

EDUCATION CANNOT WAIT

MULTI-YEAR RESILIENCE PROGRAMME (MYRP)

APPLICATION INSTRUCTION

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Introduction

This instruction for the Multi-Year Resilience Programme (MYRP) proposal has been prepared by the Education Cannot Wait (ECW) Secretariat to support applicants with completing the MYRP template. The instructions are intended to be illustrative and each country should contextualize the MYRP based on the country context. Additionally, ECW has developed resources on Gender and Mental Health & Psychosocial Support (MHPSS) to support MYRP development. These resources are available as annexes in this document and on the ECW website: www.educationcannotwait.org.

I. ECW Principles¹

ECW is guided by **humanitarian principles** and **development effectiveness principles**; and the imperatives of **do-no-harm** and **leave no one behind**. ECW adheres to a **rights-based** approach with attention to international human rights and refugee and humanitarian law. ECW aligns with established coordination structures and places emphasis on supporting a clear division of labour based on a recognition of comparative advantages. These ECW priorities, without exception, must be reflected in the MYRP.

MYRPs contribute to the achievement of the Sustainable Development Goals (SDG), including SDG 4, which ensures the right to quality learning for all children in crises. The MYRP also contributes to SDG 5, to *Achieve gender equality and empower all women and girls*.

A Multi-Year Resilience Programme must:

- Be **country-led** and build on **existing strategies and plans** (such as the Comprehensive Refugee Response Framework, Cluster Strategies, Humanitarian Response Plans (HRP), Education Sector and Transitional Plans).
- Promote **gender responsive programming and budgeting**.
- Bridge the humanitarian-development **continuum (Nexus)**.
- Serve as a planning, a financing, and a resource mobilization tool. ECW will allocate **seed funding** to support the initial implementation of the MYRP, while country teams must take the lead in mobilizing the additional resources needed to complete the full scope of MYRP actions.
- Align with the Education Cannot Wait **MYRP Quality Standards** (see Annexes). MYRP Quality Standards frame an innovative model that responds to ECW principles, and aligns to existing education, humanitarian, and development standards. They help ensure that MYRPs remain contextually relevant, while adhering to global ECW and sector norms. MYRP Quality Standards are strongly informed by the [INEE Minimum Standards](#). The Quality Standards form the basis for a unique framework in the education in emergencies space: a response strategy and resource mobilization tool designed for protracted crisis. For more information on the MYRP, see Section 4.2 of the [ECW Operational Manual](#). The following questions will help development teams address the individual MYRP Quality Standards. Useful resources are linked to assist in responding to many of the questions: [ECW Notes](#) can be found in the annex of the MYRP Instructions.

Gender equality, inclusion, and protection must be at the centre of MYRP development and implementation.

- MYRPs should be gender-responsive and should always be informed by a gender analysis that allows them to systematically address the specific needs of girls and boys.
- MYRPs must consider and provide appropriate responses for the most marginalized girls and boys of all ages, including those living with disability.
- MYRPs should identify interventions that ensure physical, psychosocial, and cognitive protection.

ECW is committed to the Grand Bargain commitment to invest in **local organisations** as implementing partners and to the **diversification** of Grantees. ECW is also committed to ensuring its programmes places emphasis on Early Childhood Care and Development, Secondary Education, Girls' Education and Children with Disabilities.

¹ ECW's Operations Manual 2020 provides the approved guidance and direction for MYRP development

MYRPs build upon ECW's five collective outcomes: **Access, Continuity, Gender Equity, Quality and Protection**. These outcomes are achievable only as a result of meaningful inclusive, participatory consultation, coordination, and collaboration. MYRPs break down silos by working through multi-stakeholder processes to ensure the holistic learning needs of children are addressed. As part of this, MYRPs establish linkages with other relevant sectors to ensure the delivery of inclusive, quality education, including Protection, Gender, WASH, Nutrition and Health.

ECW promotes the **core standards for education in emergencies**, including: [INEE Minimum Standards](#); Safe Schools standards; [The 2019 Minimum Standards for Child Protection in Humanitarian Action](#); [the IASC Guidelines for integrating Gender-Based Violence Interventions in Humanitarian Action](#); [the 2018 IASC Gender in Humanitarian Action Handbook](#); the [2021 ECW, UNGEI, and INEE EiE Genkit](#) - a core resource package on Gender in EiE; and the [IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings](#).

