future **sustainability**.
3. Identify and document lessons learned to inform and guide the design of **future programming**.

The evaluation therefore presents conclusions on the value of the intervention in terms of achieving child rights and provides evidence to enable decision making around the programme, and for similar interventions, in future.

The evaluation focuses on the period from March 2018 through December 2020 and includes interventions implemented directly by UNICEF and by implementing partners (IPs) across refugee camps, host communities and informal tented settlements (ITSs).

Methodology

The summative evaluation of the Makani programme, conducted by Samuel Hall between September through November 2021, used a **mixed-methods design** to allow for cross-validation and triangulation across data sources. Both primary and secondary data was used to answer the six evaluation questions¹⁴ along the OECD/DAC criteria.

The data collection tools, developed in direct response to the evaluation questions, included:

- **Relevance:** How relevant was the Makani intervention to beneficiaries', partners', donors' and Jordan's needs and priorities?
 - **Coherence:** How coherent was the Makani intervention with the policies and priorities of other actors in the context, and with human rights, gender, and other inclusion considerations?
 - **Effectiveness:** To what extent did the Makani intervention attain its stated objectives and its results?
 - **Efficiency:** To what extent did the Makani intervention deliver results in an economical and timely way?
 - **Impact:** What positive or negative, unintended and intended impacts has the Makani intervention generated?
 - **Sustainability:** To what extent to which the net benefits of the Makani intervention continue or are likely to continue, in particular without further UNICEF involvement?
-
- **Quantitative survey** addressing Makani's expected impact, specifically for children (12 years old and under), adolescents and youth (aged 13-18 and 19-24), and parents.
 - **Focus Group Discussions** with adolescent beneficiaries and parent/guardians of beneficiary children.
 - **Case studies** with beneficiary children aged 13 and above, as well as parents/ guardians of beneficiary children under age 13.

13. OECD/DAC Network on Development Evaluation, 2019. Better Criteria for Better Evaluation Revised Evaluation Criteria Definitions and Principles for Use.

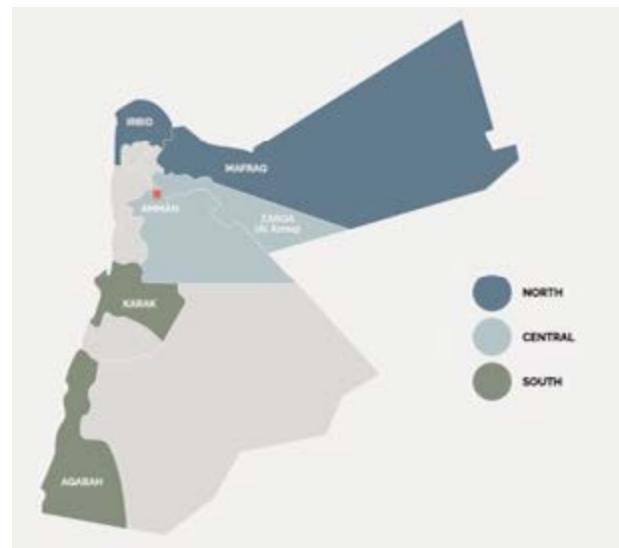
14. The full list of evaluation questions and sub-questions can be found in Annex A.

- **Key Informant Interviews** engaging with various actors and focusing on different programme elements or areas.
- **Centre Observations** of the Makani centres that were included in the evaluation, which also included a short KII with a centre staff member.
- **Secondary research** was also integrated into the research two ongoing secondary research elements, namely literature / desk review and review and analysis of Makani programmatic, monitoring and evaluation data.

The evaluation used a test-control approach, and within this deployed a stratified sampling to select research locations. Relevant populations were randomly selected in these locations for the quantitative survey and both randomised and targeted sampling methods were used for selection of participants for inclusion in qualitative research.

- Centres in each of the three regions (North, Central, South).
- Centres serving all contexts (host, informal settlements, camps).
- Centres of different sizes (small to large)
- Centres managed by different IPs, specifically East Amman Charity (EAC), Islamic Centre Charity Society (ICCS), Jordan River Foundation (JRF), Mateen, and MoSD.
- Centres offering different activities.

Figure 1: Research Locations



The quantitative sampling was randomised, to strengthen the generalisability of the findings. Randomisation took place at cluster level for both the control and test groups – this approach strengthens possible findings at cluster / district level. While qualitative sampling by its nature cannot be representative or statistically significant, the evaluation utilised a targeted, purposive sampling to allow for consideration of multiple demographic groups/ factors in each location, providing a stronger foundation for qualitative analysis.

The test and control sampling used focused explicitly on assessing the impact question with more rigour. However, it is important to note that the sample sizes outlined did not allow granularity at all levels of interest and some resulting findings at a more granular level are thus indicative – the sample was designed to provide national and district level findings of statistical significance, as well as supporting the test-control comparison (i.e., of both the beneficiary and non-beneficiary groups). As a result, it should be noted that other disaggregation may not be statistically significant. Similarly, the qualitative research sought to highlight trends as well as useful or interesting examples but was by its nature not representative and could not be disaggregated though some age, group or locational trends can be noted.

Comparing the test and control groups

As noted earlier in the Methodology section, one result of the test-control approach and the nature of the Makani programme (focused on the most vulnerable groups) was that the control group included a higher number of Jordanian respondents. This group are highly likely to be less vulnerable than their refugee counterparts in the evaluation, and as such, direct comparison of these groups may obscure important nuance. To address this, the evaluation analysis disaggregated the test and control groups by nationality, highlighting where key differences were found, in order to limit bias resulting from this.

It should also be noted that as discussed in the later Methodology section, one result of the test-control approach and the nature of the Makani programme (focused on the most vulnerable groups) was that the control group included a higher number of Jordanian respondents. Due to the nature of the context, the control group is primarily made up of Jordanian nationals, whereas a large portion of the test group is refugees (predominantly Syrian). This group are highly likely to be less vulnerable than their refugee counterparts in the evaluation, and as such, direct comparison of these groups may obscure important nuance. To address this, the evaluation analysis disaggregated the test and control groups by nationality, highlighting where key differences were found, in order to limit bias resulting from this to provide a better understanding of the programme's impacts and clearer findings.

Key Findings from the Evaluation

This Evaluation Report presents a range of findings related to the research questions outlined above. These findings are summarised here and organised based on the OECD-DAC criteria framework which was the foundation for the evaluation.

Relevance

- The Makani intervention is strongly consistent with the policies and priorities of national and regional stakeholders as well as UN priorities.
- Changes made in the Makani programme since its inception, including the move to integrated service delivery, are positively regarded by key stakeholders, and have resulted in significant improvements in programmatic reach, quality and scope of services, and overall management.
- The Makani programme's relevance to the needs of vulnerable people across Jordan, both refugee and host, is overall very high – and has become more so with adaptations to increase its focus on meeting the needs of the most vulnerable.
- Among all target groups, including children, adolescents, and adults, 95 per cent of beneficiaries agreed that Makani services were relevant for them and their community.

Coherence

- The Makani programme is aligned with global frameworks such as the Sustainable Development Goals (SDGs) and makes contributions to several sub-targets.
- The Makani programme is aligned with the UN COVID-19 Socio-economic Framework and Humanitarian Action for Children (HAC) targets.
- Makani interventions are consistent and coherent with other United Nations nationally and in terms of global priorities, and with key stakeholder activities in Jordan at a national level.

Effectiveness

- Overall, Makani beneficiaries are highly positive about the programme's effects on children's and adolescents' school performance, motivation to learn, and self-confidence; these effects were most apparent among more vulnerable populations, such as girls and refugees.

- The Makani programme contributes positively to children’s and adolescents’ sense of belonging and participation in their communities.
- Makani beneficiaries highly value the Makani centres, offering a safe and inclusive space for children and adolescents as well as their parents. There is some variation among populations, however.
- Reported attitudes towards child rights and gender equality topics among beneficiaries and non-beneficiaries suggest overall positive impact on Makani beneficiaries.
- Qualitative findings strongly highlighted an increase in understanding of the subjects that participants are learning.
- Research participants highlighted the positive impacts of the Makani programme on social and emotional wellbeing, including the children who participated in Makani themselves.
- An impact at community level was perceived through improvements in attitudes toward education and its value among beneficiaries and their communities, noted by both local and national partners.

Efficiency

- While costs have steadily decreased overtime, the high reported quality of Makani services and the consistent and increasing demand suggests that the programme is delivering effectively and underlines the value of the current approach.
- 70 per cent of the total Makani programme costs are attributed to frontline staff salaries, which highlight a critical and valuable investment in Makani’s success.

Impact

- On a national level, the Makani programme positions UNICEF to collaborate with national stakeholders and local partners, which it has done in recent years with a great degree of success, thanks to nationalisation efforts.
- The positive attitudes of beneficiaries engaged with the Makani programme highlights the strong positive impacts that Makani has likely had on UNICEF’s positioning at community level as an advocate for child rights and as a reliable and trusted provider of support for children in communities.
- UNICEF’s Makani pre- and post- monitoring data shows that there is higher school enrolment among Makani beneficiaries, which is further supported by a recent study that found Makani’s positive impact on retention.

Sustainability

- Makani has stronger effects on more vulnerable populations, but more effort needs to be focused on addressing equity and inequality, in part by addressing access concerns.
- Despite the efforts of UNICEF and its partners to improve the sustainability of Makani, there is no clear short-term solution to the funding gap that would exist were UNICEF and its current donors to substantially reduce or remove funding.
- Makani’s strategic direction will need to grapple with the benefits of further diversifying versus consolidating its service delivery.
- The pivot to national ownership of the Makani programme in 2018-19 has been a major success and has been effective in shifting to a localised model, including institutionalisation of the programme with the Ministry of Social Development (MoSD).
- The level of overall support presents strong opportunities to continue to leverage local partnerships, much as UNICEF was able to in response to COVID-19 – this could be used to continue to improve the reach of the programme, and to support future sustainability efforts.

- There have already been a range of lessons learned highlighted by previous research¹⁵ that the Makani programme needs to continue to consider as it moves forward, even though some efforts have already been made to begin to address these.
- Stakeholders generally voiced challenges related to the need for more resources, expanded programming, and better communication and coordination.
- Most of the key learnings highlighted by local stakeholders were positive, related to Makani's innovative approach to provide services, always seeking to improve and ameliorate its services and staff seen through the regular training and information sessions.
- Stakeholders emphasised a number of potential opportunities for Makani, particularly related to gender equity and expanding services.
- Recommendations from research participants further focused on building capacity, addressing infrastructure, expanding resources and providing more services to those with children with disabilities.

Evaluation Conclusions

Overall, the findings highlight strong positive impacts of the Makani programme, despite major challenges including the advent of COVID-19, and that the programme has performed well in terms of its relevance, coherence, efficiency, and impact.

Meeting programme objectives

The Makani programme has a range of objectives, but its overarching intended impact is to ensure that “vulnerable communities are socially cohesive, providing opportunities for children and youth to

fulfil their potential... through the provision of well-coordinated and cost-effective multisectoral services”. Makani beneficiaries are highly positive about the programme's effects on children's and adolescents' school performance, motivation to learn, and self-confidence, and perform equally as well or better as non-Makani participants. Further, the Makani programme contributes positively to children's and adolescents' sense of belonging and participation in their communities.

The Makani programme overall scores very well by measures of coherence and relevance. Past efforts to increase coherence through seeking and engaging in opportunities for programmatic collaborations or synergies (such as the intersections with Hajati¹⁶, or Takaful¹⁷, for example) have proven useful and successful. However, there are opportunities for Makani to increase its relevance – in particular, by increasing its reach – to specific vulnerable in Jordan, including those populations that are underserved by the programme such as married older girls, children with disabilities or special needs, and geographically remote communities.

Laying a foundation for future sustainability

In terms of sustainability, the Makani programme's successful shift to a local implementation model working with Jordanian partners only, and the increased engagement of key national stakeholders, including the formation and ongoing work of the Makani Steering Committee, are all indicators of very positive steps towards a sustainable future for the programme. Partners and other stakeholders highlighted the strength and value of these efforts, and their positive impacts on the programme so far. The Makani programme has clearly demonstrated an ongoing commitment to enhancing future sustainability.

However, the looming funding gap that would exist in UNICEF's absence and the lack of significant success in terms of creating income generation models at Makani centres underscore a key challenge for the programme. This leads to another key factor in the

15. Includes Ecroys (2019) Evaluation of UNICEF's Makani Programme in Jordan (January 2018- January 2019) – Final Report; GAGE consortium. (2019) Adolescent well-being in Jordan: exploring gendered capabilities, contexts and change strategies. A synthesis report on GAGE Jordan baseline findings, and additional GAGE and UNICEF-produced research outputs.

16. Hajati, Is the UNICEF Jordan non-conditional humanitarian child cash transfer program serving vulnerable children and their households based on multi-dimensional vulnerability criteria regardless of nationality and status

17. Takaful Plus programme aim to provide vulnerable Jordanian benefiting from NAF (the national entity protecting and supporting vulnerable individuals and families through the extension of recurring or contingency financial aid to them) with plus services through Makani centers in host communities.

sustainability discussion – what future programming that could be sustainable may look like. While the model itself is a success, the demand for services is high and the challenges it addresses include structural barriers that are unlikely to be significantly reduced in the short to medium term. In this context, the Makani programme may need to strategically consider the benefits of diversification versus consolidation in terms of its approach to its service delivery, weighing the demand to expand services with the costs of doing so, and the vital nature of the core services it provides

Documenting lessons learned

As a long-term programme that serves a wide range of beneficiaries in various ways, there is no shortage of challenges nor lessons learned in the Makani programme. A key takeaway for the evaluation was the opportunity to broaden the reach of the programme to the specific ultra-vulnerable or underserved population that children with disability and married girls represent. The programme is succeeding in reaching a broad population of vulnerable beneficiaries, including refugee children in camps and both refugees and Jordanians in urban and Informal settlements settings. However, supporting this population represents a known challenge even prior to this evaluation, and remains a vital area to continue to work towards addressing, given the primary intended outcome of the programme and its focus on the most vulnerable groups.

Additionally, the challenges raised by beneficiaries around their experiences of COVID-19 programming – often positive, particularly by those who were direct recipients of but with a few reporting concerns and frustration with remote learning and limitations to their access to remote support, which highlight that future digitisation or remote learning efforts will need to build on and address these lessons to be an effective strategy in future.

Positive lessons learned included:

- the integrated approach was well received, with its embedded child protection and life skills messaging effective and well liked, and beneficiaries reporting positive impacts.

- the strength of the flexible, adaptable approach to programming which the Makani programme has taken in terms of its ability to meet the needs of beneficiaries, and similarly, its rapid response to COVID-19 and the likely significant benefits for children who would have otherwise missed significant support.
- the value of national engagement for implementing the programme, increasing future sustainability, and harnessing opportunities for collaboration and synergy in programming to increase effectiveness and impact.
- a range of opportunities that Makani may utilise to continue to build on existing efforts, such as expanding services further through partnership with national stakeholders such as the MoSD and continuing to identify complementarities and synergies to leverage with other programming, though these must be carefully weighed against the previous noted sustainability concerns.

Recommendations

While this evaluation was often positive about the Makani programme, and highlighted a range of successes, there are several ways in which the programme might be improved or areas in which challenges or concerns might be addressed.

The figure below summarises the recommendations presented in this section, organised by OECD-DAC criteria:

<i>Effectiveness</i>	R1. Leveraging synergies with other UNICEF, government, or partner programming
<i>Efficiency</i>	R2. Conducting further innovative and in-depth studies to better understand efficiency R3. Continuing to build staff and facilitator capacity
<i>Impact</i>	R4. Increasing efforts to reach specific vulnerable groups R5. Bringing a stronger and clearer gender transformative component to programming R6. Integrating test/control research in piloting of new programme components
<i>Sustainability</i>	R7. Strategically considering diversification versus consolidation of programming given the current context R8. Continuing to build on nationalisation efforts already begun

Note that there are no specific recommendations related to the relevance and coherence criteria, particularly in terms of coherence as the programme performs strongly, however the recommendations organised under the criteria listed above are also expected to have overlapping impacts on other evaluation criteria.

Recommendation 1. Leveraging synergies with other UNICEF, government, or partner programming

Synergies with other relevant programmes offer opportunities to increase impact, effectiveness, and coherence. These may not be limited to specific partners or programming but may encompass a wide range of areas from partners and programming to refugee support, government social support programming, private sector partnerships, or collaborations with youth organisations, for example. Several such efforts have already been trialled as part of the Makani programme, and various partners have noted their success.

However, this recommendation is not suggesting any specific programming, but rather that the Makani programme continues to leverage such opportunities. Positively, Makani has been able to do so in a few ways on various levels of the programming already. Continuing to do so and increasing coordination with other programmes could improve methods of identifying, accessing, beneficiaries, and providing even more holistic support.

Recommendation 2. Conducting further innovative and in-depth studies to better understand efficiency

While the findings in this report in terms of efficiency are positive overall, as this report notes in the Efficiency section (3.4.), it is difficult to assess the Makani programme based on comparative measures, due to the large scope, diversity, and uniqueness of the programme (and a subsequent lack of useful proxies). This recommendation suggests that specific investigation of the programme’s performance in terms of efficiency and effectiveness, beyond the scope of this evaluation, could provide additional learnings for Makani and for the development and humanitarian sector in general, given the unique nature of the Makani programme and the range of positive impacts it has had on beneficiaries and their communities.

Recommendation 3. Continuing to build staff and facilitator capacity

Though this is a straightforward recommendation, it is worth highlighting as many research participants noted both the ongoing need to increase the skills of facilitators and centre staff, as well as the value of capacity building and training in the past and its flow on impacts for teacher satisfaction and student wellbeing. COVID-19 has also highlighted how vital it is to have strong, well-trained facilitators working in Makani centres. The more nuanced integrated approach which builds a more flexible curriculum requires that facilitators be well-trained and experienced. The consistent positive feedback about the facilitators from children highlights how vital an investment the training of facilitators is for the Makani programme.

Recommendation 4. Increasing efforts to specific vulnerable groups under-represented in Makani

Perhaps the most critical recommendation made by this report, further efforts to engage with specific and known under-served and ultra-vulnerable groups needs to be made in future years of Makani programming. Improving reach with communities in ITSs has been a focus in the years since the past evaluation, and while there may be further work needed, the increase in access for such communities is a real success. However, reaching these key groups, such as disabled children and older married girls, is an important opportunity to address the needs of vulnerable groups, and particularly relevant given that a primary outcome for the Makani programme is reaching the most vulnerable.

Further, while efforts to address the barriers resulting from distance from Makani centres or remoteness of some communities (including ITSs) have already been made, research participants still highlighted challenges around transportation to Makani centres in a number of cases, suggesting that more may be needed to ensure access for these groups.

Recommendation 5. Bringing a stronger and clearer gender transformative component to programming

While the Makani programme contributes to goals around gender equality as it improves access to education and learning outcomes for boys and girls alike, there may be opportunities to embed a gender transformative approach more specifically into the programme. An explicit commitment to this approach and efforts to directly implement Gender Transformative Services in the Makani programme would further be in line with UNICEF's commitment to gender equality and with current best practices in education, and would also enhance its impact for women and girls, and for communities more broadly by actively working to reduce gendered social barriers to education, and improving the environment in which Makani participants of all ages and backgrounds will go on to use the skills they have learned in the programme.

Recommendation 6. Integrating test/control research in piloting of new programme components

A strength of the Makani programme highlighted by several partners and stakeholders is the commitment to flexibility and adaptability, and the learning approach that UNICEF has embedded in the programme. Though UNICEF have noted that their funding has become less flexible, maintaining this approach should be a key goal for the programme going forward. Further, there is an opportunity to embed learning even more significantly, and to marry piloting of new approaches with impact research – assessing the impact of new approaches through research partners, to understand what works, and what works for which groups.

Recommendation 7. Strategically considering diversification versus consolidation of programming given the current context

Central to the question of sustainability for the Makani programming is the challenge that decreasing and less flexible funding in a context with growing demand poses. It must be acknowledged that while considerable positive steps have been made to work towards a sustainable future for the Makani programme, it is challenging to consider that many of the recommendations made by partners and participants involved in this research would constitute significant expansions to the Makani programme at a time when future funding is not fully ensured. UNICEF Jordan will need to reconcile the benefits of meeting the growing demands of its beneficiaries and continuing to expand and improve its ability to serve the most vulnerable with the realities that expanding services significantly may not be feasible.

Government and national partners are strong supporters and the ongoing strengthening and building of these relationships is a positive indicator for future sustainability. However, it is as yet uncertain the extent to which the Makani programme would be able to continue in its current form without UNICEF's financial support, and as such, there is strong impetus for serious consideration of what the services most fundamental to Makani's outcomes are.

Recommendation 8. Continuing to build on nationalisation efforts already begun

This recommendation recognises the value of previous nationalisation efforts made by UNICEF and its local and national partners. Continuing to expand these relationships – for example, building formal relationships with other relevant ministry partners beyond the existing strong relationship with the MoSD, or also with municipalities in areas where the programme is working – is already a goal expressed by UNICEF, and one strongly supported by the findings of this evaluation.



BACKGROUND

1.1. Introduction

Responding to the pressing need for a comprehensive approach to the provision of services to vulnerable refugee and Jordanian children, UNICEF introduced the Makani ('My Space' in Arabic) programme in 2015. A new intervention approach, the programme integrates learning support, community-based child protection services, early childhood development (ECD), adolescent and youth participation and skills development into one space.

A formative evaluation of the Makani programme in 2019¹⁸ emphasised its benefits – in terms of relevance to the target population, the efficiency and effectiveness of the centres, positive impacts on children, and the significant value of creating safe spaces for children. However, there was a need for more support for youth, specifically in terms of employment and skills training. There were also challenges in service provision in some centres and needed improvements in referral systems and coordination and cooperation with government actors.

Samuel Hall was commissioned to conduct a summative evaluation of Makani with the aim “to assess the long-term outcomes that Makani programme was intended to produce in relation to social cohesion for children, young people and their communities in Jordan.”¹⁹ The moment for this evaluation is a critical one as UNICEF formulates its new Country Programme Document (2023-2027) based on an assessment of current programming and priorities in Jordan. In addition, the Makani approach has shifted since the 2019 evaluation and COVID-19 has had a significant impact both on the implementation mechanisms of the programme and vulnerabilities of the target population, making this an important time to consider the future direction of Makani.

1.1.1. Evaluation Objectives

The overall goal of the summative evaluation is to assess the **relevance, efficiency, effectiveness, coherence, sustainability**, and impact of the Makani intervention, using the OECD/DAC evaluation criteria (see Box 1).²⁰ The evaluation aimed to:

1. Analyse whether the programme was able to meet its **high-level objectives**.
2. Analyse the extent to which the intervention laid a foundation for **future sustainability**.
3. Identify and document **lessons learned** to inform and guide the design of future programming.

Box 1: High-level Research Questions

1. **Relevance:** How relevant was the Makani intervention to beneficiaries', partners', donors' and Jordan's needs and priorities?
2. **Coherence:** How coherent was the Makani intervention with the policies and priorities of other actors in the context, and with human rights, gender, and other inclusion considerations?
3. **Effectiveness:** To what extent did the Makani intervention attain its stated objectives and its results?
4. **Efficiency:** To what extent did the Makani intervention deliver results in an economical and timely way?
5. **Impact:** What positive or negative, unintended and intended impacts has the Makani intervention generated?
6. **Sustainability:** To what extent to which the net benefits of the Makani intervention continue or are likely to continue, in particular without further UNICEF involvement?

1.1.1. Evaluation Scope

The evaluation therefore presents conclusions on the value of the intervention in terms of achieving child rights and provides evidence to enable decision making around the programme, and for similar interventions, in the future.

18. Ecroys, 2019, Evaluation of UNICEF's Makani Programme in Jordan (January 2018- January 2019) – Final Report.

19. Terms of Reference for the Summative Impact Evaluation of Makani Programme

20. OECD/DAC Network on Development Evaluation, 2019. Better Criteria for Better Evaluation Revised Evaluation Criteria Definitions and Principles for Use.

The evaluation covers a period of over two years – March 2018 through December 2020 – and includes interventions implemented directly by UNICEF in refugee camps and by implementing partners (IPs) in host communities and informal tented settlements (ITSs). Information will be gathered from a wide range of evaluation stakeholders, including UNICEF and IP staff and volunteers, local communities, relevant government actors, and critically, children and young people themselves as well as their parents and communities.

The primary target audience of this evaluation will be Makani programme donors, UNICEF Jordan and its IPs, including the MoSD, to improve programmatic responses and add to institutional learning – with the opportunity to influence UNICEF and other UN agency programming in the region.

1.2. Programme Background

1.2.1 Jordanian context

Children and youth are a key demographic in Jordanian society, with approximately 63 per cent of the country's population under the age of 30. They face a series of challenges including multidimensional poverty and deprivation, lack of quality education, high rates of unemployment, and inadequate child protection and social services. The COVID-19 crisis has reinforced the existing vulnerabilities of this group, including increasing education concerns due to school closures and inequalities of access to web-based distance education. The loss of families' livelihoods, particularly those employed in the low-

skilled and informal sector,²¹ has left many unable to afford basic social services for their children.²² There are unprecedented levels of youth unemployment, especially for girls and women.²³ This occurs against a regional backdrop of protracted insecurity and political instability.²⁴

The situation for refugee children is especially precarious. As a result of the neighbouring 11-year protracted conflict in Syria, approximately 674,268²⁵ Syrian refugees are registered in Jordan, with estimates on the real figure as high as 1.3 million;²⁶ nearly half are children under 18, and the vast majority of these children are multidimensionally poor.²⁷ As UNICEF notes, the out-of-school rate is higher for non-Jordanian children, with Syrian children accounting for the largest proportion of OOS children.²⁸ Only 72 per cent of Syrian girls between the ages of 9 and 14- and 29 per cent girls between the ages of 15 and 17- are enrolled in school.²⁹ For boys, rates are 63 per cent and 22 per cent, respectively.³⁰ Adolescent girls and those with disabilities are particularly vulnerable populations, they face the risk of early-marriage and are shut-out of education.³¹ In 2020, 57 per cent of vulnerable-out-of-reach communities reported that no child was attending formal education, either as they lacked the funds to afford related costs, lack of access to transportation to schools, movement, or child labour, this is particularly the case for those living in ITS.³²

Further, the national education system in Jordan faces challenges to providing quality learning to all children, with issues of overcrowding, bullying and violence in schools, particularly targeting refugees

21. UN Women. Rapid Assessment of the impact of COVID-19 on vulnerable women in Jordan, (April 2020).

22. Joint Data Centre (2020). Compounding Misfortunes: Changes in Poverty since the onset of COVID-19 on Syrian Refugees and Host Communities in Jordan, the Kurdistan Region of Iraq and Lebanon, p. 4.

23. Department of Statistics. (2020). Third Quarterly Survey Results.

24. UNICEF Jordan. Challenges. n.d. Available at <https://www.unicef.org/jordan/youth#:~:text=Challenges,is%20not%20without%20its%20challenges>.

25. Situational Syria Regional Response (April 2022). Available at <https://data2.unhcr.org/en/situations/syria/location/36>

26. Brookings (2022). Syrian refugees in Jordan: A decade and counting. Available at <https://www.brookings.edu/blog/future-development/2022/01/27/syrian-refugees-in-jordan-a-decade-and-counting/>

27. "Multidimensional child poverty among the Syrian children is recorded for children aged 0-5 years; 94 per cent, followed by children aged 15-17 years: 64 per cent, and 60 per cent for 6-14 old" See UNICEF "Geographic multidimensional vulnerability analysis- Jordan," (February 2020).

28. UNICEF (2020). Jordan Country Report on out-of-school children. Available at: <https://www.unicef.org/jordan/media/5501/file/OSC-Report-EN.pdf>

29. GAGE consortium. (2020) GAGE overview: Jordan. London: Gender and Adolescence: Global Evidence.

30. Ibid.

31. GAGE consortium. (2019) Adolescent well-being in Jordan: exploring gendered capabilities, contexts and change strategies. A synthesis report on GAGE Jordan baseline findings.

32. Many of Jordan's refugee population live in ITS, those living in these settlements either choose to do so as an alternative to living in the camp or necessity, often unable to afford rent and shelter in more established urban areas. The informal nature of these settlements means that access to shelter, food, water, sanitation, health, education, and other essential services is not officially established and often intermittent, making the communities a highly vulnerable population group. (REACH, 2020)

and minorities³³ with “70 per cent of Syrian children in Jordan report[ing] being bullied in public schools³⁴,” leading many to avoid school.³⁵ Adolescents with disabilities face increased challenges – adolescents with disabilities are 77 per cent more likely to have been hungry in the last month than peers without disabilities,³⁶ and most adolescents with disabilities have been forced to stop their learning as a result of increased barriers in access to mobility and education due to COVID-19.³⁷ While important strides have been made to support refugee education and provide assistance to vulnerable and marginalised families, in particular through the development of a National Education Strategic Plan (2018-2022), more work is needed to ensure basic needs are met.

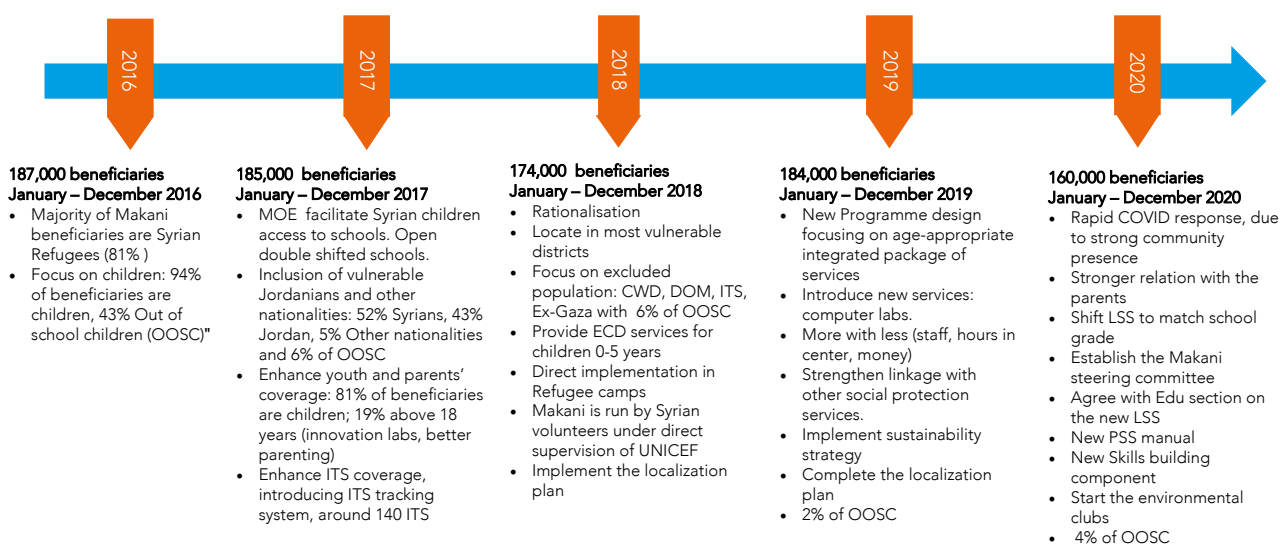
1.3. The Makani Programme Response

At the start of the Syrian crisis, in 2012, UNICEF and its partners sought out ways to support vulnerable children and families, including through the creation of Child-Friendly Spaces to provide needed psychosocial support and strengthen coping mechanisms and resilience. The Makani programme grew out of this learned experience—seeking to promote the physical, cognitive, social, and emotional well-being and development of children, young people, and their caregivers through learning support services (LSS), skills-building programs, and community-based child protection. The programme objectives, and outcomes are outlined in Annex 7.1.

1.3.1. Programme evolution and rationale

Beginning in 2015, the Makani programme has continued to evolve over time, expanding its target population to include all vulnerable populations, regardless of refugee status; increasing its scope to enhance coverage; and embarking on a localisation plan. Makani aims for an inclusive, non-discriminatory approach and it services all children and young people regardless of their gender, class, abilities, ethnicity, nationality, religion, or language to support.

Figure 2: Adaptations to Makani programming - 2016-2020



33. UNICEF Jordan. 2020. Every Child Learns- UNICEF Education Strategy 2019-2030, p. 1

34. UNICEF (2016) Running on empty: the situation of Syrian children in host communities in Jordan. Amman: UNICEF Jordan.

35. Ibid.

36. Presler-Marshall, E., Jones, N., Baird, S. and Matachowska, A. (2019) Leave no one behind: adolescents with disabilities in Jordan. Policy Note. London: Gender and Adolescence: Global Evidence

37. Malachowska, A., Al Abbadi, T., Al Amareh, W., Banioweda, K., Al Heiwidi, S. and Jones, N. (2020) Listening to young people's voices under covid-19. Exploring the impacts of covid-19 on adolescents in Jordan's refugee camps and host communities. Policy brief. London: Gender and Adolescence: Global Evidence.

Since 2018, there has been an increased focus to reach the most vulnerable communities, including the Dom community³⁸, children with disabilities, and ITS.³⁹ The figure above⁴⁰ highlights key changes over the programme's lifespan.⁴¹

Makani programme evolutions have been evidence-based, driven by programme evaluations and the changing needs and priorities of the communities. Bayanati— UNICEF Jordan management information system which offers comprehensive monitoring and evaluation tools for the Makani programme and other programmes in UNICEF— has been integral to programme adaptations and improvements.⁴² Bayanati supports programme delivery by:

- Facilitating day-to-day operations (registration, student enrolment, child progress and attendance tracking).⁴³
- Monitoring programme coverage (demographic, etc.).
- Monitoring programme performance (targets and reach).

- Supporting evidence-based decision making (selected targeting of beneficiaries).

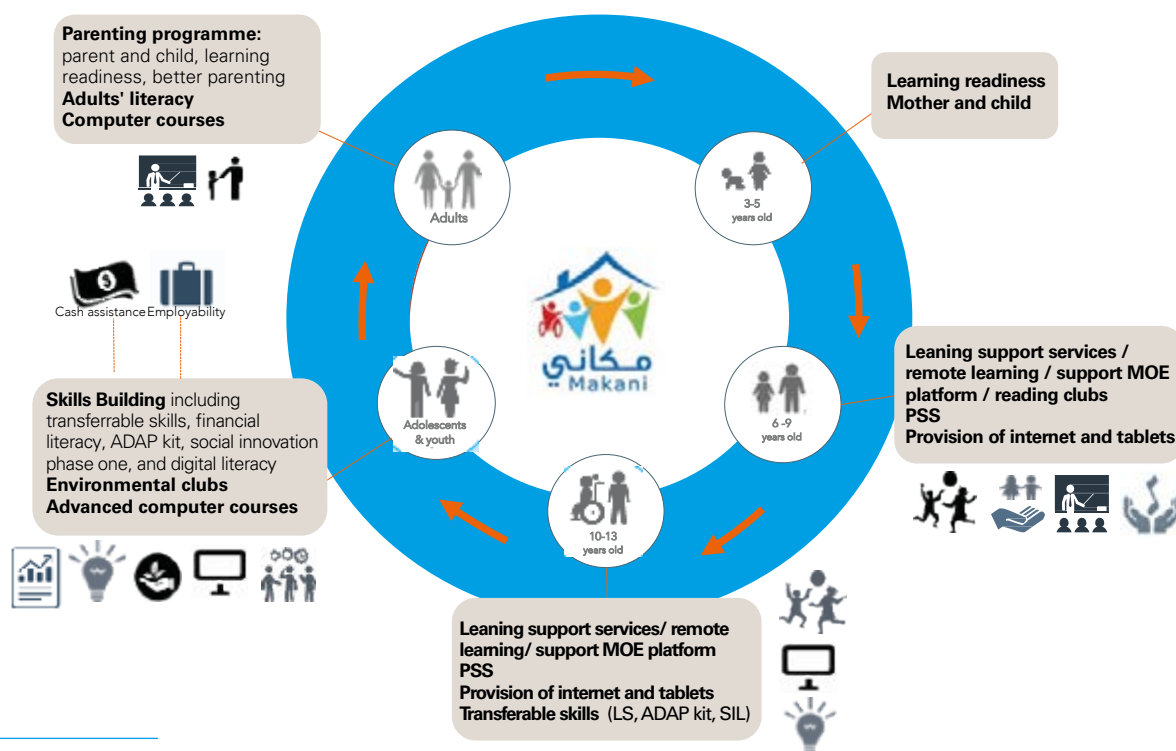
A significant programmatic shift occurred in 2019 with a focus on integrated service delivery – combining child protection, life skills and learning support services to improve impact and cost-effectiveness.

This research is specifically designed to evaluate effects of this shift and Makani's integrated approach being implemented since 2019. Adaptations of Makani to response to COVID-19 can be found below.

1.3.2. A life-cycle approach to service delivery

Since 2019, the Makani programme has adapted to a life-cycle approach, providing services under an integrated Core Curriculum supported by an outreach component.⁴⁴ This approach delivers services in a tailored package to beneficiaries depending on age-appropriateness and needs (i.e., supporting children enrolled in formal education vs out-of-school children).

Figure 3: Makani's age-appropriate integrated package of services



38. The Dom is a highly marginalized minority ethnic group in Jordan.

39. UNICEF, Makani Bayanati 2021 Presentation; UNICEF. "Baseline Socio-economic Assessment of Households with Children and Youth Living in Informal Tented Settlements in Jordan," May 2021.

40. Makani Programme Overview: Social Protection Unit presentation

41. The decrease in the number of OOSC is mainly linked to the scale-up of double-shift school in Jordan and increase in successful referral for Syrian children enrollment in public school due to MoE efforts.

42. UNICEF, "Case Study- System-level data systems to support child-centred programming."

43. Ibid.

44. UNICEF (2019), Makani Standard Operating Procedures.

Makani programme services

Makani's integrated community-based approach further links interventions in education – LSS; child protection – psycho-social support services (PSS); adolescent and youth participation – life skills and innovation labs; and integrates health, nutrition, water, sanitation, and hygiene (WASH) services.

Makani Programme services are delivered as a comprehensive, integrated community-based activities approach, the services are designed to “enhance children’s full growth and welfare, and physical, social and emotional well-being in a safe and protected environment.” Services also engage and support the needs of adolescents, parents, and caregivers. The main service areas of intervention are clustered as follows:



Learning Support: Over the years, LSS has adapted the curricula to ensure complementarity to the Ministry of Education curriculum. The use of interactive child-friendly pedagogies such as learning through play and active participation to engage learners is integral to achieving increased learning outcomes in line with national objectives and strategies set in the National Social Protection Strategy (2019-2025)⁴⁵ and Education Strategic Plan (2018-2022).⁴⁶ LSS is also focused on contributing to the retention strategy of learners and the engagement of parents and caregivers through

parenting programmes under the ECD component.⁴⁷ The Makani approach also supports transportation arrangements for students in ITS to public schools.

Life skills Development seeks to equip children and adolescents with 21st century skills, and includes financial and digital literacy, and transferrable skills. Life skills for every day, for humanitarian situations, civic-engagement, and for employability.

Social Innovation Labs are directed at young people aged 13-18. The innovation labs are physical spaces where youth obtain social innovation training and can develop projects in their community.

Computer labs and certified courses available to adolescents include Advanced certified computer courses, and certified International Computer Driving License.

Early Childhood Development and Better Parenting equip parents and caregivers with skills that can enhance positive outcomes for children. Makani implements three programmes:

- Zero-to-three programme supports parents with children from 3 months to 3 years focused on learning and development through reading, interactive activities, and games.⁴⁸
- Better Parenting Programme which supports parents and caregivers to adopt effective communication skills and apply positive, non-violent discipline with their children.⁴⁹

45. Ministry of Social Development (MOSD), Ministry of Planning and International Cooperation, UNICEF Jordan (2019), “National Social Protection Strategy (2019-2025).” Available at: <https://www.unicef.org/jordan/media/2676/file/NSPS.pdf>

46. Ministry of Education (2018), “Education Strategic Plan 2018-2022.” Available at: http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Amman/pdf/ESP_English.pdf

47. UNICEF (2020), “Education, Social Protection, and Engagement of Vulnerable Refugee Children and Youth in Jordan- Final progress report to the Abdulla Al Ghurair Foundation for Education.”

48. UNICEF (2019), Makani Standard Operating Procedures

49. UNICEF, “Makani Programme Overview Social Protection Section Presentation 2021.”

- Parenting and Child Programme acts to supplement pre-school education experience and enhance school readiness.⁵⁰ This programme targets children (4-5 years), as well as providing parenting support and education to their parents and caregivers.

Child Protection Activities: the child protection key messages are mainstreamed into all Makani components to raise awareness and protect children from abuse, neglect, violence, and exploitation.⁵¹ The services include:

- **Community Awareness Sessions** on child's rights, identifying, and responding to violence, including gender-based violence (GBV), exploitation, and other forms of abuse.
- **Makani Community Committees** are trained community-based networks that raise awareness, identify, and refer protection incidences and cases.
- **Psycho-social support** for facilitators, children, parents, and caregivers including counselling and psychological first aid.
- **Case management** through referral to specialised case management service provider and Para Case Workers in Makani centres. This includes in-programme and/or out-of-programme support, categorised as; educational, health, physical, protection, community rehabilitation, or legal. The programme also supports and builds the capacity of national referral pathways.
- The programme also offers **unstructured recreational and sport activities**.

Outreach Activities are a core element of the Makani approach to service delivery. Through direct engagement with community members, outreach enables:

1. Raising awareness on child protection issues.
2. Growing linkages with community members, influencers, and leaders.
3. Identifying potential beneficiaries who can be supported with Makani services.

The outreach team conducts house visits and facilitates other community engagement activities such as open days, campaigns, and national and international celebration events.

Most recently outreach played an important role in raising awareness on COVID-19 and re-enrolling the most vulnerable children who disengaged with the programme after the shift to the remote modality due to COVID-19-related increased barriers including access to technology, lack of parental support, and household priorities and needs.⁵²

1.3.3. Programme scope

In 2020, Makani serviced 160,000 beneficiaries in cities, urban areas, camps (Azraq and Zaatari) and ITS across the 12 governorates of Jordan.⁵³ As of 2021, Makani has 140 established community-based and locally operated centres, 20 in camps, 69 in host communities including urban cities, and 51 in ITS. Six local partners work with community-based organisations (CBOs), and are funded through cost-sharing and cooperation agreements.

50. UNICEF (2019), Makani Standard Operating Procedures

51. Ibid.

52. UNICEF, "End of Year Results Summary Narrative 2020."

53. Devonald, M., Jones, N., Malachowska, A., Alheiwidi, S., Al Amaireh, W., Alshammari, F. and Shareef, Q. (2021) 'Empowering adolescents through an integrated programming approach: exploring the effects of UNICEF's Makani programme on Dom adolescents' well-being in Jordan'. Policy brief. London: Gender and Adolescence: Global Evidence.

1.3.4. Sustainability in the Makani programme

In 2017, UNICEF began a rationalisation exercise aimed at empowering community members, maximising efficiency, and increasing the field capacity of the programme.⁵⁴ This marked a shift from implementation through international partners to direct implementation with local community members in camps and in partnership with national partners in host communities and ITSs. The following year in 2018, Makani rolled out the sustainability plan (2018-2023), moving away from an emergency response to a resilience approach. Nationalisation efforts began with institutionalising the programme within the MoSD, strengthening the capacity of national implementing partners, and improving the cost-sharing modality.⁵⁵

The components of the Makani sustainability & exit strategy include:

1. Localisation through national partnerships.
2. Cost-efficiency and cost-sharing.
3. Capacity-building of national non-governmental organisations (NGOs) and partners.
4. Institutionalisation of the programme within the MoSD.
5. Income generating projects and programmes.

Localisation through national partnerships with local NGOs and CBOs over the last years has enabled Makani centres and activities to be 100 per cent run and managed by national implementing partners, while those in camps are run by residents through a cash-for-work volunteer scheme. Administrative and logistical support is provided by a third-party private national partner, the Business Development Centre. With localisation came **cost-efficiency** leading to significant gains, with reports indicating a 30 per cent decrease in money spent per child from 2017-2018, with the cost

per child at the end of 2018, 43 per cent lower than 2017 in 22 of Makani centres.⁵⁶

Capacity building supports knowledge and skills transfer to national institutions, including government institutions and CBOs, to increase the level of ownership, accountability, and sustainability of the programme. Implementing partners have also received training on, and not limited to, outreach workshops, managerial and financial assurance, child protection, infectious disease prevention, and ECD.⁵⁷

The cost-sharing modality began with the rationalisation exercise and shifted to community-based programming and direct implementation with national partners.⁵⁸ In 2019 and 2020, cash and in-kind programme contributions of IPs increased in efforts to strengthen the cost-sharing modality.

In 2020, as part of sustainability efforts to develop complementary projects and sustainable infrastructure, UNICEF expanded the approach for the proposal of income-generating projects, so as not to rely solely on CBOs and Makani proposals. Income-generating projects were not piloted in 2020 due to lack of feasibility, and as of the time of writing, one of these projects has been approved and moved forward. Between 2020 and 2022 Solar panels have been installed in 52 centres⁵⁹ to generate free electricity for the centres and create savings for partners' coverage of operational costs and rely on green energy.

Makani's evolution reveals high levels of adaptation and responsiveness to national and global strategies and changing local priorities and needs. The programme mainstreams child protection through outreach, and skills and learning packages, adapting ECD activities to enable children to reach their full potential through better-parenting programmes. Makani has strengthened psycho-social and mental health support and referral systems and the capacity of frontline staff to respond to cases of GBV and other forms of abuse.⁶⁰ The strengthening of national

54. UNICEF. "Makani Sustainability & Exit Strategy," December 2018.

55. Ibid.

56. UNICEF. "Lessons from an experience in direct implementation: Makani centres in refugee camps."

57. UNICEF. "No Lost Generation – Makani Centres in Jordan Reaching Vulnerable Children," 2021

58. UNICEF. "End of Year RAM reporting 2018 – SP"

59. UNICEF. "Makani Sustainability & Exit Strategy"

60. UNICEF. "Lessons from an experience in direct implementation: Makani centres in refugee camps."

systems and agencies via strategic partnerships, with a focus on national ownership, and capacity-building of local institutions, is a positive indicator that Makani is on track with its sustainability objectives and in reaching the most vulnerable populations.⁶¹ However, the nature and strength of these gains will be further investigated throughout this evaluation.

1.3.5. Adapting to COVID-19

Makani's COVID-19 response was timely and informed by an inter-agency multisectoral rapid-needs-assessment.⁶² Makani applied a bottom-up approach and continuously adapted interventions and activities with monitoring through direct-communication, and real-data from the Bayanati system, which underwent numerous comprehensive updates in 2020/2021 to support remote delivery of services.⁶³ The swiftness of the response demonstrated the importance of investments made in capacity over the years in developing the Bayanati system, and the potential for clearer understanding of vulnerability with future improvements which can result in more effective programming.

Leveraging community networks, partnerships and relationships built over the years, Makani mobilised staff residing in camps and host communities. Through direct communication and interactive modalities including the use of WhatsApp, staff-maintained relationships and collected feedback to tailor interventions based on specific community-needs via telephone interviews and surveys. To ensure gender-sensitivity, separate WhatsApp

groups were created for older boys and girls.⁶⁴ In line with the pillars of the UN Socio-economic framework for COVID-19 response in Jordan, Makani prioritised health awareness activities supporting national strategies and campaigns to reach the most vulnerable populations.⁶⁵ This included dissemination of COVID-19 related daily messages via SMS and WhatsApp, and other media forms, as well as distribution of hygiene kits. Under the Child Protection component, psychological and other mental and social support was provided to families. This allowed Makani to respond to increased anxieties of parents, children, and communities, and mitigate secondary impacts.

Makani adapted to remote structures including a focus on the capacity-building of staff to respond to changing needs, with psychological first aid training to better equip responders on stress management and over-the phone psychosocial services to beneficiaries, supporting the referral system for specialised cases and maintaining case-management and health awareness communication to prevent transmission.⁶⁶ The implementation of the remote modality was met with successes⁶⁷, and challenges, including limited internet or device access, parents' illiteracy, and sustaining children's engagement.⁶⁸ These were addressed by providing families with data packages, a tablet equipped with a data package for internet, distribution of worksheets, and engagement of parents through WhatsApp groups.

61. UNICEF, "End of Year RAM reporting 2018 – SP"

62. UNHCR, UNICEF, WFP, "Multi-Sectoral Rapid Needs Assessment: COVID19 – Jordan," 2020.

63. UNICEF, "Case Study- System-level data systems to support child-centred programming."

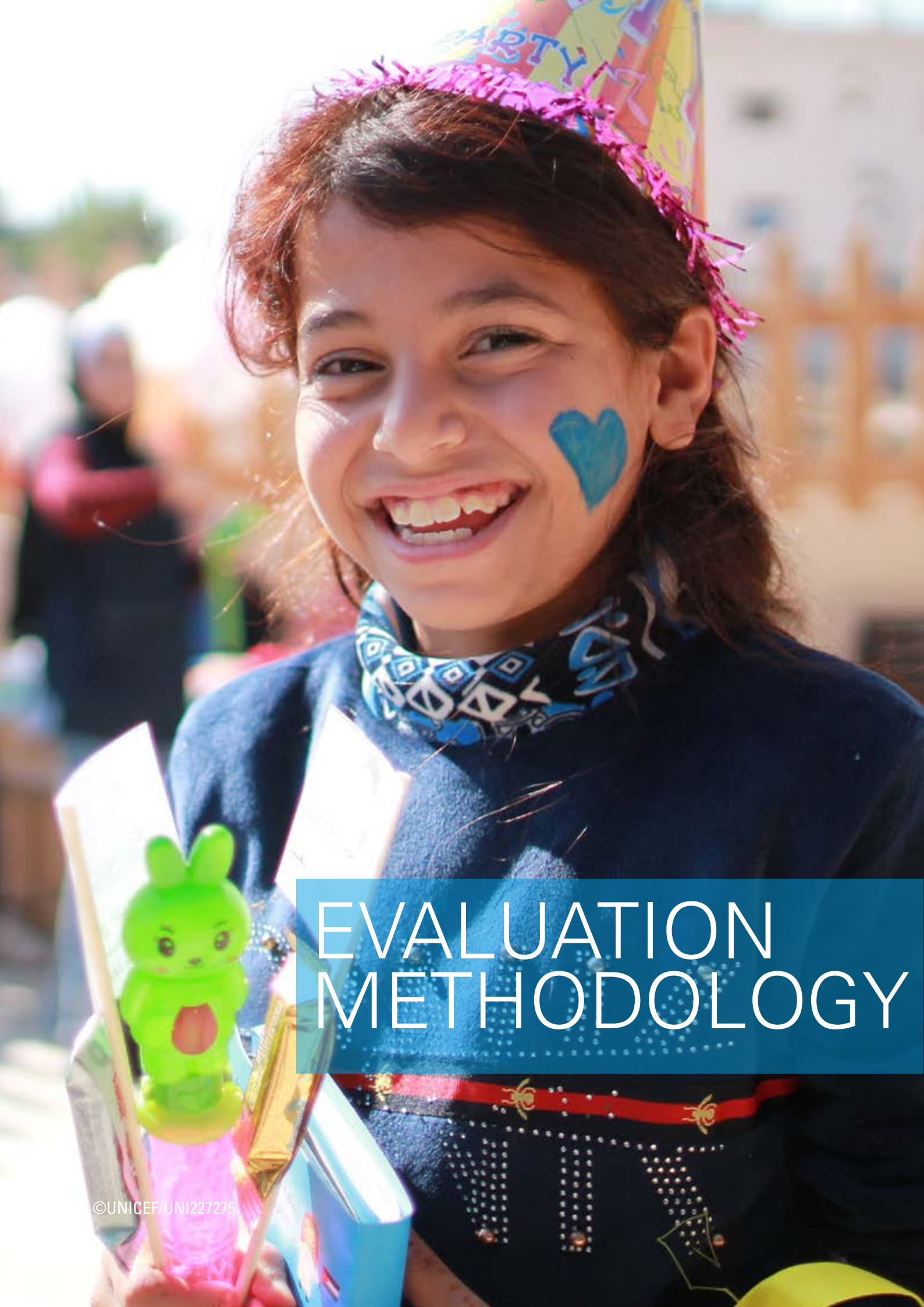
64. UNICEF, "No Lost Generation – Makani Centres in Jordan Reaching Vulnerable Children," 2021

65. UN Jordan "Socioeconomic Framework for COVID19 Response." Available at: https://unsdg.un.org/sites/default/files/2020-08/JOR_Socioeconomic-Response-Plan_2020.pdf

66. UNICEF, "No Lost Generation – Makani Centres in Jordan Reaching Vulnerable Children," 2021

67. UNICEF (2020), "Makani COVID19 Response Satisfaction Survey."

68. Ibid.



EVALUATION METHODOLOGY

This section summarises the final evaluation design; see Annex A for full details, including ethical considerations and data quality assurances. The methodology adhered to the plan outlined in the Inception Report with limitations and challenges faced and mitigated as noted in Section 3.6.

2.1 Evaluation Design

The summative evaluation of the Makani programme, conducted by Samuel Hall between September through November 2021, used a **mixed-methods design** to allow for cross-validation and triangulation across data sources. Both primary and secondary data was used to answer the six evaluation questions⁶⁹ along the OECD/DAC criteria.

- 1. Relevance:** How relevant was the Makani intervention to beneficiaries', partners', donors' and Jordan's needs and priorities?
- 2. Coherence:** How coherent was the Makani intervention with the policies and priorities of other actors in the context, and with human rights, gender and other inclusion considerations?
- 3. Effectiveness:** To what extent did the Makani intervention attain its stated objectives and its results?
- 4. Efficiency:** To what extent did the Makani intervention deliver results in an economical and timely way?
- 5. Impact:** What positive or negative, unintended and intended impacts has the Makani intervention generated?
- 6. Sustainability:** To what extent to which the net benefits of the Makani intervention continue or are likely to continue, in particular without further UNICEF involvement?

Beyond the evaluation questions outlined above, there were other additional lines of inquiry that were relevant to this evaluation. First and foremost, as the programme Theory of Change (see Annex C) outlines, there are a number of elements of the

programme which must be considered within, and addressed by, the overall evaluation questions. Further, a series of research lenses guided this research, from **inclusion** – which considers gender, disability, and other factors of marginalisation— to looking at host and refugee community dynamics, leading to another key lens, an **ecosystems** approach, which considers barriers and enablers at community, local, national, and other levels relevant to the programme. The **strategic** lens focused in on the programme's coherence and relevance, in the OECD DAC framework, and considered its alignment with humanitarian priorities, UNICEF mandate, and international best practices, and on a broader level. Finally, a **resilience** lens considered how the programme may have contributed to resilience and how resilient the programme, and its beneficiaries, were to shocks – in particular, considering the impacts of COVID.

Each of these lenses overlapped with the evaluation questions and contributed to addressing different – and various – sections of the OECD/DAC framework.

2.2 Data Collection Tools

Data collection tools are summarised below; see Annex A for details. The tools were developed in direct response to the evaluation questions, which is outlined in the Evaluation Matrix (Annex B).

- Survey:** The evaluation team developed a survey to capture a range of participants – considering both age groups, host/refugee status, and different programme activity engagement—and with the capacity to use it with both the test and control groups. The survey's four modules covered various components of Makani's expected impact, specifically for children (12 years old and under), adolescents and youth (aged 13-18 and 19-24), and parents.
- Focus group discussions (FGDs):** Two key groups were engaged in FGDs: adolescent beneficiaries and parent/guardians of beneficiary children. This provided an opportunity to engage on specific programme elements.

69. The full list of evaluation questions and sub-questions can be found in Annex A.

- **Case studies:** Case studies were designed to capture the experiences of children in more complex situations to understand the nature of inclusivity at the Makani centres. This focused on beneficiary children aged 13 and above, as well as parents / guardians of beneficiary children under age 13. The latter target group was an opportunity to understand their perceptions regarding the impact of Makani on young children.
- **Key informant interviews (KIIs):** Two KII guidelines – local and national – were designed to engage with various actors and focus on different programme elements or areas. While local KIIs gathered location-specific information about Makani centres, the national / high-level KIIs engaged with relevant experts, which included government officials engaged with the programme, UNICEF specialists, and local or international experts and practitioners
- **Centre observations:** Centre Observations involved short, structured observations of the Makani centres that were included in the evaluation, noting visible infrastructure, use of resources, staffing, and observations on beneficiaries or community members, and staff, who were present at the centre. They also included a short KII with a centre staff member.
- **Secondary research:** Samuel Hall integrated into the research two ongoing secondary research elements, namely literature / desk review and review and analysis of Makani programmatic, monitoring and evaluation data.

All enumerators participated in a detailed training on all tools, which included quality-control procedures and evaluation ethics, with extensive opportunities for practice and a real-world pilot. All quantitative tools were administered on smart devices (i.e., phones/tablets), and qualitative data were verified using audio recording. For details on research ethics and safeguarding, see Annex A.

Samuel Hall & Child Safeguarding

Ensuring that the best interest of the child remains at the core of research conducted with children has been insufficiently acknowledged in the past, particularly in humanitarian contexts. A growing movement pushes for improved safeguarding processes in research. We have aligned our approach with the highest levels on this front. In 2019, Samuel Hall went through a full safeguarding assessment, supported by Child Safe Horizons, based on which we revised internal processes and policies, including around whistleblowing, hiring, risk management, governance and accountability, child-specific organisational safeguarding, and Code of Conduct (available on request). All staff are trained on this policy. We have committed to ongoing learning and monitoring specific to child safeguarding in projects, and our organisation.

Note that all tools were translated into Arabic from English by the Jordanian research partner, Mindset, who conducted translation and back-translation of tools as well as refinement with the UNICEF team. Research outputs were then transcribed and translated into English from Arabic for analysis.

2.3. Sampling

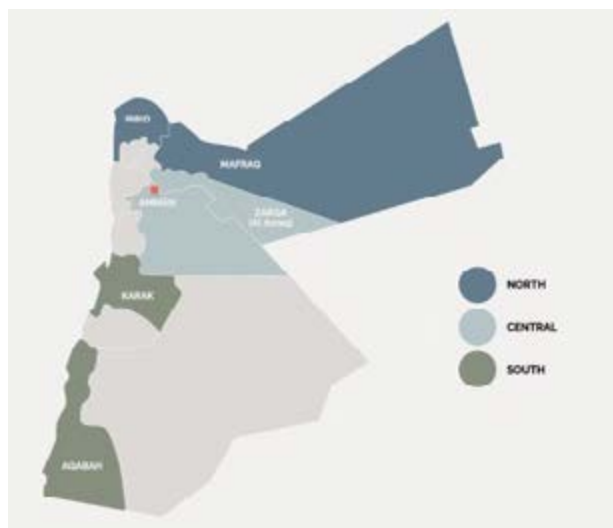
The evaluation used a test-control approach, and within this deployed a stratified sampling to select research locations. Relevant populations were randomly selected in these locations for the quantitative survey and both randomised and targeted sampling methods were used for selection of participants for inclusion in qualitative research.

2.3.1 Location selection

Makani centres have been set up in all twelve governorates of Jordan as well as the two large camps of Azraq and Zaatari. Depending on location, they serve the host community, those living in informal settlements or a displaced camp population (ITS). These centres vary greatly in terms of beneficiary numbers, with host centres and camps generally larger and those active in informal settlements relatively smaller, thus presenting a cross section of different centres, but also highlighting the diversity of the Makani programme.

To gain a representative picture of Makani activities across Jordan without surveying every centre, the selection process ensured coverage of the following:

Figure 4: Research Locations



- Centres in each of the three regions (North, Central, South)
- Centres serving all contexts (host, informal settlements, camps)

- Centres of different sizes (small to large)
- Centres managed by different IPs, specifically East Amman Charity (EAC), Islamic Centre Charity Society (ICCS), Jordan River Foundation (JRF), Mateen, and MoSD
- Centres offering different activities

During the data collection process, there were 138 active centres. The research team used a stratified sampling approach to select a target centre in each governorate and then purposively sampled nearby centres to create a “cluster” that ensured a representative picture of Makani implementation in Jordan (see the figure above). The full list of centres included in the sample can be found in Annex A.

2.3.2. Quantitative sample

The sampling was randomised, to strengthen the generalisability of the findings. Randomisation took place at cluster level for both the control and test groups – this approach strengthens possible findings at cluster / district level.

- **Test group:** The population for the test group participants was made up of beneficiary lists. These lists for each location were randomised, and participants were contacted to attend the centre and participate in the survey. The random listing was cycled through until a sufficient sample was contacted and surveyed. This listing was drawn from UNICEF’s Bayanati system, which stores and tracks current and historical data for monitoring and management of UNICEF programming in Jordan.
- **Control group:** While it was initially planned for centre waiting lists to be used to select participants, the timing of the research ultimately meant this approach was not possible as the new intake of students had begun and waiting lists were therefore no longer available. As such, a random geographic sampling strategy was adopted, selecting households for participants based on a selected area close to the centre and using a grid or door-knock strategy to

identify participants. A control sample was not selected from camp locations as the vast majority of children in these locations have been benefiting from Makani services during the last 3 years which limited the ability to find children who have never benefited from Makani services.

Planned targets were exceeded in all evaluation locations. Table 1 provides the target and actual sample sizes reached for the quantitative survey.

Table 1: Quantitative sample (target and actual)

Region	Governorate / Camp	Centres in Cluster	IPs	Control Sample (Non-beneficiary)							Test Sample (Beneficiary)								
				Target			Actual			Over quota	Target			Actual			Over quota		
				Total	Child	Parent	Total	Child	Parent	Child	Parent	Total	Child	Parent	Total	Child	Parent	Child	Parent
North	Irbid	4 ITS	Mateen	20	16	4	28	23	5	7	1	30	24	6	40	30	10	6	4
		5 Host	JRF, ICCS, MOSD	210	168	42	236	188	48	20	6	290	232	58	324	262	62	30	4
	Mafrqa	3 ITS	Mateen	20	16	4	29	23	6	7	2	30	24	6	35	27	8	3	2
		2 Host	JRF, ICCS	100	80	20	106	80	26	0	6	150	120	30	165	131	34	11	4
	Za'atari	3 Camp	UNICEF	0	0	0	0	0	0	0	0	200	160	40	204	162	42	2	2
Central	Amman	5 Host	EAC, ICCS, MOSD	210	168	42	228	170	58	2	16	290	232	58	301	239	62	7	4
	Azraq	3 Camp	UNICEF	0	0	0	0	0	0	0	180	144	36	187	148	39	4	3	
South	Aqaba	1 Host	JRF	30	24	6	35	28	7	4	1	50	40	10	53	42	11	2	1
	Karak	3 Host	ICSS, MOSD	70	56	14	75	59	16	3	2	100	80	20	104	81	23	1	3
Total				660			737			77		1320			1413			93	

2.3.3. Qualitative sample

For qualitative participants, the evaluation utilised a targeted, purposive sampling approach rather than a random approach. The beneficiary listing drawn from the Bayanati system for the quantitative sampling was used to initially target and identify participants, after which snowballing with the support of the centres may then have been used to finalise participants, based on the criteria. The sampling approach allowed for enough FGDs, case studies and KIIs to engage with a diverse set of beneficiaries and to purposely sample for highly relevant profiles or profiles of interest – for example, children of different backgrounds, different types of partners, etc. – within the

sample. Planned targets were met in all locations, as outlined in Table 2.

Table 2: Qualitative sample (target and actual)

		Target	Actual
FGD	Child	18	18
	Adult	12	12
CS	Child	18	18
	Adult	9	18
Local KIIs		26	26
Centre Observations		11	11
National KIIs		10	10
Total Outputs		104	113

2.4. Analysis

After completion of the data collection, the Samuel Hall team analysed the diverse data collected from all tools and methods. According to best practice, data was disaggregated by gender, age group, and location at minimum, and generated comparisons by refugee status, nationality, and location type (such as camps, ITSs, or host community) in response to the Evaluation Questions. Statistical significance was assured at national level only, and between test and control groups.

Qualitative analysis was done with industry standard qualitative analysis software called Dedoose, utilising an inductive qualitative analysis approach to draw findings from collected data using thematic coding. Critically, qualitative analysis drew on the evaluation questions, guided by the Evaluation Matrix. An analysis plan was developed by the research team, corresponding to the Evaluation Questions and key groups or factors for disaggregation.

2.5. Challenges and limitations

The Makani programme is a large and multi-sectoral one, operating in a similarly complex environment – as a result, capturing the nuance needed to adequately assess and understand the programme’s impact was an expected challenge. This evaluation directly engaged with this complexity in its design

to provide meaningful findings, however the nature of the programme and the various ways in which it delivers (and has delivered) services does mean that some specific cases may not be addressed – for example, at IP or specific location level.

Based on preliminary conversations with UNICEF, the evaluation team focused primarily on research questions that require primary data collection, particularly with direct beneficiaries, to ensure the most efficient use of time and resources.

The test and control sampling used focused explicitly on assessing the impact question with more rigour. However, it is important to note that the sample sizes outlined did not allow granularity at all levels of interest and some resulting findings at a more granular level are thus indicative – the sample was designed to provide national and district level findings of statistical significance, as well as supporting the test-control comparison. Similarly, the qualitative research sought to highlight trends as well as useful or interesting examples but was by its nature not representative and could not be disaggregated though some age, group or locational trends can be noted.

It should also be noted that due to the nature of the context, the control group is primarily made up of Jordanian nationals, whereas a large portion of the test group is refugees (largely Syrian). This is addressed in the analysis by breaking down findings

by nationality as well as test vs. control, in order to provide a better understanding of the programme's impacts and clearer findings.

Selecting the control group

Unlike the test group, who were randomly selected from listings of Makani beneficiaries, the control group was randomly selected within a geographic area. Control households were required to be in the Makani catchment area for the relevant centre, and to have children in their household. Initially, this group was intended to be drawn from Makani waiting lists, but this approach was ultimately not feasible due to the timing of the study. As a result, the comparability of these two groups is slightly weaker than planned in the original study, but still allows us to consider the differences between a more vulnerable population of beneficiaries and the likely less vulnerable and potentially more diverse non-beneficiary group.

As a result, this evaluation compares groups that are varied in nature. Controlling for specific socioeconomic factors between the two groups would have been not only logistically challenging but practically difficult, given that the two groups compared were not homogenous, and the two major groups within the test and control – Syrian refugees, and Jordanian host community respectively – have different vulnerabilities. Therefore, this study takes care in reporting to consider strong differences in findings (i.e., variations that are outside of the

margin of error and therefore more significant) and to indicate the group surveyed and n (number) of respondents, in order to ensure that findings are not over-generalised and thus do not ascribe impact where linkages may be weak.

The evaluation also encountered a range of implementation challenges, resulting from several factors including:

- Delays during the Inception Phase made the initially planned sampling approach for the control (non-beneficiary) sample impossible, given the lack of waiting lists as noted above, and the newly adopted approach (sampling randomly using geographic grid-based selection) was more time-intensive than the planned use of the Makani waiting lists
- Many of the control group (non-beneficiary) potential respondents were reluctant to take part and identifying participants was more challenging than expected
- Logistical challenges resulting from the need to coordinate between partners, UNICEF, and research teams as well as research participants

These challenges were addressed and mitigated as much as possible during the research implementation.



EVALUATION FINDINGS

The evaluation findings drew on a range of primary and secondary data collected and analysed, including both qualitative and quantitative data. They are presented in line with the OECD-DAC Evaluation Criteria, and the relevant corresponding evaluation questions and sub-questions outlined in the methodology.

3.1. Relevance

The relevance of Makani was explored through considering 1) relevancy and consistency with UN and national priorities and policies, 2) adaptations to the context and transition to resilience, and 3) relevancy to needs of most vulnerable children and adolescents in Jordan as well as social cohesion needs of the community. The following highlights key takeaways from the detailed discussion below:

- The Makani intervention is strongly consistent with the policies and priorities of national and regional stakeholders as well as UN priorities.
- Changes made in the Makani programme since its inception, including the move to integrated service delivery, are positively regarded by key stakeholders, and have resulted in significant improvements in programmatic reach, quality and scope of services, and overall management.
- The Makani programme's relevance to the needs of vulnerable people across Jordan, both refugee and host, is overall very high – and has become more so with adaptations to increase its focus on meeting the needs of the most vulnerable.
- Among all target groups, including children, adolescents, and adults, 95 per cent of beneficiaries agreed that Makani services were relevant for them and their community.

3.1.1 Relevance and consistency with UN and national priorities and policies

The Makani intervention continues to be relevant and consistent with national, regional and UN policies and priorities.

At a high level, Makani links interventions in education, child protection, adolescent and youth engagement and participation, providing comprehensive services to marginalized and vulnerable children and adolescents aged 0-18 years and their caregivers. In doing so, it addresses a range of relevant policies and priorities.

At a national level, Makani intervention is in line with the priorities of the Government of Jordan, including the strategic directions in education, social protection, and youth. Priorities that Makani aligns with include universal access to basic services, meeting the needs of special-need individuals, family and community integration, universal and high quality-basic services in the social protection sector⁷⁰, ECD, inclusiveness, lifelong learning, and non-formal education in the educational sector,⁷¹ and promotion of citizenship, values of belonging and engagement, social security, and health awareness in the youth strategic plan.⁷²

At a regional level, the Makani intervention aligns with the Regional Refugee and Resilience Plan (3RP).⁷³ The 3RP requires the support of dignified needs as one of four strategic directions. This direction among others includes meeting the basic needs of refugee populations, preventing them from resorting to negative coping strategies, enhancing employability of, and creating economic opportunities for refugees and host communities, and promoting enrolment in the national education system. All of these are consistent with the Makani approach, in particular in seeking to promote public school enrolment and retention and providing child protection support.

More broadly, Makani contributes to all of UNICEF Strategic Plan's Goal Areas – reaching children through Learning Support Services and skill building

70. Hashemite Kingdom of Jordan, 'Jordan National Social Protection Strategy 2019- 2025', 2019, <https://www.unicef.org/jordan/reports/jordan-national-social-protection-strategy-2019-2025>.

71. Jordan Ministry of Education, 'Education Strategic Plan 2018-2022', 2018, <https://planipolis.iiep.unesco.org/en/2018/education-strategic-plan-2018-2022-6461>.

72. Hashemite Kingdom of Jordan, 'Social Protection Strategy'.

73. Regional Strategic Overview 2021-2022, 2020, https://www.3rpsyriacrisis.org/wp-content/uploads/2021/03/rso_up.pdf

opportunities, providing needed protection and hygiene awareness, as well as early childhood development services⁷⁴.

Further, the Makani *Sustainability & Exit Strategy* aiming for localisation through national partnerships, as well as capacity building of national NGOs and partners is in line with the UNSDF primary target to strengthen national institutions (UNSDf places particular emphasis on supporting the government to achieve its Vision 2025, which includes quality education, which Makani also supports as it offers complementary learning services). Makani also aligns with the target for social inclusion and meaningful participation with a particular focus on women, youth, and children.⁷⁵

Figure 5: Makani's alignment with national, regional, and international policies and priorities

<i>National</i>	<ul style="list-style-type: none"> • In line with the priorities of the Government of Jordan, including the strategic directions in education, social protection, and youth • Aligned with National Social Protection Strategy (2019-25) and Education Strategic Plan Priorities (2018-22) and National Youth Strategy (2019-2025)
<i>Regional</i>	<ul style="list-style-type: none"> • Aligned with 3RP, particularly in terms of promotion of public-school enrolment and retention and provision of child protection support.
<i>International</i>	<ul style="list-style-type: none"> • Contributes to UNICEF Strategic Plan's Goal Areas • In line with the UNSDF primary target to strengthen national institutions.

UNICEF is also engaged directly with national policies and priorities, with the Social Protection section for example working within the national framework for social protection, and engaging as a stakeholder to provide feedback at a strategic level as well as participating in the implementation of social protection programming.⁷⁶ The MoSD highlighted that social services provided as part of the Makani programme are “in line with the National Social Protection Strategy [...] in terms of offering employment opportunities empowering these communities, and the enhancement of learning performance.”⁷⁷ UNICEF, and the Makani programme, has also begun to engage with ministry-provided programming, to increase complementarity, for example working with the Takaful programme to identify Makani participants, or using Makani's digitisation efforts during COVID-19 to support access to the Ministry's education platform.

Qualitative research conducted for this evaluation also highlighted how strongly aligned with such policies and priorities the Makani programme is, and the high level of effort from UNICEF to engage with national-level priorities as part of the recent localisation efforts planned to strengthen the programme's future sustainability. Other sections of this report will go on to discuss sustainability, but many high-level key informants noted Makani's strong engagement with local partners and national government stakeholders. Key government partners noted the constructive nature of the partnership and the positive impact of these relationships.⁷⁸

Additionally, partnerships at local level with Jordanian IPs as well as with local government departments and other ministries were noted, such as the Family Protection Department and the Ministry of Youth, who

74. UNICEF, 'UNICEF Strategic Plan 2018-2021', 2018, https://www.unicef.org/media/48126/file/UNICEF_Strategic_Plan_2018-2021-ENG.pdf.

75. Hashemite Kingdom of Jordan and United Nations Jordan, 'UN Sustainable Development Framework in Jordan 2018-2022', 34-51, <https://www2.unwomen.org/-/media/field%20office%20jordan/images/publications/2017/unsdf.pdf?la=en&vs=2323>.

76. National KII (NKII10), UNICEF Jordan.

77. National KII (NKII1), Ministry of Social Development, Jordan.

78. National KII (NKII1), Ministry of Social Development, Jordan.

act as partners to support the referral pathways for the Makani programme, or partnerships noted by IPs with other ministries such as the Ministry of Culture, and with Greater Amman Municipality). IPs also highlighted the value of the coordination between the government, IPs and UNICEF.⁷⁹

3.1.2 Adaptations for context and transition to resilience

The Makani programme has undergone a range of adaptations since its inception over five years ago; on the whole, the changes experienced were reportedly very positive with significant improvements in programmatic reach, quality and scope of services, and overall management.

Section 2 outlines many of the changes that the Makani programme has gone through over the years. Critically, these have included:

- **2017:** Transition of management from implementing partners to UNICEF in refugee camps, aiming to empower community members and shift leadership and ownership to Syrian refugees, as well as achieve higher cost-effectiveness. Rationalization measures included reducing the number of centres while optimizing the geographical location for more widespread reach.
- **2018:** Second phase of the rationalization strategy, beginning in January 2018, aiming to shift to less costly and sustainable solutions. Included a process that focused on the principles of reaching the most vulnerable, institutionalization of the programme and nationalisation of partnerships.⁸⁰
- **2019:** Shift to integrated service delivery.

Given the scope of this evaluation, the findings of this report primarily relate to the period where nationalisation has been implemented and integrated service delivery is now provided across Makani centres, using the Core curriculum approach which includes integrated child

protection messaging, life skills, and digital and financial literacy as well as foundational elements such as Arabic and mathematics.

On a local level, the changes Makani experienced were reportedly very positive, as the local KIIs conducted for this evaluation highlighted. The programme was said to have improved greatly going from a small-scale programme with a lack of structure, with untrained staff, and few beneficiaries to a large-scale and well-equipped programme. Makani targets more children, has a higher number of participants, and these participants are from broader age groups and from a larger variety of demographics. Its staff have been trained and have gained experience. Services have increased in number, and their variety and their quality have improved. Moreover, programme management and administration were reported to have improved, with some citing better management, auditing, and improved organisation. It was also frequently noted that even with all this progress, Makani is still continuously trying to improve.

Makani's sustainability efforts have yielded stronger partnerships and enhanced potential for sustainable programming, while COVID-19 response efforts ensured ongoing access to services for most beneficiaries.

Broadly speaking, the two major sets of changes which have taken place in the Makani programme during the evaluation period (or the continued impacts and implementation of these adaptations have taken place) include those associated with the sustainability strategy and nationalisation process or with the integrated service delivery approach, and those associated coping with the impacts of COVID-19.

- **Sustainability-related adaptations:** Phasing out of partnership with international NGOs, cost-efficient implementation models on integrated services, institutionalization of the programme within the Ministry of Social Development, capacity-building for national NGOs and MoSD.⁸¹

79. National KII (NKII4), East Amman Charity.

80. Ecorys, 'Evaluation of UNICEF's Makani Programme in Jordan (January 2018- January 2019)', 2019, UNICEF internal document.

81. UNICEF, 'Makani Sustainability & Exit Strategy', 2018, UNICEF internal document. Please note the version used is the updated version, which notes progress and adjustments.

- **COVID-related adaptations:** Online interactive homework support through WhatsApp and phone, communication messages tailored to COVID-19 pandemic; messaging parents about how to support children during lockdown⁸²; Life Skills Light package for youth for skills-building to cope with stress, build resilience, and address challenges through positive actions and attitudes, access to computer labs when centres could open.⁸³

The changes made as part of the nationalisation process are well-documented in previous reporting, including as noted about the move to working with national partners only for service delivery, and institutionalising the programme with government partners. However, the adaptations resulting from the advent of COVID-19 and efforts to deal with its impact are more recent.

As a result of the pandemic, Makani centres were forced to close. However, to keep children engaged and learning as well as safe, Makani adapted to the COVID-19 context and provided remote learning. Classes were also made available through online platforms, including a wide variety of tools to keep children engaged and learning.

“The Makani centre gave the children lessons on WhatsApp groups; they sent them activities, games, and contests via voice messages and videos” - Local KII, Camp, Male

Videos were also uploaded for students to watch and there were Google Sheets for them to pose questions. Furthermore, Makani facilitators also prioritised the dissemination of COVID-19 information and spread health awareness. This received positive feedback:

“When we were sending our messages, we were as well receiving comments and positive feedback from parents and participating kids” - Local KII, Camp, Male

Makani transferred its activities and services into remote formats through recorded classes, utilising social media platforms (most often WhatsApp and Zoom, with efforts to also include Teams ongoing) to share content. This meant that Makani staff still provided support to children during COVID-19. Furthermore, when non-distant learning or support, such as psychosocial support, took place the programme’s staff followed the health protocols of social distancing, masks, and sterilisation.

82. Agnieszka Malachowska et al., ‘Exploring the Impacts of Covid-19 on Adolescents in Jordan’s Refugee Camps and Host Communities’ (GAGE, 2020), 19, <https://www.gage.odi.org/wp-content/uploads/2020/05/Exploring-the-impacts-of-covid-19-on-adolescents-in-Jordan%E2%80%99s-refugee-camps-and-host-communities-1.pdf>.

83. UNICEF Jordan, ‘Country Office Annual Report 2020’, 2020, <https://www.unicef.org/reports/country-regional-divisional-annual-reports-2020/Jordan>.

3.1.3. Relevance to needs of children, adolescents, and communities

The Makani programme’s relevance to the needs of vulnerable people across Jordan, both refugee and host, is very high – the programme was designed to respond to the particular needs of these groups and has since been adapted and updated to increase its focus on meeting the needs of the most vulnerable.

The Makani programme responds to a challenging context, characterised by a young population and a large refugee population, increasing economic vulnerabilities, and gaps in the education system that means many children lack access to adequate education services, among other challenges.

Table 3 below outlines key contextual challenges which the Makani programme directly responds to, highlighting its relevance to the needs of children, adolescents, and communities.

Table 3: Contextual Challenges to which Makani programming response

<i>Children & youth population</i>	<ul style="list-style-type: none"> • Approximately 63 per cent of the country’s population are under the age of 30.⁸⁴ • Many experience multidimensional poverty and deprivation, lack of access to education, high rates of unemployment, and inadequate child protection and social services.⁸⁵
<i>Education system</i>	<ul style="list-style-type: none"> • While important strides have been made to support refugee education and provide assistance to vulnerable and marginalised families, notably through the development of a National Education Strategic Plan (2018-2022), more work is needed to ensure basic needs are met. Jordan’s national education system faces challenges providing quality learning to all children, with many classrooms facing issues of overcrowding, widespread bullying and violence in schools particularly targeting refugees and minorities.⁸⁶ • 70 per cent of Syrian children in Jordan report being bullied in public schools, leading many to avoid attending school for fear of attack.⁸⁷ • Adolescents with disabilities face increased burdens in bullying and in access to basic services- adolescents with disabilities are 77 per cent more likely to have been hungry in the last month than peers without disabilities.⁸⁸ Most adolescents with disabilities have been forced to stop their learning due to increased barriers in access to mobility and education due to COVID-19.⁸⁹
<i>Refugee crisis</i>	<ul style="list-style-type: none"> • Jordan hosts an estimated 2.8 million refugees⁹⁰- approximately 674,268⁹¹ Syrian refugees are registered in Jordan, with estimates on the real figure as high as 1.3 million; nearly half are children under 18.⁹² • Most out-of-school children are non-Jordanian – 38 per cent of non-Jordanians do not attend school.⁹³ • Adolescent girls and those with disabilities are particularly vulnerable populations, facing risk of early-marriage, and are shut-out of education.⁹⁴ • In 2020, 57 per cent of vulnerable-out-of-reach communities reported that no child was attending formal education, either as they lacked the funds to afford related costs, lack of access to transportation, movement, or child labour; this is particularly the case for those living in ITS.⁹⁵

84. UNICEF, <https://www.unicef.org/jordan/youth#:~:text=Jordan%20has%20one%20of%20the,is%20not%20without%20its%20challenges>.

85. UNICEF, <https://www.unicef.org/jordan/youth#:~:text=Jordan%20has%20one%20of%20the,is%20not%20without%20its%20challenges>.

86. UNICEF Jordan. 2020. Every Child Learns- UNICEF Education Strategy 2019-2030, p. 1

87. Ibid.

88. Presler-Marshall, E., Jones, N., Baird, S. and Matachowska, A. (2019) Leave no one behind: adolescents with disabilities in Jordan. Policy Note. London: Gender and Adolescence: Global Evidence

89. Malachowska, A., Al Abbadi, T., Al Amaireh, W., Banioweda, K., Al Heiwidi, S. and Jones, N. (2020) Listening to young people’s voices under covid-19. Exploring the impacts of covid-19 on adolescents in Jordan’s refugee camps and host communities. Policy brief. London: Gender and Adolescence: Global Evidence.

<i>Youth unemployment</i>	<ul style="list-style-type: none"> • Educated youth face challenges entering the workforce, with unprecedented levels of youth unemployment especially for girls and women.⁹⁶
<i>COVID-19</i>	<ul style="list-style-type: none"> • COVID-19 has reinforced the existing vulnerabilities, including increasing education concerns due to long school closures in Jordan and inequalities of access to web-based distance education. • During the lockdown In April 2020, 99 per cent of men and women previously employed by the informal sector had lost their jobs as a direct impact of COVID-19, and 84 per cent reported having used their savings to meet basic needs⁹⁷- this loss of livelihoods has left many unable to afford basic social services for their children, including healthcare, food security, education, and social services.

Among all target groups, including children, adolescents, and adults, 95 per cent of beneficiaries agreed that Makani services were relevant for them and their community.⁹⁹

Among the current beneficiaries of Makani programming that engaged in the research for this evaluation, Makani’s services were rated as highly relevant. Both male and female students expressed the importance of education in expressing their needs as children. Among these expressed needs, female students often cited the need for psychological and emotional support, such as a mentor to teach them about social awareness or how to deal with people.

“I need someone to strengthen me and encourage me to continue my studies. I don’t want anyone to put me down and tell me that I should only stay home without studying. I need someone to make me stronger and encourage me.” – Child FGD, Camp, Female

The feedback from local partners in the Centre Observations and Local KIIs conducted as part of the qualitative research for this evaluation was very positive about how relevant the programming was for beneficiaries, and how adaptable the programming had been.

“ All the services provided are very useful to the local community and we have felt its impact on others, and we have helped vulnerable families and refugees to be aware of the need to educate and care for children and keep them away from the labour market and business in general and I hope to develop the centre and equip it to receive people with special needs and enable them to benefit from the programs provided by the centre.” – Centre Observation, Host

The flexibility of the Makani programme has strengthened its ability to be responsive to the different needs of beneficiaries.

90. The Syrian refugee population is the second largest in Jordan after Palestinian refugees registered under the UNRWA mandate, followed by Iraqi (67,000), Yemeni (15,000), Pakistani (20,000), Sudanese (6,000), and other nationalities (2,500). Retrieved from Operations Data Portal Refugees Situation, available at: <https://data2.unhcr.org/>

91. Situational Syria Regional Response (April 2022). Available at <https://data2.unhcr.org/en/situations/syria/location/36>

92. “Multidimensional child poverty among the Syrian children is recorded for children aged 0-5 years; 94 per cent, followed by children aged 15-17 years: 64 per cent, and 60 per cent for 6-14 old” See UNICEF “Geographic multidimensional vulnerability analysis- Jordan,” (February 2020).

93. UNICEF (2020). Jordan Country Report on out-of-school children. Available at: <https://www.unicef.org/jordan/media/5501/file/OSC-Report-EN.pdf>

94. GAGE consortium. (2019) Adolescent well- being in Jordan: exploring gendered capabilities, contexts and change strategies. A synthesis report on GAGE Jordan baseline findings.

95. Many of Jordan’s refugee population live in ITS, those living in these settlements either choose to do so as an alternative to living in the camp or necessity, often unable to afford rent and shelter in more established urban areas. The informal nature of these settlements means that access to shelter, food, water, sanitation, health, education, and other essential services is not officially established and often intermittent, making the communities a highly vulnerable population group. (REACH, 2020)

96. Department of Statistics. (2020). Third Quarterly Survey Results.

97. UN Women. Rapid Assessment of the impact of COVID-19 on vulnerable women in Jordan, (April 2020).

98. Joint Data Centre (2020). Compounding Misfortunes: Changes in Poverty since the onset of COVID-19 on Syrian Refugees and Host Communities in Jordan, the Kurdistan Region of Iraq and Lebanon, p. 4.

99. n= 729 out of 766 parents of children under 12; 329 out of 347 adolescents; 207 out of 215 parents

Local key informants also felt that the Makani programme not only met the needs of their beneficiaries but that it also “[goes] the extra mile.”¹⁰⁰

“[Makani] serve[s] the needs of the children and the teenagers. It is a comprehensive programme that responds at 100 per cent to the ambitions of the kids.” – Local KII, Camp, Male

An example of this is how children who struggle with low achievement at school are placed in small classrooms with not many students so that they can get more attention and time for explanations – this was seen to have had a positive impact on their academic levels. Many of the participants in the research highlighted the significance of Makani’s educational services filling the gaps that they felt at school, which is likely why it was also a common request to expand these educational services:

“Everything explained at school... I was now understanding it.” – Child FGD, Camp, Male

Another example is how sensitive cases are dealt with on a case-by-case basis, allowing them to provide the appropriate and necessary assistance and follow-up. This is also supported by an established referral system that allows beneficiaries to be referred to specialists when Makani facilitators cannot appropriately deal with their case.