II. MYRP Joint Planning Process

A. Coordinate a draft proposal of the MYRP

- Coordination is the centerpiece of ECW investments in line with agreed principles of Education in Emergency Coordination.² **It is important to establish inclusive consultative processes between the government, and the humanitarian and development communities to support the preparation of the MYRP.** The consultative process should be led by the government and supported by in-country coordination mechanisms for education in emergencies (such as Education Cluster or the Refugee Education Working Group). The MYRP should be developed under the auspices of the Humanitarian/Resident Coordinator. All relevant humanitarian and development stakeholders should be actively involved in MYRP development including Donors, UN agencies, and International and Local CSOs. Developers of the MYRP must consider inclusion of women-led organizations and groups representing marginalized populations, including girls and boys living with disability, and displaced populations including refugees.
- The **MYRP should be aligned with existing strategies and plans**, from both the humanitarian and development sectors. The MYRP aims to capitalize on established frameworks and plans and to provide opportunities to join-up planning processes.
- Determining the **overall MYRP total funding requirement** is an important element of consultations as country partners will be responsible for the resource mobilization campaign to meet the funding target. The funding target should be based on evidence of the education and protection needs of girls and boys, including adolescents. The funding trends for education in the context should also be carefully considered, and the MYRP should constitute a level of ambition that improves those trends to meet the needs of more girls and boys. The MYRP must consider existing funding targets including the Humanitarian Response Plan, sector strategy or other joint strategies.
- **The ECW Secretariat will provide specific technical support** in the areas of Education in Emergencies, Gender, MHPSS, Disability Inclusion, Protection, Governance, Risk and Child Safeguarding, M&E and budgeting, during the design phase of the MYRP. Please contact your Secretariat focal point should you need specific supports in any of these areas. See also: [Resources and Guidance notes](#).
- Gender actors such as the Gender in Humanitarian Action Working Group³ should be systematically engaged in the consultation process. **Gender actors should be engaged from the start of the process to ensure that gender equity is prioritized and that technical capacity is available.** An organization with recognized gender expertise in-country should be appointed to act as gender focal point. This organization will provide technical support to the EiE Coordination and MYRP development committee to help design a gender-responsive MYRP that is aligned with ECW gender strategy. Additionally, a gender focal point should be identified amongst the EiE MYRP development committee members, to act as the

² Education in emergencies (EiE) coordination supports safe, quality education options for children and youth in crisis contexts, irrespective of their population group and types of emergency and implies the necessity of coordination with the national education sector, ensuring that education in emergencies is part of a whole sector response, rather than an isolated activity. ECW promotes "joint coordination" implies a situation where response for IDPs and refugees, in situations where the populations are geographically mixed in the same location, are led jointly or coordinated using the Cluster and/or UNHCR arrangements, with accountability lines to the Humanitarian Coordinator and UNHCR Representative appropriately maintained, as outlined in the [Joint UNHCR -OCHA Note on Mixed Settings](#).

³ Depending on the context it can also be the gender working group, the gender hub and/or the GBV sub-cluster or working group.

resource person within EiE sector. The ECW Gender Manager will work closely with the appointed EiE gender focal point and the nominated organisation to ensure strong induction on gender-responsive EiE. Together, they will set and communicate clear milestones to ensure due diligence on gender equality during the MYRP planning process. See: Steps to ensure gender responsive MYRP development.

B. Submit a draft proposal to the ECW Secretariat for Quality Assurance Review

- The first draft of the MYRP should be submitted to the ECW Country Lead by the agreed in-country coordination entity. All documents should be submitted in Word and Excel format. An independent quality assurance (QA) review of the MYRP will be conducted by an External Review Panel.

C. Revise MYRP in accordance with the Quality Assurance Review

- The outcome of the QA review will be sent to the agreed in-country coordination entity in a QA Review Excel Sheet. This feedback will offer concrete suggestions on areas for improvement. In the QA Review template, MYRP preparation teams will be expected to review each point, provide a response in the template, and address the point in the application as and when appropriate. The gender lead organisation and the gender focal point should be involved by the in-country coordination entity to address gender-related feedback.