Essentially, the flexibility of the programme allows it to be responsive to the different needs of beneficiaries. The skills development class is yet another good example of this, whereby the class is designed to provide for the different needs of every child:

“I believe that we have an area of flexibility for these programmes, and we are developing them based on the needs of the children and youth”- Local KII, Camp, Female

Another fact that further illustrates the relevance of the Makani programme for its targeted beneficiaries is the high, and increasing, demand for services – and for a wider range of services also. Based on

discussions with partners, UNICEF and beneficiaries alike, there appeared to be **significant demand for activities, with this demand having only increased with time through the improvements to the quality of the services provided as well as the increased capacity of Makani, and also increasing due to COVID-19.** The demand is especially high for educational classes such as English classes, but there was also regular mention of the demand for psychosocial services as well as physical and sports activities, among a range of the other services that Makani offers.

Further, COVID-19 in many ways increased the value of the Makani programme, with regards to engaging vulnerable children and providing access to services during periods of lockdown and restricted movement.¹⁰¹ The wide network of Makani centres throughout Jordan and close relationships with staff and communities enabled quick adaptation of the programme to the specific needs under COVID-19¹⁰² which in addition to digitisation efforts to ensure continued access to education via remote learning also included vital components such as support of well-being and stress management skills for youth and adolescents; parental support through positive parenting and ECD activities and messages; tips to manage anxiety, COVID-19 communication, and interactive homework support.¹⁰³

3.2. Coherence

Coherence was explored by considering 1) coherence with Sustainable Development Goals (SDGs) and targets, 2) consistent with policies/ priorities of other key development or humanitarian actors, and 3) coherent with the policies and priorities of its key stakeholders. The following highlights key takeaways from the detailed discussion below:

- The Makani programme is aligned with global frameworks such as the SDGs and makes contributions to several sub-targets.
- The Makani programme is aligned with the UN COVID-19 Socio-economic Framework

100. Local KII, Host, Female

101. UNICEF Jordan, 'Annual Report 2020', 2020.

102. Ecorys, 'Makani Evaluation 2018-2019'.

103. UNICEF Jordan, 'Annual Report 2020', 2020.




and Humanitarian Action for Children (HAC) targets.

- Makani interventions are consistent and coherent with the priorities, goals and strategies of other United Nations organisations nationally and in terms of global UN priorities, as well as with key stakeholder activities in Jordan at a national level generally.

3.2.1 Coherence with SDGs and SDG-related targets

The Makani programme clearly contributes to multiple SDGs, as well as a wide range of the related targets, in an integrated manner.

The following highlights some of the specific measures included in Makani programming that are directly or indirectly aligned with the SDGs and with their sub-targets:

SDGs	Makani programming
 <p>1.3 Implement nationally appropriate social protection systems and measures for all, including floors, and by 2030 achieve substantial coverage of the poor and the vulnerable</p>	<p>Makani centres provide children, youth, and parents in access to basic needs like education, ECD, in-kind and WASH</p> <p>Makani is linked to the national social protection system (including the National Aid Fund (NAF) social safety nets)</p> <p>Makani is focused on the most vulnerable</p>
<p>1.4 By 2030, ensure that all men and women, in particular the poor and the vulnerable, have equal rights to economic resources, as well as access to basic services, ownership and control over land and other forms of property, inheritance, natural resources, appropriate new technology and financial services, including microfinance</p>	<p>Makani services are completely free, increasing their accessibility to vulnerable and/or poor groups</p>
 <p>2.2 By 2030, end all forms of malnutrition, including achieving, by 2025, the internationally agreed targets on stunting and wasting in children under 5 years of age, and address the nutritional needs of adolescent girls, pregnant and lactating women and older persons.</p>	<p>Makani centres provided trainings on nutrition therefore supporting the end of malnutrition</p>
 <p>3.4 By 2030, reduce by one third premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well-being</p>	<p>Makani centre health clubs and trainings on healthy lifestyles; COVID-19 safe programming</p>
<p>3.7 By 2030, ensure universal access to sexual and reproductive health-care services, including for family planning, information and education, and the integration of reproductive health into national strategies and programmes</p>	<p>Community awareness sessions at Makani centres on reproductive health</p>
<p>3.8 Achieve universal health coverage, including financial risk protection, access to quality essential health-care services and access to safe, effective, quality and affordable essential medicines and vaccines for all</p>	<p>Makani centres act as a basis for case identification and referral to medical services</p>

	4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and Goal-4 effective learning outcomes	Support enrolment in formal education; Makani centres providing informal education
	4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education	Makani centres providing informal education and ECD services
	4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship	Makani provides youth and adolescents with 21st-century skills
	4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations	Makani serves all children, regardless of their nationality, gender or other Outreach to vulnerable groups
	4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy	Makani centres providing Arabic and Math classes focusing on literacy and numeracy
	4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development	Integrated curriculum includes protection messaging, promotes social cohesion; community awareness raising
		5.1 End all forms of discrimination against all women and girls everywhere
5.2 Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation		Awareness-raising materials and information for caregivers on children's rights, protection, and gender-based violence.
5.3 Eliminate all harmful practices, such as child, early and forced marriage and female genital mutilation		Adolescents and youth are given child protection messages and activities focusing among others on early marriage
	6.1 By 2030, achieve universal and equitable access to safe and affordable drinking water for all	WASH services at Makani centres
	6.2 By 2030, achieve access to adequate and equitable sanitation and hygiene for all and end open defecation, paying special attention to the needs of women and girls and those in vulnerable situations	Makani centre community awareness sessions on personal hygiene; WASH services
	8.5 By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value	Makani provides youth and adolescents with 21st-century skills that make them more resilient and flexible, and helps them be job creators rather than job seekers

Further, the Makani programme is well-aligned with the triple-nexus approach to humanitarian, development, and peace programming.

“I think that Makani is one of the best examples to showcase the nexus. Because through the same programme, by using this vulnerability approach we are able to cover multiple groups, like host communities and also different refugee groups. This is facilitating social cohesion at community level, and that’s a key aspect for us, that it is a good tool for enhancing social cohesion.” – National KII

The vulnerability approach adopted by Makani, as well as its focus on community level and its use of embedded local partners for implementation, and its work at the intersection of development challenges such as education, decent work, and equality within a humanitarian context addressing the needs of refugee children, youth, and parents, all speak to Makani’s consistency with the ‘triple nexus’.

3.2.3 Consistency with policies and priorities of other development and humanitarian actors

The Makani programme is aligned with four of the five streams of the United Nations’ COVID-19 Socio-economic Framework and all HAC targets with exception of cash assistance to poor households, which remains an opportunity to build on through UNICEF’s Hajati cash-transfer programme.

UNICEF’s aim for the 2018-2022 country programme cycle is to ensure that “All vulnerable children in Jordan are healthy, educated, resilient, tolerant, innovative, critical thinkers and agents of positive change in their communities.” Key priorities related to this are social protection for children, focusing on the most vulnerable, early childhood development, ending violence against children, youth engagement, and emergency response.¹⁰⁴ The Makani programme aligns with all of these priorities.

The Makani programme is in line with four of the five streams of the United Nations’ COVID-19 Socio-economic Framework – this includes:

- reaching out to vulnerable populations to

promote health, social protection through sustained learning for all children.

- youth skills development to support employment and economy.
- increasing community participation and equitable service delivery.
- increasing social cohesion and community resilience.

“The programme complements and completes the work of the Ministry. Because [some] students do not get to enjoy their full rights to education due to overcrowding, they come to Makani, and Makani complements the role of the MoE.” – National KII, IP

“We support on a programmatic level, we support the MoSD, we work with the MOE on education, we are always providing referrals to formal education, and so we want to support the national framework, the national system. We don’t want that all children come to Makani and that’s that, no! Yes, you can come to Makani, but you also need to go back to school, because that is the national system, so we work as a component to contribute to the work of the MoSD, the MOE, NAF, with a number of ministries, in order to support youth, and the Ministry of Youth as well - so we can support our children, our teens, parents, and everyone within a comprehensive national framework.” – National KII

“There are the other organisations or projects that are funded by embassies, like the Canadian Embassy’s project for reading and maths for grades 1-3. So, Makani not only complements the strategies and priorities of the government, it is also complementary to the work of other organisations and actors.” – National KII, IP

104. UNICEF Jordan, ‘Jordan Country Programme 2018-2022’, 2019, <https://www.unicef.org/jordan/media/371/file/Jordan-Reports.pdf>.

The programme is not directly contributing to the macroeconomic response and multilateral collaboration stream (Stream 4), given this stream's policy-level focus on areas such as fiscal policy and support economies on a macro-level. However, the Makani intervention is consistent with the international frameworks' measures that are relevant to Makani, in particular streams II and IV which focus on social protection and basic services, and community resilience and social cohesion.¹⁰⁵

Except for cash assistance to poor households, the Makani intervention is in line with all HAC targets, including nutrition, health, WASH, child protection, gender-based violence, education, and communication for development.¹⁰⁶

One area of potential for increasing alignment, given this exception, might be increased pairing of Makani and UNICEF's Hajati cash-transfer programme which could improve enrolment, educational aspirations and learning outcomes.¹⁰⁷ It must be noted that efforts to synergise these programmes are already taking place.

"[...] having [children] supported with the cash assistance has also helped the parents be more open minded about their sons being occupied with learning, especially after COVID as it really affected their economic status, because during COVID almost all of them work in agriculture and during COVID they were not able to sell harvest and were highly affected, so this financial assistance has really helped them reduce debt." – National KII, IP

It was mentioned in KIIs that building further such synergies, including those such as the linkage between the Hajati and Makani programmes, is likely to be very effective but is also well-aligned with the approaches and policies of national stakeholders such as the Ministry of Youth and the National Family Council.

3.2.4 Coherence with policies and priorities of key stakeholders

Makani interventions are consistent and coherent with the priorities, goals and strategies of other United Nations nationally and in terms of global UN priorities, and with key stakeholder activities in Jordan at the national level generally.

The UN Country Team supports Jordan in bringing together UN agencies, funds, and programmes in Jordan in a more coherent way. As Makani is embedded in their strategy, the interventions are consistent and coherent with other UN and key stakeholder activities in Jordan.

Importantly, qualitative research also highlighted the complementarity of the Makani programme with Jordan's existing education programming. This was consistently noted by relevant stakeholders, who cited efforts to align the Makani programme's work to support engagement with formal education by its participants.

Specific examples of this complementarity highlighted include:

- Interactive homework support during COVID-19 harmonized with the Jordanian formal online education platform.¹⁰⁸
- Cooperation with Human and Inclusion to raise awareness and encourage adherence to the 2018 Jordanian building code for persons with disabilities, aligning with international standards of accessibility.
- In 2016, coherence concerns were raised regarding Makani's non-formal education replacing governmental formal education and diverting funds away from Jordanian schools. Makani has actively addressed this issue through adjustments to programming and collaborations with Ministry partners, underscoring that it is not intended to compete with formal education and shifting to a more complementary approach.¹⁰⁹

105. United Nations, 'A UN Framework for the Immediate Socio-Economic Response to COVID-19', UN Executive Office of the Secretary-General (EOSG) Policy Briefs and Papers, vol. 6, UN Executive Office of the Secretary-General (EOSG) Policy Briefs and Papers, 13 May 2020, <https://doi.org/10.18356/420812ce-en>.

106. UNICEF, 'Humanitarian Action for Children 2021', 2020, <https://www.unicef.org/reports/humanitarian-action-children-2021-overview>.

107. UNICEF, 'How to Maximise the Impact of Cash Transfers for Vulnerable Adolescents in Jordan' (GAGE, 2021), <https://www.unicef.org/jordan/reports/how-maximise-impact-cash-transfers-vulnerable-adolescents-jordan-0>.

108. UNICEF Jordan, 'Annual Report 2020', 2020.

109. Ecorys, 'Makani Evaluation 2018-2019'.

This was also however an area where many key informants saw opportunities for Makani – that is, to increase synergies with local partners and existing programming, like with the Hajati programme or the previously mentioned Takaful programme – another possible synergy noted was with other IPs working on UNICEF or government programming with whom information sharing could help to better assess needs and identify vulnerable children to participate.

3.3. Effectiveness

“I would preface [any assessment of the Makani] by saying that in my view I think Makani is incredibly pioneering - it’s a unique model that there’s an incredible amount to learn from, and there are lots of challenges but there are few similar models, the fact that they are working for an extended period of time with both refugees and host communities, whereas what we tend to see is short term investments, and this is also at scale, reaching up to 100,000 people per year which is also unusual when so many projects are so small scale. It’s really critical to preface any assessment of Makani around that.” – National KII, Research Partner

The effectiveness of Makani was explored through consideration of 1) achievement of the planned results of the Theory of Change (see Annex 6.3 for full Theory of Change), 2) meeting the needs of vulnerable children in Jordan and 3) the role of the integrated approach in meeting intended outcomes. The following highlights key takeaways from the detailed discussion below:

- Overall, Makani beneficiaries are highly positive about the programme’s effects on children’s and adolescents’ school performance, motivation to learn, and self-confidence; these effects were most apparent among more vulnerable populations, such as girls and refugees.
- The Makani programme contributes positively to children’s and adolescents’ sense of belonging and participation in their communities.
- Makani beneficiaries highly value the Makani centres, offering a safe and inclusive space for children and adolescents as well as their parents. There is some variation among populations, however.

- Reported attitudes towards child rights and gender equality among beneficiaries and non-beneficiaries suggest overall positive impacts on beneficiary attitudes.
- Qualitative research highlighted that Makani has reached a number of remote areas and a wide range of children and youth and parents, bringing opportunities to these parts of the country and to a diverse group of beneficiaries.
- While Makani targets vulnerable populations, both project documents and results from the research highlight gaps in reaching and meeting the needs of certain groups of vulnerable children living in Jordan.
- The integrated approach has delivered the same level of positive results in terms of improvements in performance and school readiness, while simultaneously embedding life skills messaging and other components which have been well received by parents and children.
- Partners saw the programme, and UNICEF’s Makani team, as being flexible and adaptable, open to updating and refining the programme in response to their feedback, the needs identified and the lessons they have learned.

3.3.1 Achievement of planned results

Overall, Makani beneficiaries are very positive about the programme’s effects on children’s and adolescents’ school performance, motivation to learn, and self-confidence; these effects were most apparent among more vulnerable populations, such as girls and refugees.

In Makani programme’s Theory of Change, Outcome 1 is **vulnerable children and young people acquire and apply relevant and effective skills to improve their transition to adulthood and positively engage in community life**. Two main components were designed to feed into this outcome area including: 1) provision of equitable, safe, quality learning and 2) age-appropriate, gender-responsive skills building opportunities.

On all of these topics, over 88 per cent of beneficiaries agree that the programme has brought positive changes. Moreover, 84 per cent of adolescents who participated in Makani felt they could give a presentation without hesitation or problems, compared to 77 per cent of non-beneficiaries, further underscoring increased self-confidence.

“I feel I can learn about anything. And I can participate in lessons. I feel more motivated to participate even if I said something wrong. I don’t feel shy anymore.” – Child FGD, Host, Female

“I used to struggle a lot with my son to wake him up to go to school every day, but when I enrolled him in the learning support classes at Makani centre and he attended classes by Mr. Ahmed, my son started to wake up on his own and couldn’t wait to go to the centre to attend Mr. Ahmed’s classes.” – Parent FGD, Camp, Male

However, on **learning outcomes**, parents of Makani beneficiaries and non-Makani beneficiaries (i.e., host community members) rated their children’s performance on math and reading equally high. Similarly, adolescents’ life skills and attitudes other than presenting were comparable between beneficiaries and non-beneficiaries, including accepting a diversity of ideas or opinions, learning from mistakes, and being able to articulate thoughts, feelings, and ideas. **This similarity could be interpreted as a net positive on the impact of Makani** – the non-Makani group consists of more people from Jordan without a background of migration and likely more familiar with the school system compared to the beneficiary population.

Indeed, considering Syrian participants only, the parent-rated reading performance of children who participate in Makani was higher than of those who do not participate. 24 per cent of parents of Makani beneficiary children from Syria (161 out of 511) rated their children’s ability to read very well, compared to 13 per cent of parents of Syrian non-beneficiary children (8 out of 61). Similar findings were found for math ability among Syrians, as well as comparing the math and reading ability between beneficiaries and non-beneficiaries from other countries.

Parent-rated reading performance for Syrian beneficiaries vs. Syrian non-beneficiaries

Beneficiary: 24 per cent rated their children’s ability to read as ‘very well’

Non-beneficiary: Only 13 per cent rated ‘very well’

The impact of Makani learning support was most prevalent amongst Syrian refugees and remote ITS communities (for example, with over 10 per cent more of the parents of Syrian child beneficiaries rating their child’s ability to read as very well than among their Syrian non-beneficiary counterparts). However, among Jordanians, parent-rating learning outcomes were relatively similar between Makani and non-Makani beneficiary children. A number of potential factors may explain this finding, such as that the beneficial effects of the Makani learning component are higher for Syrian children and other nationalities, that there are different ‘baseline’ levels for these groups, or perhaps that Makani is just as successful as such elements in formal schooling.

During the FGDs, Syrian parents discussed the change they noticed in their children after coming from the difficult situations of Syria to the safety that the children experienced in Makani, stating that it affected the children’s behaviours significantly.

“We’ve been through difficult times in Syria and the children were severely affected. When we first came to Jordan, we spent a few years without schools or education. Then we came here. When we first arrived here, [my son] behaved badly with his siblings but when he started coming to Makani, his behaviour changed because the teacher was teaching him about right and wrong. His mother and I, we teach him things, but education plays a major role in the child’s life. It teaches him how to behave with people and in life. My son wants to study physics and chemistry.” –Parent FGD, Camp, Male

“Also, the psychological state; the situation was hard in Syria; you know the bombing and the war; here, they feel safe; when they go to Makani, they felt safe; they do everything.” –Parent FGD, Camp, Female

These effects were even more noticeable among children in ITSs than children living in host communities and camps.

While learning outcomes were comparable between Makani beneficiaries and non-beneficiary children from host communities, 71 per cent of Makani parents in ITSs rated their children’s ability to do maths high (‘well’ or ‘very well’) (24 out of 34), compared to 48 per cent of non-Makani parents (14 out of 29). The parents at ITS centres emphasised the educational benefits they saw in their children, particularly in the improvements they made in Arabic, English, and Mathematics.

Further, the addition of skills building activities and opportunities to engage at the Makani centres helped build confidence and hope for the future among children, particularly highlighted in qualitative discussion with children and parents. Developing educational knowledge, along with skills, helped increase motivation among adolescents to be more connected and engaged with their community. Students specifically cited the Skills Building and Social Innovation courses along with the recreational activities as helping students build confidence in themselves.

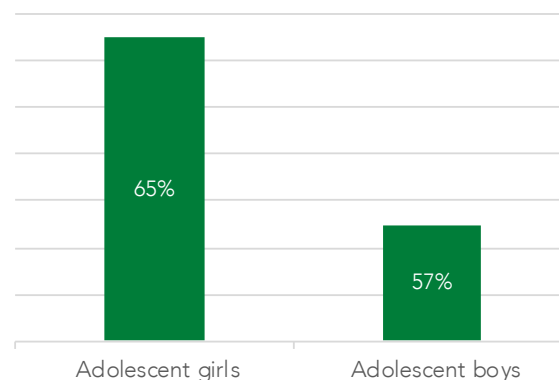
“I learned that when we have a problem, we shouldn’t always take the solution that everyone takes. We might think of other solutions and choose the best one because maybe people always choose the worst solution. We should always think of new solutions.” - Child FGD, Camp, Female

Female students emphasised how the confidence they’ve developed while participating in Makani activities helped them better engage with others and stand up for themselves. While both girls and boys are positive about the effects of Makani on their confidence, 65 per cent of adolescent girls (148 out of 230) strongly agreed that Makani increased their confidence, compared to 57 per cent of adolescent boys (67 out of 117).

During FGDs, female participants expressed much stronger enthusiasm about the benefits they received from skills building activities such as in building confidence, self-development, and social awareness than the male FGDs participants. They discussed the social stigma of women having a

career with participants stating that they learned that they learned that having a job was not a “disgrace or illegal.”

Figure 6: Per cent of adolescents who strongly agree that Makani has increased their confidence



“This made us think about the future... the teacher told us that we have to remain ambitious and insist on achieving our dreams.” – Child FGD, Host, Female

Practically, the programme also helped female students in particular develop financial skills in order to understand methods of income and how to spend their money wisely, who reported this in qualitative research. However, with regards to the effects of Makani on school performance, boys were slightly more positive than girls. While Makani increased school performance among 100 per cent of boys under 12 (15 out of 15) and 93 per cent of adolescent boys (109 out of 117), this percentage was 92 per cent among girls under 12 (184 out of 200) and 87 per cent among adolescent girls (196 out of 230).

On a practical level, learning specific skills related to potential employment helped children and youth think about the future. These ambitions helped motivate the students to study and work towards their goals, thus establishing a sense of purpose. This was particularly emphasised in urban locations, among Jordanian participants.

“After I had the course about Turkey and the computer course, I now have an ambition to travel to Turkey and to study there. Even though society may not accept that girls travel and work, we can do something at home. For example, designing a website and working.” – Child FGD, Host, Female

Across locations, Makani parents noticed that their children were more motivated to learn and most often cited the Makani facilitators and the way they treat students as the key factor. This was also emphasised by students as well; Makani facilitators played a significant role in helping children believe in themselves, particularly by taking the time to get to know them and making them feel cared for.

“I would really like to thank the [facilitator] because she helped me a lot. She discussed with me what might and might not be suitable for me. She was seriously very good.” Child FGD, Camp, Female

The Makani programme contributes positively to children’s and adolescents’ sense of belonging and participation in their communities.

Outcome 2, in Makani’s Theory of Change, is **vulnerable children, adolescents and youth connect with others and engage meaningfully in their communities to overcome social isolation by contributing to enhanced wellbeing and civic identity among refugee and host communities.** Most beneficiary parents (95 per cent) felt that the programme helped their children feel more connected to the community (698 out of 766) and 92 per cent of adolescents (319 out of 347) feel more secure in their community as a result of Makani. In terms of community participation, the figure below outlines types of engagement by beneficiary and non-beneficiary adolescents. Overall, Makani adolescents volunteered more regularly, are aware of volunteering options and believe in their ability to contribute to their community.

Makani also provides opportunities for community engagement. Students most frequently cited participating in city cleaning activities or an apple-for-

a-cigarette campaign as a part of their volunteering experience. Many of them stated a desire to contribute to society as a reason for why they chose to participate. Female students typically seemed to be more vocal about the benefits they encountered while volunteering than the male students.

Further, Makani centres provided opportunities for broader community engagement and building connections. Parents noted that people started “engaging with others and visiting each other” as a result of the children interacting with each other more at the centres. This provides “strength and cohesion in the community.”

“When our child is engaging with another kid, the parents would engage with his parents, and it would turn into brotherhood. The kids feel as though they’re in their home country. For example, when I tell my children that we will return to Syria, they would start crying saying that they want to stay here.” – Parent FGD, Host, Female

Makani beneficiaries highly value the Makani centres, offering a safe and inclusive space for children and adolescents as well as their parents. There is some variation among populations, however.

Outcome 3 focused on **vulnerable children and young people use age-appropriate and gender-friendly services and are aware of their rights contributing to enhanced social and emotional wellbeing.** Activities targeted at this output include child protection interventions; safe, accessible, and functional Makani centres; and facilitating access to health, nutrition, and WASH at ITS.

Not only do the majority of children (90 per cent; 690 out of 766) and adolescents (85 per cent; 296 out of 347) feel at home at the Makani centres, but parents do as well as Makani offers a safe space to

Figure 7: Measures of Social Cohesion Among Adolescents

	Makani Beneficiary Adolescents	Non-Beneficiary Adolescents
Volunteer on a regular basis in the community	70 per cent	54 per cent
Aware of volunteering options	66 per cent	49 per cent
Believe in their ability to contribute towards development of their community	81 per cent	69 per cent

them, with 97 per cent of parents indicating feeling safe and comfortable at the centres (97 per cent; 209 out of 215). There were some variations with regards to equity and inclusiveness of the Makani centres:

Makani centres are safe and comfortable

90 per cent of children feel at home at Makani centres

85 per cent of adolescents feel at home at centres

97 per cent of parents feel safe and comfortable at centres

- Jordanians and Syrians feel substantially more at home at the Makani centres than beneficiaries from other nationalities.** While 91 per cent of Jordanian (71 out of 77) and 91 per cent of Syrian (609 out of 669) children under 12, as well as 88 per cent of Jordanian (44 out of 50) and 86 per cent of Syrian (236 out of 274) adolescents felt at home at the Makani centres, these proportions were only 50 per cent (10 out of 20) and 70 per cent (18 out of 23) among children and adolescents respectively from other nationalities.
- The extent to which Makani centres offer a safe space seems to be even higher in ITSs,** where 100 per cent of children (N=34) and 96 per cent of adolescents (22 out of 23) feel at home at the Makani centre, compared to 89 per cent of children (433 out of 486) and 86 per cent of adolescents (224 out of 261) in host communities, and 91 per cent of children (223 out of 246) and 79 per cent of adolescents (50 out of 63) in camps.
- The proportion of children with a disability feeling at home at the Makani centres was lower compared to children without a disability** (79 per cent; 34 out of 43 versus 91 per cent; 656 out of 722), suggesting that more attention should be paid to offering disability-friendly Makani services.

FGDs reveal that the vast majority of students all feel safe at Makani, largely as a result of the Makani facilitators treating the students kindly and the

friends they make at the centre. Female students seem to encounter slight discomfort or uneasiness during their first trips to the centre, but this is quickly replaced by a feeling of welcomeness and safety through the facilitators and staff members.

“Honestly when I came the first time, I went in and left because I felt like an outsider because I knew no one. Then the first week I came here, I met Miss Hanan and met friends. I started loving coming here to see my friends. I feel like I am at home here.” – Child FGD, Camp, Female

Across different locations, parents expressed that Makani was a safe place and they felt comfortable having their children be there. Additionally, when their children come back from Makani, parents noted that children are in a good mood, unlike when they come back from school where they encounter violence.

“First of all, Makani is a safe place for the children. There is no risk of aggression. The children are supervised.” – Parent FGD, Camp, Male

“It feels safe when they pick up your child from the doorstep and you would feel relieved when he’s at the centre without having to worry about him.” – Parent FGD, Host, Female

Nearly every child participant stated that everyone was treated equally, regardless of race, ethnicity, or gender, during the Makani activities, some stating that the community in the centre was like a family. This was reiterated by one parent FGD that the lack of discrimination as another major factor for why they felt comfortable sending their children to Makani.

Reported attitudes towards child rights and gender equality among beneficiaries and non-beneficiaries suggest overall positive impacts on beneficiary attitudes.

Although awareness of the right to be protected from violence, exploitation and abuse is high among adolescents participating in Makani (99 per cent; 342 out of 347), the survey revealed no differences from non-beneficiary adolescents (99 per cent; 211 out of 213). While there was almost no difference at all among the beneficiary group (all Jordanians said yes, and 99 per cent of Syrians said yes),

there was some difference between Jordanian and Syrian respondents in the non-beneficiary groups, within which Syrian respondents were more likely to respond 'no', that children did not need to be protected (11 per cent of Syrian non-beneficiaries vs 2 per cent of Jordanian non-beneficiaries). This suggests that the Syrian beneficiary group parents are likely to have been positively impacted by Makani's child protection messaging. Similarly, reporting or seeking help for incidents of violence or harassment seemed to be equally common among Makani and non-Makani adolescents.

The figure below highlights the different parental attitudes around child rights, revealing slightly better results among Makani beneficiaries across several statements. However, attitudes towards child labour, child protection from violence, exploitation, and abuse, and child marriage were comparable between Makani and non-Makani parents, a positive finding considering that the beneficiary group may realistically be expected to have initially different attitudes on child rights, suggesting that Makani may in fact have improved participant attitudes.

The positive effects on community attitudes towards child rights seem to be particularly present among Syrian beneficiaries, suggesting a positive impact from Makani programming. Where 14 per cent of non-Makani adolescents (3 out of 21) and 17 per cent of adults (3 out of 18) think that girls should stay home rather than go to school, this proportion is only 6 per cent among both Makani adolescents and parents (16 out of 274 for adolescents; 15 out of 237 for parents), with Makani beneficiaries showing more positive attitudes than non-beneficiaries overall

Figure 8: Parent Attitudes on Child Rights - Beneficiary vs. Non-beneficiary

Survey question 'statements'	Parental agreement with survey 'statements' on child rights	
	Makani Beneficiary Parents	Non-Beneficiary Parents
Child labour is acceptable	23 per cent (66 out of 287)	29 per cent (48 out of 163)
It is better for girls to stay home and not go to school	5 per cent (15 out of 287)	7 per cent (12 out of 163)
Teachers can hit or shout at children	21 per cent (61 out of 225)	27 per cent (44 out of 163)
Parents can hit or shout at children	45 per cent (113 out of 287)	52 per cent (84 out of 163)

110. Note that higher prevalence and different attitudes to child marriage are a known challenge in particular in ITS settings – however, given the comparably small sample size, this is not addressed here.

111. National KII

112. Local KII, Host, VIR, Male – Zaatari

on this front. Similar trends were observed with regards to child marriage.¹¹⁰ Among Jordanians and other nationalities, attitudes towards girls going to school and child marriage were relatively positive among non-Makani beneficiaries, explaining why little improvement was observed due to Makani.

Regarding reducing child labour for example, the lessons given by Makani have reportedly resulted in children coming home and talking about the content they learnt with their parents, engaging them and making them consider the importance of education and how that could lead to them getting jobs later on. This has reportedly decreased child labour and encouraged parents to keep their children in school rather than pushing them to work:

“Now they know that they should go to school, they should succeed, because they can become something in the future” – Local KII, Host, Male

However, some partners did note an ongoing need to continue working to change community and youth mindsets about work more broadly, not just considering the value of education versus work, but encouraging youth to value new kinds of work beyond traditional valued roles in government or public sector work, for example, to address the range of employment challenges faced by youth in Jordan.¹¹¹

Similarly, with regards to child marriage, increasing awareness about the risks of child marriage and encouraging the fulfilment of other child rights like education has decreased its prevalence – one Jordanian partner noted that “the percentages of early marriages decreased a lot in 2021.”¹¹² A range

of IPs noted seeing improvements among parents in terms of the impacts on norms and attitudes around child rights. Thus, the Makani programme through awareness raising of children's rights has likely contributed to child protection outcomes for beneficiary children and may have further had flow-on effects to the wider community.

"The increased awareness offered by the Makani programme about the protection of the child that we support and nurture. We have a big role in the protection of the child against all kind of violence, verbal or physical. We can see the results and the good effects of this role." – Local KII, Camp, Male

"When it comes to child protection in general, the perceptions of parents in ITSs are much better in ITSs than those that are not having Makani centres [...] I think we are beginning to change norms. We've also worked with people who were married early to help us raise awareness with younger girls on the negativity of early marriage and a lot of approaches have helped on CP" – National KII, IP

Female beneficiaries who participated in qualitative research for this evaluation themselves noted the impacts on their own attitudes, reporting having learned about child marriage as something that was harmful through their participation in Makani.

"They gave us a course about early marriage. I used to hear that it's something very good, but when they taught us about it, I learned that it's very bad." – Child FGD, Camp, Female

It was also noted that having male and female facilitators at Makani centres working together has confronted social norms in the community that usually keep genders segregated in similar contexts. This has confronted and challenged these social norms. As this happens in similar environment, it also normalises these experiences for children.

From qualitative results, however, emphasised changes in attitudes since the advent of Makani programming, particularly related to the impact of parenting classes.

"[Regarding the] impact on mothers – as you know when you teach a mother how to communicate

with her children, how to ensure a safe space for their child, how to understand their needs. Given the fact that we work in impoverished areas, they often lack the knowledge of how to provide the best care to their children, how this has an impact on the upcoming generations, how children are the future youths, and the importance of their early childhood years, the first 5-years can shape their future, and their development. This impact is huge, the impact on the development of these children and on their productivity, outlook and mindset, their behaviour, values, and education, when you do this in all the governorates, it means you are contributing positively to a productive future generation." – National KII, Government

Parent case studies emphasised that they learned how to manage anger and develop strategies to deal with their children such as setting rules or using breathing techniques to manage stress.

"I learned how to guide him without punishing him. I also learned how to be patient. I changed my behaviour and a lot of other stuff. The lecturer was very good. She changed how we treat our kids, and we became more positive." – Parent FGD, Host, Female

"Yes; violence isn't good for a child; it's negative for him; before, I used to hit my child once or twice; so, he got used to it; however, now I talk to him; in the way of raising; we speak more; I treat my child in a different way without violence; there are positives now. As for the negative, we might have used to hit the child; so, the child gets used to it; it's a negative influence; he'd know that he'd be hit; so, he'd keep going with what he does; now, there is a different way; there is a study about it." – Parent FGD, ITS, Male

The survey revealed room for improvement with regards to the awareness of Makani's child protection services. Among Makani beneficiaries, about one-third of adolescents and parents of children under 12 were unaware of community events around child protection. Among non-Makani beneficiaries, only 5 per cent of adults and adolescents (31 out of 730) were aware of these events, suggesting opportunities for increasing awareness to expand the reach of Makani services.

3.3.2 Meeting the needs of the most vulnerable children

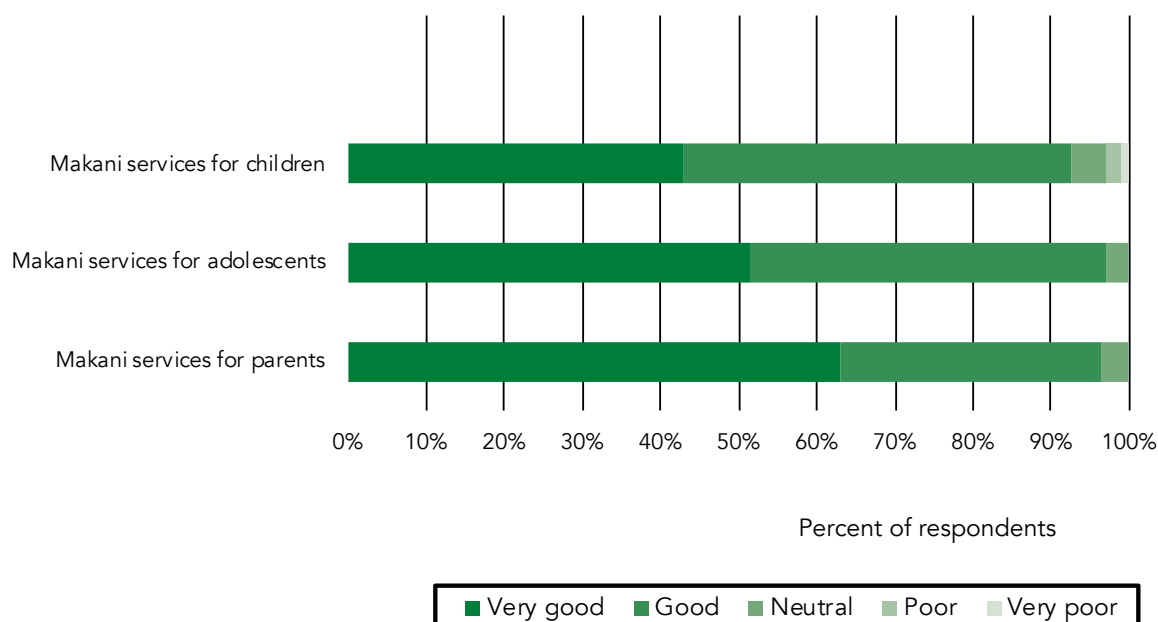
Qualitative research highlighted that Makani has reached a number of remote areas and a wide range of children and youth and parents, bringing opportunities to these parts of the country and to a diverse group of beneficiaries.

Makani created safe spaces for these children and brought more awareness and resources towards child protection. The services offered by Makani did not stop during COVID-19. Its achievements have led to positive feedback and support from society seen through “[t]he happiness of the parents

and the success of the students at school.”¹¹³ Furthermore, the significance of their impact is reflected by the ongoing demand, and how many people are continuously registering themselves to the programme:

“We’ve noticed how many people are registering day by day.” – Local KII, Camp, Male

Figure 9: Quality of Makani services for children (N=766), adolescents (N=338) and parents (N=231)



Overall, the majority of Makani participants feel that they can go to Makani when they need help, with 93 per cent of children, 78 per cent of adolescents (272 out of 347) and 76 per cent (164 out of 215) of adolescents being able to go Makani when in need of help. Reiterated elsewhere in this report, Makani beneficiaries are highly positive about the quality of services.

Figure 7 shows that most Makani services provided to children, adolescents and parents are rated (very) good. The rated quality of services did not differ across locations (camp, host or ITSs).

While Makani targets vulnerable populations, such as refugees, both project documents and results from the research highlight gaps in reaching and meeting the needs of certain groups of vulnerable children living in Jordan.

Even with all these achievements, there are still a number of children who are not being reached to and who could benefit from the services offered by the Makani programme. Key informants consistently reported that several vulnerable groups continued to be underserved by Makani, including children with disabilities, and girls or young women who were married.

113. Local KII, Camp, Male- check location (IDI05)

- Children and adolescents with disability:** The proportion of children and adolescents with a disability in the Makani programme is 5 per cent and 6 per cent respectively. Given that the prevalence of disabilities among children and youth in Jordan ranges from 5.4 and 6.4 per cent¹¹⁴, the proportion within the Makani beneficiary population seems representative of the national population, suggesting that Makani services are also relevant for this population group. However, given the level of vulnerability for this group, and the range of challenges that they may face accessing formal education, this group should, in fact, be over-represented in the Makani programme if it were indeed reaching the most vulnerable. As a study on disability in Jordan notes, “illiteracy is linked to disability (functional difficulties) and to lower levels of education”¹¹⁵, highlighting the need of reaching this population. In project related reports, this was attributed to poor finance resourcing, limited staff training, and centres not being physically adapted.^{116,117} Reports highlight a need for more active outreach and services better tailored to the needs of children with disabilities¹¹⁸ (despite shadow facilitators doing monthly visits during COVID-19 to support children with disabilities).¹¹⁹ From the survey results, adolescents and children with disabilities felt less able to go to Makani when in need of help. Among adolescents, 71 per cent of disabled adolescents (12 out of 17) felt they could go to Makani when in need of help, compared to 79 per cent of adolescents without a disability (260 out of 330). Moreover, 86 per cent of parents with a disability (12 out of 14) compared to 76 per cent of parents without a disability (152 out of 201) felt they could go to Makani when in need of help. This suggests room for improvement in meeting the needs of disabled persons in Jordan.
- Married girls:** A similar finding occurs with married girls in the Makani programme – the level of child marriage among the evaluation quantitative research participants was very similar between the beneficiary and non-beneficiary group, but again, as a population likely often severely restricted in access to education due to care burdens and social norms around girls education and gender roles, this group should likely be over-represented among Makani participants if the programme is serving the most vulnerable. Conservative social norms preclude the most vulnerable adolescent mothers from attending.¹²⁰ Instances reported where Makani facilitators did not intervene when girls told to drop out to get married.¹²¹

Further, Local KIIs also flagged that some felt that there were access issues within the programme.

Makani centres do cater to a large population of women and girls, and provide some services and activities aimed towards female parents / older women. However, it was noted that poor transport was limiting people’s abilities to reach the centres, and gender norms were still limiting girls and women’s engagement as “Some cities in Jordan are ultra-conservative and they might find Makani centres not suitable because of the intermingling between females and males, but we have to make sure the Makani centres are available across Jordan.”¹²² Another issue rooted in discrimination based on gender norms was that not enough attention may be being brought to cases of sexual and domestic violence identified in communities. Local KIIs also highlighted, as did others, that the programme was not reaching enough children with disabilities, and so the need to reach out to families in this demographic and to ensure that the Makani programme has the resources to engage with this demographic was voiced. This links to the general need for Makani to broaden its umbrella of participants and invite more beneficiaries. Facilitators were also said to need more training to address these challenges – possibilities might include further training on gender sensitive pedagogies or inclusive education.

114. The Reality of Disability “Functional Difficulties” in Jordan, based on the data of The General Population and Housing Census 2015. http://www.dos.gov.jo/dos_home_e/main/population/census2015/Disability%202021.pdf.

115. Ibid.

116. Elizabeth Presler-Marshall et al., ‘Leave No One behind: Adolescents with Disabilities in Jordan’ (GAGE, 2019), <https://www.gage.odi.org/wp-content/uploads/2019/07/Disability-with-comments.pdf>.

117. Jones et al., ‘Adolescent Well-Being in Jordan’.

118. Ecorys, ‘Makani Evaluation 2018-2019’.

119. UNICEF Jordan, ‘Annual Report 2020’, 2020.

120. Elizabeth Presler-Marshall et al., ‘Leave No One behind: Married Girls in Jordan’ (GAGE, 2019), <https://www.gage.odi.org/wp-content/uploads/2019/07/Child-Marriage.pdf>.

121. UNICEF, ‘How to Maximise the Impact of Cash Transfers for Vulnerable Adolescents in Jordan’.

122. Local KII, Host, Female

From the evaluation respondents, parent FGDs expressed the need for more financial support and necessities such as clothing, electricity, food, or transportation to reach their educational institutions. These further highlight potential barriers for the most vulnerable populations to accessing Makani.

“We live in a remote area and the means of transportation are very difficult to reach, for example I have 3 children who go to the centre, and they need transportation, so they need 15 JOD a month per person for bus rides which means I need 50 JOD. Therefore, since UNICEF is offering its support, it should also offer financial support for our kids. This is what I request the most. My son is in the 4th grade and sometimes he goes and returns on foot, and I am concerned about his safety on the roads because the school is far. Therefore, I need financial support since their learning support is amazing.” - Parent FGD, Host, Female

Other concerns raised included the limited places in programming for older youth (i.e., those over the age of 18) and the need to find ways to engage with and support this group further, and the broader challenge of catering to both the refugee population in Jordan as well as an increasingly vulnerable Jordanian population. However, there are some efforts underway, introduced in 2021, currently to increase this kind of support for older youth, such as digital courses and referrals to technical and vocational training for this group.

Case Study: Makani Adaptations at EAC Centres

“At Makani, we would send messages to the children, to participants related to psychosocial support. Every facilitator has a WhatsApp group for their students, and they would send coping messages to them, on how to cope with COVID19, and the importance of hygiene, and these were always age-appropriate messages, not like the promotional messages or public messages shared by the public authorities. As a UNICEF partner, we also dedicated one day a week to psychosocial support. On Thursdays we would have a puppet show. There is a character

we came up with. So, this puppet would talk about COVID19, cleanliness, health, food, the importance of sports, how to strengthen the immune system. So, it was very positive, very positive. The puppets for example I remember we said one Thursday, you know maybe we shouldn't have another puppet show, maybe the parents aren't benefiting. By the way, the puppet show is a 3-minute sketch that we would shoot, and we would send the video via the chat groups. The only difference between sketches was that they targeted different age groups. Anyway, so that day we decided not to have the puppet show, and we couldn't keep up with all the calls coming in. “Where is Zaghlool?” – that was the name of the character. ‘How come we didn't see him today’ So, Makani played a very active role during COVID19. We were even able to obtain a formal permission to continue to provide PSS. (NB: To provide face-to-face PSS activities.) A month or so after the lockdown was over, we were able to obtain formal permission from the Ministry of Social Development to continue providing psychosocial support in some form or another. Makani had a very positive impact during COVID19.” – National KII, IP

3.3.3 Impacts of the integrated approach

The integrated approach has delivered same level of positive results in terms of improvements in performance and school readiness, while simultaneously embedding life skills messaging and other components which have been well received by parents and children.