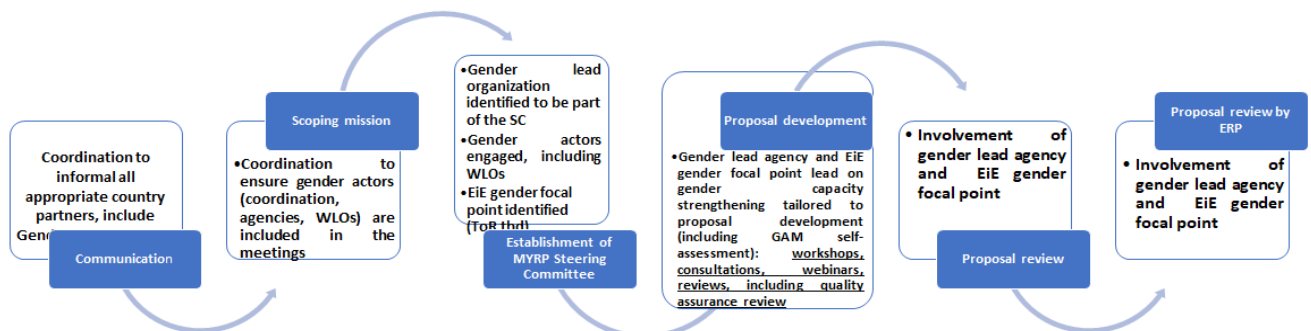
D. Submit a final draft of the MYRP to ECW Secretariat for Executive Committee decision

- A final draft of the MYRP should be submitted by the agreed in-country coordination entity to the country lead from the ECW Secretariat. All documents should be submitted in Word and Excel format. Should the ECW Secretariat have additional feedback, this will be shared with the coordination entity and a revised MYRP should be submitted once that feedback is addressed. If the draft is accepted by the ECW Secretariat, it will be submitted to the ECW Executive Committee for final approval of funding.

E. ECW Secretariat Transfers Funds to ECW Grantee(s)

- Upon approval of the MYRP, the ECW Secretariat will send a Grant Confirmation Letter to each Grantee and proceed with the transfer of funds for the programme to commence implementation. It is expected that the entire process will not exceed 6 months.

Steps to ensure gender responsive MYRP development



MYRP Template Instruction

Programme Summary

This section should not exceed 1 page.

- The Programme Summary should be a short, clear, and succinct synthesis of the MYRP programme, including an overview of the MYRP (including funding request, beneficiary groups and targets, priority locations, and strategies) and the ECW Seed Fund Programme (including total budget, beneficiary groups and targets, and priority locations).

1. Situational and Institutional Analysis

- The following sections should use the most relevant existing, and most recent joint analyses of the education sector, and relevant cross-cutting sectors including analyses on gender, conflict sensitivity, inclusion, MHPSS needs and any other issues impacting protection.
- When relevant data gaps and information needs are identified, the MYRP should include interventions to address these gaps, ideally within the first 6-12 months of the programme.

1.1 Country Context

This section should not exceed 1 page.

- Briefly describe the context and humanitarian-development challenges of the country, including the impact of political and climate-related crises. Highlight the challenges these pose to children and to the education system in affected areas. Be sure to highlight these challenges within the context of established humanitarian and national development priorities, and whether national legislation includes displaced populations.
- Please include the most recently available sex, age, and disability- disaggregated data with references in the footnotes. If key data is unavailable, please highlight which figures are missing and any explanation as to why that may be.

1.2 Education Needs Overview

This section should not exceed 1.5 pages

- Use existing analyses to provide information of the education needs. When available, these should include Joint Education Needs Assessment(s), the Humanitarian Needs Overview, the most recent Education Sector Analysis, the Education Cluster Strategy, crisis specific response plans (i.e. COVID response plans) and other sectoral or multisectoral needs assessments as relevant.
- All MYRPs must include a gender analysis within the overarching needs assessment and the result of the gender analysis should inform the design of the If a detailed analysis is not available at the time of drafting, ensure further gender analysis is planned within the first 6-12 months of implementation. With the support of the gender lead organisation and GenCap advisor, should one be present in-country, complete in a participatory way the online IASC Gender and Age self-assessment questionnaire and use the IASC GAM⁴ questions and ECW MYRP gender guidance note to develop the gender analysis.
- Include a short description of the administrative (governance) structure of education, if relevant. As is relevant to the programme, include the division of responsibility for service provision and policy between the national, federal, state, and local level.
- Highlight issues related to International Protection Status including all concerns related to displacement (i.e. statelessness of children and youth). Identify violations of or risks to the rights of marginalized groups including persons living with disabilities, all sexual and gender orientations, and ethnic and linguistic minorities. Identify the different causes of these challenges including capacity limitations and the impact of gender norms and harmful practices that lead to the marginalization of certain groups.