A strong finding from review of the pre- and post-data collected by UNICEF as part of regular Makani monitoring is that the increase in mathematics and Arabic skills related to Makani attendance has remained similar across the years, both prior to and after the integrated approach was instituted.¹²³ This suggests that the integrated approach has not impacted the programme's ability to reach intended outcomes, and that Makani is continuing to succeed in supporting the most vulnerable overall.

123. 'UNICEF Makani Monitoring Data on Participants' Performance Pre- and Post-Attendance', n.d.

Figure 10: Average improvement in Makani learner outcomes (Source: UNICEF monitoring data)

	Average improvement			
	2018	2019	2020	2021
Mathematics (max. score = 40)	+12.6	+9.9	+ 13.0	+ 9.9
Arabic (max. score = 60)	+16.6	+12.8	+ 18.3	+ 12.8

This lack of any major drop in performance strongly suggests that the integrated service delivery approach has been able to deliver the same level of positive results in terms of improvements in performance and school readiness in these skills, while simultaneously embedding life skills messaging and other components which have been well received by parents and children.

Qualitative research also highlights that feedback on the integrated approach, and components which are now embedded in the curriculum, were positively viewed by parents:

“Taking education for example, the impact on the schools - there are a number of centres who have contacted us with thank you and letters of gratitude...even as a formal letter to the managers of the centres, they write to the manager “thank you for teaching our children we really see the impact, not only on learning.” When you teach them how to respect others, and how to protect themselves, these PSS and child protection messages and child protection messages you are providing them with, are all having an impact. They are actually coming to school, they are attending classes, they are different, they are more focused, their learning skills are enhanced.” – National KII

As this report also notes, the feedback around the life skills components such as financial literacy, child protection messaging, and emotional and conflict management or resolution skills have all been strongly positive, and this feedback has come from partners, beneficiary parents, and beneficiary children and youth alike. Young boys noted how the programme helped them to better manage and understand their emotions; communities have highlighted that participants are playing a greater role in their communities; young girls have

reported learning to understand what constitutes violence, and how child marriage, for example, can be harmful. Others also noted children giving support to their parents with what they had learned, including child protection messaging but also digital literacy. Makani facilitators also advocated for the approach, in particular praising its flexibility, and how they can adapt classes to suit their students and bring in elements on child protection, or psychosocial support, when they are needed or when they naturally arise, helping to engage the students better overall.

However, it is also important to note that while the general effects of the rationalisation measures beginning in 2018 were positive, they did initially appear to lead to a drop in attendance rates for the most vulnerable groups, including those with disabilities, children in ITSs and OOSC.¹²⁴ Efforts to broaden the reach and increase the attendance of children in ITSs have been made and increased access to Makani centres provided by increasing the number of centres in ITSs – digitisation efforts have also reportedly assisted with increasing the reach of the programming into ITSs, with the new provision of tablets for remote learning access provided during COVID-19 having great potential to continue to increase engagement with this often more difficult-to-access and more remote community, as well as with other remote communities more generally.

Partners saw the programme, and UNICEF’s Makani team, as being flexible and adaptable, open to updating and refining the programme in response to their feedback, the needs identified and the lessons they have learned.

Because it was considered to be likely that many children and parents may not be aware of the change in the Makani programme, particularly those who had participated in the programme more recently, this

124. Ecorys, ‘Makani Evaluation 2018-2019’.

evaluation also asked beneficiary participants about changes they had seen in the programming and at centres more broadly, and their attitudes regarding any such changes.

Centre Observations highlighted that Makani has in fact changed a great deal over time. The focus among these groups was on how the staff initially were not extensively trained or highly qualified, but now feel equipped and are immersed in and knowledgeable of the centres' activities. This was reported to be as a result of training as well as their ongoing experience of working with such diverse beneficiaries, which enhanced the skills of staff and facilitators. This likely contributed to facilitator and staff satisfaction, and some reported that this had made their work easier and more enjoyable.

“My personal and professional skills have developed greatly through daily work and participation in various training courses.” – Centre Observation, Host

Furthermore, the quality of services was also said to have improved.

On a more strategic level, a range of other key changes, such as adaptations to targeting, the institution of a Steering Committee, digitisation efforts, and experimentation with synergies such as a cash plus approach (via Hajati, for example) were highlighted as major and generally positive developments in the recent years of the programme.

Partners noted changes in how the programme targeted beneficiaries, reflecting the efforts to focus on reaching the most vulnerable as well as changes in the Makani approach to target overall which included a wider range of participants including not only refugees but host community members, ITSs, and other vulnerable communities. Also noted were the improvements to the curriculum, reporting a better structure to the ECD component, for example, and stronger guides and manuals for how to implement the curriculum, as well as the addition of the digital and financial literacy components.

“I view the changes as positive. It has made the programme more structured.” – National KII, IP

“There’s been a lot of changes since our partnership.

We started off having education alone, child protection alone, then at some point had them merged together, which had a positive impact in terms of getting the children to do an activity without knowing we’re working on a behavioural change, but through the activity they understand the issue, without having someone to tell them what to do but for them to understand the objective through a game or through an activity, as well as having child protection messages going through education was really positive.” – National KII, IP

Partners also reported an increase and improvement in services for older youth, and generally more age-appropriate services and targeting. Tailoring content to different age groups was reportedly improved, and the wider range of services for older youth like ICT skills, computer labs, social innovation labs, and vocational training were all well regarded. This aligns with an ongoing shift in the Makani programming towards considering a stronger linkage with vocational training or services to increase employability for older participants in particular. This responds to an important challenge – making the programming relevant to youth, in a context of high youth unemployment:

“The challenge to be fair is also how we can make the programme more attractive for children and youth. Why? As you may know, the youth in an environment of socioeconomic challenges are not focused on how they can build skills to have access to the labour market and generate income. That’s why we have introduced these certified digital courses, these hard skills, but also facilitating access to the skills and vocational training. I think overall those are the challenges and the vision that we have with the programme.” – National KII

The creation of the Steering Committee and the increased government involvement in the programme was noted in particular by the national level stakeholders as a successful change that the programme should continue to build on in future. This relationship and cooperation, along with the engagement with local partners after the shift to using national rather than international IPs, was often cited as a major factor in the success of the Makani programme's COVID-19 response specifically. Other lauded efforts included the use of the cash plus

approach, which has been noted as a positive step with good impacts so far, though this is a fairly new development:

“Another component that we just introduced months ago is what we call the Makani plus component. This is linking our Makani programme with the cash (Hajati) programme. We found that one of the key barriers that many of the beneficiaries were facing to have access to the centres but also for not dropping out was that given the high level so vulnerability and poverty of the households, those households had to engage in different negative coping strategies such as child labour, so we decided that one of the ways to tackle that problem was to provide jointly with our comprehensive package of services with Makani, a cash support that might help the households to cover that opportunity cost of sending their child to the centres. [...] This new component is showing good results in the short timeframe.” – National KII

Partners and key informants also emphasised how important Makani’s approach to change, and to learning, was overall.

“We’ve been partners with UNICEF now for almost 4 years and it’s been different every year, not at all a copy-paste programme, which makes us as a team here more motivated to work. [...] We’ve had the focus group discussions in evaluations to make sure that we hear from them and reflect it in the design of the next phases.” – National KII, IP

3.4. Efficiency

The efficiency of Makani was explored by comparing the costs of camp, host and ITS models and assessing the effect of the integrated model on delivery of Makani. The following highlight key takeaways from the detailed discussion below:

- While costs have steadily decreased overtime, the high reported quality of Makani services and the consistent and increasing demand suggests that the programme is delivering effectively and underlines the value of the current approach.

- 70 per cent of the total Makani programme costs are attributed to frontline staff salaries, which highlight a critical and valuable investment in Makani’s success.

3.4.1 Value for money & improved efficiency

While costs have steadily decreased overtime, the high reported quality of Makani services and the consistent and increasing demand suggests that the programme is delivering effectively and underlines the value of the current approach.

The unique nature of the Makani programme – very large, multi-sectoral and engaging a diverse range of partners and beneficiary groups in very different settings from large refugee camps, remote ITS communities and urban host communities – means that assessing its efficiency is challenging because the costs of delivering service can, and indeed logically should, vary across locations and by implementing partner. It is also difficult to compare the Makani programme to other similar programmes to consider its efficiency in delivering the same services, because few programmes deliver such a wide-ranging, holistic approach to education, skills building training and wellbeing for such a diverse group of beneficiaries. The COVID-19 response was a unique episode that cannot be compared to previous years or to other programming, given the rapid and major change in needs and options for service delivery.¹²⁵ Assessing efficiency asks us to consider how well the resources being put into the programme are being used to deliver impactful results. Given the positive impacts noted in the following (and previous) sections of this report, it is clear that the resources being allocated to Makani are indeed producing results for beneficiary children in terms of their education outcomes, wellbeing and community engagement, and have also continued to deliver results during the COVID-19 context.

In the first instance for the period of this evaluation, a key question is whether the shift to integrated service delivery had impacted the efficiency of the programme negatively. This new implementation model (of integrated service delivery, through local partners, as part of the nationalisation process and

125. This is further complicated by the fact that the number of beneficiaries increased from 174,000 to 184,000 in 2018-2019, yet decreased to 160,000 in 2019-2020, but it is unclear whether this relates to the integrated approach or to the advent of COVID-19 (See UNICEF Jordan, ‘Country Office Annual Report 2019’, 2019, <https://www.unicef.org/media/90636/file/Jordan-2019-COAR.pdf>.)

sustainability efforts) aimed to decrease programme costs by 30 per cent from 2018 to 2019 while maintaining the same results – a target which UNICEF confirms has been met.

This strongly suggests a positive result in terms of programme efficiency, and is an important point to underline – i.e., that the shift to a new model for programming has not decreased the quality of services or their impacts (as this report will go on to highlight) but has also reduced costs overall. Further, the integrated approach enabled 89 per cent of children benefiting from the Makani programme to access a package of integrated services, compared to only 43 per cent of children in 2018.

Pre- and post-data collected in recent years of programming also suggests that the quality of services has been maintained by Makani programming and its value in terms of achieved learning outcomes has remained fairly stable.¹²⁶ As noted, the comparison in terms of efficiency is also complicated by the range of locations in which Makani programming is conducted. Makani's operational costs do vary between the different location types (host community, refugee camps and ITS). However, the number of children reached has remained high, though there was a drop noted in 2020. The average cost of the Makani programme per child is currently USD 225 compared to USD 340 in 2018 representing a decrease of 33 per cent of the unit cost over 3 years—a number which has now decreased steadily since 2017, for children in both camp and host settings (i.e., children of all nationalities).

More cost-efficiency gains are planned in camps in 2022, including connecting the Makani programme to solar power based on German Federal Ministry of Economic Cooperation and Development through KfW support, which would reduce centre running costs and thereby increases basic efficiency of the programme in these settings. Similarly, plans to engage with the government and other national partners to utilise existing centre spaces currently managed by these partners to integrate or provide Makani services in these spaces without the need to set up or manage physical running costs may suggest further cost-efficiency gains are to come

in 2022 – however, these possible gains must be weighed against the fact that it is not yet clear how this model might impact the quality of services.

During COVID-19, remote provision of services increased the reach of adolescents 13-18 years old without financial implications, enabling Makani to exceed its targets during this period. However, while these may have been appropriate during COVID-19, the value of ongoing use of remote options may not necessarily be high. Under the circumstances of 2020 and 2021, with ongoing lockdowns, the efficiency of these options – given their ability to ensure the continuation of services to beneficiaries – could be considered to be high. However, this may not be the case in future, as it was noted by many that remote learning options were useful in this context but not well-liked as a delivery method overall. In this sense, while remote options may offer opportunities to reduce costs by cutting down on centre running costs, they may adversely impact the quality of services delivered.

Previous evaluations of the Makani programme had also found that efficiency was being “constrained by suboptimal targets or issues related to the working conditions of the centres’ facilitators.”¹²⁷ Facilitators did raise challenges in terms of their workload, but this was often also connected in qualitative research from this evaluation with the specific challenges of COVID-19 and the new remote approach to programming. However, it is difficult to assess how well this efficiency challenge has been addressed given the move to online programming in 2020, less than a year after that evaluation. As a result, revisiting these previous recommendations to ensure that this challenge is being addressed in the current iteration of the programme is suggested.

The previous ‘nationalization’ process completed in mid-2019 resulted in stronger outreach to the most vulnerable children in vulnerable areas in Jordan while reducing implementation costs. At the same time, it strengthened the national social protection system by facilitating the national NGOs to become leading agents for child wellbeing, which required increased investment in capacity building and monitoring to ensure service quality. Makani's synergies with other

126. The maximum performance for mathematics was 40, compared to a maximum score of 60 for Arabic, explaining the overall improvement in Arabic performance. Please also note that though this has limited impact on this specific component, 2020 data was incomplete and had inconsistent intervals between pre- and post-measurement. (‘UNICEF Makani Monitoring Data on Participants’ Performance Pre- and Post-Attendance’, n.d.)

127. Ecorys, ‘Evaluation of UNICEF’s Makani Programme in Jordan (January 2018- January 2019)’, 2019, UNICEF internal document

programming – such as the provision of services from Hajati to Makani participants, among other discussed later in this report, undoubtedly increase the efficiency of the programme -especially those approaches that have led to improved targeting, or better provision of services through collaboration with other partners.

Finally, previous evaluations have noted apparent improvements to efficiency, with changes in 2018-2019 leading to increased efficiency of the programme (despite inherent risk that some populations would be deprived of close access to Makani centres). Direct implementation in the camps allowed for making substantial savings as compared to previous years. Reducing the number of centres created opportunities for substantial savings, but also better distribution of resources.¹²⁸

70 per cent of the total Makani programme costs are attributed to frontline staff salaries, which highlight a critical and valuable investment in Makani's success.

It is also important to note when considering programme costs that 70 per cent of the total Makani programme costs are attributed to frontline staff salaries (50 per cent of which are Syrian refugees within camp settings).

Given the central role played in implementation by these staff, which includes IP staff and the critical facilitators who work with children and youth in teaching capacities, this is a key investment.

Further, qualitative research has also found that this contributes to Makani outcomes around social cohesion and community resilience, as it has additional flow-on value by providing training and opportunities to local communities where Makani centres exist, and incomes for community members who may work as facilitators or centre staff. The social value of this spending cannot be underemphasised, despite making up a large component of the Makani programme's costs, and arguably directly contributes to the Makani programme's goals around supporting vulnerable populations and increasing social cohesion.

3.5. Impact

The impact of the Makani programme was explored by considering the impact on 1) UNICEF's position on championing children's issues in Jordan, 2) child participation in terms of public-school enrolment and retention, personal development, and social and emotional well-being, as well as community social cohesion or other intended impacts and 3) achieving equity or narrow inequality.

The following highlight key takeaways from the detailed discussion below:

- On a national level, the Makani programme positions UNICEF to collaborate with national stakeholders and local partners, which it has done in recent years with a great degree of success, thanks to nationalisation efforts.
- The positive attitudes of beneficiaries engaged with the Makani programme highlights the strong positive impacts that Makani has likely had on UNICEF's positioning at community level as an advocate for child rights and as a reliable and trusted provider of support for children in communities.
- UNICEF's Makani pre- and post- monitoring data shows that there is higher school enrolment among Makani beneficiaries, which is further supported by a recent study that found Makani's positive impact on retention.
- Qualitative findings strongly highlighted an increase in understanding of the subjects that participants are learning.
- Research participants highlighted the positive impacts of the Makani programme on social and emotional wellbeing, including the children who participated in Makani themselves.
- An emphasised impact at community level was perceived through improvements in attitudes toward education and its value

128. Note that this evaluation lacked data to make reliable claims: "However, since sufficient pre- and post-rationalisation data, in particular financial, were not available for the evaluation team, further specific analysis will be necessary to make a conclusive assessment on the exact efficiency gains from this process." Ecorys, 'Evaluation of UNICEF's Makani Programme in Jordan (January 2018- January 2019)', 2019.

among beneficiaries and their communities, noted by both local and national partners.

- Makani has stronger effects on more vulnerable populations, but more effort needs to be focused on addressing equity and inequality, in part by addressing access concerns.

3.5.1 Impacts on UNICEF positioning

On a national level, the Makani programme positions UNICEF to collaborate with national stakeholders and local partners, which it has done in recent years with a great degree of success, thanks to nationalisation efforts.

UNICEF's positioning as a leading actor to champion child rights worldwide is central to its work. UNICEF Jordan's Country Programme 2018-2022 notes the importance of its role, where it will:

- Be a **key convener** of a range of national, regional, and international public and private actors whose shared goal is that all children reach their full potential.
- Continue to **position itself as the country's knowledge hub for children**, capitalizing on its established relationship with the Government to accelerate its support for national data systems and monitoring the situation of vulnerable children. To these ends, the Makani programme has had a wide range of contributions. At a national level, as this report goes on to discuss in Section 4.6, national level ownership has been strengthened and government counterparts have reported strongly positive impressions of their ongoing work with UNICEF on the Makani programme.

"Honestly, I think that I am very lucky to be a part of their team and that my kids are benefiting from their services, and it's honestly an amazing centre and foundation and how it sustained, it's amazing."
– Local KII, Host, Female

"It enhances, develops, and enriches the education and the social life in general" – Local KII, Host, Female

"We have now success stories and videos that are coming up, which are illustrating before and after, so the impact of the beneficiary before they received Makani services, and after. The same for the mothers. So, we are seeing how these services are impacting parents." – National KII, Government Partner

The positive attitudes of beneficiaries engaged with the Makani programme highlights the strong positive impacts that Makani has likely had on UNICEF's positioning at community level as an advocate for child rights and as a reliable and trusted provider of support for children in communities.

Makani has placed UNICEF and its partners in the centre of the lives of children and at the heart of communities, training local staff, engaging with parents and children – centres have reportedly played a key role in strengthening the relationship between UNICEF and communities.¹²⁹

During this evaluation, a **Net Promoter Score** was developed by asking beneficiary (i.e., test group) participants "On a scale of 0 to 10, where 0 is not at all and 10 is very strongly, how much would you recommend Makani to your friends and family that are not in Makani?" These responses were used to develop a Net Promoter Score (NPS). The figure below shows these scores:

Figure 11: Net Promoter Score for Makani Programme



By beneficiaries and local partners, Makani was described as “very important” and as “a success story.” Beneficiaries most often cited their reason for involvement was the opportunity to learn – they consistently had positive attitudes towards the services and classes provided overall, with beneficiaries often describing their happiness with services and calling them very good or excellent. Many partners also reported feeling like the programme was impactful, and that they were seeing ongoing results, even with the recent impacts of COVID-19.

3.5.2 Impacts on school participation, personal development, wellbeing, and social cohesion

UNICEF’s Makani pre- and post- monitoring data shows that there is higher school enrolment among Makani beneficiaries, which is further supported by a recent study that found Makani’s positive impact on retention.

“[Makani] helps them educate and prepare children before going to public schools” - Centre Observation, ITS

A recent assessment of Makani undertaken during the period of scope for this evaluation has already highlighted the impacts on public school enrolment and retention that the Makani programme has had. UNICEF’s Makani monitoring data shows an impact on school enrolment among Makani beneficiaries – older male youth participants, for instance, are 48 per cent more likely to be enrolled than non-participants. This stands in stark contrast to the fact that overall, 25 per cent of young people in Jordan are still out of school (OOS).¹³⁰

More broadly, qualitative research noted widespread appreciation for the learning support and how engaging and useful it has been for beneficiary children who have participated.

Qualitative findings strongly highlighted an increase in understanding of the subjects that participants are learning.

Participants were seen to get “attached to the centre and are motivated to education.”¹³¹ The result was improved educational achievements and better behaviour among students. LSS sessions at Makani were said to be the best available, and greatly contributed to enhanced academic levels. Parents were also said to be happy with the noticeable progress students were making.

Further, UNICEF’s pre-and-post monitoring data collected for the Makani programme highlights that participants show increased performance in Arabic and Math after attending the Makani programme, suggesting an increased ability to meet public school standards¹³² and to successfully engage in formal learning. Students who participated in Makani also positively self-assessed the impact of their participation in Makani on their learning at school.

Research participants highlighted the positive impacts of the Makani programme on social and emotional wellbeing, including the children who participated in Makani themselves.

Recent reporting on Makani in Jordan by ODI and UNICEF has also highlighted increased participation in sports, trusted relationships with friends,¹³³ engagement in community service (such

129. UNICEF Jordan, ‘Status Report on Activities to Novo Nordisk Foundation: Makani (“My Space”) Programme, Phase II 2020-2021’.

130. Nicola Jones et al., ‘Adolescent Well-Being in Jordan: Exploring Gendered Capabilities, Contexts and Change Strategies A Synthesis Report on GAGE Jordan Baseline Findings’ (GAGE adolescent well-being in Jordan, 14 October 2019), <https://doi.org/10.13140/RG.2.2.13443.45606>.

131. LKII IDI08, ITS, VIR, Female – Mafraq

132. ‘UNICEF Makani Monitoring Data on Participants’ Performance Pre- and Post-Attendance’, n.d.

133. Jones et al., ‘Adolescent Well-Being in Jordan’.

as volunteering with organizations, NGOs or companies).¹³⁴ There have also been examples of Makani participants acting as mediators in the community thanks to skills in conflict resolution, and of their engaging actively in society through community awareness projects, consequently encouraging future participation and integration in their host country.¹³⁵

These life skills components were especially praised for the positive changes as it provides the children with vital social skills, giving them a sense of self-respect, as well as teaching them respect for others. It generated introspection:

“We’ve noticed that the youth have started to take deeper looks into themselves, to see their own characteristics, what makes them special/different than others, they started to understand themselves, what are their strengths, weaknesses, how to work on themselves, how to improve” – Local KII, Host, Female

It also built personality and improved individual’s management of their lives.

The provision of psychosocial support through the integrated service delivery approach and as part of the broader life skills training, teaching children and youth how to understand and manage their emotions, was frequently highlighted as a powerful facet of the programme, including by male youth in particular. The prior evaluation of the Makani programme had already noted these strengths, finding that young people involved in Makani had increased potential to engage in income generating activities in their communities.¹³⁶

However, it must be highlighted that in 2020, it was still reported during COVID-19 lockdown that 40 per cent of households (in the Makani and Hajati programmes) had children who faced psychological and physical violence at home.¹³⁷ The need to continue to build on Makani’s efforts to

improve attitudes towards child rights, improve parent and family behaviours, and improve child protection outcomes remain critical.

An impact at community level was perceived through improvements in attitudes toward education and its value among beneficiaries and their communities, noted by both local and national partners.

Recent UNICEF reporting in 2021 conducted in ITSs has also highlighted Makani’s potential for changing attitudes towards education and thus reducing barriers to education – it was found in ITSs that Makani has changed community perceptions on the importance of education versus work. For example, while Makani households perceived education for adolescents and youth as valuable for them to be able to be employed (74 per cent), 79 per cent of non-beneficiary households prioritize employment itself.¹³⁸

The Makani programme has also had impacts on the attitudes towards child rights in the communities where centres exist. A 2019 GAGE assessment had already noted that among Makani participants, older boys worked 23 per cent fewer hours, older girls were 41 per cent more likely to have money they control, and younger girls were 143 per cent more likely to have savings.¹³⁹ This highlights a range of positive impacts from programming, ranging from increased agency for girls and a greater focus on education and reduced barriers to education (such as prioritising work) for boys in the programme.

More broadly, Makani has generated social awareness and engagement by engaging both parents and children. This has included a change in the mindsets of mothers, reported by qualitative respondents:

“There’s an impact already, because even the mothers that participate with us, we notice

134. UNICEF, ‘UNICEF Baseline Socio-Economic: Assessment of Households with Children and Youth Living in Informal Tented Settlements in Jordan’.

135. Devonald et al., ‘Human Rights Education in Humanitarian Settings’.

136. Ecorys, ‘Evaluation of UNICEF’s Makani Programme in Jordan (January 2018- January 2019)’, 2019, UNICEF internal document.

137. UNICEF Jordan, ‘COVID-19 Socio-Economic Assessment’.

138. UNICEF, ‘UNICEF Baseline Socio-Economic: Assessment of Households with Children and Youth Living in Informal Tented Settlements in Jordan’, 2021, <https://www.unicef.org/jordan/reports/baseline-socio-economic-assessment-informal-tented-settlements-its>.

139. Elizabeth Presler-Marshall et al., ‘Adolescents in Jordan: Economic Empowerment and Social Protection’ (GAGE, 2019), <https://www.gage.odi.org/wp-content/uploads/2019/07/Education.pdf>.

them that at the beginning, the way they think was different,... , and at the end of the training course, you can notice that they left with different thoughts, different way of thinking, that they can apply in their lives, in their homes.” - Local KII, IP, Female

A key example of this is reported reduction in use of corporal punishment at home by parents, which was for many parents who participated previously seen as a normal way for mothers to deal with their children’s misbehaviour, but which after attending the Makani programme and understanding the harm of using violence, partners reported many parents saying that they would no longer hit their children under any circumstances. More generally, women also reported better understanding of their children and being more capable of communicating with them and this also rippled into improved relationships with their partners and better home environments.

Further, through Learning Support Services, Makani raises awareness on children’s rights. This is vital as in Jordan, as one interviewee described, “[t]here is huge backwardness in the community in relation to children’s rights because what people think of the most is the right to have food, accommodation, and the essentials.”¹⁴⁰ This has resulted in a known prevalence of child labour, child marriage, and child pregnancies, all of which violate child rights. The Makani programme, meanwhile, targets specific groups and teaches them about children’s rights leading to enhanced awareness and improvement of children’s rights, embedded in the integrated service delivery approach which includes child protection messaging as a part of the day-to-day classes that children receive in all components, as well as more broadly engaging on these topics with parents and communities:

“You would be shocked when you find how ignorant they are regarding lots of topics. When you try to teach them about a right or ask them about something through a game and they have very basic information, they are surprised to find out about their rights and that they even have rights,

and they don’t know about verbal violence. You feel like they had [only] basic knowledge and then we enlightened them.” – Local KII, ITS, Female

3.5.3 Achieving equity and narrowing inequality

Makani has stronger effects on more vulnerable populations, but more effort needs to be focused on addressing equity and inequality, in part by addressing access concerns.

Previous studies undertaken during the evaluation period have already highlighted that the Makani programme has made contributions to equity and equality by improving the relationships between different groups such as between host community and refugee populations and increasing social cohesion as a result.¹⁴¹ However, there are still differences between groups in terms of school enrolment. In particular, while girls and boys were almost evenly represented in the Makani programme, a significant gap existed for access in ITS (though in the ensuring period after this study, continuing increases in programming have been made in ITSs), there were nearly 20 per cent less Syrians than Jordanians, and older married girls participating in the programme was very rare while older unmarried girls participated at nearly the same rate as older boys, highlighting the challenge in accessing that group.

The previous evaluation conducted in 2018 had highlighted existing equity concerns - among Makani beneficiaries, Syrians, individuals belonging to a minority group, children not attending formal education, children engaged in labour, attendees from ITSs and households headed by females or unemployed guardians showed less improvement in Arabic, mathematics, and adult parenting skills.¹⁴²

Access challenges also vary between the different types of community or location where Makani is implemented. For example, girls in ITSs reported it being difficult to engage in community activities like volunteering, with 30 per cent of households

140. Local KII, Host, VIR, Female

141. Elizabeth Presler-Marshall et al., ‘Adolescents in Jordan: Voice, Agency, Mobility and Social Cohesion’ (GAGE, 2019), <https://www.gage.odi.org/wp-content/uploads/2019/07/VA.pdf>.

142. Ecorys, ‘Makani Evaluation 2018-2019’.

considering it risky for girls to engage in their community. This was reported frequently in qualitative research also, with participants highlighting both poor road conditions and distance as an ongoing barrier, despite Makani’s investment in transportation services. Access to online platforms during the COVID-19 lockdown period was also shown to have been unequal, with children in male-headed households, Jordanians in host communities, and smaller households less likely to have access to the Darsak platform during COVID-19.¹⁴³

The findings from UNICEF’s pre- and post-data in terms of Makani participation and improved Arabic performance highlighted some disparities. Notably, there was no gender disparity, with slightly higher female than male participation and a comparable increase in Arabic performance after Makani attendance.¹⁴⁴

The highest participant levels by age group were among children aged 10-14, after which participation begins to decrease. In terms of nationality, the majority of participants were from Jordan and Syria – and participants from all nationalities showed an average increased Arabic performance after Makani attendance across the years, with increased scores ranging from 9 to 19 on a 60-score-measurement scale.¹⁴⁵

There did not appear to be an improvement in learning outcome differences in terms of a consistent change in the level of improvement by location type – i.e., camp, host, or ITS. However, as the figure below shows, host community children almost always showed the greatest improvement in Arabic skills, though the gap between host and camp participants was minimal. However, ITS participants showed a significantly lower performance increase across years, which highlights the ongoing need to support children in these communities.

Figure 12: Gendered Makani participation and improvement of Arabic skills in 2018-2021

	2018		2019		2020		2021	
	%	Performance increase	%	Performance increase	%	Performance increase	%	Performance increase
<i>Female</i>	54	16.8	54	12.5	55	17.9	54	12.4
<i>Male</i>	46	16.3	46	13.0	45	18.7	46	13.2

Figure 13: Makani participation and improvement of Arabic skills per location in 2018-2021

	2018		2019		2020		2021	
	%	Performance increase	%	Performance increase	%	Performance increase	%	Performance increase
<i>Host</i>	72	+18.1	80	+12.9	95	+18.8	73	+13.5
<i>Camp</i>	25	+13.1	17	+13.5	-	-	20	+12.6
<i>ITS</i>	3	+9.2	3	+4.2	5	+ 8.5	7	+6.1

143. UNICEF Jordan, ‘Socio-Economic Assessment of Children and Youth in the Time of COVID-19 Jordan’, 2020, <https://www.unicef.org/jordan/reports/socio-economic-assessment-children-and-youth-time-covid-19-jordan>.

144. Note that even though statistical testing indicated a statistical significant difference, the 1-score-difference on a scale of 1-60 is negligible.

145. Some exceptions among smaller minority groups did exist – for example, an exception of Somali increase in 2018 and 2019 based on less than 10 Somali participants, and among Pakistani participants in 2020 and 2021 for whom the increase in Arabic performance among Pakistani participants was significantly lower than Jordanian and Syrian participants.

3.6. Sustainability

“One of the key priorities is how to make Makani self-sustainable over time, that it may not depend on the generous support of the international community. The first step was nationalisation, the second was cost efficiencies by merging the different silos, to make sure we were addressing the learning outcomes. The third step, it’s embedding the programme into the national systems by giving the MoSD a more important role in the decision-making process of the programme.” – National KII

The sustainability of Makani was explored by 1) considering capacity to sustain programme elements, 2) evaluating the level of national ownership, and 3) documenting lessons learned and challenges in reaching vulnerable populations. The following highlight key takeaways from the detailed discussion below:

- Despite the efforts of UNICEF and its partners to improve the sustainability of Makani, there is no clear short-term solution to the funding gap that would exist were UNICEF and its current donors to substantially reduce or remove funding.
- Makani’s strategic direction will need to grapple with the benefits of further diversifying versus consolidating its service delivery.
- The pivot to national ownership of the Makani programme in 2018-19 has been a major success and has been effective in shifting to a localised model, including institutionalisation of the programme with the MoSD.
- The level of overall support presents strong opportunities to continue to leverage local partnerships, much as UNICEF was able to in response to COVID-19 – this could be used to continue to improve the reach of the programme, and to support future sustainability efforts.
- There have already been a range of lessons learned highlighted by previous research

that the Makani programme needs to continue to consider as it moves forward, even though some efforts have already been made to begin to address these.

- Stakeholders generally voiced challenges related to the need for more resources, expanded programming, and better communication and coordination.
- Most of the key learnings highlighted by local stakeholders were positive, related to Makani’s innovative approach to education, always seeking to improve and ameliorate its services and staff seen through the regular training and information sessions.
- Stakeholders emphasised a number of potential opportunities for Makani, particularly related to gender equity and expanding services.
- Recommendations from research participants further focused on building capacity, addressing infrastructure, expanding resources and providing more services to those with children with special needs.

3.6.1 Sustainability beyond UNICEF or external support

Despite the efforts of UNICEF and its partners to improve the sustainability of Makani, there is no clear short-term solution to the funding gap that would exist were UNICEF and its current donors to substantially reduce or remove funding.

In December 2018, the Makani programme shifted partnerships to government ministries and national NGOs, in some cases with shared cost arrangements for implementation. This process included phasing out partnerships with international NGOs, building capacity of the local partners, establishing income-generating projects, and institutionalisation of the programme with the MoSD. The full set of planned changes were as follows:

Overview of intended changes from Makani's Sustainability & Exit Strategy (December 2018)¹⁴⁶

- Shifting partnerships to government ministries (MoSD) and national NGOs, with some cases of shared cost implementation. Envision that operational cost and implementation of Makani centres in host communities will be covered by local entities within 3 years.
- Phasing out of partnerships with international NGOs by end-August 2019
- Building sustainable capacity of NGOs by piloting on more sustainable implementation approach in 2019, establishing income-generating projects on centre and NGO level, fund-raising capacity building of partners implementation of a more cost-efficient model.
- Institutionalization within the MoSD: MoSD centres were not phased out during rationalization measures in 2018. In 2019, UNICEF and MoSD were to jointly develop a sustainable model for MoSD Makani centres post-2021.
- Capacity-building of national NGOs and MoSD: shift the technical knowledge and capacity to national partners; build staff capacity of national partners to implement the new design; capacity building and training for MoSD frontline staff; management support at central level of MoSD to enable full support of Makani centres in communities, particularly in rural areas.

Many of these efforts were successful. In 2018, international partners were almost entirely phased out (except for International Medical Corps and UNICEF as implementer in the camps) and almost all Makani centres were transferred to management of national IPs, including a number of NGOs (ICCS, EAC, YBC, JRF, Mateen) and the MoSD. UNICEF is still financing Makani project costs in many cases (for example, in 88 to 90 per cent of host communities in 2018-2019).¹⁴⁷

Previous reporting from partners has highlighted that *“Centres will fail to continue if UNICEF funding stops or was even reduced. Technical capacity has been provided through the years, however, the centres lack the ability to sustain their existence if the funding source is reduced (rented centres, operational cost, local fundraising ability).”*¹⁴⁸ UNICEF is still responsible for the majority of Makani funding (for example, UNICEF provides 90 per cent of JRF's and 85 per cent of Mateen's expenditures). A positive development has been the effort to secure a line item for future funding of Makani programming under the MoSD, however it is not expected that this contribution is likely to be sufficient to fund the programme in its current form in the near future.

“Certainly, this is our plan moving forward - if the programme needs additional funding, we will push in that direction, if the programme needs more personnel, we will push for it, that's our sustainability plan. One challenge could be the low number of personnel working in the centres, and provision of benefits we are working on for next year - beginning next year, and the years that will follow, God willing.” – National KII

It is critical to stress that UNICEF and its partners have made strong efforts to improve the sustainability of the Makani programme for future programming independent of UNICEF funding, which have certainly improved the likelihood of ongoing programming into the future. However, there is no clear short-term solution to the funding gap that currently would exist were UNICEF and its current donors to substantially reduce or remove funding. UNICEF has noted that the programme is currently underfunded for the next cycle, highlighting the ever-present challenge – and several key informants accurately noted that funding for the Syrian response has been decreasing, and the economic situation in Jordan is challenging, and as such it appears unlikely that increases in funding or even consistent funding at the same current level is unlikely very far into the future.

146. Ecorys, 'Makani Evaluation 2018-2019'.

147. Ecorys, 'Makani Evaluation 2018-2019'.

148. JRF, Joint Partnership Review of 2018 – 2019.

“We have budget constraints that are not even allowing us to keep the programme at the same level next year - but the demand of the programme is increasing, because of these new components [...]. Despite the fact that the outcomes we can get through them are very good, they are increasing the demand.” – National KII

Makani’s strategic direction – further diversifying or consolidating its service delivery – hinge on sustainability questions.

Furthermore, the flexibility of funding has reportedly been decreasing, as well as the amount and availability – for example, in cases where donors or other sources of funding are providing financial support but doing so with specific requirements on how funds are used, or earmarking funds, which can generate imbalances in the programming and overall limit the programme’s flexibility and adaptability, and subsequently its ability to respond to changing needs.

This leads to another key factor in the sustainability discussion – what future programming that could be sustainable may look like. As already discussed, the demand and satisfaction with Makani services is high, and the challenges it addresses include structural barriers that are unlikely to be significantly reduced in the short to medium term, such as the limitations of the Jordanian education system, the presence of a sizeable refugee community in Jordan, high unemployment among youth, and ongoing economic pressure.

In this context, it is worth asking whether the Makani programme should be taking a diversification or consolidation approach to its service delivery – that is, planning for a possible future iteration of the Makani programme which seeks to provide a strong set of foundational services, like the core curriculum, rather than continuing to broaden its offerings as it currently does. As it stands, some key informants have highlighted that activities may be becoming financially challenging to support, despite their value, such as the increased technological commitment coming from the digitisation / remote learning options.

However, a consolidation approach presents the risk of reducing Makani’s impact and diminishing

several of its strengths – such as its flexibility and adaptability, developing and adding new services to provide for newly identified needs as they arise, and its ability to engage with a wide range of beneficiaries of diverse ages, backgrounds, and needs. Strategic consideration of this underlying direction will be vital to the future of programming and preparing for a sustainable future.

“In terms of activities, I think the staff there are extremely motivated in adding and identifying new activities, but I do on the other hand ask myself who will finance this in the long run – I push them and ask about this, how we will make this to be payable? Can we make people give some payment for this? We know this can build positively on programming, but UNICEF have pushed back, saying those in these neighbourhoods can’t afford this. I think it is good to be engaging in these 21st century work but I wonder in the long run if we are not overburdening centres with fancy activities.”— National KII, Donor

3.6.1 National ownership of the Makani programme

The pivot to national ownership of the Makani programme in 2018-19 has been a major success and has been effective in shifting to a localised model, including institutionalisation of the programme with the MoSD.

UNICEF Jordan completed the ‘nationalisation’ process in mid-2019. UNICEF supported the institutionalization of Makani within the MoSD and nationalized the programme by only partnering with national NGOs, investing in their capacity development, enhancing cost-sharing, and piloting income-generating projects and sustainable infrastructure projects. The shift resulted in stronger outreach to the most vulnerable children while reducing implementation costs as well as strengthened national social protection systems by facilitating national NGOs to become leading agents for child wellbeing.¹⁴⁹ To strengthen this localization process, UNICEF encouraged innovative approaches, and introduced best practices adopted in other countries.¹⁵⁰

149. UNICEF Jordan, ‘Country Office Annual Report 2020’, 2020, <https://www.unicef.org/reports/country-regional-divisional-annual-reports-2020/Jordan>.

150. UNICEF Jordan.

This process has been supported by strong local implementing partners, as well as by the creation of the Makani Steering Committee including government and IPs as key stakeholders for the management and direction of the programme. In general, national actors, including government, are engaged with and supportive of the programme.

Partners also highlighted the impacts of capacity building and training efforts led by UNICEF in terms of their impact on national ownership, capacity, and ultimately sustainability. In particular, Makani staff were trained and provided with capacity building, broadening their skillset and independence in managing centres and providing services. This has a positive effect on the sustainability of the programme as it makes them less dependent on their donors for management support.

“It helped me develop innovative thinking and thinking outside the box, and not to restrict my thoughts in a specific area, in addition to the ability to solve problems and lead work with a team spirit.” – Centre Observation, Camp

More broadly, there seemed to be very high interest and engagement from national stakeholders. Interest on behalf of the Government has encouraged Makani to work with schools. Additionally, the schools themselves support Makani by referring children to its services. At a national level, schools seem to be very involved with Makani.

“The schools around us are governmental, so they’re active[ly engaging] with us a lot.” - Local KII, Host, Female

This is seen also in how they refer children with academic challenges to Makani centres.

The level of overall support presents strong opportunities to continue to leverage local partnerships, much as UNICEF was able to in response to COVID-19 – this could be used to continue to improve the reach of the programme, and to support future sustainability efforts.

It has been noted by multiple stakeholders during the qualitative research for this evaluation how vital these national partnerships were in rapidly and adequately responding to the COVID-19 pandemic – government

support facilitated access, ensured alignment and coordination. Working with local partners present in communities where Makani centres are based improved the ability to understand and respond to localised needs, and to have facilitators and staff able to engage in remote and/or COVID-friendly programming. Current ministry partners also noted the success of the ongoing partnership and increase in national ownership:

“We are currently implementing the project in partnership with UNICEF, at one-level this is a cooperation between local charity organisations and UNICEF, or UNICEF in direct cooperation with the MoSD. The MoSD is currently implementing the programme in 19 local social development centres.” – National KII, Government

Furthermore, local charities seem to also be interested and involved with Makani. Centre Observations highlighted that local authorities and stakeholders provide continuous support to the centres, regularly engaging with children and youth. Makani also receives national and local support from ministries and the Civil Defence, as they are involved with Makani services. Similarly, the local health centres often also work with the Makani programme, particularly more recently during the pandemic. Local associations and organisations and centres are also often involved with Makani, providing their services, and collaborating. At a more grassroots level, Makani is supported by volunteers and parents generating local support and ownership that is key to the sustainability of the programme.

All of this has led people to believe that Makani holds “A promising future that meets ambitions and seeks to open up broad horizons for refugees.”¹⁵¹ However, despite this general trend of agreement that “the interest is very high and there is continuous improvement,”¹⁵² some described an opposite tendency of a lack of national support, but this was not as commonly reported.

3.6.3 Lessons and challenges from Makani

There have already been a range of lessons learned highlighted by previous research that the Makani programme needs to continue to consider as it moves forward, even though some efforts have already been made to begin to address these.

151. Centre Observation, Camp

152. Centre Observation, Host

Figure 14: Findings from Previous Makani Evaluations

Key Relevant Findings from Past Evaluations to Continue to Consider and Address		
Relevance	<ul style="list-style-type: none"> Responding to the specific needs of youth (employment-related skills, labour market orientation sessions, vocational trainings, mentoring and coaching in labour market transition and entrepreneurship) as well as persons with severe disabilities 	Recent programming has begun to increase efforts to provide employment or vocation-focused support to older Makani beneficiaries.
Effectiveness and impact	<ul style="list-style-type: none"> Access for vulnerable groups, including children with disabilities and dropouts from formal education Makani dropouts (i.e., those who enrolled but did not end up attending Makani services) are a small number but should not be ignored – efforts to specifically re-engage with these groups are needed Inequity in learning outcomes persists for some groups 	Continued efforts have sought to improve Makani’s reach and targeting, but as this report notes, there are ongoing and new opportunities to improve access, increase retention and address inequities in learning outcomes.
Efficiency and sustainability	<ul style="list-style-type: none"> Cooperation with other governmental actors beyond MoSD could be developed further to enhance long-term sustainability NGOs still significantly rely on donor funding; need for NGOs to increase fund-raising capacity Linkages with youth networks and referrals to employment opportunities for youth were previously found to not be effective 	Efforts have already been made to increase cooperation, in particular with MoSD, but there remain opportunities to build on this positive development. Linkages with youth networks and referrals have also been included in the 2021 programme and can continue in future iterations.