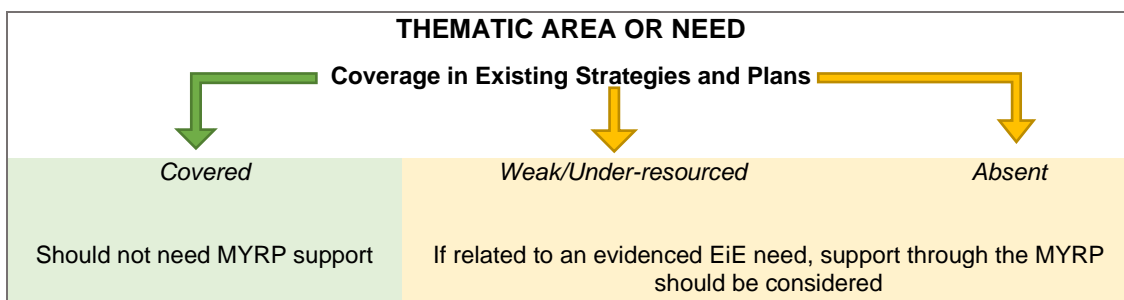
⁴ <https://www.iascgenderwithhagemarker.com/en/home/>

- Include the MHPSS needs of girls and boys, including adolescents, and teachers. Indicate how they have been impacted by armed conflict, persecution, and forced displacement. Include how these needs have impacted children and youth’s abilities to learn and teachers/facilitators’ ability to teach.

1.3 Aligned Strategies and Plans

This section should not exceed 1.5 pages

- Alignment Table (1 page): List the Strategies and Plans to which the MYRP aligns, starting with education planning and including reference to existing government strategies and policies on gender and gender-based violence, inclusion, protection, MHPSS and/or livelihoods as relevant.
 - Identify the most important/relevant directives or approaches laid out in this strategy. Please summarize in no more than a single sentence.
 - Indicate which of these will be supported by the MYRP and briefly explain why that additional support is necessary.
- MYRP value-added (1/2 Page): Explain how the MYRP will contribute to the objectives of existing strategies and plans, strengthen their implementation, and address any prominent gaps identified through analysis and the consultation process. Describe how the MYRP process will provide an opportunity for in-country partners to define and agree upon collective outcomes.
 - Identify the gaps in existing strategies and plans that the MYRP will address.
 - Demonstrate how the MYRP will strengthen under-resourced or poorly addressed planning directives and approaches.
 - Be sure that the MYRP is not duplicating efforts in areas that are already well-supported.



1.4 Ensuring Humanitarian-Development Coherence

This section should be used to demonstrate how the proposed interventions are relevant to strengthening humanitarian-development coherence in education. You should show how the process of joining-up humanitarian and development actions, plans and strategies will advance resilience, reduce vulnerability, and promote human security in crisis.

- Explain how the engagement of the national government, national partners and local **coordination mechanisms** will be undertaken to meet the educational needs and priorities of affected children.
- Demonstrate how the design of the MYRP will improve the effectiveness of humanitarian response through **multi-year planning**, ensuring more predictable and realistic operational arrangements and a greater focus on system strengthening that ensures the sustainability of results.
- Explain how the MYRP will positively influence government institutions to systematically prevent, mitigate, prepare and respond to emergencies. Show how it will strengthen systems **and support capacity strengthening** in relation to access, quality, MHPSS, gender equality and equity, protection, continuity, child protection, and resource mobilization.
- Explain how the MYRP will contribute to the strengthening of formal and/or non-formal child protection systems through programme approaches.
- Explain how the MYRP will mobilize, support, and strengthen local capacities that help sustain and scale results even after the MYRP is completed.