A number of key challenges were previously identified in terms of increasing the programme’s relevance, effectiveness, impact, efficiency, and sustainability. Drawing on the findings of previous evaluations of the Makani programme,¹⁵³ these demonstrate some issue areas where there are existing lessons to draw on that should continue to be considered in the development of future programming and strategy for the Makani programme. Note that the figure following lists some of these which may have been addressed to some degree but remain relevant moving forward.

This evaluation identified a range of additional challenges and offers a range of new learnings.

Stakeholders generally voiced challenges related to the need for more resources, expanded programming, and better communication and coordination.

Challenges flagged by stakeholders generally fell under the need for more resources usually in the form of finance to support facilitators and alleviate their pressures as well funds to improve transport to Makani centres to improve access. It was suggested that Makani should fall under the auspices of governmental bodies to increase their access to resources as a solution to the current deficit. If this is not to occur it was also suggested that Makani should have an improved relationship with the Ministry of Education:

“I know that we have partnerships with the Ministry of Education, but I think they need to become stronger, because I think that we, as Makani centres, can go to schools and talk to students, without having to take permission every single time.” – Local KII, Host, Female

153. Includes Ecroys (2019) Evaluation of UNICEF’s Makani Programme in Jordan (January 2018- January 2019) – Final Report; GAGE consortium. (2019) Adolescent well-being in Jordan: exploring gendered capabilities, contexts and change strategies. A synthesis report on GAGE Jordan baseline findings and additional GAGE and UNICEF-produced research outputs.

Furthermore, the need for more sexual and reproductive health awareness to be taught as well as providing remedial classes for children who need to help their parents with work was also raised.

National KIIs highlighted the value of the continued engagement with stakeholders at all levels, from national government partners to community level engagement, and reaching out into remote communities.

At a programme level, the benefits of the flexibility, adaptability, and openness to learning of the Makani programme overall were highlighted by several partners – in particular, a reduction of silo-ing, engagement with communications teams and other sections, and learning from beneficiaries.

“In all the communities where we work we have a community committee, we work with the most influential figures in that community, we find out who are the influential people, an imam of a mosque, a principal of a school, a community-health centre, a community-police department, when this community committee meets every month, they express what challenges they are facing, and we receive these inputs, and this is also connected with your earlier question, when they communicate and say ‘these are our challenges’ and ‘this is how we want to address them’ and ‘this is what we would like to do in the Makani Centres’ when they do this, and do so even when the challenges may be greater or outside their scope, how good they are at referrals, and connecting with one another, all of this contributes to strengthening the Makani programme, but now just that, it strengthens the community.” – National KII

“Listening to the community’s needs and planning accordingly, this has really helped for Makani – involving them in the design of the programme, designing according to their needs, this is something really positive. Changing the programme according to their needs. Also having this holistic approach – the more holistic the approach the more the impact. But having the community help us design programming really helps the impact.” – National KII, IP

“Donors have provided enough flexibility for them to be adaptive, and once COVID came round they were able to use a mixed approach, and also with the tablets now it facilitates contact with facilitators. To me these are really important lessons for other crisis contexts.” – National KII, Research Partner

Among national-level partners, there is a need for continued commitments to learning, including transparency with partners, and working to be flexible and adaptable to beneficiary needs, and critically, a continued commitment to programme sustainability efforts.

Most of the key learnings highlighted by local stakeholders were positive, related to Makani’s innovative approach to education, always seeking to improve and ameliorate its services and staff seen through the regular training and information sessions.

Makani also challenges the social status quo but in such a way that it was positively regarded upon probably having long lasting impacts:

“The culture, customs, and traditions control us a lot. However, we were able to break through these customs and traditions as they considered some stuff as secrets that shouldn’t be shared. They even hide the fact if their children had special needs or such. Now, they have started taking them to the centre, and when we go to pick them up, we find that they’ve got them ready. We reached the community and changed a lot of their customs and traditions, and the culture of disgrace in different aspects.” – Local KII, Host, Male

Others noted that the work environment of Makani is collaborative and helpful, upholding the importance of confidentiality among the staff. The benefits of this include creating trust among employees and this is reflected also on the performance of the employee, it makes them more creative, innovative. It was also largely regarded as an effective environment that teaches its staff skills such as time management as well as generally generating more awareness on social issues.

“I expect that one of the major lessons that I’ve learned is how many people are marginalized in the

society, there are a lot of people that don't notice them.”— Local KII, Host, Female

This information was then acted upon as staff were taught how to communicate with and assist these populations as well as learnt the importance of safe spaces and provided that for them.

Stakeholders emphasised a number of potential opportunities for Makani, particularly related to gender equity and expanding services.

Both UNICEF and the MoSD noted the potential of the currently planned approach for expanding Makani services, in which UNICEF have already begun working with MoSD government partners to use existing community centres to provide Makani services, and with other national organisations who have centres, as a means of enhancing sustainability and decreasing costs:

There is a need to continue to engage the government, because on the government side, the MoSD, the MoY, they already have some community centres, so the infrastructure is there.” – National KII

Though the sustainability plan and continued efforts and collaboration are already moving in this direction, movement towards greater national ownership and management by the Jordanian government was also frequently highlighted as a key opportunity to increase sustainability moving forward.

Opportunities to strengthen the programming in terms of gender goals were also raised. First, it was suggested to engage more with young women which is very much in line with UNICEF's overall goals around gender equality.

“We are working on skills-building, empowering students and mothers. It would be great to offer more services to women, for their economic empowerment, to contribute to their skills-building, to assist and support them if they have an idea for a project, so finding a way that we can contribute to the realization of these projects, how to assist them in marketing their products, because all those individuals we are working with, do receive funding, but sometimes they have issues in marketing. On many occasions, in our meetings with UNICEF, they

express that they are supportive of complementary projects, but that funding is limited with that regard. We hope that the future vision for the programme services will be more holistic, and to include capacity-building and skills-building for women in particular, to train them, to enhance their abilities, entrepreneurship, how to develop innovative income generating projects. Local communities are really in need of this.” – National KII, Government Partner

Further engagement on sexual and reproductive health (SRH) was also flagged as a key opportunity to support youth, and girls in particular, in terms of life skills and broader health and wellbeing. Partners were confident that this could be done through Makani, though this would need to be done sensitively.

“Yes, I think this is something we can try to do -we've already built trust with the community so that's half the way, and we have the need for that. So yes, I think it can be done through Makani, having the right persons to talk to the community would really solve the issue because there is a need.” – National KII, IP

“And then there's very little content around SRH. Rightly so, Makani centres are concerned around parents' reactions, and they already get feedback from parents that they want children to go for the traditional elements not the life skills, but I think there are ways that they could integrate this – a lot of the girls who get married as children report having very little knowledge before marriage. Interestingly on that front, was in Amman six months ago, was talking to the national body focusing on young people and they were also flagging that the dearth of sexual education in schools was a big issue so Makani could make a big contribution in terms of piloting sensitive SRH content.” – National KII, Research Partner

It was also suggested that there is a space to build more actively gender transformative approaches. Gender transformative approaches seek to actively and holistically address the impacts of social norms and the inequalities that can result from them. This could include, but is not limited to, working on tackling drivers of child protection issues and education barriers that arise from social norms, like child marriage, as well as the practical side of dealing with the impacts of these issues such as

engaging more on sexual and reproductive health, or expanding services for married girls:

"[...] while it offers a safe space for girls, I think there is more that could be done to take conservative gender norms and that it does not have a strong focus on gender equity in the curriculum, providing alternative masculinities, those issues could get more attention and I think if I were to be trying to strengthen the curriculum in this respect there's a lot that could be drawn on and given what we know about issues of widespread GBV, and there's more that could be done there more for girls but for boys also to think about masculinity in a more critical way."
– National KII, Research Partner

"Also we want to enhance our work on how we can contribute to change some of those gender norms that we have in the country, I think there is a space to do a lot and much more on that, and how we can contribute to again build the capacity and skills to make those youth not more productive but with higher potential of being employed because that's the only way to break this generational cycle of poverty, empowering the youth and particularly the females, given the context." – National KII

Beyond the gender component, other opportunities highlighted include greater focus on employability and skills building for older participants and continuing to engage with Makani beneficiaries as they get older, providing support from a young age through adolescence and youth. Existing efforts to provide vocational training and partnerships on computer skills, for example, are already beginning to move in this direction, but there are a wide range of possibilities in this space.

Increasing the programme's complementarity with the existing education system, specifically in terms of supporting broader and more specific learning outcomes across the various levels of education, were noted, as well as the possibility of a 'blended' approach to programming where Makani centres might be partially in-person and partially online. This also aligns with suggestions to continue to find ways to reach the most remote and vulnerable.

"In addition, we would like to expand in the most vulnerable areas, or impoverished areas to ensure

that they are included, and that they receive the services offered by the Makani programme." – National KII, Government Partner

Finally, another common and relevant recommendation was to institutionalise more systematic evaluation of new programme elements in Makani, using a piloting and assessing approach to understand in a robust and rigorous manner the ways in which impact can be increased, and what the most effective combinations of programming are for different groups.

Recommendations from research participants further focused on building capacity, addressing infrastructure, expanding resources, and providing more services to those with children with special needs.

The participants in this evaluation highlighted a range of challenges and made a range of useful recommendations worth considering. These highlight that there are needs across the Makani programme, and a range of ongoing challenges. Note that this report will summarise and present these recommendations, as well as drawing on these recommendations in combination with broader analyses of the needs and issues identified to present recommendations in the final section of this report.

In National KIIs, a number of recommendations were made. As this report will go on to note, it was also mentioned by local partners and stakeholders the need for continued and improved training for facilitators and better qualified trainers to really build capacity for Makani staff and facilitators and additionally, continuing to develop facilitators who are working in Makani centres in the field, and this was noted by various partners.

"But the parts I think we need to tackle more is developing the facilitators at a field level, which we've communicated to UNICEF, and we've started working on that; we can invest more in them and the retention rate is manageable, we don't have a lot of volunteers leaving. And of course, we evaluate them to make sure they are aligned with child protection and PSEA policies to ensure they are creating a good impact and in the right direction, but I think we can invest more on building their capacity." – National KII, IP

Figure 15: Selected Recommendations from Research Participants

Improving resources and capacity at Makani centres	Increasing reach, reaching the ultra-vulnerable and under-served	Extending the programme in new directions, strengthening existing components
<ul style="list-style-type: none"> • Developing facilitator skills and capacity • Improving infrastructure and resources • Broadening Makani services and activities • Increasing the number of Makani centres • Hiring more centre staff • Including students with special needs 	<ul style="list-style-type: none"> • Focusing more on ITS • Using adaptability and flexibility to better support under-served populations • Using digitisation efforts as the basis for a blended remote/in-person approach and to increase Makani reach to more remote communities 	<ul style="list-style-type: none"> • Strengthening programming in terms of gender outcomes • Supporting older youth more with employability-focused services • Strengthening engagement with government, particularly with other relevant ministries (beyond MoSD) • Providing SRH education to girls and boys as part of programming • Engaging more with past participants and/or older participants

In line with the findings regarding gaps in outcomes and access for beneficiaries in ITS – recognising ongoing existing efforts to address these challenges and the great strides already made – the need for focusing more on ITSs to provide broader services such as health services as well as the existing core services and awareness raising was noted.

At a more strategic level, the importance of the longer-term funding and programming approach was also highlighted as a major enabler of Makani’s programming success – one particularly notable as this may be under threat, with an increase in earmarking funds and decrease in funding noted by other key informants (as outlined earlier in the Sustainability section).

At a centre level, while most seemed happy with Makani, they were always still able to provide three major recommendations for its improvements. These tended to fall under a few themes. Firstly, attention was brought towards the infrastructure and space of Makani compounds. Not only was it voiced that these needed to be improved and receive maintenance, but it was also said that they needed to expand to be able to receive more beneficiaries who awaited to be a part of the Makani programme:

“I hope to find larger areas or a second branch of the centre because of the large number of turnouts at the centre and the presence of a large number of children waiting for a place to receive them and enable them to benefit from programmes and activities.” – Centre Observation, Host

The need for improved infrastructure was especially present in ITS communities.

Secondly, attention was brought to the resources that exist within the Makani centres. The need for more resources especially more high-tech ones such as computers and a laboratory were noted, as was the request for more training for facilitators and staff to increase their skill sets:

“Holding training courses for all in general such as ICDL, English courses, trainer training courses and other courses.” – Centre Observation, ITS

Provision of such services can be challenging in ITSs in particular, given the remote nature of these communities. However, this was noted in a number of centres, who in other locations also mention some lacking physical infrastructure such as fencing, for example, or larger spaces for participants, as well as things like computer labs. Child-friendly spaces were mentioned by some, though the need for these is tempered by the fact that a large number of the Makani beneficiaries (parent and child) who were interviewed reporting feeling safe and comfortable at centres.

Furthermore, generally there was the recommendation that more school materials, more services and more activities ought to be provided by Makani. On this front, a recommendation which stood out was

“[P]artnering with vocational training institutions to take advantage of the capabilities of young people after the age of 16.” – Centre Observation, Host

Positively, Makani has begun work on efforts to address this in 2021, and this will be expanded in 2022. Finally, access to the centres was another issue both by people with special needs as well as for the staff to get to the centres.

In Local Klls, with the broader community, while a few stakeholders said they had no recommendations and found the Makani centres to be completely adequate, more commonly stakeholders did have recommendations for the programme. Most regularly, stakeholders voiced the need for the continuity of the programme, as well as its expansion through setting up more centres to be able to invite more participants into the centres. This would require the programme to receive more financial support as already now stakeholders identified the need for financial support, as centres lacked resources. A suggested solution was that the programme ought to work more with the government and its ministries to increase its access to resources. This would also have the benefit of even further legitimising the programme and providing it with more national ownership.

Suggestions on how to improve the resources within the existing programmes were also made. Multiple stakeholders said that facilitators and staff needed more training. Additionally, there was a concern that too much pressure and extensive monitoring

was being placed on facilitators. In order to alleviate this, it was suggested that more facilitators and staff should be hired and that more trust should be extended to facilitators for doing their job. For the courses, it was requested that more courses should be offered, particularly for the older cohort of children, and especially English and science classes. For the latter, there seemed to be an absence in scientific equipment such as laboratories as well as a variety of scientific subjects, resulting in children turning to other programmes for these courses. A need for more awareness raising, protection services and psychological support was also raised. There was also a demand for more entertainment, sports complexes, and play areas for children as this really helped them to relax.

In order to make Makani centres more inclusive, it was also recommended that the programme should focus more on including children with disability as they had the facilities to do so. Finally, it was recommended the programme ought to be more immersed into the local environment and not limit itself to the centres. This would include following up with prior Makani students and utilising their experience with the programme to facilitate its improvement.



CONCLUSION

This Conclusion section provides a summary of the report’s findings to preface discussion of recommendations in the following Section 5. In line with the overall aims of the research, this conclusion summarises findings along the following objectives:

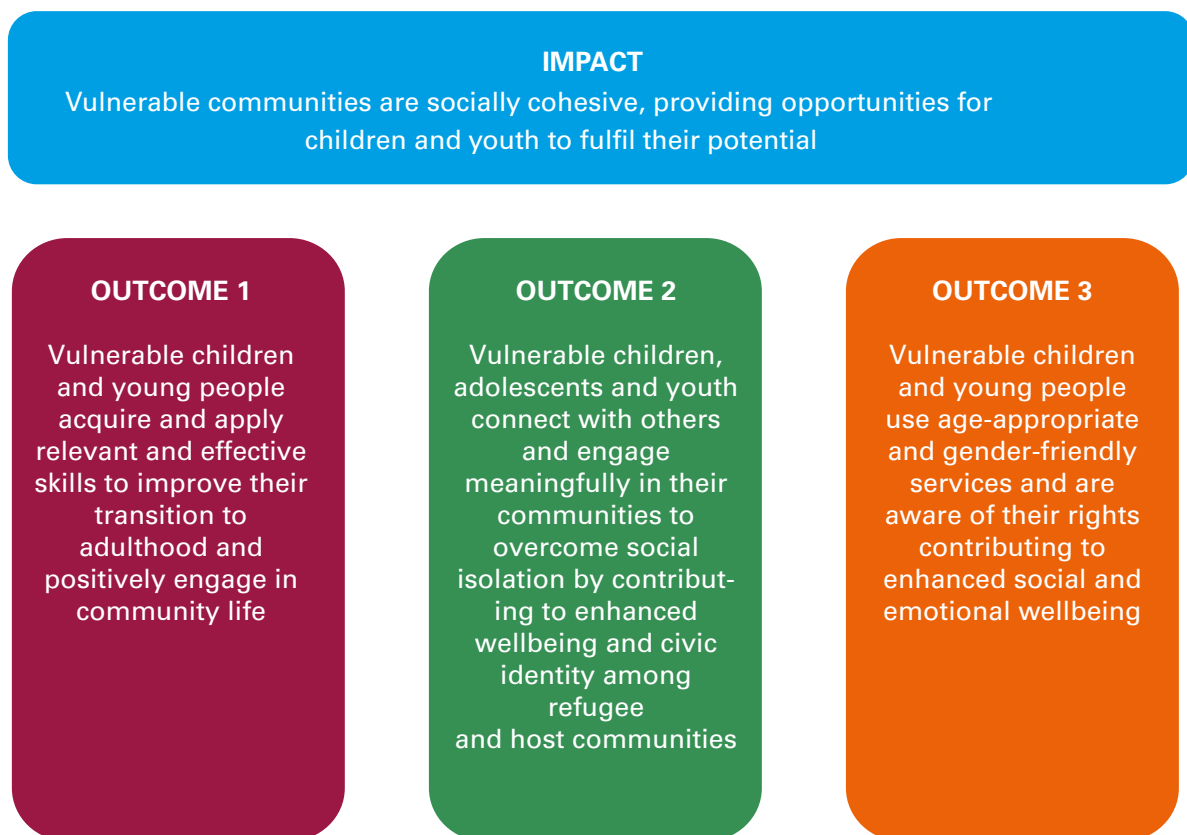
4. Analyse whether the programme was able to meet its **high-level objectives**
5. Analyse the extent to which the intervention laid a foundation for **future sustainability**
6. Identify and document **lessons learned** to inform and guide the design of future programming.

These conclusions draw on the findings across the six relevant OECD-DAC criteria and the subsequent Evaluation Questions for this report.

Meeting programme objectives

The Makani programme has a range of objectives, but its overarching intended impact is to ensure that “vulnerable communities are socially cohesive, providing opportunities for children and youth to fulfil their potential... through the provision of well-coordinated and cost-effective multisectoral services.”

Figure 16: Makani’s Intended Impact & Outcomes



Makani beneficiaries are highly positive about the programme's effects on children's and adolescents' school performance, motivation to learn, and self-confidence, and perform equally as well or better as non-Makani participants. On learning outcomes, parents of Makani beneficiaries and non-Makani beneficiaries rated their children's performance on math and reading equally highly, as well as adolescents' life skills and attitudes other than presenting were comparable between beneficiaries and non-beneficiaries. This similarity could be interpreted as a net positive on the impact of Makani – the non-Makani group consists of less vulnerable group as the non-beneficiary sample consists of more people from Jordan without a background of migration and likely more familiar with the school system compared to the Makani beneficiary population.

Comparing the test and control groups

As noted earlier in the Methodology section, one result of the test-control approach and the nature of the Makani programme (focused on the most vulnerable groups) was that the control group included a higher number of Jordanian respondents. This group are highly likely to be less vulnerable than their refugee counterparts in the evaluation, and as such, direct comparison of these groups may obscure important nuance. To address this, the evaluation analysis disaggregated the test and control groups by nationality, highlighting where key differences were found, in order to limit bias resulting from this.

Indeed, considering Syrian participants only, the parent-rated reading performance of children who participate in Makani was higher than of those who do not participate – the findings overall suggest that beneficial effects of the Makani learning component are higher for Syrian children and other nationalities.

Further, **the Makani programme contributes positively to children's and adolescents' sense of belonging and participation in their communities.** Most beneficiary parents (95 per cent) felt that the programme helped their children feel more connected to the community, while adolescents

feel more secure in their community as a result of Makani. In terms of community participation, 70 per cent of Makani adolescents versus 54 per cent of non-beneficiary adolescents volunteer on a regular basis in the community, which could be explained by higher awareness of volunteering and access to opportunities, as well as a stronger belief in their ability to contribute towards development of their community. Children and youth also reported being more willing to engage others and the environment around them after participating in Makani and expressed a desire to contribute to society.

The Makani programme overall scores very well by measures of coherence and relevance, as it is very well placed within local, national, and international frameworks and the UN's own strategic frameworks, and it has clearly been designed – and since continually adapted – to directly answer to the needs of vulnerable communities in Jordan, both refugee and host. In these domains, there are two vital takeaways. First, that past efforts to increase coherence through seeking and engaging in opportunities for programmatic collaborations or synergies (such as the intersections with Hajati, or Takaful, for example) have proven useful and successful – it is strongly recommended that UNICEF and local partners continue to seek such opportunities, leveraging relationships and existing programming. Perhaps more importantly, however, is that **Makani could consider ways to increase its relevance – in particular, by increasing its reach – to some of the most vulnerable groups in Jordan which it currently does not engage with,** particularly those populations that are underserved by the programme such as married older girls, children with disabilities or special needs, and geographically remote communities. The efforts to expand reach to ITSs are a positive case study in this regard, but more work is needed if Makani is to truly support the *most* vulnerable.

Laying a foundation for future sustainability

In terms of sustainability, **the Makani programme's successful shift to a local implementation model working with Jordanian partners only, and the increased engagement of key national stakeholders, including the formation and ongoing work of the Makani Steering Committee, are all indicators of very positive steps towards**

a sustainable future for the programme. Partners and other stakeholders highlighted the strength and value of these efforts, and their positive impacts on the programme so far. The Makani programme has clearly demonstrated an ongoing commitment to enhancing future sustainability.

However, the looming funding gap that would exist in UNICEF's absence and the lack of significant success in terms of creating income generation models at Makani centres underscore a key challenge for the programme. Key informants accurately noted that funding for the Syrian response has been decreasing, and the economic situation in Jordan is challenging, and as such it appears unlikely that increases in funding or even consistent funding at the same current level is unlikely very far into the future. Furthermore, the flexibility of funding has reportedly been decreasing, as well as the amount and availability.

This leads to another key factor in the sustainability discussion – what future programming that could be sustainable may look like. While the model itself is a success, the demand for services is high and the challenges it addresses include structural barriers that are unlikely to be significantly reduced in the short to medium term. In this context, **the Makani programme may need to strategically consider the benefits of diversification versus consolidation in terms of its approach to its service delivery**, weighing the demand to expand services with the costs of doing so, and the vital nature of the core services it provides. Continuing to broaden its offerings may result in activities becoming financially challenging to support, despite their value, especially those with high resourcing costs. However, a consolidation approach presents the risk of reducing Makani's impact and diminishing several of its strengths – such as its flexibility and adaptability, and its ability to engage with a wide range of beneficiaries. Strategic consideration of this underlying direction will be vital to the future of programming and preparing for a sustainable future.

Documenting lessons learned

As a long-term programme that serves a wide range of beneficiaries in various ways, there is no shortage of challenges nor lessons learned in the Makani programme. Past evaluations have identified

a range of such challenges, many of which the programme's efforts to address are clearly evident in the current phase of programming (See Section 4.6. Sustainability for further discussion).

Generally, a key takeaway for the evaluation was the **opportunity to broaden the reach of the programme to the specific ultra-vulnerable or underserved population that children with disability and married girls represent.** The programme is succeeding in reaching a broad population of vulnerable beneficiaries, including refugee children in camps and both refugees and Jordanians in urban settings. However, supporting this population represents a known challenge even prior to this evaluation, and remains a vital area to continue to work towards addressing, given the primary intended outcome of the programme and its focus on the most vulnerable groups.

Additionally, the challenges raised by beneficiaries around their experiences of COVID-19 programming – often positive, but not uniformly, with many reporting concerns and frustration with remote learning and limitations to their access to remote support, which do not necessarily reflect on Makani's work, but which nonetheless highlight that future digitisation or remote learning efforts will need to build on and address these lessons to be an effective strategy in the future.

Positive lessons learned included the fact that the integrated approach was well received, with its embedded child protection and life skills messaging effective and well liked, and beneficiaries reporting positive impacts; additionally, the strength of the flexible, adaptable approach to programming which the Makani programme has taken in terms of its ability to meet the needs of beneficiaries, and similarly, its rapid response to COVID-19 and the likely significant benefits for children who would have otherwise missed significant support. Finally, as has been noted regularly throughout this report, the value of national engagement for implementing the programme, increasing future sustainability, and harnessing opportunities for collaboration and synergy in programming to increase effectiveness and impact.

Additionally, participants also noted a range of opportunities that Makani may utilise – some were to continue to build on existing efforts, such as expanding services further through partnership with national stakeholders such as the MoSD and continuing to identify complementarities and synergies to leverage with other programming (UNICEF, government, or NGO). Beyond these, notable opportunities included the possibility to support older youth in the programme, responding to high youth unemployment, by expanding services that improve employability for youth; harnessing the programme’s flexibility and adaptability to implement changes and approaches in response to beneficiary needs as an opportunity for rigorous learning by piloting and quantitatively testing new programming elements; and building on the

programme’s contributions to gender equality by making the programme more strongly committed to a gender transformative approach, given its powerful potential benefits in education settings. However, each of these opportunities must be weighed against another key finding of this report – that **there is high ongoing demand, but limits to funding and resources, which may pose a risk to the quality and coherence of the programming should the programme continue to expand in multiple directions**. In this context, UNICEF must think strategically about which of these opportunities is most critical to engage with to ensure the sustainability of the programme moving forward.

A young boy with dark hair and a thoughtful expression is sitting at a table. He is wearing a dark blue hoodie with a white fur-lined hood. In front of him is an open notebook with handwritten text. The table is dark and has some small objects on it. The background is a simple, slightly blurred indoor setting with a window showing bright light.

RECOMMENDATIONS

Figure 17: Summary of Recommendations

<i>Effectiveness</i>	R1. Leveraging synergies with other UNICEF, government, or partner programming
<i>Efficiency</i>	R2. Conducting further innovative and in-depth studies to better understand efficiency R3. Continuing to build staff and facilitator capacity
<i>Impact</i>	R4. Increasing efforts to reach specific vulnerable groups R5. Bringing a stronger and clearer gender transformative component to programming R6. Integrating test/control research in piloting of new programme components
<i>Sustainability</i>	R7. Strategically considering diversification versus consolidation of programming given the current context R8. Continuing to build on nationalisation efforts already begun

This section provides high-level recommendations for future Makani programming based on the findings of this evaluation.

While this evaluation was often positive about the Makani programme, and highlighted a range of successes, there are several ways in which the programme might be improved or areas in which challenges or concerns might be addressed. The figure below summarises the recommendations presented in this section, organised by OECD-DAC criteria:

Note that there are no specific recommendations related to the relevance and coherence criteria, as particularly in terms of coherence the programme performs strongly, however the recommendations organised under the criteria listed above are also expected to have overlapping impacts on other evaluation criteria.

5.1. Recommendations for Programme Effectiveness

FINDING: The level of overall support presents strong opportunities to continue to leverage local partnerships, much as UNICEF was able to in response to COVID-19 – this could be used to continue to improve the reach of the programme, and to support future sustainability efforts.

Recommendation 1. Leveraging synergies with other UNICEF, government, or partner programming

Synergies with other relevant programmes offer opportunities to increase impact, effectiveness, and coherence. These may not be limited to specific partners or programming but may encompass a wide range of areas from partners and programming to refugee support, government social support programming, private sector partnerships, or collaborations with youth organisations, for example. Several such efforts have already been trialled as part of the Makani programme, and various partners have noted their success. These have included:

- Connecting with the Hajati programme to provide ‘cash-plus’ programming.
- Leveraging other UNICEF or partner programmes to help identify and target the most vulnerable populations.

In the case of ‘cash plus’ programming or conditional cash transfers, for example, similar approaches in other contexts have been linked with preventing child marriage and ensuring school attendance.¹⁵⁴

However, this recommendation is not suggesting any specific programming, but rather that the Makani programme continues to leverage such opportunities.

154. There is ongoing research about the impacts of cash transfers, of different types, on child marriage and on educational outcomes, but some research suggests promise in supporting these outcomes through cash-based programming. A recent systematic review found that “Interventions that support girls’ schooling through cash or in-kind transfers show the clearest pattern of success in preventing child marriage, with 8 of 10 medium-high quality studies showing positive results.” (Chandra-Mouli & Plesons. “A Groundbreaking Systematic Review, but That Alone Is Not Enough to Change the Course of Programming on Child Marriage Prevention.” *Journal of Adolescent Health*, Volume 68, Issue 5, May 2021, Pages 833-835.) See also Hinds 2015, “Impact of cash and asset transfers on child and forced marriage”, GSDRC Helpdesk.

Positively, Makani has been able to do so in a few ways on various levels of the programming already. Continuing to do so and increasing coordination with other programmes could improve methods of identifying and accessing beneficiaries and providing even more holistic support.

This might be done at a local or community level via IPs, who can suggest or identify potential partners to extend their reach or harmonise efforts. At a national level, UNICEF and the Makani Steering Committee can build on their existing relationships to develop further partnerships to support Makani programming. Many interviewed for this research suggested extending or expanding the Makani programme – and this approach offers one of the most viable ways to do so in a context of decreasing funding and increasing vulnerability.

5.2. Recommendations for Programme Efficiency

Recommendation 2. Conducting further innovative and in-depth studies to better understand efficiency

RELATED FINDING: While costs have steadily decreased overtime, the high reported quality of Makani services and the consistent and increasing demand suggests that the programme is delivering effectively and underlines the value of the current approach.

While the findings in this report in terms of efficiency are positive overall, as this report notes earlier in the Efficiency section (3.4.), it is difficult to assess the Makani programme based on comparative measures, due to the large scope, diversity, and uniqueness of the programme (and a subsequent lack of useful proxies). This recommendation suggests that specific investigation of the programme's performance in terms of efficiency and effectiveness, beyond the scope of this evaluation, could provide additional learnings for Makani and for the development and humanitarian sector in general, given the unique nature of the Makani programme and the range of positive impacts it has had on beneficiaries and their communities.

One such possibility would be the use of innovative tools to assess and understand the wide-ranging efficiency and effectiveness outcomes related to a large, multi-sectoral programme. For example, CEA is an alternative to traditional cost-benefit analysis techniques, which compares relative costs to outcomes (i.e., effects) of two or more courses of action – it is considered to be most useful when analysts face constraints which prevent them from conducting cost-benefit analysis, but also focuses more on non-monetary value. A Cost Effectiveness Analysis (CEA), while beyond the scope of this evaluation, may offer a useful assessment of the programme's value that would help to inform future programming approaches. This might be particularly useful also in considering ways forward in terms of the choices between diversification or expansion or consolidation in future years of the Makani programme.

Recommendation 3. Continuing to build staff and facilitator capacity

RELATED FINDING: 70 per cent of the total Makani programme costs are attributed to frontline staff salaries, which highlight a critical and valuable investment in Makani's success.

Though this is a straightforward recommendation, it is worth highlighting as many research participants noted both the ongoing need to increase the skills of facilitators and centre staff, as well as the value of capacity building and training in the past and its flow on impacts for teacher satisfaction and student wellbeing.

COVID-19 has also highlighted how vital it is to have strong, well-trained facilitators working in Makani centres, and the more nuanced integrated approach which builds a more flexible curriculum requires that facilitators be well-trained and experienced. The consistent positive feedback about the facilitators from children also highlights how vital an investment the training of facilitators is for the Makani programme.

5.3. Recommendations for Programme Impact

Recommendation 4. Increasing efforts to specific vulnerable groups under-represented in Makani

RELATED FINDINGS:

- The Makani programme's relevance to the needs of vulnerable people across Jordan, both refugee and host, is very high – the programme was designed to respond to the particular needs of these groups and has since been adapted and updated to increase its focus on meeting the needs of the most vulnerable
- Makani has stronger effects on more vulnerable populations, but more effort needs to be focused on addressing equity and inequality, in part by addressing access concerns

Perhaps the most critical recommendation made by this report, it is strongly recommended that further efforts to engage with specific and known under-served and ultra-vulnerable groups are made in future years of Makani programming. Improving reach with communities in ITSs has been a focus in the years since the past evaluation, and while there may be further work needed, the increase in access for such communities is a real success. However, reaching these key groups, such as disabled children and older married girls, is an important opportunity to address the needs of vulnerable groups, and particularly relevant given that a primary outcome for the Makani programme is reaching the most vulnerable.

Earlier sections expand on some of the groups who are not as well-served by the programme as it currently stands. Key factors noted to be indicative of likely reduced access to the Makani programme included:

- Disability
- Child marriage
- Geographical remoteness

Efforts to address the barriers resulting from distance from Makani centres or remoteness of some communities (including ITSs) have already been made, but research participants still highlighted challenges around transportation to Makani centres in a number of cases, suggesting that more may be needed to ensure access for these groups.

Many partners noted that more efforts needed to be made to reach disabled children, and the enrolment levels suggest that they are not over-represented in the Makani programme as might be expected for an ultra-vulnerable population. Similarly, married girls are not over-represented, but some participants and partners noted the restrictions to their access. Engaging these groups may require various efforts – for married girls, working with communities to address gender norms as well as providing flexible learning options or support that may alleviate care burdens that might restrict their access may be required. For disabled children, further training for facilitators and staff may be needed, as well as adaptations to the curriculum in some cases, or specific resources and facilities for centres to facilitate access.

Recommendation 5. Bringing a stronger and clearer gender transformative component to programming

RELATED FINDINGS:

- The Makani programme’s relevance to the needs of vulnerable people across Jordan, both refugee and host, is very high – the programme was designed to respond to the particular needs of these groups and has since been adapted and updated to increase its focus on meeting the needs of the most vulnerable
- Makani has stronger effects on more vulnerable populations, but more effort needs to be focused on addressing equity and inequality, in part by addressing access concerns

While the Makani programme contributes to goals around gender equality as it improves access to education and learning outcomes for boys and girls alike, there may be opportunities to embed a gender transformative approach more specifically into the programme.

Committing to this approach explicitly would highlight challenges such as the limited inclusion of married girls, for example – but more broadly, would provide a stronger foundation for community engagement, child protection messaging, and life skills training components, all of which are strongly connected to the necessary commitment for gender transformative programming to transforming harmful social norms and gender roles. Gender transformative programming seeks to actively engage with the transformation of social norms which limit the opportunities or are harmful to women and girls, and men and boys – community engagement on attitudes which limit the access of women and girls to education, or their agency and participation, are key areas to address in such approaches, and as such, are well-aligned with the goals of the Makani programme overall.

As UNICEF’s recent report on Gender Transformative Education notes:

“Prioritizing gender equality in and through education has the potential to transform societies and bring about gender justice, climate justice, economic justice and social justice.”¹⁵⁵

An explicit commitment to this approach and efforts to directly implement Gender Transformative Education in the Makani programme would further be in line with UNICEF’s commitment to gender equality and with current best practices in education. It would also enhance its impact for women and girls, and for communities more broadly by actively working to reduce gendered social barriers to education and improving the broader education environment (including social norms, education structures, employment opportunities, and other various factors which make up the ‘environment’ that Makani beneficiaries experience) in which Makani participants of all ages and backgrounds will go on to use the skills they have learned in the programme. As gender transformative approaches seek to actively overturn norms and attitudes that result in gendered restrictions in access, mobility, or other such freedoms or forms of agency, this approach is inherently compatible with improving access to and experiences of education for both boys and girls.

Recommendation 6. Integrating test/control research in piloting of new programme components

FINDING:

- Makani has stronger effects on more vulnerable populations, but more effort needs to be focused on addressing equity and inequality, in part by addressing access concerns
- Stakeholders emphasised a number of potential opportunities for Makani, particularly related to gender equity and expanding services

155. Gibbs, M. (Ed.) 2021. GENDER TRANSFORMATIVE EDUCATION Reimagining education for a more just and inclusive world. UNICEF. <https://www.unicef.org/media/113166/file/Gender%20Transformative%20Education.pdf>

A strength of the Makani programme highlighted by several partners and stakeholders is the commitment to flexibility and adaptability, and the learning approach that UNICEF has embedded in the programme. Partners often noted how positive it was that the Makani programme was able to be adapted or changed as needed – flexible funding and UNICEF’s approach have facilitated this in the past. Though UNICEF have noted that their funding has become less flexible, maintaining this approach should be a key goal for the programme going forward.

Further, there is an opportunity to embed learning even more significantly, and to marry piloting of new approaches with impact research – assessing the impact of new approaches through research partners, to understand what works, and what works for which groups. For instance, if a new module is added to the curriculum, this could be piloted among a set group of participants for an agreed period, and their performance on relevant outcomes tracked against a control group of participants who have not yet received this module, or over time, considering performance against these outcomes before and after. Such approaches would also strengthen future evaluations, providing a rich foundation for considering the programme’s impact among different groups, as well as facilitating ongoing learning and increasing impact.

5.4. Recommendations for Programme Sustainability

Recommendation 7. Strategically considering diversification versus consolidation of programming given the current context

FINDING:

- Despite the efforts of UNICEF and its partners to improve the sustainability of Makani, there is no clear short-term solution to the funding gap that would exist were UNICEF and its current donors to substantially reduce or remove funding
- Makani’s strategic direction – further diversifying or consolidating its service delivery – hinge on sustainability questions

Central to the question of sustainability for the Makani programming is the challenge that decreasing and less flexible funding in a context with growing demand poses. It must be acknowledged that while considerable positive steps have been made to work towards a sustainable future for the Makani programme, it is challenging to consider that many of the recommendations made by partners and participants involved in this research would constitute significant expansions to the Makani programme at a time when future funding is not fully ensured. UNICEF Jordan will need to reconcile the benefits of meeting the growing demands of its beneficiaries and continuing to expand and improve its ability to serve the most vulnerable with the realities that expanding services significantly may not be feasible.

Government and national partners are strong supporters and the ongoing strengthening and building of these relationships is a positive indicator for future sustainability, as plans to trial using community centres run by government as Makani centre service providers, for example, among other synergies being explored, already highlight. However, it is as yet uncertain the extent to which the Makani programme would be able to continue in its current form should UNICEF’s financial support be reduced. There is strong impetus for serious consideration of what the services most fundamental to Makani’s outcomes are, and who most needs them, if a future where new or more services are not financially viable is possible. This may mean focusing on the most critical needs of the most vulnerable over being able to provide a wider range of services to a larger group of beneficiaries.

Recommendation 8. Continuing to build on nationalisation efforts already begun

FINDING: The pivot to national ownership of the Makani programme in 2018-19 has been a major success and has been effective in shifting to a localised model, including institutionalisation of the programme with the MoSD.

This recommendation recognises the value of previous nationalisation efforts made by UNICEF and its local and national partners, based initially

on the *Makani Sustainability and Exit Strategy*, and now embedded via not only formal relationships such as the Steering Committee but through the ongoing collaboration with these partners. Various partners suggested that these efforts had had significant impact, in particular highlighting how this enabled an improved and more rapid response during COVID-19 as a key example, as well as the vital opportunities for sustainability through increasing national ownership. Continuing to expand these relationships – for example, building formal relationships with other relevant ministry partners beyond the existing strong relationship with the MoSD, or also with municipalities in areas where the programme is working – is already a goal expressed by UNICEF, and one strongly supported by the findings of this evaluation.



ANNEXES

Annex A. Detailed Methodology

1.1 Evaluation Framework¹

Samuel Hall used a **mixed-methods design** to allow for cross-validation and triangulation across data sources.

While embedded in the OECD/DAC framework, these principles are reflected in a number of research lenses necessary to frame the development of research tools, data analysis and articulation of research results.

Figure 1: Research Framework

Programme	Inclusion	Ecosystems	Strategic	Resilience
Design, delivery, outcomes, learning	Gender, disability, nationality/background, etc.	Considering relevant factors from micro-macro level.	SDGs, triple nexus, regional priorities, best practices	Impacts of COVID, sustainability of programming

The inclusion lens considers gender, disability, and other factors of marginalisation. Examining host and refugee community dynamics requires an ecosystems approach, which considers barriers and enablers at community, local, national, and other levels relevant to the programme. The strategic lens focuses in on the programme’s coherence and relevance, in the OECD DAC framework, and considers its alignment with humanitarian priorities, UNICEF mandate, and international best practices. Finally, the resilience lens will consider how the programme may have contributed to resilience and how resilient the programme, and its beneficiaries, are to shocks – in particular, considering the impacts

of COVID-19 and other socio-economic factors more broadly.

Each of these lenses will overlap with the evaluation questions (EQs) and contribute to addressing different – and various – sections of the OECD/DAC framework. They are not additional but will work in tandem with EQs.

1.1.1 Evaluation Questions

The following evaluation questions have been refined from the initial TOR to ensure a more clearly articulated and succinct focus for the evaluation.

Figure 2: Evaluation Questions

Evaluation questions		Source
EQ1. Relevance: How relevant was the Makani intervention to beneficiaries’, partners’, donors’ and Jordan’s needs and priorities?		
1.1.	Were the Makani intervention, activities and processes relevant and consistent with the priorities of UNICEF, UNSDF, the Government of Jordan and relevant national policy frameworks? ²	KIIs, desk review
1.2.	How has UNICEF adapted the intervention to the context and through the transition to resilience?	KIIs, desk review
1.3.	How relevant are the Makani objectives, design and services to the needs of the most vulnerable children and adolescents in Jordan as well as the social cohesion needs of the community, given the current pandemic context?	Survey, FGDs, case studies, KIIs, desk review
EQ2. Coherence: How coherent was the Makani intervention with the policies and priorities of other actors in the context, and with human rights, gender and other inclusion considerations?		

1. The evaluation process is guided by UNEG Guidance on Integrating Human Rights and Gender Equality in Evaluation. UNEG Integrating Human Rights and Gender Equality in Evaluations.”

2. For example, the Jordan Response Plan (JRP), National Strategy for Human Resources Development Strategy (NSHRD) and, Jordan National Social Protection Strategy 2019 – 2025, Jordan national youth strategy 2019-2025, Jordan’s Education Strategic Plan (ESP) 2018-22

2.1.	To what extent was the intervention coherent with SDGs and targets, including the interlinkages between these?	KIIs, desk review
2.2.	To what extent was the intervention design consistent with the policies/priorities of other key development or humanitarian actors working in the context (e.g., HAC and UN COVID-19 Socio-Economic Framework)?	KIIs, desk review
2.3.	To what extent was the intervention design coherent with the policies and priorities of its key stakeholders?	KIIs, desk review
EQ3. Effectiveness: To what extent did the Makani intervention attain its stated objectives and its results?		
3.1.	To what extent have the planned results of the Theory of Change been achieved? Are there spill-over effects on community attitudes / social behaviour change on child rights? What were the major factors influencing the achievement or non-achievement of the Makani objectives?	Survey, FGDs, case studies, KIIs
3.2.	How have results contributed to UNICEF's overall goals of meeting the needs of vulnerable children living in Jordan? What was the quality of the services provided? To what degree did Makani interventions provide support to the most vulnerable children during COVID-19?	Survey, FGDs, case studies, KIIs
3.3.	How and to what extent has the integrated approach impacted the program's ability to reach intended outcomes, including skills building, meaningful engagement, and overall enhanced wellbeing? ³	KIIs, desk review
EQ4. Efficiency: To what extent did the Makani intervention deliver results in an economical and timely way?		
4.1.	From a value-for-money perspective, how did the results compare to the costs of the models (camps, host and ITS)?	Survey, FGDs, observations, desk review
4.2.	How, if at all, has the integrated approach improved efficiency of the Makani intervention delivery, and what gains did this change result in?	Survey, FGDs, observations, desk review
EQ5. Impact: What positive or negative, unintended and intended impacts has the Makani intervention generated?		
5.1.	What impact has the Makani intervention had on UNICEF's positioning to champion children's issues in Jordan?	KIIs
5.2.	How, and to what degree, has the intervention impacted child participation in terms of public school enrolment and retention, personal development, and social and emotional well-being, as well as community social cohesion or other intended impacts? ⁴	Survey, FGDs, case studies
5.3.	Has the intervention contributed to achieving equity or narrow inequality in terms of sex, age, different nationality and groups (i.e., Syrian, Bedouin, urban, etc.), economic status, and geographic location?	Survey, FGDs, case studies
EQ6. Sustainability: To what extent to which the net benefits of the Makani intervention continue or are likely to continue, in particular without further UNICEF involvement?		
6.1.	How sustainable is the intervention considering capacity to sustain programme elements without UNICEF or external support?	KIIs, observations, desk review
6.2.	To what extent has the Makani intervention yielded national ownership? Have any tangible efforts been made to leverage national partnerships, capacities, etc.? Has there been any motivation for continuity among national actors?	KIIs, desk review
6.3.	What lessons can be documented, or challenges observed from the implementation of the model in reaching the vulnerable population and providing services?	Survey, FGDs, case studies, KIIs, desk review

3. Specifically, programme outcomes identified in the Makani Theory of Change (TOC) – 1. Vulnerable children and young people acquire relevant and effective skills to improve their transition to adulthood and positively engage in adult life; 2. Vulnerable children, adolescents and youth connect with others and meaningfully engage in their communities to overcome social isolation by contributing to enhanced wellbeing and civic identity among host and refugee communities; 3. Vulnerable children and young people use age-appropriate and gender friendly services and are aware of their rights contributing to enhanced social and emotional wellbeing.