- Describe how the MYRP will achieve collective outcomes across sectors and how education can be an entry point for the provision of gender sensitive **child protection, nutrition, health, and WASH** interventions.

1.5 Funding Context and Funding Gaps for Education

This section should not exceed ½ page.

- **Provide a clear picture of past, current, and prospective funding for EiE**, including domestic funding, development and humanitarian donor funding, and private sector funding (when relevant).
- **Map the education funding landscape:** List the main donors supporting education, significant education programmes being implemented or planned in the country, and identify alignment opportunities.
- **Assess the level of political support for EiE:** Is the sector prioritized in domestic funding? Is it routinely discussed by the Humanitarian Country Team (HCT)? Are any donors already championing education, and who are they?
- **Analyse the main challenges and opportunities** for resource mobilization and identify how these can be addressed or built upon to reach funding objectives.
- **Assess the availability of data on funding** (humanitarian and development) for EiE

1.6 Stakeholder Consultation Process

This section should not exceed ½ page.

- Describe the chronology of the stakeholder consultation process including who was/will be consulted and when. Describe how the process ensures transparency, inclusion, and multi-stakeholder approaches including the participation of local stakeholders.
- Clearly outline how various stakeholder groups have been engaged in the process. This collective should include any education-related coordination mechanism including the Local Education Group, Donor and Development Partner Groups. Thematic groups should also be engaged including Gender and GBV groups, incl women-led organizations and GenCap, PSEA networks, and organizations that focus on children living with disability, and MHPSS.
- Clearly outline how affected populations have been consulted and engaged in the development process

2. Programme Description

2.1 Theory of Change

Insert the Theory of Change diagram into the template.

Theories of Change (ToCs) allow an organization/consortium/team to think about and measure its work in terms of **its contribution** to a comprehensive solution, rather than aim to bring about solutions on its own. A ToC is:

- Outcome based – Outcomes are the use or uptake of the outputs by the target group for its purpose i.e. teachers adopting new pedagogies, learners using textbooks and material to learn, learners learning, learners feeling safe and protected, reduction in gender-based violence at/to/from school, new curriculum being followed by teachers, community sending girls and boys to school.
- *Not* output based – An output is a product or service delivered to the target group, i.e. teachers trained, material provided, classrooms built, policy/plan/system in place.
- Forward looking.
- A visual tool that demonstrates an approach.
- A demonstration of Causality. The ToC must be based on an “IF / THEN” logic. For example, IF routes to school are safer AND IF schools meet certain standards AND IF caregivers are better able to generate

income THEN girls and boys will access schools. It is recommended to further divide each envisioned pathway into results on the demand vs. supply side.

To make the ToC relevant to the context of the country, it is fundamental that the ToC be fully in line with the findings of the need’s analysis, and thereby the evidence generated through needs assessment. The ToC should identify the root causes of barriers to education including gender inequalities. These should reflect specific constraints, and opportunities, for target groups including girls and boys living with disability, displaced populations, and women and girls to achieve the desired learning and protection outcomes.

It is important to differentiate a ToC from other planning approaches. A ToC is not: 1) the absolute truth of how change must happen, or how it is going to occur; 2) a definitive recipe that helps eliminate the uncertainty existing in complex and emerging social/educational processes; 3) a substitute for a results-framework or logical framework as a rigid planning tool. **The ToC provides the logical foundation for the results framework.**

Theory of Change	Logical Framework
<ul style="list-style-type: none"> • Situates project in bigger picture of change • Starts from the future vision, then reasons back to the present ('top-down', non-linear) • Encourages critical thinking and reflection about pathways of change and links between changes (complexity) • Surfaces and articulates assumptions about how change happens • Used as a learning framework: reflects on how change happens, represents and encourages dialogue, explains 'why' 	<ul style="list-style-type: none"> • Focuses on the strategy and planning of the programme • Describes the logical (linear) sequence, starting with what the project is doing (activities) to its intended results ('bottom-up') • Focus is on achievement of objectives and on the evidence to support this • Helps to steer the management of the programme on an operational level • Used as a management framework for the full programme cycle (planning, implementation, M&E, and accountability)

2.2 Programmatic Outcomes⁵

In this section, formulate and describe the **strategic approach** to achieving each outcome. Elaborate on how each outcome will contribute to the holistic education programme design and implementation. Identify how each outcome is linked to ECW’s thematic priorities: Access, Equity and Gender Equality, Continuity, Protection, and Quality/Learning. These outcomes should match the ToC in chapter 2.1 and results framework in annex C. *It is mandatory that one outcome focuses on resource mobilization.*

*You may use several (no more than 4-5) bullets to indicate **potential or illustrative actions** of the strategy.*

2.3 Gender Equity and Inclusion

In this section, describe how the MYRP addresses gender equity and inclusion. The MYRP should address the differentiated challenges that girls and boys including adolescents face in accessing and benefitting from education. This section should not repeat a listing of specific activities explained in 2.2, but explain the logic of how these actions will work together to form the MYRP approach to gender and inclusion.

For more guidance, refer to the ECW Gender Policy and Accountability Framework (pp14-22) and ECW Gender Guidance Note in Annex.

2.4 Prioritizing the Most Disadvantaged

In this section, describe the specific beneficiary groups that are targeted by the MYRP. Succinctly describe why they are the focus of the MYRP and how they will benefit from sustained interventions. As with 2.3, this should not be a repeat of the activities described in 2.2. Instead, it should demonstrate the logic of how these actions will, together, affect positive change for the most disadvantaged groups in the context.

⁵ See Resources and Thematic Notes in the Annex for additional guidance

3. Leveraging Resources to Scale Up MYRP Results

3.1 Resource Mobilization and Advocacy

This section should not exceed 1 page

In this section, articulate how the MYRP will be used as a collective advocacy and resource mobilization platform. The MYRP should help to position EiE as a key humanitarian and development priority in the country. It should also leverage resources alongside and on the back of the ECW seed funding to scale up MYRP results. The Resource Mobilization approach should:

- **Reflect the overall MYRP funding objective and the scope of the funding gap:** the larger the funding gap, the more comprehensive / elaborate the resource mobilization approach should be.
- **Result from the funding context analysis and identified resource mobilization challenges and opportunities:** it should be context-specific and address funding bottlenecks while building on funding opportunities.
- **Address funds alignment and leveraging, as well as the active mobilization of additional resources:** the resource mobilization strategy should outline how existing and future funding for EiE will be influenced and leveraged, as well as how additional resources may be secured.
- **Consider how the MYRP can be used by government partners/ education leaders** (when relevant) to advocate domestically, regionally and globally for additional education funding.
- **Assess resource mobilization capacity of partners** (government, civil society, and coordination structures) and outline a capacity-building component to ensure funding sustainability.
- **Build on MYRP grantees and partners existing capacity and plans for resource mobilization**, to help ensure funding sustainability beyond the MYRP.
- **Reflect on funding sustainability:** the resource mobilization approach can include funding mechanisms and strategies that go beyond the MYRP framework and duration itself to benefit the education sector at large, such as Government-led institutional funding mechanisms.
- **Consider piloting innovative funding mechanisms:** this could include public-private partnerships, matched funding, involvement with the private sector, or other innovative funding approaches that could be piloted and potentially replicated in other contexts.
- **Include the development of an in-country financial tracking system for EiE:** a dedicated financial tracking system for EiE funding should be developed, or supported should one exist, as part of the RM approach.
- **Be developed through a consultative process among partners and donors** to ensure shared ownership of the resource mobilization outcome.

For more detailed guidance, please refer to the Resource Mobilization Guidance Note: <https://www.dropbox.com/s/m3wpsnmzxfrr29/Guidance%20Note%20Resource%20Mobilization%20MYRP%20March%202021.pdf?dl=0>

3.2 ECW Seed Fund Scale-up Strategy

This section should not exceed 1 page

Describe the programmatic approach for scaling the impact of the ECW Seed Fund Programme and demonstrate linkages with the resource mobilization approach (3.1). While the resource mobilization approach outlines the tactics that will be used to secure and leverage additional resources, the ECW scale-up strategy outlines how the additional funding (beyond the seed funding) will be implemented towards achieving the overall MYRP outcomes.