4. Note that the overarching intended impact of the Makani programme is that "Vulnerable communities are socially cohesive, providing opportunities for children and youth to fulfill their potential".

1.1.2 Limitations of approach

The Makani programme is a large and multi-sectoral one, operating in a similarly complex environment – as a result, capturing the nuance needed to adequately assess and understand the programme’s impact will be challenging. Based on preliminary conversations with UNICEF, the team focused primarily on research questions that require primary data collection, particularly with direct beneficiaries, to ensure the most efficient use of time and resources.

The test and control sampling used focused explicitly on assessing the impact question with more rigour. However, it is important to note that the sample sizes outlined will not allow granularity at all levels of interest and some resulting findings are thus indicative only.

For further information, see also the earlier section of this report, *Section 3.6. Challenges and limitations*.

1.2 Research tools

The tools have been developed in direct response to the EQs. The evaluation matrix (Annex 6.2) cross-references the tools with the EQs. The full set of tools have been submitted along with this inception report.

1.2.1 Quantitative Survey

A single modular quantitative survey was designed for a range of participants – considering both age group, host/refugee status, and different programme activity engagement—and with the capacity to use it with both the test and control groups. Participants were randomly selected based on the identified approach and targets. However, to strike the best balance possible between a feasible and appropriate survey for children, while adolescents and youth responded to the range of issue areas relevant to the programme, surveys directed to children under 13 years of age were completed by parents or guardians.

The survey primarily focuses on the evaluation questions around impact (EQ5) considering UNICEF positioning, supporting children enrolling in and staying in school, child and youth personal development, social and emotional well-being, and equity and inclusion. These include addressing questions of experiences of violence, given the strong child protection component

in the Makani programme, and assessing impacts of COVID-19, in answer to questions regarding the programme’s adaptation to this challenge, and to changes in the programme in general.

The survey four modules, then, covered various components of Makani’s expected impact, specifically for:

- Children: 12 years old and under.
- Adolescents and youth: aged 13-18 and 19-24.
- Parents.

1.2.2 Focus Group Discussions

The Focus Group Discussions (FGDs) engaged with two key groups in each location:

- Adolescent beneficiaries (male and female).
- Parents / guardians of beneficiary children (male and female).

Similar to the survey, these FGDs considered EQs relating to Impact (EQ5) will also more broadly engage on specific programme elements for adolescents (such as employment or vocational training services) and on questions of resilience and inclusion, such as how COVID-19 has affected them and their experience of the programme, how they feel the programme has contributed to their own inclusion or that of their peers, and more broadly, their aspirations, recommendations, and concerns.

1.2.3. Case Studies

Case studies targeted children with more complex situations, to understand the nature of inclusivity at the Makani centres. Case Studies were conducted with a variety of age groups among beneficiary groups in the target locations. The two primary participating groups were:

- Beneficiary and past-beneficiary children aged 13 and above (male and female).
- Parents / guardians of beneficiary children under the age of 13 (male and female).

Local	National
<ul style="list-style-type: none"> Local implementing partners (i.e., NGOs, CSO, MOSD) Local humanitarian / development actors (i.e., local NGOs and CSOs) Local government 	<ul style="list-style-type: none"> Relevant academic experts or expert practitioners High-level government counterparts National-level representatives IPs, including CSOs, MOSD, etc. UNICEF specialists or experts

A separate tool was used for adults (targeting their perceived impacts on their child, and largely intended for use with the parents of children under 10) and for children in the programme, to ensure the tool is adjusted to the needs and capacities, and programme experiences, of the relevant age group.

1.2.3 Key Informant Interviews

Two KII guidelines – local and national – were designed to engage with various actors and focus on different programme elements or areas. While local KIIs gathered location-specific information about Makani centres, the national / high-level KIIs engaged with relevant experts, which included government officials engaged with the programme, UNICEF specialists, and local or international experts and practitioners. These were geared towards supporting recommendations and learnings (EQ7) in particular.

1.2.4 Centre Observations

Centre Observations will involve short, structured observations of the Makani centres that are included in the study, noting visible infrastructure, use of resources, staffing, and observations on beneficiaries or community members, and staff, who are present at the centre. They will also include a short KII with a centre staff member. These will provide critical nuance to discussions on resourcing, activities, capacity, and other relevant research questions, and allow for a broader perspective on the Makani centres.

Translation of Research Tools & Outputs

Note that all tools were translated into Arabic from English by the Jordanian research partner, Mindset, who conducted translation and back-translation of tools as well as refinement with the UNICEF team. Research outputs were then transcribed and translated into English from Arabic for analysis.

1.2.5. Secondary Research

Samuel Hall integrated into the research two ongoing secondary research elements, namely:

1. Literature / desk review
2. Review and analysis of Makani programmatic, monitoring and evaluation data

The literature review identified key learnings relevant to the evaluation, with a particular focus on recent or new findings around the centre’s areas of focus, such as provide skills development for youth, improving educational outcomes, working with children in migration and displacement contexts, and so on.

The review and analysis of Makani programmatic and M&E data was also an ongoing activity, revisiting documents shared during the inception phase, collecting additional data and documentation during qualitative research, and conducting broader analysis of these inputs to incorporate into the overall analysis and reporting for the evaluation.

1.3 Sampling

There were trade-offs to be made in terms of sampling, to balance the need for a random sample and the inclusion of specific groups and considering the wide variety in centre populations and services.

The evaluation used a test-control approach, and within this deployed a stratified sampling to select research locations. Relevant populations were randomly selected in these locations for the quantitative survey and both randomised and targeted sampling methods will be used for selection of participants for inclusion in qualitative research.

1.3.1 Location selection

To gain a representative picture of Makani activities across Jordan without surveying every centre (an unrealistic approach from both a time and VfM perspective), the research will cover:

- Centres in each of the three regions (North, central, south)
- Centres serving all contexts (host, informal settlements, camp)
- Centres of different sizes (small to large)
- Centres managed by different IPs
- Centres offering different activities

There are currently 138 centres active. The research team used a stratified sampling approach to select a target centre in each governorate and then purposively sampled nearby centres to create a “cluster” that ensured a representative picture of Makani implementation in Jordan (see Figure 2).

Currently, 68 per cent of the current Makani beneficiaries are in host locations, compared to 3 per cent in ITS and 29 per cent in camps. This selection of centres covers 27 per cent of current Makani beneficiaries with similar breakdown by camp, ITS and host centres. The full list of centres selected can be found below.

Figure 3: Selected Centres

Region	Governorate	District	Centre ID	Context	IP	# of 2021 beneficiaries
North	Irbid	Qasabah Irbid	041-ICCS-Host	Host	ICCS	1517
		Bani Obeid	501-MOSD-Host	Host	MOSD	156
		Bani Kenanah	055-ICCS-Host	Host	ICCS	1268
		Ramtha	606-JRF-Host	Host	JRF	973
			043-ICCS-Host	Host	ICCS	1088
			ITS606	ITS	Mateen	26
			ITS624	ITS	Mateen	35
			ITS626	ITS	Mateen	52
ITS656	ITS	Mateen	16			
North	Mafraq	Badiyah Sh.Gh.	512-JRF-Host	Host	JRF	1161
		Mafraq Qasabah	050-ICCS-Host	ITS	ICCS	1510
		Badiyah Shamaliyah	ITS601	ITS	Mateen	132
			ITS602	ITS	Mateen	59
			ITS604	ITS	Mateen	20
		Zaatari Camp	unicef-z-d01-01	Camp	UNICEF	1274
			unicef-z-d09-01	Camp	UNICEF	1200
			unicef-z-d04-01	Camp	UNICEF	1285
Central	Amman	Marka	021-EAC-Host	Host	EAC	1359
		Amman Qasabah	060-ICCS-Host	Host	ICCS	1077
			059-ICCS-Host	Host	ICCS	1116
		Alquaismeh	398-MOSD-Host	Host	MOSD	202
			034-ICCS-Host	Host	ICCS	1298

Central	Azraq Camp	V3	unicef-a-v03-01	Camp	UNICEF	554
		V2	unicef-a-V02-01	Camp	UNICEF	1580
		V6	unicef-a-v06-01	Camp	UNICEF	1159
South	Aqaba	Aqaba Qasabah	085-JRF-Host	Host	JRF	803
South	Karak	Mazar Janoobee	504-MOSD-Host	Host	MOSD	224
			087-JRF-Host	Host	JRF	711
		Aghwar Janoobiyah	048-ICCS-Host	Host	ICCS	889

1.3.2 Selection of participants

The sampling was randomised, to strengthen the generalisability of the findings. Randomisation took place at cluster level for both the control and test groups – this approach strengthens possible findings at cluster / district level.

Test group: The population for the test group participants was made up of beneficiary lists. These lists for each location were randomised, and participants contacted to attend the centre and participate in the survey. The random listing was cycled through until a sufficient sample was contacted and surveyed.

Control group: While it was initially planned for centre waiting lists to be used to select participants, the timing of the research ultimately meant this approach was not possible. As such, a random geographic sampling strategy was adopted, selecting households for participants based on a selected area close to the centre and using a grid or door-knock strategy to identify participants.

For both control and test groups, the following sampling criteria applied:

- Only interviewing households with children.
- With households with more than one child, one child was randomly selected for participation.
- Every 5th household interviewed the primary adult caregiver (to provide an approximately 20 per cent adult sample in line with current Makani beneficiary breakdown).

A control sample was not selected from camp locations as the vast majority of children in these locations have been involved in Makani.

For qualitative participants, the study utilised a targeted, purposive sampling approach rather than a random approach. The following sampling approach (and size) was agreed with UNICEF for each location, allowing for sufficient numbers of FGDs, case studies and KIIs to engage with a diverse set of beneficiaries and to purposively sample for highly relevant profiles or profiles of interest – for example, children of different backgrounds, different types of partners, etc. – within the sample. Detailed guidance on qualitative sampling can be found in each tool and summarised below and in Section 3.3.3.

Figure 4: Summary sampling criteria for qualitative tools

Tool	FGDs	Case Studies	KIIs	Centre Observations
Sampling Criteria	Child FGD Participants: Female aged 13-18 who have participated in Makani	Child Participants: Male and female aged 13-18 with complex situations/ participated in Makani	Community/ Local stakeholders involved with the Makani programme, such as centre staff and volunteers, local partners, local government	Selected Makani centre with 1-2 staff members
	Child FGD Participants: Male aged 13-18 who participated in Makani			
	Adult FGD Participants: Parents or guardians of children of all ages who have participated in Makani	Adult Case Study Participants: Parents or guardians of children under the age of 13 with complex situations who have participated in Makani	High-level KII Participants: National stakeholders involved with the Makani programme, such as UNICEF staff, IPs, government counterparts (particularly MoSD)	

1.3.3 Sample Size

Sampling was conducted at cluster level – the sampling sizes outlined were selected from a random listing of beneficiaries at cluster-level. This approach strengthened the representativeness of the sample by maintaining a high degree of randomness, while allowing for the possibility of some cluster and/or district level analysis.

The qualitative sampling was conducted as cluster level, like the quantitative sample, but rather than being a random sample of beneficiaries across the centres in each cluster, purposively sampled one or two randomly selected centre(s) within the cluster for a ‘deep-dive’ approach, where all FGDs, KIIs, Case Studies and Centre Observations will take place at a hub centre selected. Exceptions to this approach were allowed in cases where the centre size is too small to support the necessary sample size (in which case participants can be drawn from two centres) or where there are 2 Centre Observations planned, in bigger locations, in which case the sample can be divided between two centres.

See *Section 3.1. Sampling* of this report (in *Section 3. Methodology*) for the full target and actual sampling for the study.

1.4 Ethics and Safeguarding

Ethics and safeguarding concerns are in all research a primary consideration. In this study, given the circumstances of risks related to COVID-19 and associated ethical challenges, as well as the involvement of children and youth in the data collection, these considerations must be at the forefront of decision making, planning and research development. As noted in the initial research proposal, Samuel Hall upholds the highest possible ethical standards and embeds ethical considerations at all stages of research from design to field research and data handling.

This is of particular relevance for in-person field research during the COVID-19, and considerations on how to undertake such research ethically, aligned with UNICEF’s ‘do no harm’ approach, are central to our fieldwork planning and will be regularly re-evaluated given the rapidity with which the situation has evolved in Jordan over the past 18 months (with, as an example, centres opening and closing again more than once).

Ethical research in the time of COVID-19

Samuel Hall is committed to carrying out its research and analysis services within a comprehensive ethical framework and our values reflect this commitment. In undertaking any research project, Samuel Hall strives to do positive good and strictly abides by the 'Do No Harm' principle of humanitarian action and key principles of ethical research and action (Samuel Hall's relevant guidelines including child safeguarding and PSEA policies can be provided upon request.) In practice, this will mean ensuring that research design and field implementation do no harm – **implementing and embedding guidelines for health and safety under COVID-19**, such as provision and use of PPE, social distancing, limited interactions and the consideration of ongoing impacts of COVID-19 on the research population. Samuel Hall has already begun utilising such measures in ongoing fieldwork. Samuel Hall drew on its own ethical guidelines, as well as forthcoming and newly developed guidelines from academia and research, such as the UNICEF Innocenti Research Centre's Ethical Considerations for Evidence Generation Involving Children on the COVID-19 Pandemic and collaborated closely with our partner Mindset to ensure these guidelines were closely followed in the in-person data collection phase.

1.4.1 Ethical Challenges in Research

There are a range of ethical issues that can be considered in relation to undertaking research in

challenging contexts with potentially vulnerable participants. Three critical risk areas were identified for this research, as detailed in the table below:

Figure 5: Ethical risks and mitigation measures

Area of Concern	Description of Risk	Mitigation
Research during COVID-19	Research in-person presents risk of transmission of COVID-19 and subsequent illness or death.	The data collection was subject to a risk assessment immediately prior to the start of fieldwork to understand levels of risk associated with in-person fieldwork. Mitigation strategies such as use of PPE, distancing during research activities, outdoor research and reduction of numbers of participants in group activities can be utilised to reduce risk.
Research with children	Research with children involves engaging with minors requiring additional safeguarding measures.	All research activities were designed in light of Samuel Hall's Safeguarding Policy, which can be shared on request. Research activities undertaken with children were in all cases adapted to specific age group of those being interviewed. For all interviews with children, the informed consent of adult parents or guardians was required prior to the interview, as was the assent of children themselves. Identifying information was not shared and was used only for verification purposes and deleted after the data collection. Data security protocols was applied during and after data collection. The Mindset teams were thoroughly trained not only on the tool but appropriate safeguarding measures for research with children.
Research with vulnerable participants	Research with vulnerable participants may present risk of re-traumatisation, generate additional burdens on participants (time or financial), or result in backlash in some scenarios.	In all cases, informed consent must have been given prior to participation. Identifying information was not shared and used only for verification purposes. Data security protocols were applied during and after data collection. Research took place in safe, private and accessible locations, and was conducted with the approval of UNICEF and local authorities. Food and drink were provided for longer research sessions. The training offered prior to research to the Mindset enumerators covered how to appropriately pose research questions, and ensure respondents were able to stop the interviews at any point in time.

1.4.2 Risk Assessment

Samuel Hall has a full internal risk management process and policy implemented across all projects and applying to fieldwork components, which assesses risk at various levels and for all actors involved, both research participants and research staff. Prior to the data collection beginning, Samuel

Hall will liaise with its partner, Mindset, to ensure that risks have been considered and appropriate mitigation strategies designed. The table below presents an overview of the key risks and related mitigation measures considered.

Figure 6: Risk Matrix

Risk	Mitigation Strategies
Organisational Risks	
Security situation deteriorates	<ol style="list-style-type: none"> 1. A security assessment is conducted daily. 2. SH and partner teams maintain low profile. 3. SH and partner teams ensure local authorities' permission are received prior to any data collection.
Fieldwork presents risk to research participants (including COVID-19 exposure)	<ol style="list-style-type: none"> 1. Research is conducted only in locations identified to be safe and private. 2. Informed consent including the purpose of research is required for all participants, and participants may at any time choose not to participate. 3. Partner field staff are trained to minimise risk to participants in terms of sensitivity in interviewing, working with children and vulnerable people. 4. Safeguarding protocols are fully developed and employed to minimise any risk to children. 5. COVID-19 protocols including distancing and use of PPE are integrated into all elements of field research – research will not be conducted when this is not possible.
Targeted population is impossible / hard to locate	<ol style="list-style-type: none"> 1. Fieldwork is comprehensively prepared by testing participant lists to be provided with UNICEF prior to the start of data collection and liaising with local contacts around the non-participant data collection if waitlists are not made available. 2. Partner governmental and NGO relationships are leveraged to facilitate the identification of appropriate research participants.
Targeted population does not want to work with SH and partners	<ol style="list-style-type: none"> 1. Additional training is given to enumerators to explain how the project can benefit communities and children. 2. UNICEF could conduct some brief sensitisation via text message to Makani participants to support their willingness to engage.
Data is stolen, lost, or damaged	<ol style="list-style-type: none"> 1. SH and partner test material before the FW with pilot (surveys, material, phones, etc.). 2. SH and partner store data securely. 3. Daily back-ups are done during FW. 4. Phones and computers used are emptied of sensitive information (contacts, info, locations, security info, etc) minimising risk to staff or participants if lost or stolen.

Local population or targeted population is displeased with researcher or UNICEF work	<ol style="list-style-type: none"> 1. Staff are trained to act professionally and respectfully; staff are trained for child safeguarding practices; staff behaves culturally appropriately, 2. Goal and outcome of the study are carefully explained to potential research participants and community members.
Individual Risks	
Illness or injury of staff	<ol style="list-style-type: none"> 1. Partner staff are careful and carry first aid equipment and medication. 2. COVID-19 protocols including distancing and use of PPE will be integrated into all work.
Staff cannot access research locations	<ol style="list-style-type: none"> 1. Partner have shared staff and car details with UNICEF to gain access permissions to Makani camps in advance of field research.

1.4.3 Confidentiality and Data Security

Samuel Hall did not collect data directly but applied its data standards to the management and storage of data collected by Mindset during the study. As per its internal data collection policy, data which is provided to Samuel Hall will be used in accordance with Data Protection legislation. This principle means that Samuel Hall staff and research participants will know who is collecting the research data, where it will be kept, and what will be done with it. Privacy notices will be included on consent forms or associated documents so all parties are aware of how data will be processed.

Data will be processed in a manner that ensures appropriate security of the personal data, including protection against unauthorised or unlawful processing and against accidental loss, destruction or damage, using appropriate technical or organisational measures ('integrity and confidentiality'). Personal data will be kept securely so that no unauthorised access can occur.

To ensure the security and quality of its data, Samuel Hall utilises a dedicated data management system (DMS) on its own proprietary cloud, hosted on Google's cloud architecture. All Samuel Hall software and collected data reside in Frankfurt, Germany, subject to German and EU privacy laws. The DMS will remain isolated from all other Samuel Hall systems by default. Samuel Hall's Data Protection Policy is provided (Annex 7.6). Protocols to the data collection include:

- Password protection of data collection tablets or phones.
- Regular deletion of survey data from phones during fieldwork (once uploaded).
- Backing up of data.
- Secure storage (physical or digital) of data collected, esp. where identifying information is included.

Further, Samuel Hall worked with UNICEF's Bayanati team to craft a **data sharing agreement** which confirmed all data sharing and management processes. Note that personal data was collected during the fieldwork for the purposes of data cleaning and verification and to ensure critical demographic information is accurate for the purposes of analysis (such as nationality, migrant status), but was deleted and/or deidentified in accordance with UNICEF's data sharing requirements once field data collection and finalisation of the dataset is completed.

1.4.4. Safeguarding Processes

Samuel Hall has developed a full set of contextualised safeguarding protocols governing not only research with children but including organisational level code of conduct and framework (see Annex 7.7). These include guidelines for hiring, for interaction with children, and for mechanisms to ensure adherence and to support referrals as needed and involve training of all necessary staff including elements in training for research enumerators.

As part of this research, children (defined here as those under 18) will be interviewed in order to gather information about their lives. Samuel Hall follows the ethical principles and considerations highlighted by UNICEF in its working paper *‘What We Know about Ethical Research Involving Children in Humanitarian Settings: An overview of principles, the literature and case studies’*.

In particular, for this study, working with vulnerable populations and with children, identifying ethical approaches is a key element of tool design. We will ensure that our research approaches are aligned with UNICEF’s guidelines on ethical evidence generation on children in the context of COVID-19.

1.5 Data analysis

After completion of the data collection, the Samuel Hall team analysed the diverse data collected from all tools and methods. According to best practice, data was disaggregated by gender, age group, and location at minimum, and will also seek to generate comparisons by refugee status, nationality, and location type (such as camps, ITSs, or host community) in response to the Evaluation Questions. Statistical significance was assured at national level, and between test and control groups.

1.5.1 Qualitative Analysis

Qualitative analysis was done with industry standard qualitative analysis software, utilising an inductive

qualitative analysis approach to draw findings from collected data using thematic coding. Critically, qualitative analysis drew on the research questions, guided by the Evaluation Matrix.

Based on the research questions, the research team developed a codebook (including sub-codes for each research question) to ensure the relevance of the coding structure and consistent code application by the analysts. The coding structure was applied to all transcripts and included disaggregation by key characteristics. Each code was analysed to generate emergent themes through an inductive process.

1.5.2 Quantitative Analysis

Samuel Hall’s research team is experienced in quantitative analysis and can use a variety of tools including Excel, SPSS, Stata and R to undertake various forms of quantitative analysis, based on the needs of the research. For quantitative data analysis, our statistical teams reviewed the dataset and conducted calculation of simple frequencies of all the variables of interest as well as disaggregated analyses as required.

An analysis plan was developed by Samuel Hall’s quantitative research team based on the finalised quantitative research tool, corresponding to the Evaluation Questions and key groups or factors for disaggregation.

Annex B. Evaluation Matrix

KEY: X Strongly addressed by tool
x Peripherally addressed by tool

Evaluation Questions	Tools							
	Quantitative Survey	FGD	Case study	Local KII	National KII	Centre observation	Desk Review	
EQ1. Relevance: How relevant was the Makani intervention to beneficiaries', partners', donors' and Jordan's needs and priorities?								
1.1. Were the Makani intervention, activities and processes relevant and consistent with the priorities of UNICEF, UNSDF, the Government of Jordan and relevant national policy frameworks? ⁵				x	X		X	
1.2. How has UNICEF adapted the intervention to the context and through the transition to resilience?		x	x	X	X		X	
1.3. How relevant are the Makani objectives, design and services to the needs of the most vulnerable children and adolescents in Jordan as well as the social cohesion needs of the community, given the current pandemic context?	X	X	X	X	X		X	
EQ2. Coherence: How coherent was the Makani intervention with the policies and priorities of other actors in the context, and with human rights, gender and other inclusion considerations?								
2.1. To what extent was the intervention coherent with SDGs and targets, including the interlinkages between these?					X		X	
2.2. To what extent was the intervention design consistent with the policies/priorities of other key development or humanitarian actors working in the context (e.g., HAC and UN COVID-19 Socio-Economic Framework)?					X		X	
2.3. To what extent was the intervention design coherent with the policies and priorities of its key stakeholders?				X	X		X	
EQ3. Effectiveness: To what extent did the Makani intervention attain its stated objectives and its results?								
3.1. To what extent have the planned results of the Theory of Change been achieved? Are there spill-over effects on community attitudes / social behaviour change on child rights? What were the major factors influencing the achievement or non-achievement of the Makani objectives?	X	X	X	X	X			

5. For example, the Jordan Response Plan (JRP), National Strategy for Human Resources Development Strategy (NSHRD) and, Jordan National Social Protection Strategy 2019 – 2025, Jordan national youth strategy 2019-2025, Jordan's Education Strategic Plan (ESP) 2018-22

3.2.	How have results contributed to UNICEF's overall goals of meeting the needs of vulnerable children living in Jordan? What was the quality of the services provided? To what degree did Makani interventions provide support to the most vulnerable children during COVID-19?	X	X	X	X	X	X	X	X
3.3.	How and to what extent has the integrated approach impacted the program's ability to reach intended outcomes?			x	X	X			X
EQ4.	Efficiency: To what extent did the Makani intervention deliver results in an economical and timely way?								
4.1.	From a value-for-money perspective, how did the results compare to the costs of the models (camps, host and ITS)?	x	x					X	X
4.2.	How, if at all, has the integrated approach improved efficiency of the Makani intervention delivery, and what gains did this change result in?	x	x					X	X
EQ5.	Impact: What positive or negative, unintended, and intended impacts has the Makani intervention generated?								
5.1.	What impact has the Makani intervention had on UNICEF's positioning to champion children's issues in Jordan?					x		X	
5.2.	How, and to what degree, has the intervention impacted child participation in terms of public-school enrolment and retention, personal development, and social and emotional well-being, or other intended impacts?	X	X	X					
5.3.	Has the intervention contributed to achieving equity or narrow inequality in terms of sex, age, different nationality and groups (i.e., Syrian, Bedouin, urban, etc.), economic status, and geographic location?	X	X	X					
EQ6.	Sustainability: To what extent to which the net benefits of the Makani intervention continue or are likely to continue, in particular without further UNICEF involvement?								
6.1.	How sustainable is the intervention considering capacity to sustain programme elements without UNICEF or external support?				X	X		X	X
6.2.	To what extent has the Makani intervention yielded national ownership? Have any tangible efforts been made to leverage national partnerships, capacities, etc.? Has there been any motivation for continuity among national actors?						X		X
6.3.	What lessons can be documented, or challenges observed, from the implementation of the model in reaching the vulnerable population and providing services?	X	X	X	X	X		X	X

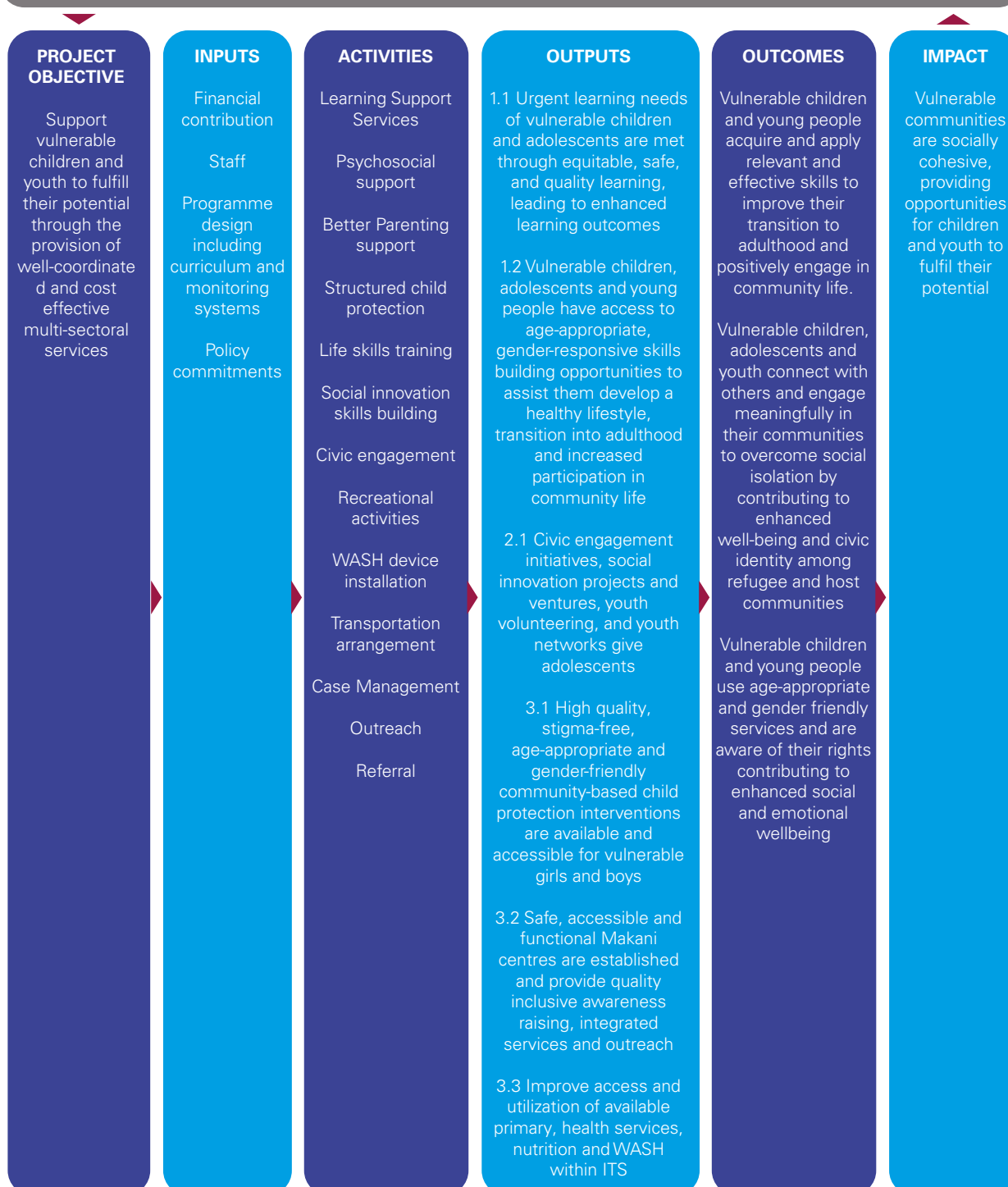
Annex C. Makani Theory of Change

CONTEXT

Jordan hosts the third largest population of refugees in the world, hosting 671,148 registered Syrian refugees as of December 2018. More than half of these are children. Poverty, insecurity and hindered access to health care and education services cause serious challenges to meeting their rights to survival, education and development, protection and participation. Almost half of them remain outside of the schooling system and the vast majority are prone to falling victims of various forms of exploitation.

RATIONALE

Despite significant efforts of the Government of Jordan to meet the educational and social protection needs of Syrian refugees and other most vulnerable groups of children in Jordan, the needs remain substantial. Guided by the Core Commitments for Children in Humanitarian Action, UNICEF is working extensively towards the upholding of the rights of all children affected by humanitarian crises in Jordan.



Annex D. Terms of Reference for Service Contracting

Assignment	Summative Impact Evaluation of Makani Program
Location	Jordan
Duration	(5 months)
Estimate number of working days	(96 days)
Reporting to	PME Chief

1. Justification/Background

Jordan is home to 10.7 million people, where forty per cent of the population is under 18, 20 per cent between age 15-24 years, 63 per cent under 30 years and 62 per cent in the productive age between 15 to 64 years (Census 2015)⁷. Jordan is facing an unprecedented increase in the unemployment rates since 2014, with significantly higher rates for the young and female labour force. The unemployment rate during the COVID-19 lockdown has increased to 23 per cent in Q2 2020, representing an increase of 3.7 percentage point from Q1 of 2020, where the high unemployment rate is recorded for youth: 57.7% for 15-17 years old and 42.2% for 20-24 years old.

According to the World Bank (2020) estimates that Jordan's short-term economic growth has substantially worsened due to COVID-19 pandemic. The economic growth is projected to contract significantly to -3.5 per cent of GDP in 2020.¹ Even with the advent of positive COVID-19 response and opening of sectors in the country, widespread pandemic in the bordering countries, global financial crisis, and heightened regional uncertainty pose further challenges for Jordan's economy. Sluggish economic growth will have a direct and indirect impact on the lives of children and youth. According to NSPS (2019), the poverty rate for Jordanians in the country is 15.7 per cent, which means more than one million Jordanians live below the poverty line.

Jordan also hosts more than 2.8 million registered refugees, which is the second-largest refugee population in the world, and the majority of them live below the national poverty line.⁸ With the Syrian crisis in its tenth year in 2020, approximately 657,756 Syrian refugees

are registered in Jordan as of August 2020, with an overwhelming majority (estimated 80%) living out of camps. However, the numbers of Syrians in Jordan, including those unregistered is estimated to be more than 1 million. Jordan is also home to 67,000 Iraqi refugees, 6,000 Sudanese, and nearly 20,000 Pakistanis and 2500 from other countries.

Vulnerable children and youth in the country are in continuous need of learning support services, skills building training, psychosocial support, and case management services to address their needs. The children residing in vulnerable communities are at heightened risks of early marriage, child labour, gender-based violence, and other exploitation and abuse. Without education, protection, and support, vulnerable children and young people are at risk of losing hope, of accepting violence as normal and replicating it; undermining their own futures, the future of their nations, and the stability of the region. In short, an entire generation is at risk of being lost.

Although the Government of Jordan has provided access to schools for Syrian refugees to the extent possible, but still 36 per cent of Syrian children are out of school, UNICEF continues to scale up an alternative, innovative approach to expanding learning opportunities to realize out-of-school children's right to access education.

In order to provide the comprehensive provision of services to all vulnerable refugee and Jordanian Children, UNICEF Jordan launched the Makani (My Space) approach in 2015, linking interventions in child protection – psychosocial support services; education – learning support services ; adolescent and youth participation (ADAP) – skills building and

innovations labs; as well as providing Early childhood development services. The Makani centres offer a comprehensive and multi-sectoral approach to service provision for children and young people (0-18 years old), girls and boys, families and community members. Makani programme aims to promote and address children and young people's full development and well-being – physical, cognitive, social and emotional – helping them shape their futures. Each Makani centre has a community outreach component as well as referral mechanisms systems. Makani centres are operated by UNICEF, Ministry of Social Development, non-governmental and community-based organizations across the country, whose staff receive a range of training necessary to deliver these integrated services. In early 2019 Makani services went into programmatic shift where UNICEF merged the Child protection components and life skills with learning support services to assure higher impact and increase cost efficiency.

In late 2019, Makani was evaluated for which the main findings were summarized as follows;

- The evaluation found that Makani performance against the criterion of relevance has been one of the intervention's strengths and was achieved at several levels. However, The programme's weakness from the perspective of relevance pertains to the shortage of much sought-after vocational training services for youth;
- From the perspective of effectiveness, Makani was found to contribute to equity by offering services to all children, youth and parents in need regardless of their nationality, ethnicity, gender or socio-economic background;
- In addition, Makani had a significant impact on the targeted vulnerable communities, yielding tangible outcomes in the three corresponding spheres of educational performance, livelihoods opportunities and civic engagement and beneficiaries' socio-emotional well-being. However, Makani's overall effectiveness in improving young people's employability remains indirect as expected in the programme's intervention logic;

The evaluation also discovered the increased efficiency of the Programme as a result of implementation of Programme's rationalization strategy;

- The evaluators determined a sizeable potential for Makani's long-term viability and sustainability which can be realised in the presence of several further developments.

Currently, 141 centres are in place in refugee camps and host communities, including informal tented settlements (ITS). They are operated under the programme cooperation agreement signed by UNICEF, Ministry of Social Development and other national implementing partners.

Makani Centers:

- Provide children and young people with a safe place to connect, learn and play in a healthy and clean environment
- Provide learning opportunities for children in Arabic and Mathematics in addition to science and English in some centres.
- Ensure that girls and boys receive the support they need to go back to formal learning/schools.
- Provide skills-building training for adolescents and youth (10-18 years) to support civic engagement, social cohesion.
- Refer children in need, including out-of-school children, to appropriate services.
- Ensure that all children have equal access to services, regardless of gender, ability, language, ethnicity, religion, or nationality.
- Provide information for parents and caregivers about child rights, protection and gender-based violence
- Engage community members of all ages in activities that improve their social and emotional well-being.

Makani centres operated through their usual in-person modality up to mid-March 2020, when the Government of Jordan's measures to control the spread of the COVID-19 virus required the closure of schools and community centres, including Makani centres. UNICEF Jordan and partners, with the support of Makani donors, effectively shifted the modality of Makani programme delivery from face-to-face to remote delivery. Since then, starting in June 2020, the Government of Jordan started to ease lockdowns and movement restrictions on the national level. Makani centres in camps and informal tented settlements (ITSs) were allowed to re-open by the first of July 2020, while Makani centres in host communities received approval for re-opening during the first week of September. The Makani programme rapidly shifted back to face-to-face modalities, while taking the necessary social distancing and infection prevention measures to protect Makani beneficiaries COVID-19 spread.

The Makani impact evaluation will be conducted at a strategically significant point where UNICEF is trying to evaluate its different programmes in Jordan to lead on its programmatic discussion and priorities within the recent global changes linked to the COVID-19 pandemic. Also, this evaluation happens at the critical juncture after Makani's learning support approach has been shifted since 2019. The current UNICEF programme will end in 2022 and this evaluation will inform the formulation process of UNICEF new country programme 2023-2027 next year.

2. Objectives, Purpose and Utilities

This summative impact evaluation aims to assess the long-term outcomes that Makani programme was intended to produce in relation to social cohesion for children, young people and their communities in Jordan, while building on, and not replicating the project's formative evaluation that was carried out between June 2019 and December 2019.

The overall objective of this evaluation is to assess relevance, efficiency, effectiveness, coherence, sustainability and impact of Makani intervention using the OECD/DAC evaluation criteria.

Specifically, the primary objectives of this evaluation are to analyze 1) whether the program was able to meet its high-level objectives, especially progression

from outcome to impact as outlined in Makani Theory of Change (Makani Logframe is attached as annex and ToC will be reconstructed prior to the evaluation) or yielded any unintended results, 2) the extent to which the interventions laid a foundation for future sustainability, 3) to identify and document lessons learned to inform and guide the design of future interventions.

Ultimately, this summative impact evaluation intends to offer judgemental diagnosis in order to determine the overall value of this interventions towards achieving child rights and enable decision-makers to decide whether to continue it or adopt it (down-scale or up-scale). In addition, the evaluation will generate general knowledge of what is required to make this type of interventions work well in different settings.

The below evaluation questions provide some issues which need be addressed by this evaluation. The evaluation questions as well as the draft evaluation framework, however, are expected to be further fine-tuned by the evaluation team in consultation with the UNICEF team and key stakeholders as part of the request for proposal and inception report.

Key Evaluation Questions

1. Relevance: To assess the relevance of the Makani intervention by looking at the extent to

which the Makani objectives and design respond to beneficiaries', partners', donors' and Jordan's needs and priorities. The relevance assessment will include analyzing any changes in the context to assess the extent to which Makani intervention or its design is still appropriate given changed circumstances.

1.1. Were the Makani intervention, activities and processes relevant and consistent with the current priorities of UNICEF, UNSDF, the Government of Jordan and relevant national policy frameworks, for example, (but not limited to) the Jordan Response Plan (JRP), National Strategy for Human Resources Development Strategy (NSHRD) and, Jordan National Social Protection Strategy 2019 – 2025, Jordan national youth strategy 2019-2025, Jordan's Education Strategic Plan (ESP) 2018-22

1.2. How has UNICEF adapted the Makani intervention considering the evolving context

and through the transition from emergency response to resilience (or in view of the COVID-19 response) as well as HAC and UN COVID-19 Socio-Economic Framework?

2. Coherence To assess the degree of coherence of Makani intervention with the policies and priorities of other actors in the context, and with human rights, gender and other inclusion considerations

2.1. To what extent was the intervention coherent with Sustainable Development Goals and targets, including the interlinkages between these?

2.2. To what extent was the intervention design consistent with the policies/priorities of other key development or humanitarian actors working in the context (e.g. HAC and UN COVID-19 Socio-Economic Framework)?

2.3. To what extent was the intervention design coherent with the policies and priorities of its key stakeholders?

3. To assess the effectiveness of Makani by determining the extent to which the Makani intervention has attained its stated objectives and its results, including differential results across groups. Under the effectiveness, the evaluation will also look at the equity issues and results for different vulnerable groups

3.1. To what extent the planned results of the Makani outcome have achieved both intended and unintended, and what was the quality of the services provided? Are there any spillover effects over the community attitude/ social behaviour change toward the realization of child rights?

3.2. What were the major factors influencing the achievement or non-achievement of the objectives?

3.3. Has the Makani intervention delivered expected results according to the ToC and the planned time-frame?

3.4. Have these results contributed to UNICEF overall goals of meeting the needs of the vulnerable children living in Jordan?

3.5. Are the Makani objectives, design and services

still relevant to the specific needs of most vulnerable children and adolescents in Jordan as well as the social cohesion needs of the community and the wider society in Jordan especially given the current pandemic context?

3.6. Were Makani intervention able to provide support to the most vulnerable children during the COVID-19- emergency?

3.7. Has the Makani intervention contributed to improving the learning outcomes in Mathematics and Arabic of the most vulnerable children and youth enrolled in Learning Support services?

3.8. To what extent has the integrated approach implemented since 2019 has improved in reaching the Makani intended original outcome ?

4. Efficiency: To assess the extent to which the Makani intervention delivered results in an economical and timely way (efficiency).

4.1. To what extent did the actual or expected results justify the costs incurred to feed the value- for-money discussion (considering the difference of Makani model and programme design for camps, host and ITS)?

4.2. Has the integrated approach implemented since 2019 improved efficiency of Makani intervention delivery?

4.3. What are the efficiency gains of the integrated programmes compared to the time before the integration approach was adopted?

5. Impact: To assess the extent to which the Makani intervention has generated or expected

to generate positive or negative, intended or unintended, higher-level of results.

5.1. Has the Makani intervention resulted in UNICEF being better positioned and equipped to champion children issues in Jordan (i.e. violence, protect themselves, reduce bullying, accepting others, etc.)?

5.2. Has the Makani intervention support the children to enrol and retain in public school?

5.3. Has the Makani been achieving children and youth personal development even if they are not enrolled in formal education?

5.4. Has the Makani intervention contributed to improving the social and emotional wellbeing for the children in Jordan including confidence, trust, building positive relationship, expression, engagement, cohesions, etc?

5.5. Has the intervention contributed to achieving equity or narrow inequality in terms of sex, age, different nationality and groups (i.e. Syrian, Bedouin, urban, etc.), economic status, and geographic location?

6. Sustainability: To assess the extent to which the net benefits of the Makani intervention continue or are likely to continue.

6.1. What are the strength, weaknesses and opportunities of the current Makani intervention framework in terms of long-term viability and sustainability?

6.2. To what extent the Makani intervention yielded national ownership? Have any tangible efforts been made to leverage national partnerships, capacities, etc.? Has there been any motivation for continuity among the national actors even after UNICEF withdrawn from this intervention?

7. What lessons can be documented, or challenges observed from the implementation of the model in reaching out to the vulnerable population and in providing services?

3. Intended Target Audience and Utility

The most significant primary users include UNICEF-JCO, UNICEF-MENA Regional Office, implementing partners, community-based organizations, Ministry of Social Development (MoSD), and other UN agencies. There are other secondary users as well: donors, 3RP and JRP partners, and others with varied interest in the evaluation.

This evaluation will help to inform decision making, improved UNICEF, government and other agencies programmatic responses as well as institutional learning.

4. Scope, Design and Methodology

4.1 Scope This evaluation will follow 'Summative-Evaluation' with accountability and learning objectives. It is summative in the sense that it expects an objective and critical evaluation of the programme achievements and successes. This relates to the accountability objectives of the evaluation. The summative objectives mentioned above include a deeper assessment of the effectiveness of different components, strategies, and listing of lessons learnt and recommendations and to inform the future of the Programme.

The evaluation period is for Makani activities implemented from March 2018 to December 2020 and will focus on the Makani interventions being directly implemented by UNICEF directly in the camps, implementing partners (IPs) in both host communities, and informal tented settlements (ITSs) with differentiation between the response before and after COVID-19 pandemic. The evaluation will use a representative sample of Makani centres, including centres in host communities, refugee camps, ITSs, and located across all twelve governorates of Jordan. Currently, Makani is implemented through 6 partnership agreements (CSO and MOSD) running the project components through 141 centres. The evaluation will also include a representative sample of all UNICEF IPs, including small and large IPs. This evaluation will gather data among centre/CBO front line staff/volunteers, local community leaders/committees, relevant ministries (i.e. MOSD) as well as ensure the participation of the children and young people as the direct beneficiaries and their parents/communities. The evaluator is also encouraged to collect data from non-beneficiaries in the communities where the Makani centre been operated for more than two years, the data collected from nonbeneficiaries do not have to be represented, further details can be discussed after finalization of the contract. A considerable amount of qualitative and quantitative data will need to be collected from UNICEF Makani team, including through Bayanati database and pre and post assessments for each program component in addition to other relevant documents (i.e. GAGE study), and review of previous formative evaluation. It is expected that this evaluation will draw on and review available data and information and complement this with selected primary quantitative and qualitative data collection.

List of Partners by Center Type and Numbers

Partner	Center Type	Number of Makani centres
EAC	Host	1
ICCS	Host	33
ICCS	ITS	1
JRF	Host	15
Mateen	ITS	50
MOSD	Host	19
UNICEF	Camp	20
YBC	Host	2

4.2. Design and Methodology

The evaluation design and conceptual framework will be drawn from and guided by the evaluation purpose, objectives, Theory of Change and the key evaluation questions. The Evaluators will be required to approach this as 'Summative Evaluation to inform what has been achieved. The evaluation is guided by or uses the OECD-DAC revised evaluation criteria i.e. relevance, effectiveness, coherence, impact, sustainability and efficiency. The evaluability assessment will be implemented prior to this evaluation. The results will be availed and will inform the process of fine-tuning the evaluation design and methodological approach.

Establishing a causal attribution is one of the most critical elements for this summative impact evaluation. There are essentially three broad approaches to causal attribution analysis: (1) counterfactual approaches; (2) consistency of evidence with causal relationship; and (3) ruling out alternatives. Ideally, a combination of these approaches is used to establish causality. Depending on the availability and quality of the existing data, a causal attribution strategy will be established in consultation with the evaluator(s).

To sufficiently address the expectations of the summative evaluation, it will analyse the key components of the programme with respect to design,

approach, implementation strategy and progress to-date etc., to provide a measured assessment of achievements at higher level, lessons learnt, and recommendations for future Programme directions.

The Makani program evaluation will be conducted using a mixed-method approach to collect both quantitative and qualitative data with a special focus on gender and disability. For primary qualitative data collection, a range of qualitative data collection methods such as key informant interviews (KIIs), focus group discussions (FGDs), and field observations are required to be implemented. Other data or information, which was necessary to answer evaluation questions, can also be gathered from a review of secondary sources, programme documents, reports, or records available with UNICEF. For quantitative data collection, the evaluators are expected to conduct a quantitative survey to measure the impact, effectiveness and efficiency of the program. Since the Makani programme has already established a robust monitoring system including the dedicated database since the onset of its implementation, for any additional data collection purposes, the existing data collection tools will be used with necessary modification depending on the information gaps.

Throughout the implementation process, the evaluation must consider equity, gender, and human rights with

necessary disaggregation of data analysis, findings and adhere with the UNICEF evaluation guiding principles and values.

4.3 Limitation

Depending on the pandemic situation on the ground, relevant key informants, participants and field sites may be unavailable/unreachable. In this regard, data collection methodology, sampling framework and approach may need to be compromised during the process.

5. Ethical Considerations

The contractor is expected to follow the UNICEF Procedure for Ethical Standards in Research, Evaluation, Data Collection and Analysis⁹. The technical proposal must explicitly state, under methodology, how ethical considerations will be made and how ethical standards will be ensured throughout the evaluation process. The whole evaluation process is guided by UNEG Guidance on Integrating Human Rights and Gender Equality in Evaluation.

6. Evaluation Workplan and Deliverables

6.1. An inception report in English at the beginning of the assignment for review by UNICEF. The inception report is the output of the detailed desk review, inception missions (if any), and preliminary/informal consultations/interviews (if any), with a detailed methodology, sampling framework and time frame for the proposed data collection methods. This report will be circulated for feedback and endorsement by UNICEF, prior to the start of data collection, to ensure that the evaluation is in line with the expectations of UNICEF for this exercise.

6.2. A draft evaluation report in English including background, detailed methodology, analysis of data and preliminary findings. The report will be presented by UNICEF during a stakeholder workshop that will gather key stakeholders, i.e. UNICEF staff, IPs, government representatives, donors.

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

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

6.5. A final evaluation report in English and Arabic, including:

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

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

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

7. Governance and Management

Throughout the process, this evaluation will be managed and lead by PME Section Chief, and technically supported by the Makani Evaluation Steering Committee which will consist of PME Chief, Social Policy/Social Protection Section Chief, Makani Programme manager and social policy specialist and information management specialist and Ministry of Social Development headed Makani steering Committee. The Committee's responsibility includes reviewing the ToR, data collection instruments, the inception report and a draft final report. The

committee also provides technical guidance to the evaluator(s) team also other logistical aspects such as contacting the relevant stakeholders.

8. Deliverables and Timeline

(Tentative schedule based on the duration and delivery dates) A tentative time frame for the evaluation is provided below. The evaluation is expected to be completed within 96 working days. This might be subject to change depending on the prevailing situation on the ground at the time of the evaluation.

Tasks	Deliverables	Tentative timeframe / # of days
Desk review, review of existing documents, detailed methodological framework and inception report	Inception report	10 days
Presentation/circulation of inception report for feedback	Incorporation of feedback into inception report	5 days
Initial Analysis and fieldwork, i.e. primary data collection (quantitative survey, FGDs and interviews)	Primary data collection	25 days
Data analysis and draft evaluation report	Draft evaluation report	20 days
Incorporation of feedback into final draft evaluation report and submission of final evaluation report	Final draft evaluation report and final evaluation report	20 days
Translation and quality assurance of translation of final evaluation report into Arabic	Final evaluation report translated into Arabic	15 days
Presentation of final evaluation report with key findings, lessons learned and recommendations	PowerPoint presentation	1 day

9. Payment plan and payment term

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

- 20 % of the total contract value will be paid upon clearance of the inception report by the ERG;

- 30 % of the total contract value will be paid upon submission of the draft report of the evaluation;
- Remaining 50 % of the contract value will be paid upon clearance of final deliverables by UNICEF team

Payment terms

Payments will be made against each milestones/ deliverables and only upon UNICEF's acceptance of the work performed. The terms of payment are Net 30 days, after receipt of invoice and acceptance of work. Payment will be effected by bank transfer in the currency of billing.

Evaluation and call for proposals

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

A. Technical proposal

Applicants shall prepare a proposal as an overall response to TOR ensuring that the purpose, objectives, and deliverables of the assignments are addressed. All proposals to include (but not limited to):

- A technical proposal that includes a brief cover letter and understandings of the assignment are required- addressing the purpose, objectives, scope, criteria and deliverables of the evaluation project.
- Based on the proposed timetable outlined in the TOR, a proposal of the detailed methodology, data collection, coverage and proposed sampling to be used in the evaluation, tentative work plan and time schedule is required.
- Examples of the firm's engagement in similar activities/productions earlier.
- CV, list of similar experiences/assignments highlighting those focused-on parenting, ECD, and VAC.
- Quality assurance mechanism and risk mitigation measures put in place
- One or two specific examples of similar projects done
- At least two references from a previous employer

B. Financial Offer

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, consultancy fees, all office administrative costs, international and local travel costs, as well as any additional requirements needed to complete project or that might have an impact on cost or delivery of products.

The Financial Proposal shall be submitted in a separate file, clearly named Financial Proposal.

No financial information should be contained in the Technical Proposal.

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

EVALUATION AND WEIGHTING CRITERIA OF THE PROPOSALS

Submitted proposals will be assessed using Cumulative Analysis Method. All request for proposal will be weighed according to the technical (70%) and financial considerations (30%). Financial proposals will be opened only for those application that attained 70% or above on the technical part. Below are the criteria and points for technical and financial proposals.

a) Technical proposals

1) Overall Response (10 points)

General adherence to Terms of Reference and tender requirements

Elaborated and articulated understanding of scope, objectives and overall assignment and requirement for this evaluation, demonstrated knowledge and experience in evaluation of similar scope and scale, and completeness and coherence of response

2) Proposed methodology and approach (30 points)

Deliverables are addressed as per ToR

Articulated understanding of the results chain or theory of change for the programme that is being evaluated. Evaluation questions are unpacked into sub-questions

Proposed approach/methodology and management control system respond to the scope of the evaluation and the nature of the evaluation questions

Methodology is attentive to the availability of and limitations around the available data and sensitive to the different roles, mandates and background of stakeholders

Proposed Implementation Plan, i.e. how the bidder will undertake each task, and maintenance of project schedules demonstrates timelines will be met

Process and procedures for ethical review are elaborated and integrated into the evaluation process
Alternative proposals are made on methodology, implementation plan and timeframe as per the sound understanding of the scope of the assignment and with reasonable justifications

3) Technical capacity (30 points)

Key team members especially the team leader meets the defined qualifications such as minimum years of proven and relevant experience
The evaluation team has previously conducted similar work with evidence
The agency proposing a team with relevant and justified capacity and skillsets
Range and depth of experience with similar evaluation in the same context – experience in the Jordanian context is a plus-
Strong analytical skills and qualitative and/or quantitative statistical data processing applications
Excellent report writing and language skills

Company is properly registered a/o has required certifications, memberships, etc.

Technical score: 70% of 70 points = 49 points

b) Financial Proposal/Offer

Financial proposal will be assessed based on the completeness, clarity and appropriateness. The maximum number of points shall be allotted to the lowest Financial Proposal/offer that is opened /evaluated and compared among those technical

qualified candidates who have attained a minimum 49 points in the technical evaluation. Other Financial Proposals will receive points in inverse proportion to the lowest price. (Total point for Financial officer: 30)

Only those financial proposals will be opened which have been technically accepted (scoring at least 49 points) according to the above criteria. The Contract shall be awarded to a bidder who received the highest overall score.

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 nonresponsive and therefore not considered further.

DESIRED QUALIFICATIONS, SPECIALIZED KNOWLEDGE OR EXPERIENCE AND TEAM COMPOSITION

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

The proposed qualifications and experience required for the evaluation team are as follows:

Team leader/Lead Evaluator

- The Lead should have at least a Master's Degree in Economics, Education, Sociology, Anthropology, Social Sciences, statistics or a related field and at least 10 years' experience in programme evaluation and must have completed at least two high-quality summative impact programme evaluations in that period, at least two of them being related to education, or life skills or violence related response. Production of sample work is required.
- Good knowledgeable of institutional issues related to development programming and humanitarian action (including funding, administration, the role of the UN system,

partnerships, human rights, sustainable development issues).

- Fluency in English is required and Arabic desirable.

Child Protection/Education specialist

- S/he should have at least 5 years of experience in leading/conducting evaluations in the areas of child protection and education (International and Arabic speaker);
- Combination of an advanced degree in education, protection, international development, C4D and/or an associated field;
- Experience in working with government counterparts is desirable.
- Familiarity with child protection and inter-sectoral issues of violence in school issues either as researcher/evaluator or programme manager.
- Fluency in English is required and Arabic desirable.

Research Associate(s)

- More than 2 year working experience (international and Arabic speaker) in undertaking researches;
- Experience with and strong skills in quantitative and qualitative research and approaches;
- Experience in the use of participatory appraisal techniques in data collection, sensitive to gender issues;
- Fluency in Arabic and English required.

Other considerations:

- The team must include experts on gender issues and have expertise in gender analysis of programmes to ensure the evaluation is responsive to gender aspects of entire interventions.

- Excellent analytical, report writing and communication skills in English and Arabic for some key members of the evaluation team;
- The evaluator firm should have a team in Jordan or have a partnership with a local service provider which can cover the field work

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

OFFICIAL TRAVEL INVOLVED

If the situation allows, it is expected that the Evaluation team would make a visit to the country (if located outside) including areas for field work as per methodology finalised for this evaluation. All travel costs (international and local) should be planned properly in the technical proposal and included in the financial proposal. Please note that if selected, the contract can be a supporting document to obtain entry visa (if necessary). UNICEF will be unable to secure travel visas.⁴

In case, the team are not able to travel, the contracted amount for the travel budget may need to be adjusted as appropriate.

ESTIMATED DURATION OF THE CONTRACT AND PAYMENT SCHEDULES

The contract would cover the entire duration of the evaluation. Proposed and estimated timeframe for deliverables is listed under each deliverable in Section above. The evaluation team should propose a timeline to submit the deliverables considering the necessary and adequate time (at least two weeks) to be allocated for review and quality assurance processes of the deliverables by the Makani Evaluation Steering Committee and regional Monitoring and Evaluation advisor.

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

- 20 % of the total contract will be paid upon clearance of the inception report by the ERG;
- 30 % of the total contract will be paid

upon submission of the draft report of the evaluation;

- Remaining 50 % will be paid upon clearance of final deliverables by UNICEF team

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

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

PERFORMANCE INDICATORS FOR THIS ASSIGNMENT

Proposed timelines for completion of activities are met and deliverables submitted on time with good quality and as per the standards described in the TORs as well as UNICEF/UNEG global standards. The evaluation team should conduct 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 UNICEF-

Adapted UNEG Evaluation Reports Standards. Overall performance at the end of the contract will be evaluated against the following criteria: timeliness, responsibility, initiative, communication, and quality of the products delivered.

4 Jordan is following strict measures in terms of accessing Jordan in response to the COVID- 19 pandemic. The evaluating team should take this into consideration when planning for this evaluation noting that UNICEF will not provide any support of the evaluators team to access the country

ROLES AND RESPONSIBILITIES IN THE EVALUATION PROCESS

UNICEF as commissioner takes the accountability of the final evaluation and designate Chief of PME for managing this evaluation.

a) Evaluation managers will have the following responsibilities:

- Lead the management of the evaluation process throughout the evaluation (design, implementation and dissemination and coordination of its follow up)
- Convene the Makani Evaluation Steering Committee meetings
- Facilitate the participation of those involved in the evaluation design
- Coordinate the selection and recruitment of the evaluation team by making sure the lead agency undertakes the necessary procurement processes and contractual arrangements required to hire the evaluation team
- Safeguard the independence of the exercise and ensure the evaluation products meet quality standards
- Connect the evaluation team with the wider programme unit, senior management and key evaluation stakeholders, and ensure a fully inclusive and transparent approach to the evaluation
- Facilitating the evaluation team's access to all information and documentation relevant to the intervention, as well as to key actors and informants who should participate in interviews, focus groups or other information-gathering methods
- Provide the evaluators with overall guidance as well as with administrative support
- Oversee progress and conduct of the evaluation, the quality of the process and the products
- Approve the deliverables and evaluate the consultant' s/team's work in consultation with

Makani Evaluation Steering Committee and will process the payments after submission of the deliverables that respond to the quality standards.

- Take responsibility for disseminating and learning across evaluations on the various programme areas as well as the liaison with the Makani Evaluation Steering Committee
- Disseminate the results of the evaluation

b) The evaluation team will report to UNICEF Jordan Chief of Planning, Monitoring and

Evaluation and conduct the evaluation by:

- Fulfilling the contractual arrangements in line with the TOR, UNEG/OECD norms and standards and ethical guidelines; this includes developing of an evaluation plan as part of the inception report, drafting and finalising the final report and other deliverables, and briefing the commissioner on the progress and key findings and recommendations, as needed.

EQUITY, GENDER, HUMAN RIGHTS, INCLUDING CHILD RIGHTS

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

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

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

The TOR should clearly lay down the equity dimension

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

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

ETHICAL PRINCIPLES AND PREMISES OF THE EVALUATION

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

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

a) Anonymity and confidentiality. The evaluation must respect the rights of individuals who provide information, ensuring their anonymity and confidentiality.

b) Responsibility. The report must mention any dispute or difference of opinion that may have arisen among the consultants or between the consultant and the commissioner of the evaluation in connection with the findings and/or recommendations. The team must corroborate all assertions, or disagreement with them noted.

c) Integrity. The evaluator will be responsible for highlighting issues not specifically mentioned in the TOR if this is needed to obtain a complete analysis of the intervention.

d) Independence. Evaluation in the United Nations systems should be demonstrably free of bias. To this end, evaluators are recruited for their ability to exercise independent judgement. Evaluators shall ensure that they are not unduly influenced by the views or statements of any party. Where the evaluator

or the evaluation manager comes under pressure to adopt a particular position or to introduce bias into the evaluation findings, it is the responsibility of the evaluator to ensure that independence of judgement is maintained. Where such pressures may endanger the completion or integrity of the evaluation, the issue will be referred to the evaluation manager and, who will discuss the concerns of the relevant parties and decide on an approach which will ensure that evaluation findings and recommendations are consistent, verified and independently presented.

e) Incidents. If problems arise during the fieldwork, or at any other stage of the evaluation, they must be reported immediately to the evaluation manager. If this is not done, the existence of such problems may in no case be used to justify the failure to obtain the results stipulated in these terms of reference.

f) Validation of information. The consultant will be responsible for ensuring the accuracy of the information collected while preparing the reports and will be ultimately responsible for the information presented in the evaluation report.

g) Intellectual property. In handling information sources, the consultant shall respect the intellectual property rights of the institutions and communities that are under review. All materials generated in the conduct of the evaluation are the property of UNICEF and can only be used by written permission. Responsibility for distribution and publication of evaluation results rests with the Country Office. With the permission of the agency, evaluation consultants may make briefings or unofficial summaries of the results of the evaluation outside the agency.

h) Delivery of reports. If delivery of the reports is delayed, or in the event that the quality of the reports delivered is clearly lower than what was agreed, the penalties stipulated in these terms of reference will be applicable.

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

UNICEF RECOURSE IN CASE OF UNSATISFACTORY PERFORMANCE

UNICEF reserves the right to withhold payment and consolidated output until the contractor provide satisfactory quality output as reviewed by the project manager / supervisor. In case of unsatisfactory performance, the payment will be withheld until quality deliverables are submitted and subsequently, the contract will be terminated in accordance with the General terms and conditions stated in the tender document if the contractor fails to deliver.

CONDITIONS

The contractor will work on its own office resources and materials in the execution of this assignment. The contractor's fee shall be inclusive of all logistics and office administrative costs International and Local travel and airport transfers (where applicable) will be under the responsibility of the contractor in accordance with UNICEF's rules and tariffs.

Flight costs will be included at the economy class rate as per UNICEF policies.

Enquiries:

Please direct any enquiries to the contact details indicated on the tender document. Proposals with all supporting documents should be addressed to secured email: UNICEF Jordan Bids Jordanbids@unicef.org

Annex E. Informed Consent Protocol

Samuel Hall ensures that all research that is conducted, with both adults and children but in particular for child research participants, is held to the highest possible standards of ethics in research - and this necessarily includes clear and appropriate Informed Consent protocols. The following protocols have been developed by Samuel Hall⁶ based on a variety of industry-standard approaches, including with reference to UNICEF's own standards.

This section presents the Informed Consent protocol that will be used for all research by our partner Mindset, to be used prior to each interview

Information Sheet

Hello, my name is [enumerator's name], and I work with Mindset who is partnering with Samuel Hall on this data collection.

We are conducting a study, on behalf of UNICEF Jordan, to better understand what people in Jordan think about the Makani programme, and for those who have participated in it, how their experiences were.

We would appreciate your [or your child's] participation in this study. Participation involves (select one):

- An Interview (Quantitative survey) with your child, that will take about one hour
- a Case Study Interview (Child Case Study) with your child, that will take about one to one and a half hours
- a Case Study Interview (Adult Case Study) with you, that will take about one to one and a half hours
- a Focus Group Discussion with child participants in the Makani programme and/or adult household member beneficiaries of the Makani Programme in this community, that will take about two to three hours
- a Key Informant Interview with only you, that will take about one hour

Your participation in this study is voluntary. If you don't want to be in the study, it is okay. If you want to be in the study now and change your mind later, that is okay too. You can decide not to answer any question and can stop at any time. Your decision about whether to participate or to answer any questions will not affect any services you receive. If you choose to participate, please answer the questions honestly, so that we can understand your experience.

Your participation will take about [one to three hours].

The information you provide will be strictly confidential and never connected to you. We will put information from you together with information from other people in this study. No one will be able to tell what information came from you. When we report on this research, we will not use your name, and no one will know what answers you gave. Only a few researchers will have access to this information, and all information will be stored safely under the care of the lead researcher.

Your participation in this study may not benefit you directly, but it may benefit others. Your responses may improve UNICEF's work and understanding about ways to provide better services to people like you.

Before you say yes or no to being in this study, we will answer any questions you have. If you join the study, you can ask me questions at any time. If you have any questions or concerns, you may also contact

- Rebecca Frischkorn, Ph. D.
Senior Project Manager
Samuel Hall FZE
P.O. Box 4422, Fujairah / United Arab States
Mobile Number: +254 (0) 715 810 896 /
Email: Rebecca.frischkorn@samuelhall.org
- Mohammad Qardan
Project Coordinator/Quality Assurance Officer
Amman, Jordan
Mobile Number: 00962-780888352 / Email:
mohammad.qardan@mindset-res.com

Do you have any questions now?

Do you understand everything I have explained?

Do you agree to participate in this interview?

Signature of Participant: _____

Annex F. Qualitative Tool Guidelines

Focus group discussion (FGDs)

Adolescent FDG (Ages 13-18)

Guidance:

These FGDs will target adolescents 13-18 years of age. These should include in each FGD adolescents from a mix of backgrounds. Girls and boys will be interviewed separately. This FGD will cover the following Makani services targeted at this age group:

- Learning support services
- Skills building: Life Skills, financial skills, digital skills
- Social innovation hubs
- Computer courses (aged 18-24)
- Environmental clubs and other extracurricular activities
- Child Protection

Informed Consent protocols as per Section 2 of these Evaluation Tool Guidelines will be included here in each tool when deployed during fieldwork. The following guidelines are a reminder of how to conduct research with children:

It is IMPORTANT that the interviewer:

- Adopt an informal tone and a language adapted to the age and profile of the child,
- Exercise caution, be emotionally sensitive and intelligent. If the interviewee is approaching issues that are too sensitive or seem to be causing upset, the interviewer will be responsible for stopping or diverting the interview.
- Allow the respondents to speak freely without interrupting.
- Listen to the respondent respectfully. There is no rush to go to the next question.
- Answer any questions that the respondent has, to make them feel comfortable, Recognise if the respondents are feeling uncomfortable in talking about a particular topic. If this is the case, the interviewer will move on from that question, and make a note of it and come back to it in the end, asking the respondents if they are comfortable talking about it at that point.

FGD Information:

FGD Age Group:	Child
FGD Gender:	Male / Female
Location: District/ Governorate	
Makani Centre:	
Date:	
Enumerator / Facilitator Name(s):	

Participant Information (to be completed by the interviewer):

	Name	Age	Contact Phone Number	Nationality	Selection criteria
Participant #1					
Participant #2					
Participant #3					
Participant #4					
Participant #5					

Focus Group Discussion Guidelines

how did you come to live here?

Section 1. Background & Introduction (5 minutes)

Section 2. Linkages to the Makani centre (10 mins)

1. We would like to start by getting to know each other. Please tell us a little about yourselves and your families.

2. We are speaking to you today because you have benefited from activities organised by a Makani centre. Could you please tell us what activities you were involved in, the date and how long you spent in each?

Facilitators, if necessary, you may prompt: For example, Where do you live? If applicable, prompt for further information around their migratory / displacement journey, including place / country of origin, and plans for any further moves in the near future. Where are you originally from? If not here,

NB: it is important to understand all of the activities that each child was involved in, as the Makani programme takes a holistic approach.

	Activities (list all that apply)	Date (year) and duration of involvement
Participant #1		
Participant #2		
Participant #3		
Participant #4		
Participant #5		

Section 3. Makani programme relevance (15 min)

1. Why did you choose to participate in the Makani programme?

2. What do you think are the main needs of children your age in this area? Do you think that the Makani programme addresses these? Why or why not?

Facilitators, probe: What else is needed at Makani to address those needs?

3. For those involved during COVID-19: What kind of support did Makani provide to you during COVID-

19? What did you like / dislike about this support?

Section 4. Makani programme effectiveness (25 min)

I am now going to ask several questions about specific activities and support at Makani. It's okay if you haven't participated in some of them. If you have participated, we want to know about your experiences with these activities, what went well and what could be improved. We'd also like to know how COVID has impacted these.

Facilitator: Make sure to distinguish between those who participated before COVID and those that participated after to explore how Makani activities have changed. For each question, probe regarding the following questions:

- How the activities have changed because of COVID-19, and what do participants like or dislike about those changes?
- For those who did not participate- why not? Probe around accessibility issues, level of interest, space limitations, time constraints, etc

4. For those that participated in skills building sessions at Makani, like finance, digital skills, life skills (civic engagement, employability, etc), describe them and what you learned, and how you would rate the quality of these classes.

5. For those that participated in learning support services (LSS), describe the kind of support you received and how you would rate the quality of the support.

6. For those that participated in the social innovation labs, describe the activities and their purpose, and how you would rate the quality of these sessions.

7. For those that participated in computer labs, describe them and what you learned, and how you would rate the quality of these classes.

8. What are other ways you engage with Makani, either with staff, other participants, or other types of activities? How would you describe those experiences, and how would you rate their quality?

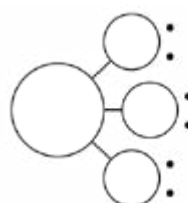
9. Generally, how do you feel at the centre? (Safe, unsafe, welcome, unwelcome, comfortable, etc.) Why do you say this? Please give specific examples.

Section 4. Makani programme impact (25 min)

10. We'd like to better understand the impact the Makani programme has had on you. To do that, we will map this on a web as a group.

Facilitator: We'd like to better understand the impact the Makani programme has had on you. Create a spider webs to represent Makani. Probe around the following areas and link these to specific activities or experiences at Makani.

- Social cohesion: their relationship to others in their community, their perception of others, and how they think others perceive them
- Employment: Level of employability and options in the job market
- Well-being: Feelings of confidence and motivation
- Education: Educational needs, academic performance and/ or desire to go to school
- Accessibility and usability of the centre



For each activity, we'd like to write,

In **RED**, things that you did not like about activities, challenges you faced with the activity, and any ways in which you felt it had a negative impact on you or your relationship with others in the community

In **BLACK**, things that you liked about them, how it changed your life in a good way / improved it, gave you more options for the future (including job prospects), impacted positively your relationship with others (including family, neighbours, friends, etc), changed your feelings about yourself

In **BLUE**, things that you think should be changed about the activities, and why.

Facilitator: take the time to make sure this is being discussed by all participants, who should be able to input together.

Section 5. Recommendations (5 mins)

11. How important do you think the Makani centre is for your community? Why?

12. What are the three most important things you

would recommend to Makani to improve its work and help your community? Why?

THANK YOU FOR YOUR TIME AND PARTICIPATION!

Parent FGD (Parent beneficiaries or Parents of beneficiaries age 12 and under)

Guidance:

These FGDs will be conducted with the parents and guardians of current or past Makani beneficiaries (of all ages). They will seek to include participants from diverse backgrounds to the degree possible, in a given location (e.g., age, migration background, ethnic background, etc). This FGD will cover the following Makani services targeted at this group:

- Parenting classes
- Early Childhood Development
- Learning support services
- Child protection

Informed Consent protocols as per Section 2 of these Evaluation Tool Guidelines will be included here in each tool when deployed during fieldwork. The following guidelines are a reminder of how to conduct research:

It is **IMPORTANT** that the interviewer:

Adopt a friendly tone and respectful language

Exercise caution, be emotionally sensitive and intelligent. If the interviewee is approaching issues that are too sensitive or seem to be causing upset, the interviewer will be responsible for stopping or diverting the interview.

- Allow the respondents to speak freely without interrupting.
- Listen to the respondent respectfully. There is no rush to go to the next question.
- Answer any questions that the respondent has, to make them feel comfortable

Recognise if the respondents are feeling uncomfortable in talking about a particular topic. If this is the case, the interviewer will move on from that question, and make a note of it and come back to it in the end, asking the respondents if they are comfortable talking about it at that point.

Participant Information:

	Name	Age	Contact Phone Number	Nationality	Selection criteria
Participant #1					
Participant #2					
Participant #3					
Participant #4					
Participant #5					

Section 1. Background & Introduction (5 mins)

1. We would like to start by getting to know each other. Please tell us a little about yourselves and your families.

Facilitators, if necessary, you may prompt: For example, how many children do you have? Where do

you live? If applicable, prompt for further information around their migratory / displacement journey, including place / country of origin, and plans for any further moves in the near future. Where are you originally from? If not here, how did you come to live here?

Section 2. Linkages to the Makani centre (5 mins)

	Parent		Child 1/ Age: ____		Child 2/ Age: ____		Child 3/ Age: ____	
	Activities (list all that apply)	Date (years) duration	Activities	Date/ duration	Activities	Date/ duration	Activities	Date/ duration
Participant #1								
Participant #2								
Participant #3								
Participant #4								
Participant #5								

2. We are speaking to you today because either you or one of your children has benefited from activities organised by a Makani centre. Could you please tell us what activities either you or your children were involved in, and about how old they were for each?

NB: it is important to understand all of the activities that the parent and each child was involved in, as the Makani programme takes a holistic approach.

Section 3. Makani programme relevance (20-25 min)

3. How did you hear about Makani? Why did you decide to participate – either yourself or your child or both?

4. What are some of major needs in this community, regarding parenting, family dynamics, child protection and learning support? Do you think that the Makani programme addresses these? Why or why not?

5. For those involved during COVID-19: What kind of support has Makani provided to you or your child during COVID-19? What did you like / dislike about this support?

Section 4. Makani programme effectiveness (20-25 min)

I am now going to ask several questions about specific activities and support at Makani. It's okay if you haven't participated in some of them. If you have participated, we want to know about your experiences with these activities, what went well and what could be improved. We'd also like to know how COVID has impacted these.

Facilitator: Make sure to distinguish between those who participated before COVID and those that participated after to explore how Makani activities have changed. For each question, probe regarding the following questions:

- *How the activities have changed because of COVID-19, and what do participants like or dislike about those changes?*
- *For those who did not participate - why not? Probe around accessibility issues, level of interest, space limitations, time constraints, etc*

6. For those that participated in parenting classes, describe them and what you learned, and how you would rate the quality of these classes.

7. For those that participated in ECD classes, describe them and what you learned, and how you would rate the quality of these classes.

8. For those that had children involved in learning support services (LSS), describe them and how they supported your child, and how you would rate the quality of these classes.

9. What are other ways you engage with Makani, either with staff, other participants, or other types of activities or support? How would you describe those experiences?

10. Generally, how do you feel at the centre? (Safe, unsafe, welcome, unwelcome, comfortable, etc.) What makes you feel this way? Please give specific examples.

Section 5. Makani programme impact (20-25 min)

We'd like to better understand the impact the Makani programme has had on you, your family and your community.

11. What is the most significant impact that Makani has had on you? Please give specific examples.

Facilitators: Changes in approach to parenting and caring for their children, access to support for protection support, understanding of children's rights

12. What is the most significant impact that Makani has had on your child? Please give specific examples.

Facilitators: Learning outcomes, health, feelings of well-being, opportunities for the future

13. What is the most significant impact that Makani has had on your community? Please give specific examples.

Facilitators: Probe around social cohesion (relationships between people and groups) and perceptions of children and their rights.

Section 6. Recommendations (10 mins)

14. How important do you think the Makani centre is in this area? Why?

15. What, if anything, do you think should be done differently with this programme?

THANK YOU FOR YOUR TIME AND PARTICIPATION!

Case studies

Adolescent Case Study (aged 13-18)

Sampling Guidance:

These case study guidelines are designed to be used with 10-17 year old current or past beneficiaries of

the Makani programme.

In each centre cluster, one case study should be conducted with a girl, and one with a boy.

Case study participants will especially target children with more complex situations, to understand how inclusive the Makani programme is. This should focus on particular vulnerabilities or protection outcomes, such as disability, unaccompanied minor, referral cases, etc.

The overall case study sample will include children from both host and displaced communities, of various ages between 10 and 17. The profiles of these 18 case studies will be tracked closely to ensure a variety of situations and conditions.

Informed Consent protocols as per Section 2 of these Evaluation Tool Guidelines will be included here in each tool when deployed during fieldwork. The following guidelines are a reminder of how to conduct research with children:

It is IMPORTANT that the interviewer:

- Adopt an informal tone and a language adapted to the age and profile of the child,
- Exercise caution, be emotionally sensitive and intelligent. If the interviewee is approaching issues that are too sensitive or seem to be causing upset, the interviewer will be responsible for stopping or diverting the interview.
- Allow the respondents to speak freely without interrupting.
- Listen to the respondent respectfully. There is no rush to go to the next question.
- Answer any questions that the respondent has, to make them feel comfortable

Recognise if the respondents are feeling uncomfortable in talking about a particular topic. If this is the case, the interviewer will move on from that question, and make a note of it and come back to it in the end, asking the respondents if they are comfortable talking about it at that point.

Case Study Information:

Date:	
Makani Centre Name:	
Village / town:	
District/ Governorate	
Enumerator / Facilitator Name(s):	

Participant Information:

Participant Name	
Participant Age	
Participant Gender	
Participant Contact Phone Number <i>Please indicate if this belongs to a parent or family member.</i>	
Migration background <i>Is the participant from the host community or a refugee/returnee/IDP?</i>	
Selection criteria <i>How did you find this person? What characteristics makes this person interesting and relevant to this study?</i>	
Makani centre attendance <i>Please note the centre they go to / from which they benefit, and the activities in which they are involved.</i>	<p>Centre Name:</p> <p>Current or past beneficiary:</p> <p>Years of participation:</p> <p>Activities (tick all that apply):</p> <p>Learning Support Services</p> <p>Sports</p> <p>Arabic</p> <p>Mathematics</p> <p>Reading clubs</p> <p>Remote learning support through WhatsApp and other online groups</p> <p>Psychosocial support</p> <p>Access to internet and tablets</p> <p>Life Skills</p> <p>ADAP kit</p> <p>Financial literacy</p> <p>Child Protection referrals</p> <p>Recreational activities</p> <p>Referral to formal education</p> <p>Environmental clubs</p> <p>Digital literacy</p> <p>Computer</p> <p>Volunteering</p> <p>Awareness raising activities</p> <p>Online learning course</p> <p>Social Innovation Incubators</p> <p>Better parenting</p> <p>Adult literacy</p> <p>Early Childhood development</p> <p>Other, specify</p> <p>Other, specify</p>

Case Study Guidelines:

Section 1. Background & Introduction (5-10 mins)

1. We would like to start by getting to know each other. Please tell us a little about yourself and your family.

Facilitators, if necessary, you may prompt: For example, how many siblings do you have? What do your parents do? What do you like to do when you are not at school?

2. We are speaking to many children like you in the area and want to know a bit more about your experience specifically. Describe the place you are living. How long have you lived there? Who do you live with?

Facilitators, if applicable, prompt for further information around their migratory / displacement journey, including place / country of origin, and plans for any further moves in the near future. Where are you originally from? If not here, how did you come to live here?

Section 2. Support needs and vulnerability (5-10 mins)

3. What challenges, if any, do you and your family face within your communities? Why do you think you face these challenges?

4. In your opinion, what is needed for you and your family to be able to address these challenges?

Section 3. Experiences with the Makani programme (30 mins)

NB: some children will likely have already raised experiences with the Makani programme in the previous exercise. Do not repeat questions, but rather probe into answers previously given in more depth.

Part of the reason we want to talk to you today is because you have participated in the Makani programme, through XX centre (enumerator to name appropriate centre). We'd like to ask you a few questions specifically about that:

5. What activities did you participate in through the Makani centre? For how long did you participate in each of these activities? If relevant, how has the COVID-19 pandemic impact how you accessed the Makani centre? Please detail each activity in which the child participated.

a. For those who participated in educational activities (Arabic, mathematics, English, etc):

i. What did you like / dislike about these classes?

ii. How well did you learn in these classes? Why / why not?

iii. If you followed these classes remotely because of COVID-19, please tell me more about this experience.

iv. How would you rate the teachers? Did they come to class when planned?

v. Finally, if you are no longer enrolled in Makani classes, are you now participating in government-provided schooling? Why / why not? For those who are, how long do you plan to continue to do so?

b. For those who participated in skills development (including computer skills):

i. Why did you choose to learn this particular skill? Would you have chosen something else if available? if yes, what?

ii. What did you like / dislike about these courses?

iii. How well did you learn in these courses? Why / why not?

iv. What happened to these classes as a result of COVID-19 (if applicable)?

v. How would you rate the course?

vi. For those who have finished the course: What, if anything, are you now doing with the skills that you have learned? If not employed: for what reason are you not using these skills in a job?

c. For those involved in volunteering, coaching programme, or youth-led and civic initiatives?

i. Why did you choose to be involved in this activity?

ii. What do you like / dislike about it? why?

iii. What happened to this activity as a result of COVID-19 (if applicable)?

d. For those involved in any other activities (recreational, referrals, etc)?

i. Why did you choose to be involved in this activity?

ii. What do you like / dislike about it? Why?

iii. What support has it provided for you? please be specific?

6. During your participation in those Makani activities, what, if anything, limited your access to participating?

7. Were there any differences between how children were treated in these classes? E.g. girls and boys, children from different backgrounds?

8. What do you think could improve the activities you participated in?

9. How, if at all, has participating in this activity impacted your life? Probe for details. How did it change the way you think of yourself? Has it impacted your general mood? If yes, how and why?

Section 4. Strengthening the programme and recommendations (10 minutes)

10. How important do you think the Makani centre

is in this area? Why?

11. Role play: Imagine you could speak to the people in charge of the Makani centres - not here, but those in charge of all the Makani centres across the country. What would you want to tell them about the centres?

a. How could these be improved?

b. Are there people who are not being helped who need help? If yes, who?

c. Is there anything else you would like to tell them? Please share!

THANK YOU FOR YOUR TIME AND PARTICIPATION!

Parent Case Study

Sampling Guidance:

These case study guidelines are designed to be used with adult parents of 12 and under year old beneficiaries of the Makani programme.

Case study participants will especially target parents of children with more complex situations, to understand how inclusive the Makani programme is. This should focus on particular vulnerabilities or protection outcomes, such as disability, unaccompanied minor, referral cases, etc.

The overall case study sample will include parents from both host and displaced communities, whose children are of various ages between 3 and 9.

Informed Consent protocols as per Section 2 of these Evaluation Tool Guidelines will be included here in each tool when deployed during fieldwork. The following guidelines are a reminder of how to conduct research:

It is IMPORTANT that the interviewer:

- Adopt a friendly tone and respectful language
- Exercise caution, be emotionally sensitive and intelligent. If the interviewee is approaching issues that are too sensitive or seem to be causing upset, the interviewer will be responsible for stopping or diverting the interview.
- Allow the respondents to speak freely without interrupting.
- Listen to the respondent respectfully. There is no rush to go to the next question.
- Answer any questions that the respondent has, to make them feel comfortable,

Recognise if the respondents are feeling uncomfortable in talking about a particular topic. If this is the case, the interviewer will move on from that question, and make a note of it and come back to it in the end, asking the respondents if they are comfortable talking about it at that point.

Case Study Information:

Date:	
Makani Centre Name:	
Village / town:	
District/ Governorate	
Enumerator / Facilitator Name(s):	

Participant Information:

Participant Name	
Participant Age	
Participant Gender	
Participant Contact Phone Number <i>Please indicate if this belongs to a parent or family member.</i>	
Migration background <i>Is the participant from the host community or a refugee/returnee/IDP?</i>	
Selection criteria <i>How did you find this person? What characteristics makes this person interesting and relevant to this study?</i>	
Makani centre attendance <i>Please note the centre they go to / from which they benefit, and the activities in which they are involved.</i>	<p>Centre Name:</p> <p>Current or past beneficiary:</p> <p>Years of participation:</p> <p>Activities (tick all that apply):</p> <p>Learning Support Services</p> <p>Sports</p> <p>Arabic</p> <p>Mathematics</p> <p>Reading clubs</p> <p>Remote learning support through WhatsApp and other online groups</p> <p>Psychosocial support</p> <p>Access to internet and tablets</p> <p>Life Skills</p> <p>ADAP kit</p> <p>Financial literacy</p> <p>Child Protection referrals</p> <p>Recreational activities</p> <p>Referral to formal education</p> <p>Environmental clubs</p> <p>Digital literacy</p> <p>Computer</p> <p>Volunteering</p> <p>Awareness raising activities</p> <p>Online learning course</p> <p>Social Innovation Incubators</p> <p>Better parenting</p> <p>Adult literacy</p> <p>Early Childhood development</p> <p>Other, specify</p> <p>Other, specify</p>

Case Study Guidelines

Section 1. Background & Introduction (5 mins)

1. We would like to start by getting to know each other. Please tell us a little about yourself and your family.

Facilitators, if necessary, you may prompt: For example, how many children do you have? Where do you live? If applicable, prompt for further information around their migratory / displacement journey, including place / country of origin, and plans for any further moves in the near future. Where are you originally from? If not here, how did you come to live here?

Section 2. Support needs and vulnerability (10 mins)

2. What challenges, if any, do you and your family face within your communities? Why do you think you face these challenges?

3. In your opinion, what is needed for you and your family to be able to address these?

4. How has COVID-19 changed the above? More specifically, what impact has it had on children and their wellbeing, learning, employability, confidence?

Section 4. Experiences with the Makani programme (15-20 mins)

NB: some parents may already raise experiences with the Makani programme in the previous questions. Do not repeat questions, but rather probe into answers previously given in more depth.

Part of the reason we want to talk to you today is because your children and possibly you have participated in the Makani programme, through XX centre (enumerator to name appropriate centre). We'd like to ask you a few questions specifically about that:

5. How did you come to hear of the opportunities offered by the Makani centre?

6. Can you describe for me the process of getting access to these opportunities?

a. What made you want to apply for them?

b. What did you have to do?

c. Who, if anyone, helped you?

d. What did you think of this process- was it fair (did it give equal opportunities to different types

of people?)? Why / why not?