To formulate the Seed Fund Scale-up Strategy, country partners are encouraged to reflect on the following questions during the development of the MYRP:

- How will additional funding be distributed? Does the MYRP governance structure clarify the decision-making process for the allocation additional funding?
- How will additional funding be implemented? How will the grantees be selected? Do current grantees have the capacity to implement the MYRP programme beyond seed funding provided by ECW? Will other grantees be brought onboard should additional funding be secured?
- How will results achieved beyond ECW seed funding be reported on? What about leveraged funding from other education programmes?

- What will the new funding support? Will the funding support the full set of MYRP objectives? From the MYRP development phase, this is the preferred option, though adjustments should be made during implementation in response to the success of the programme and contextual changes.
- How many children will be reached? This could be done on a rough per capita calculation. *E.g, At a unit cost of US\$100 per child, an additional 10,000 children can be reached if an additional US\$1million is mobilized.*
- Where will the funds be used? Will it focus on the same regions as the Seed funding and expand the reach within these areas? Or will new areas be reached, as defined by the MYRP?
- *Please note that a new budget and results framework must be developed for funding subsequent to the seed funding.*

4. Monitoring, Evaluation and Learning

4.1 Monitoring, Evaluation and Joint Reporting

This section should not exceed 1 page

In this section, include a description of how the M&E system for the MYRP will be organized. This description explains how data is collected, aggregated, analyzed, and reported on. The focus should be on monitoring outcome level results and on the methodologies/methods/approaches to measure these (chapter 4.2, to follow, focuses on learning outcomes). Important and specific ethical considerations should be mentioned. Roles and responsibilities for implementing the M&E system should be explained.

This section should also describe the current sectoral education/EiE monitoring architecture in the context. It should include basic information on:

- Sector-wide mechanisms for monitoring of education outcomes.
- Plans for any upcoming evaluations or sectorial reviews in education and EiE.
- Existing information or data management systems/software/mechanisms for disaggregated data collection, storing, sharing and analysis (i.e. EMIS, REMIS, etc.).
- Existing disaggregated data collection initiatives/mechanisms (i.e. existing learning assessments in use by Govt or humanitarian/development partners).
- Assessments of capacity gaps and HR needs in M&E vs the MYRP.

In addition, this section should explain how the MYRP will promote joint reporting from Seed Fund grantees and implementing partners.

This section should include how funds leveraged through the MYRP will be tracked and monitored, including the establishment of a country-level funds tracking mechanism for EiE, if relevant.

The recommended budget for M&E should be between 5% and 9% of the total budget envelope, depending on local circumstances. Financial provision must be made for a formative evaluation to be implemented after 2 to 2 ½ years of implementation (excluding the inception phase) by an external firm/body at approximately US\$ 100,000 to US\$150.000 per MYRP.

Please refer to the ECW Gender guidance note for more information on the integration of gender in M&E and other learning processes.

4.2 Learning Outcome Measurement

This section should not exceed 1 page

In this section, explain how the MYRP will measure the learning levels of girls and boys. It is mandatory that a learning outcome measurement is integrated and budgeted for in the design of the MYRP. When designing the measurement please take note of the following principles:

- Holistic:** ECW promotes holistic measurement including both socio-emotional learning and academic literacy and numeracy testing. This should be conducted through a gender lens,
- Aligned:** By default, the MYRP should align to the degree possible with national (host) government policy and measurement methodologies, as well as other relevant initiatives on national, regional, or global levels.

- C. **Tailored:** ECW advises the grantees to tailor the measurement to the needs of the context (formal/non-formal education, gender, age groups, in-school/out-school, academic/Social Emotional Learning) and purpose of the MYRP program design.
- D. **Formative:** ECW's overall measurement objective is to improve the effectiveness of the MYRP and other related programmes. This requires better understanding of what helps children who have been affected by crisis to learn. This helps partners, and ECW at a global level, to understand which interventions represent the best value for investment.
- E. **Gendered Measurement:** ECW recognizes gender inequalities exist in education. The learning outcome measurement should investigate if gender parity in enrollment lead to parity in learning, and what the most impactful investments are when it comes to achieving positive equity outcomes.