7. For parents who participated in activities themselves:

a. Can you tell me about the activity in which you yourself participated? Please detail (for how long, what did you learn, etc.)?

b. Why did you choose to participate in this activity?

c. How, if at all, has it changed how you interact with your children?

8. We'd like to ask you about the activities in which your children participated through the Makani centre, in particular your younger children (if parents also have older children who participated) under the age of 12.

a. What activities did they participate in through the Makani centre? For how long did they participate in each of these activities? Please detail each activity in which the child participated.

b. Did your child face any difficulties in accessing these classes? please explain (e.g. due to disability, gender, ethnicity...)? Are all children treated equally in these classes? If no, why not?

c. How useful are these activities? Why / why not?

d. What, if anything, has your child learned through these activities? What, if any, other impacts have the activities have on your child?

e. How age appropriate do you think these activities are? Why / why not?

f. To what degree do these activities address your child's primary needs? Why / why not?

g. What, if anything, do you think should be changed about these classes? Why is that?

Section 4. Impact of COVID-19 (15-20 mins)

9. If you yourself or your children were still participating in the Makani activities when COVID-19 started, we'd like to ask you a few additional questions about that:

a. How, if at all, were these activities adapted as a result of COVID-19?

b. What did you think of these changes? Why? How useful were the activities as a result?

10. How, if at all, has participating in the Makani activities impacted your life and those of your children?

Probe for details. How did it change the way you and they think of yourself? Has it impacted your or their general mood? If yes, how and why?

Section 5. Strengthening the programme and recommendations (10 minutes)

11. How important do you think the Makani centre is in this area? Why?

12. What recommendations do you have for the people in charge of the Makani centres across the country?

a. How could these be improved?

b. Are there people who are not being helped who need help? If yes, who? Why do they not receive help?

c. Is there anything else you would like to tell them? Please share!

THANK YOU FOR YOUR TIME AND PARTICIPATION!

Key Informant Interviews (KIIs)

Community/ Local KII

Sampling Guidance:

This KII guideline is designed to be used with key local stakeholders who have been involved with the Makani programme, such as Makani centre staff and volunteers, implementing partners, local government authorities, community leaders and camp leadership

Informed Consent protocols as per Section 2 of these Evaluation Tool Guidelines will be included here in each tool when deployed during fieldwork. The following guidelines are a reminder of how to conduct research:

It is IMPORTANT that the interviewer:

- Adopt a friendly tone and respectful language
- Exercise caution, be emotionally sensitive and intelligent. If the interviewee is approaching issues that are too sensitive or seem to be causing upset, the interviewer will be responsible for stopping or diverting the interview.
- Allow the respondents to speak freely without interrupting.
- Listen to the respondent respectfully. There is no rush to go to the next question.
- Answer any questions that the respondent has, to make them feel comfortable,

Recognise if the respondents are feeling uncomfortable in talking about a particular topic. If this is the case, the interviewer will move on from that question, and make a note of it and come back to it in the end, asking the respondents if they are comfortable talking about it at that point.

KII Information:

Date:	
Makani Centre Name:	
Village / town:	
District/ Governorate	
Enumerator / Facilitator Name(s):	

Participant Information:

Participant Name	
Participant Age	
Participant Gender	
Participant Contact Phone Number and email	
Participant Role	
Participant Organisation	

KII Guidelines

NB: Please note that some questions in these guidelines may be skipped or not answered at the discretion of the interviewer based on the specific focus, knowledge or area of expertise of the interviewee where needed

Section 1. Background & Introduction (5 mins)

1. Please tell us about you and your role at your organisation.
2. How have you been involved in the Makani programme? Please describe Makani to me, and in particular, what happens in your centre / area / organisation.

Probe: types of activities present, who participates in the centre, who supports the centre

Section 2. Makani programme relevance (10 mins)

3. What are some of the major challenges faced in this community, particularly for children and youth?

4. How are Makani activities identified and prioritised? How well do they respond to the major challenges in this community?

5. Do you think that the Makani programme design is addressing the most important challenges and needs of vulnerable children and adolescents? Why or why not?

6. What are the most top 3 most significant impacts of the Makani project?

Section 3. Makani programme effectiveness (20-25 min)

7. How are participants for the Makani programme selected? Do you think some people are prioritised? Who and why?

8. How would you describe the quality of the activities which are implemented? Why do you say this?

Probe: quality of teaching / activity leaders, regularity of activities, usefulness of activities?

9. What impact, if any, do you think the Makani centre has on how people think of children and children's rights in this area?

10. Do you think that the Makani programme has achieved its intended results, and been able to contribute to meeting the needs of vulnerable children, and particularly their inclusion in education?

Section 4. Impact of COVID-19 (15-20 mins)

11. How have you seen Makani change overtime? What has had the greatest impact on shifts in focus at Makani (both positive and negative)?

12. Particularly in the last year, in what ways has Makani adapted to the COVID-19 context? How effective have these adaptations been?

Section 5. Makani programme sustainability (10 minutes)

13. Who are the local actors involved in Makani? What does their involvement look like? Who are the strongest actors, and which need greater support?

Probe community members, implementing partners, CBOs and NGOs, local government

14. What kind of support does the centre receive to implement these activities, including training and capacity building? Describe the quality and impact of that support.

Section 6. Strengthening the programme and

recommendations (10 minutes)

15. How important do you think the Makani centre is in this area? Why?

16. What are the top 3 things that can be learned from the Makani programme so far, based on your experiences here?

17. What recommendations do you have for the people in charge of the Makani centres across the country?

a. How could these be improved?

b. Are there people who are not being helped who need help? If yes, who? Why do they not receive help?

c. Is there anything else you would like to tell them? Please share!

THANK YOU FOR YOUR TIME AND PARTICIPATION!

National/ High-level KII

Sampling Guidance:

This KII guideline is designed to be used with key national stakeholders who have been involved with the Makani programme, such as UNICEF staff, national-level representatives of implementing partners, and government counterparts, particularly from the Ministry of Social Development.

Informed Consent protocols as per Section 2 of these Evaluation Tool Guidelines will be included here in each tool when deployed during fieldwork. The following guidelines are a reminder of how to conduct research:

It is IMPORTANT that the interviewer:

- Adopt a friendly tone and respectful language
- Exercise caution, be emotionally sensitive and intelligent. If the interviewee is approaching issues that are too sensitive or seem to be causing upset, the interviewer will be responsible for stopping or diverting the interview.
- Allow the respondents to speak freely without interrupting.
- Listen to the respondent respectfully. There is no rush to go to the next question.
- Answer any questions that the respondent has, to make them feel comfortable,

Recognise if the respondents are feeling uncomfortable in talking about a particular topic. If this is the case, the interviewer will move on from that question, and make a note of it and come back to it in the end, asking the respondents if they are comfortable talking about it at that point.

KII Information:

Date:	
Makani Centre Name:	
Village / town:	
District/ Governorate	
Enumerator / Facilitator Name(s):	

Participant Information:

Participant Name	
Participant Age	
Participant Gender	
Participant Contact Phone Number and email	
Participant Role	
Participant Organisation	

KII Guidelines

NB: Please note that some questions in these guidelines may be skipped or not answered at the discretion of the interviewer based on the specific focus, knowledge or area of expertise of the interviewee where needed

Section 1. Background & Introduction (5 mins)

1. Please tell us about you and your role at your organisation.

2. How have you been involved in the Makani programme? Please describe Makani to me, and in particular, what happens in your centre / area / organisation.

Probe: types of activities present, who participates in the centre, who supports the centre

Section 2. Makani programme relevance (10 mins)

3. What are some of the major challenges faced in this community, particularly for children and youth?

4. How are Makani activities identified and prioritised? How well do they respond to the major challenges in this community?

5. Do you think that the Makani programme design is addressing the most important challenges and needs of vulnerable children and adolescents? Why or why not?

6. What are the most top 3 most significant impacts of the Makani project?

Section 3. Makani programme effectiveness (20-25 min)

7. How are participants for the Makani programme selected? Do you think some people are prioritised? Who and why?

8. How would you describe the quality of the activities which are implemented? Why do you say this?

Probe: quality of teaching / activity leaders, regularity of activities, usefulness of activities?

9. What impact, if any, do you think the Makani centre has on how people think of children and children's rights in this area?

10. Do you think that the Makani programme has achieved its intended results, and been able to contribute to meeting the needs of vulnerable children, and particularly their inclusion in education?

Section 4. Impact of COVID-19 (15-20 mins)

11. How have you seen Makani change overtime? What has had the greatest impact on shifts in focus at Makani (both positive and negative)?

12. Particularly in the last year, in what ways has Makani adapted to the COVID-19 context? How effective have these adaptations been?

Section 5. Makani programme sustainability (10 minutes)

13. Who are the local actors involved in Makani? What does their involvement look like? Who are the strongest actors, and which need greater support?

Probe community members, implementing partners, CBOs and NGOs, local government

14. What kind of support does the centre receive to implement these activities, including training and capacity building? Describe the quality and impact of that support.

Section 6. Strengthening the programme and recommendations (10 minutes)

15. How important do you think the Makani centre is in this area? Why?

16. What are the top 3 things that can be learned from the Makani programme so far, based on your experiences here?

17. What recommendations do you have for the people in charge of the Makani centres across the country?

a. How could these be improved?

b. Are there people who are not being helped who need help? If yes, who? Why do they not receive help?

c. Is there anything else you would like to tell them? Please share!

THANK YOU FOR YOUR TIME AND PARTICIPATION!

Centre observations

Sampling Guidance:

This centre observation guideline is designed to be used at a selected centre in each location, ensuring a variety of sizes and implementing partners. The goal is to understand services the centre offers, how well it is functioning, and implementation of operational

Observation Information:

Date:	
Makani Centre Name:	
Village / town:	
District/ Governorate	
Enumerator / Facilitator Name(s):	

The site observation will take the form of a field journal. The output is a write-up of what you have seen and learned through discussions with staff and beneficiaries, complete with pictures and possible some video footage. Rename the photos and videos using the following convention (do not imbed in the Word document):

- [Project]_[Governorate_District_Location]_[Short description]_[Date]

Day of visit

1. Describe the day of your visit and what was happening at the centre:

- What activities were underway?
- Who and how many were participating in the activities? What were their profiles? Describe them in detail.

standards and best practices. This exercise has two parts:

1. Site observations

a. Field journal description

b. Photographs

c. Informal conversations with beneficiaries

2. 1-2 short interviews with staff members or volunteers present, ensuring a variety of staff in terms of roles

- How many staff were present? What were their roles/ responsibilities? Describe them in detail

2. Speak to a few of the beneficiaries at the centre. Why are they there? What do they think of the services provided?

General description

3. Describe the community geography around the centre (including photographic evidence), such as:

- Neighbourhood setting: geographic area within the city/ village/ area
- Distinctive aspects of the local neighbourhood or community, such as socio-economic conditions, population profile, livelihoods, etc
- Kinds of facilities and public/private buildings

located in the surrounding community

4. Describe the physical characteristics of the centre and centre grounds (including photographic evidence), such as:

- Size, number of rooms, number of sanitary facilities, existence of playground, other characteristics
- Overall state of building and facilities (old/new; renovated; clean/dirty; etc)

5. Describe the centre facilities and resources (including photographic evidence), such as:

- Kinds and number of facilities in the centre (library, learning resource centre, gymnasium, playground, auditorium, teacher lounges, etc.). Describe the size, quality, etc
- Kinds and number of resources in the centre (tablets, computers, books, pencils, papers, desks, etc)
- Type/ level/ presence of:

o Accessibility for individuals with disabilities

o Child-friendly space

o COVID-19 protection measures

o Space for private consultation

o Gender-sensitive facilities, like separate spaces, separate bathrooms, etc.

6. Describe centre structure, partners, and staff and volunteer profile and roles, such as:

- Centre administration (structure/hierarchy) through implementing partners and local partners

- Staff structure (number, type and structure/hierarchy)

- Partners involved and their roles

- Volunteers involved and their roles

- Committees and frequency

- Channels of contact with parents and other community members (e.g., existence of Parent Teacher association)

7. Describe the services offered, such as:

- Learning support services, referrals, recreational activities, life skills, psychosocial support, clubs, courses, early childhood development, parenting classes, etc

8. Describe the beneficiary profile, such as:

- Size of population and services received (pre COVID-19 versus post COVID 19)

- Characteristics (nature and extent of their diversity; socioeconomic and cultural background; communities (local neighbourhood and/or beyond from which they come)

- Diversity in the centre (in terms of gender, disability, social class, nationality, and age)

9. Describe any other key aspects about the centre or its community

Participant Information: Staff #1

Participant Name	
Makani Centre Name:	
Participant Gender	
Participant Contact Phone Number and email	
Participant Role	

Staff will be working when you are at the centre, so please be respectful of their time and patient. Explain that we are here on behalf of UNICEF to observe, and do not mean to interrupt or interfere. The following questions will guide this impromptu conversation:

1. What is your position? How long have you been working here?

2. Have you ever benefited from a training or capacity building for this work? Or has any of your colleagues present here?

- Who administered this training, and what did you learn?
- Would you say it was useful? Why or why not?
- What skills or resources do you still need to make your work easier and more efficient?

3. Please tell us about the services offered here. What can vulnerable communities, refugees and families get here?

4. Could you show me the type of curricula you are following? Can you describe it?

- How frequently does this change or is updated?
- What is working well? What is challenging?

5. How have you adapted to the COVID crisis? Was there any protocol allowing to accommodate the provision of services? remote learning?

6. How would you assess the impact of your intervention?

- What type of social behaviour change have you seen (confidence, motivation, ambition, skills)?
- Can you share an example of this impact?

7. What is the demand like for Makani services? Which services are the most popular? Are you able to meet demand? Why or why not? How is the

working environment?

8. What kinds of interest do you see from the local authorities, national stakeholders, CSOs, government about this programme? How are they involved? From what you saw and heard; how do you see the future of the programme?

9. What happens when you encounter a particularly vulnerable person or household? (This could be a single woman, a disabled person, an unaccompanied minor...) Can you please give a specific example?

10. What efforts do you make in your programming to address the needs of different groups such as boys and girls, disabled children, or others who may be experiencing marginalisation?

11. What happens to the data you collect (if you do)? Paper or computer? Is there a registration record? How is it stored, and who are they passed on to?

- Who do you think uses the data you generate here, and to what end?

12. What differences do you see between your first day at work and now?

13. What 3 recommendations would you give UNICEF to improve your work at this Makani centre?

Annex G. Quantitative Tool Guidelines

The survey contains a background section for all survey participants to capture informed consent, respondent profile and household demographics. This is followed by three individual models:

- Child survey: Age 12 and under (to be completed by a parent or guardian)
- Adolescents and youth survey: Age 13 to 24
- Parent survey:

Within each of these modules, there will be a set of questions specific to Makani beneficiaries, which will be skipped by non-beneficiaries.

Note: The survey is targeted at the respondent only, such as the beneficiary selected, not the entire household. Household information is only to provide context for the answers provided.

Background section

SECTION	#	Skip	Question	Hint	Answer
Sampling criteria	A		Is this person a Makani beneficiary or speaking on behalf of a Makani beneficiary?		a. Yes, beneficiary b. No, non-beneficiary
	B		Is the respondent age 13 or older?		a. Yes b. No [END SURVEY]
	C		Has this person been selected to complete the survey on behalf of a child age 12 and younger?		a. Yes b. No
	D	If no, END SURVEY	Record if you have been given the respondent's consent.		a. Yes b. No [END SURVEY]
	E	If no, END SURVEY	Record if you have been given the parent / guardian of the respondent's consent, if under 18 years of age.		a. Yes b. No [END SURVEY]. c. Over 18 years of age
Survey Information	F		Date of interview		Today]
	G		Enumerator Number		Text
	H		Governorate	Select your location.	a. Amman b. Aqaba c. Azraq Camp d. Irbid e. Karak f. Mafrag g. Zaatari Camp
	I		District	Select your location.	[Add final list]
	J		Name of Makani centre (attended by beneficiary or nearest location)	Select location.	Add final list]
	K		Geopoint		Record geopoint]

1. Respondent Profile	1-1		What is your first name (or given name) or nickname?		a. [Text entry] b. Do not wish to disclose
	1-2		What is your phone number?		a. [Number entry] b. Do not have a phone number
	1-3		What is your gender?	Do not prompt-select one.	a. Male b. Female c. Other d. Prefer not to answer
	1-4		What is your age?		Number entry]
	1-5		What country/ies is your family from? Enumerators, please note that you may select two countries if for example a father and mother are from different countries.	Do not prompt-select all that apply.	a. Jordan b. Palestine c. Syria d. Iraq e. Yemen f. Sudan g. Other, please specify
	1-6		What country were you born in?	Do not prompt-select one.	a. Jordan b. Palestine c. Syria d. Iraq e. Yemen f. Sudan g. Other, please specify
	1-7		What is your marital status?	Do not prompt-select one.	a. Married b. Engaged c. Divorced d. Widowed e. Never married or engaged f. Refuse to answer
	1-9	9 IF YES to 1-8	What kind of disability?	Prompt if needed - select all that apply.	a. Seeing, even if wearing glasses b. Hearing, even If using hearing aid c. Walking or climbing steps d. Remembering or concentrating e. Communicating d. I don't know g. Refuse to answer
For 12 and under beneficiaries	1-10		Are you completing this survey on behalf of a child age 12 or under?		a. Yes b. No [SKIP TO 2-1]
	1-11		What is your child's name (or given name)?		a. [Text entry] b. Do not wish to disclose
	1-12		What is [child's name]'s gender?	Do not prompt-select one.	a. Male b. Female c. Other d. Prefer not to answer
	1-13		What is [child's name]'s age?		[Number entry]

	1-14		What country was [child's name] born in?	Do not prompt-select one.	a. Jordan b. Palestine c. Syria d. Iraq e. Yemen f. Sudan g. Other, please specify
2. Migration status	2-1		Have you always lived in this community?	Do not prompt-select one.	a. Yes, I have always lived here b. No, I lived somewhere else before c. I don't know d. Refuse to answer
	2-2	IF NO to 2-1	Where did you live before you lived here?	Do not prompt-select all that apply.	a. In another community in [this country] b. In another country c. I don't know d. Refuse to answer
3. Household Demographics	3-1		What is your or your parents/guardian's highest level of education?		a. No formal education b. Primary school c. Secondary school d. Vocational training e. University f. Other- specify g. I don't know h. Refuse to answer
	3-2		Including you, how many persons are in your household?		[Number entry]
	3-3		Including you, how many children are under the age of 18?		[Number entry] Male [Number entry] Female
	3-4		Is the head of this household currently employed (including self-employment) either for formal or informal work?		a. Yes b. No
	3-5	If yes to 3-4	What is the main earner in your household's employment/source of income?	Do not prompt. Select any that apply.	a. Salaried work with regular income b. Informal daily/casual labour c. Own business / trade d. Petty trade / selling on street e. Farming / livestock raising f. Unpaid work for family or other g. Other income-generating activity

	3-6		How often are you unable to meet your household's needs for necessities like food, clothing, and shelter?		<ul style="list-style-type: none"> a. Never b. Rarely c. Sometimes d. Often e. Always f. I don't know g. Refuse to answer
	3-8		Enumerator, based on sampling criteria, which survey should the participant complete?	Select one.	<ul style="list-style-type: none"> a. Age 12 and under (by parent) [GO TO Child SURVEY] b. 13-24 years old [GO TO Adolescent and youth SURVEY] c. Parent [GO TO Parent SURVEY]

Child survey: Age 12 and under (for parents and guardians to complete)

Note: this survey is only focused on the child (or, where relevant, the parent/ guardian respondent), not other members of the household.

SECTION	#	Skip	Question	Hint	Answer
4. Educational Background	4-1		Was [child's name] attending school before the COVID crisis?	Do not prompt-select one.	<ul style="list-style-type: none"> a. Yes b. No (skip to 4-5)
	4-2		During the COVID-10 crisis, how has [child's name] engaged in learning?	Do not prompt. Select all that apply	<ul style="list-style-type: none"> a. Darsak platform b. TV lessons c. Learning Bridges d. Learning applications on smart devices f. Teacher online support g. Using school textbooks h. Self-learning i. Other, please specify j. Not engaged in any learning during COVID-19 pandemic k. I don't know l. Refuse to answer
	4-3	IF J NO LEARNING TO 4-2	If not, why not?	Do not prompt. Select all that apply.	<ul style="list-style-type: none"> a. No information/ instructions on how to access b. Watched lessons on TV instead c. No data or run out of data d. No device available e. Poor internet connectivity f. Other, please specify g. I don't know h. Refuse to answer

	4-4		How much do you think your child has learned during school closures?	Do not prompt. Select one.	a. None b. Little c. Sufficient d. A Lot/excellent
	4-5		Is [child's name] planning to start school after the COVID-19 situation is clear (expected by September 2021)?		a. Yes (Skip to 4-7) b. No c. I don't know d. Refuse to answer
	4-6		If not, why not?	Do not prompt. Select all that apply.	a. Financial burden b. Child has to work to support family c. Child has to support with house chores d. It is not safe to go back to school due to COVID-19 e. Health reasons f. Harassment and bullying g. Child has lost interest in studies
	4-7	If YES to 4-5	What kind of external support did you receive for your learning during COVID-19?	Prompt if needed. Select all that apply.	a. Teachers b. Mobile learning devices (tablets) b. Tutoring c. WhatsApp or online study group d. MoE platform e. None h. I don't know i. Refuse to answer
	4-8	If YES to 4-5	What makes it difficult for {child's name} to learn during the pandemic?	Do not prompt. Select all that apply.	a. Lack of in-school face to face teaching b. No interaction with teachers c. No support from caregivers d. No connectivity with online learning e. No learning materials available f. No time to engage in learning at home g. Not able to watch TV MOE lessons h. Not able to use the Darsak platform i. Other, please specify j. I don't know k. Refuse to answer

	4-9		What was the last grade your child completed?	Do not prompt. Select one.	a. Grade 1 b. Grade 2 c. Grade 3 d. Grade 4 e. Grade 5 f. Grade 6 g. Grade 7 h. Grade 8 i. Grade 9 j. Grade 10 k. Grade 11 l. Grade 12 q. Post-secondary (any) r. I don't know s. Never attended school t. Refuse to answer
5. Learning outcomes	5-5		How well would you rate [child's name] ability to do basic math, on a scale from 1 to 5, if one is not at all and 5 is very well?	Prompt if needed. Select one.	a. 1 - Not at all b. 2 - A little c. 3 - Okay d. 4 - Well e. 5 - Very well f. I don't know g. Refuse to answer
	5-6		How well would you rate [child's name] ability to read, on a scale from 1 to 5, if one is not at all and 5 is very well?	Prompt if needed. Select one.	a. 1 - Not at all b. 2 - A little c. 3 - Okay d. 4 - Well e. 5 - Very well f. I don't know g. Refuse to answer
	5-7	If YES to 4-1	When homework is assigned, how much of it does [child's name] complete?		a. Never have homework b. None of it c. Some of it d. Most of it e. All f. All plus some extra
	5-8	If YES to 4-1	Does [child's name] miss going to school?		a. Not at all b. Not very much c. Neither like nor dislike d. Somewhat like it e. Like it very much
6. Social wellbeing	6-1		From your observation, how often, if at all, does [child's name] experience from the following: • Happy • Feeling angry • Sad • Afraid • Relaxed • Stressed • Lonely • Feeling of low self-worth		a. Very frequently b. Frequently c. Sometimes d. Rarely e. Never f. Prefer not to answer

7. Child protection	7-1		Child's name] has experienced or witnessed physical violence during last month (1 month)		a. Yes b. No c. I don't know
	7-2		(If yes) by who and where?		a. By peer at school b. By peer at Makani c. By teacher at school d. By staff at Makani e. By family at home f. In my neighbourhood
	7-3		(If yes) I have reported the violence/ sought help in the past month.		a. Yes b. No c. I don't know
	7-4		[Child's name] has experienced or witnessed harassment during last month (1 month)		a. Yes b. No c. I don't know
	7-5		(If yes) where?		a. At Makani b. At school c. In the neighbourhood
	7-6		(If yes) I have reported harassment sought help in the past month.		a. Yes b. No c. I don't know
8. Makani	8-1		Has [child's name] been involved in the Makani programme?		a. Yes b. No [END SURVEY]

	8-2	IF YES to 7-1	Which activities or support has [child's name] been involved in at Makani?		<ul style="list-style-type: none"> a. Learning support services b. Arabic c. Mathematics d. Reading clubs e. Remote learning support through WhatsApp and other online groups e. Psychosocial support c. Access to internet and tablets d. Life Skills d. ADAP kit f. Financial literacy e. Child Protection referrals f. Recreational activities f. Referral to formal education h. Environmental clubs i. Digital literacy j. Computer h. Volunteering i. Awareness raising activities k. Online learning courses l. Social Innovation Incubators m. Better parenting n. Adult literacy o. Early Childhood development p. Sports q. Other, please specify r. I don't know s. Refuse to answer
	8-3		When was [child's name] involved in Makani?		<ul style="list-style-type: none"> a. Currently involved b. Last 6 months (2021) c. Year ago (2020) d. Two years ago (2019) e. 2018 or earlier
	8-4		How long was [child's name] involved in Makani in total? _____ Months ____ Years		[Text]
	8-5		How frequently was [child's name] involved in Makani?		<ul style="list-style-type: none"> a. Daily b. Several times per week c. Several times per month d. Once per month e. Never

	8-6		What was the content of your child's support at Makani?	Short answer	[text]
	8-7		How would you assess the quality of that support?		a. Very good b. Good c. Neutral d. Bad e. Very bad f. I don't know
	8-8		To what extent do you agree with the following statements about Makani? <ul style="list-style-type: none"> • [Child's name] enjoys coming to the Makani centre • [Child's name] feel at home at the Makani centre • Makani helped [child's name] perform better in school • Makani increased [child's name] motivation to learn • Makani improved [child's name] confidence • Makani helped [child's name] feel more connected our community 		a. Strongly agree b. Somewhat agree c. Neutral d. Somewhat disagree e. Strongly disagree f. Prefer not to answer g. Not applicable
	8-9		To what extent do you agree with the following statements about the Makani? <ul style="list-style-type: none"> • Makani access is equitable: everyone can participate in its services • The services and programmes they offer are relevant to [child's name] and my community • Makani supported [child's name] during COVID-19 (only for those who enrolled in 2020/2021) • I can go to Makani if [child's name] needs psychosocial support/additional support for learning. 		a. Strongly agree b. Somewhat agree c. Neither agree nor disagree d. Somewhat disagree e. Strongly disagree f. Prefer not to answer g. Not applicable
	8-10		Would you recommend Makani to your friends and family that are not in the programme?		a. Yes b. No
	8-11		If you could improve one thing about the Makani, what would it be?		[Text]
	8-12		What do you think the greatest value of the Makani is for... <ul style="list-style-type: none"> • Children under 5 • Children age 6-12 • Adolescents 13-17 • Youth 18-24 • Parents 		[Text]

	8-13		Is there anything you think is important about Makani that you would like to add?		[Text]
	8-11		Is there anything you think is important about Makani that you would like to add?		[Text]

Adolescent and youth survey: Ages 13-24

SECTION	#	Skip	Question	Hint	Answer
4. Educational Background	4-1		Were you attending school before the COVID crisis?	Do not prompt-select one.	a. Yes b. No (skip to 4-5)
	4-2		During the COVID-10 crisis, how have you engaged in learning?	Do not prompt. Select all that apply	a. Darsak platform b. TV lessons c. Learning Bridges d. Learning applications on smart devises f. Teacher online support g. Using school textbooks h. Self-learning i. Other, please specify j. Not engaged in any learning during COVID-19 pandemic k. I don't know l. Refuse to answer
	4-3	IF J (NO LEARNING) TO 4-2	If not, why not?	Do not prompt. Select all that apply.	a. No information/instructions on how to access b. Watched lessons on TV instead c. No data or run out of data d. No device available e. Poor internet connectivity f. Other, please specify g. I don't know h. Refuse to answer
	4-4		What kind of external support did you receive for your learning during COVID-19?	Prompt if needed. Select all that apply.	a. Teachers b. Mobile learning devices (tablets) b. Tutoring c. WhatsApp or online study group d. MoE platform e. None h. I don't know i. Refuse to answer
	4-5		How much do you think you have learned during school closures?	Do not prompt. Select one.	a. None b. Little c. Sufficient d. A Lot/excellent
	4-6		Are you planning to start school after the COVID-19 situation is clear (expected by September 2021)?		a. Yes (Skip to 4-8) b. No (Go to 4-7) c. I don't know d. Refuse to answer

	4-7		If not, why not?	Do not prompt. Select all that apply.	<ul style="list-style-type: none"> a. Financial burden b. Have to work to support family c. Have to support with house chores d. It is not safe to go back to school due to COVID-19 e. Health reasons f. Harassment and bullying g. Lost interest in studies h. Got married i. Poor quality of teaching j. School is too far k. Never been to school l. Other, please specify m. I don't know n. Refuse to answer
	4-8	If YES to 4-5	What makes it difficult for you to learn during the pandemic?	Do not prompt. Select all that apply.	<ul style="list-style-type: none"> a. Lack of in-school face to face teaching b. No interaction with teachers c. No support from caregivers d. No connectivity with online learning e. No learning materials available f. No time to engage in learning at home g. Not able to watch TV MOE lessons h. Not able to use the Darsak platform i. Other, please specify j. I don't know k. Refuse to answer
	4-9		What was the last grade you completed?	Do not prompt. Select one.	<ul style="list-style-type: none"> a. Grade 1 b. Grade 2 c. Grade 3 d. Grade 4 e. Grade 5 f. Grade 6 g. Grade 7 h. Grade 8 i. Grade 9 j. Grade 10 k. Grade 11 l. Grade 12 q. Post-secondary (any) r. I don't know s. Never attended school t. Refuse to answer

5. Learning outcomes	5-1	If YES to 4-1	When homework is assigned, how much of it do you complete?		<ul style="list-style-type: none"> a. Never have homework b. None of it c. Some of it d. Most of it e. All f. All plus some extra
	5-2	If YES to 4-1	Under normal circumstances how much do you like going to school?		<ul style="list-style-type: none"> a. Not at all b. Not very much c. Neither like nor dislike d. Somewhat like it e. Like it very much
	5-3		How important is to you to get a good education?		<ul style="list-style-type: none"> a. Very important b. Somewhat important c. Neither important nor unimportant d. Somewhat unimportant e. Not at all important f. Don't know g. Refuse to answer

6. Social wellbeing	6-1		<p>To what degree do you agree with the following statements:</p> <ul style="list-style-type: none"> • I can accept diversity of ideas/ differences of opinion from my classmates/friends/peers. • I tend to question information that people tell me and make my own mind up about things • I apply the lessons I learnt from my mistakes to focus on moving forward with positive action. • I feel I belong to my community • I volunteer on a regular basis in my community • I know where to volunteer in my community • I feel I am appreciated for my contributions to my community. • I believe I can contribute towards the development (betterment) of my community • I am able to address/discuss community concerns in interactions with community leaders/ people of authority at the local level • If your teacher/ facilitator ask you to present a story or give a speech I would do it without any problem or hesitation • During the past month, I felt optimistic about the future. • During the past month, I felt happy • Usually I build on ideas of others and discuss with friends/parents/colleagues to clarify something that I don't understand before taking a decision in that regard • I can articulate/state my thoughts/ feelings / ideas to others well • I can express my opinions when my classmates/friends/peers disagree with me 	<ul style="list-style-type: none"> a. Very important b. Somewhat important c. Neither important nor unimportant d. Somewhat unimportant e. Not at all important f. Don't know g. Refuse to answer <p>6. Social wellbeing 6-1 To what degree do you agree with the following statements:</p> <ul style="list-style-type: none"> • I can accept diversity of ideas/ differences of opinion from my classmates/ friends/peers. • I tend to question information that people tell me and make my own mind up about things • I apply the lessons I learnt from my mistakes to focus on moving forward with positive action. • I feel I belong to my community • I volunteer on a regular basis in my community • I know where to volunteer in my community • I feel I am appreciated for my contributions to my community. • I believe I can contribute towards the development (betterment) of my community • I am able to address/discuss community concerns in interactions with community leaders/people of authority at the local level • If your teacher/ facilitator ask you to present a story or give a speech I would do it without any problem or hesitation • During the past month, I felt optimistic about the future. • During the past month, I felt happy <ul style="list-style-type: none"> a. Strongly agree b. Agree c. Neutral d. Disagree e. Strongly disagree f. Prefer not to answer
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7. Child protection	7-1		<p>Please answer yes or no to the following statements:</p> <ul style="list-style-type: none"> • I have the right to be protected from violence, exploitation, & abuse. • I know how to protect myself from violence, exploitation and abuse. • If the family needs it, children should leave school to work. • Children with disabilities face greater risk of violence than other children. • There are risks to girls who get married before they are 18. • It is better for girls to stay home and not enrol in school or activities • Teachers have the right to hit or shout at the child for misbehaving. • Parents/caregivers have the right to hit or shout at a child for misbehaving. • I have experienced or witnessed physical violence during last month (1 month) 		<p>a. Yes b. No c. I don't know</p>
	7-2		(If yes) by who and where?		<p>a. By peer at school b. By peer at Makani c. By teacher at school d. By staff at Makani e. By family at home f. In my neighbourhood</p>
	7-3		(If yes) I have reported the violence/ sought help in the past month.		<p>a. Yes b. No c. I don't know</p>
	7-4		I have experienced or witnessed harassment during last month (1 month)		<p>a. Yes b. No c. I don't know</p>
	7-5		(If yes) where?		<p>a. At Makani b. At school c. In the neighbourhood</p>
	7-6		(If yes) I have reported harassment sought help in the past month.		<p>a. Yes b. No c. I don't know</p>
8. Social cohesion			Thinking about your close friends, who are they?		<p>a. I don not have a friend b. I have friends with the same nationality c. I have friends with different nationalities d. I don't know</p>

			To what degree do you agree with the following: I would not mind doing some extra work to help people with other nationalities.		<ul style="list-style-type: none"> a. Strongly agree b. Agree c. Neutral d. Disagree e. Strongly disagree f. Prefer not to answer
			I feel comfortable about organising an activity together with ...		<ul style="list-style-type: none"> a. Children with the same nationality b. Children with different nationalities c. I don't know
8. Makani	8-1		Have you been involved in the Makani programme?		<ul style="list-style-type: none"> a. Yes b. No [END SURVEY]
	8-2	IF YES to 7-1	Which activities or support have you been involved in at Makani?		<ul style="list-style-type: none"> a. Learning support services b. Arabic c. Mathematics d. Reading clubs e. Remote learning support through WhatsApp and other online groups e. Psychosocial support c. Access to internet and tablets d. Life Skills d. ADAP kit f. Financial literacy e. Child Protection referrals f. Recreational activities f. Referral to formal education h. Environmental clubs i. Digital literacy j. Computer h. Volunteering i. Awareness raising activities k. Online learning courses l. Social Innovation Incubators m. Better parenting n. Adult literacy o. Early Childhood development p. Sports q. Other, please specify r. I don't know s. Refuse to answer
	8-3		When were you involved in Makani?		<ul style="list-style-type: none"> a. Currently involved b. Last 6 months (2021) c. Year ago (2020) d. Two years ago (2019) e. 2018 or earlier
	8-4		How long were you involved in Makani in total? ____ Months ____ Years		[Text]
	8-5		How frequently have you been involved in Makani?		<ul style="list-style-type: none"> a. Daily b. Several times per week c. Several times per month d. Once per month e. Never

	8-6		What was the content of your training or class at Makani?	Short answer	[text]
	8-7		How would you assess the quality of the classes or trainings?		a. Very good b. Good c. Neutral d. Bad e. Very bad f. I don't know
	8-8		To what extent do you agree with the following statements about Makani? <ul style="list-style-type: none"> • I enjoy coming to the Makani centre • I feel at home at the Makani centre • I miss it when I can't come • Everyone is included in Makani if they want to be • I feel positive about the activities on offer • Makani helps me perform better in school • Makani increases my motivation to learn • Makani increases my exposure to the outside world • Makani improves my confidence • Makani helps me feel more secure in my community • Makani helps me prepare for the future 		a. Strongly agree b. Somewhat agree c. Neutral d. Somewhat disagree e. Strongly disagree f. Prefer not to answer
	8-9		To what extent do you agree with the following statements about the Makani? <ul style="list-style-type: none"> • Makani access is equitable: everyone can participate in services • The services and programmes they offer are relevant to me and my community • Makani supported me during COVID-19 (only for those who enrolled In 2020/2021) • I can go to Makani if I need help. 		a. Strongly agree b. Somewhat agree c. Neither agree nor disagree d. Somewhat disagree e. Strongly disagree f. Prefer not to answer g. Not applicable
	8-10		Would you recommend Makani to your friends and family that are not in the programme?		a. Yes b. No
	8-11		If you could improve one thing about the Makani, what would it be?		[Text]
	8-12		What do you think the greatest value of the Makani is for... <ul style="list-style-type: none"> • Children under 5 • Children age 6-12 • Adolescents 13-17 • Youth 18-24 • Parents 		[Text]

	8-13		Is there anything you think is important about Makani that you would like to add?		[Text]
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Parent survey

SECTION	#	Skip	Question	Hint	Answer
4. Parenting practice	4-1		Do you know where to seek help for your children for the following: <ul style="list-style-type: none"> • Psychological distress • Sexual violence • Community violence • School violence • Illness 		a. Yes b. No c. I don't know
	4-2		To what extent do you agree with the following statements: <ul style="list-style-type: none"> • I can meet the physical needs of my child or children • I can meet the emotional needs of my child or children 		a. Strongly agree b. Somewhat agree c. Neutral d. Somewhat disagree e. Strongly disagree f. Prefer not to answer
	4-3		In your opinion, to what level do you agree that you are capable of dealing with your child's emotions appropriately?		a. Extremely capable b. Somewhat capable c. Neutral d. Somewhat incapable g. Extremely incapable h. Don't know
	4-4		How capable do you think you were to support your child's learning at home when the schools are closed due to COVID 19 restrictions?		a. Extremely confident b. Quite confident c. Somewhat confident d. Slightly confident e. Not confident at all f. My child was not in school g. Prefer not to answer

5. Child Protection	5-1		<p>Please answer yes or no to the following statements:</p> <ul style="list-style-type: none"> • Children have the right to be protected from violence, exploitation, & abuse. • I know how to protect my child or children from violence, exploitation and abuse. • If the family needs it, children should leave school to work. • Children with disabilities face greater risk of violence than other children. • There are risks to girls who get married before they are 18. • It is better for girls to stay home and not enrol in school or activities • Teachers have the right to hit or shout at the child for misbehaving. • Parents/caregivers have the right to hit or shout at a child for misbehaving. • I have experienced or witnessed physical violence during last month (1 month) 		<ul style="list-style-type: none"> a. Strongly agree b. Agree c. Neutral d. Disagree e. Strongly disagree f. Prefer not to answer
	5-2		<p>To what extent do you agree with the following statements:</p> <ul style="list-style-type: none"> • It is acceptable for teachers to hit girls to discipline them • It is acceptable for teachers to hit boys to discipline them • It is acceptable for parents to hit girls to discipline them • It is acceptable for parents to hit boys to discipline them 		<ul style="list-style-type: none"> a. Strongly agree b. Somewhat agree c. Neutral d. Somewhat disagree e. Strongly disagree f. Prefer not to answer
	5-3		<p>To what extent do you agree with the following statements:</p> <ul style="list-style-type: none"> • Child labour is always wrong • Child marriage is always wrong 		<ul style="list-style-type: none"> a. Strongly agree b. Somewhat agree c. Neutral d. Somewhat disagree e. Strongly disagree f. Prefer not to answer
	5-4		What is the legal age for marriage in Jordan?		[Text]
	5-5		What is the legal age for work in Jordan?		[Text]

6. Social cohesion	6-2		<p>To what degree do you agree with the following statements:</p> <ul style="list-style-type: none"> • I feel I belong to my community • I volunteer on a regular basis in my community • I know where to volunteer in my community • I feel I am appreciated for my contributions to my community. • I believe I can contribute towards the development (betterment) of my community • During the past month, I felt optimistic about the future. • During the past month, I felt happy 		<ul style="list-style-type: none"> a. Strongly agree b. Agree c. Neutral d. Disagree e. Strongly disagree f. Prefer not to answer
7. Makani	7-1		Have you been involved in the Makani programme?	Do not prompt. Select all that apply.	<ul style="list-style-type: none"> a. Yes b. No [END SURVEY]

	7-2		Which activities or support have you been involved in at Makani?		<ul style="list-style-type: none"> a. Learning support services b. Arabic c. Mathematics d. Reading clubs e. Remote learning support through WhatsApp and other online groups e. Psychosocial support c. Access to internet and tablets d. Life Skills d. ADAP kit f. Financial literacy e. Child Protection referrals f. Recreational activities f. Referral to formal education h. Environmental clubs i. Digital literacy j. Computer h. Volunteering i. Awareness raising activities k. Online learning courses l. Social Innovation Incubators m. Better parenting n. Adult literacy o. Early Childhood development p. Sports q. Other, please specify r. I don't know s. Refuse to answer
	7-3		How long were you involved in Makani in total? _____ Months ____ Years		[Text]
	7-4		How frequently have you been involved in Makani?		<ul style="list-style-type: none"> a. Daily b. Several times per week c. Several times per month d. Once per month e. Never
	7-5		What was the content of your training or class at Makani?	Short answer	[text]

	7-6		How would you assess the quality of the classes or trainings?		a. Very good b. Good c. Neutral d. Bad e. Very bad f. I don't know
	7-7		To what extent do you agree with the following statements about Makani? <ul style="list-style-type: none"> • Makani helps me be a better parent • I feel comfortable and safe at the Makani centre. • I enjoy coming to the Makani centre • Makani helps my child or children perform better in school • Makani increases my child or children's motivation to learn • Makani helps me feel more secure in my community 		a. Strongly agree b. Somewhat agree c. Neutral d. Somewhat disagree e. Strongly disagree f. Prefer not to answer
	7-8		To what extent do you agree with the following statements about the Makani? <ul style="list-style-type: none"> • Makani access is equitable: everyone can participate in services • The services and programmes they offer are relevant to me and my community • Makani supported me during COVID-19 (only for those who enrolled In 2020/2021) I can go to Makani if I need help. 		a. Strongly agree b. Somewhat agree c. Neither agree nor disagree d. Somewhat disagree e. Strongly disagree f. Prefer not to answer g. Not applicable
	7-9		If you could improve one thing about the Makani, what would it be?		[Text]
	7-10		What do you think the greatest value of the Makani is for... <ul style="list-style-type: none"> • Children under 5 • Children age 6-12 • Adolescents 13-17 • Youth 18-24 • Parents 		[Text]
	7-11		Is there anything you think is important about Makani that you would like to add?		[Text]



ABOUT SAMUEL HALL

Samuel Hall is a social enterprise that conducts research, evaluates programmes, and designs policies in contexts of migration and displacement. Our approach is ethical, academically rigorous, and based on first-hand experience of complex and fragile settings.

Our research connects the voices of communities to changemakers for more inclusive societies. With offices in Afghanistan, Germany, Kenya, and Tunisia and a presence in Somalia, Ethiopia, and the United Arab Emirates, we are based in the regions we study. For more information, please visit www.samuelhall.org
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