ECW does not promote specific tools and recommends using what is already approved, used, and accepted in-country by grantees and its partners including the government. While ECW promotes rigorous measurements, it does not require randomized control trials (RCTs) that aim for statistical significance. Instead, ECW promotes feasible and contextually proven tools. The INEE mappings on [SEL](#) and [Academic Learning](#) measurement are important resources for sourcing measurement tools.

The learning outcome measurement must be budgeted separately from the M&E budget.

5. Implementation Arrangements

5.1 Governance structure

This section should not exceed 1 page

- Outline the roles and responsibilities of the governance structures including the steering committee, the grantee selection committee, any technical committees, and the role of the gender focal point. Explain linkages with key stakeholders like the Education Cluster/Education in Emergencies Working Group, the Local Education Group, the Refugee Education Working Group, and other relevant mechanisms including the Protection Cluster and its sub-clusters of Child Protection and GBV.
- Include clear roles and responsibilities for resource mobilization as part of the governance structure. The governance structure membership should include government, I/NGOs, UN Agencies, development and humanitarian partners, donors, and representation of the affected population. Please indicate how the ECW Secretariat fits into your proposed structure.

5.2 Grantee Selection Process

This section should not exceed ½ page

- Outline the process used for selecting Grantees including how the process was designed to be inclusive, transparent, open, and how it avoided conflict of interest. Explain how the independent review committee was established, how its establishment was communicated, and which organizations were members. Explain what selection criteria was used and how the solicitation process was managed. Explain how decisions and results were communicated and how challenges were adjudicated. Refer to 'ECW MYRP Grantee Selection Process' guide for additional instruction on the process: <https://www.dropbox.com/sh/swvkh7pl61y53zk/AACedPJs78z3XHBjpauf08Za?dl=0>
- Attach meeting minutes and relevant email communications as supporting documentation of the process.
- Elaborate how the MYRP process has enhanced diversification. If coalitions have been established, explain how these involve national and local civil society organizations.
- The gender lead organisation and the gender focal point should be part of the grantee selection process, provided their respective organisations are not applying for funding. A set of gender-specific criteria will ensure selected proposals are gender-responsive and that grantees and sub-grantees have the capacity to implement gender-responsive EiE.

5.3 Child Safeguarding and PSEA/PSH

This section should not exceed ½ pages

- Child safeguarding involves ensuring that organizations do not cause harm to children through their operations, their personnel (including volunteers) and associates, as well as through the way in which programs are designed and implemented.
- Explain the overall and specific mitigation measures required of organizations involved in the MYRP. Include risks of harm to children under the safeguarding category in the risk assessment matrix. Then provide further details of risk mitigation strategies in the child safeguarding text box below the risk assessment matrix. Include the steps that will be taken to ensure that implementing partners have the capacity to manage risks to children. A separate text box should be used for each grantee.

ECW's Risk Management and Child Safeguarding Manager can provide further guidance during proposal development.

Annexes

Annex A: Map

Insert a map of the MYRP and Seed Fund Programme priority zones

Annex B: MYRP and Seed Fund Budgets

Please send the budget as part of the application package, in Excel format. Two budgets are required:

- **MYRP Budget:** The MYRP budget is presented at the Outcome level only

MYRP OVERALL BUDGET				
[COUNTRY]				
	2021	2022	2023	TOTAL
PROGRAMME COSTS				
OUTCOME 1: Increasing Access	\$ 3,000,000	\$ 2,500,000	\$ 2,500,000	\$ 8,000,000
OUTCOME 2: Improving quality	\$ 2,500,000	\$ 2,000,000	\$ 2,000,000	\$ 6,500,000
OUTCOME 3: Improving equity and inclusion	\$ 1,000,000	\$ 1,000,000	\$ 1,000,000	\$ 3,000,000
OUTCOME N: Mobilizing additional resources	\$ 100,000	\$ 100,000	\$ 100,000	\$ 300,000
Sub-total for Programme Costs	\$ 6,600,000	\$ 5,600,000	\$ 5,600,000	\$ 17,800,000
OPERATIONAL COSTS				
Sub-total for Operational Costs	\$ 320,000	\$ 320,000	\$ 320,000	\$ 960,000
Total for Programme and Operational Costs	\$ 6,920,000	\$ 5,920,000	\$ 5,920,000	\$ 18,760,000
Programme Support Costs (@7%)	\$ 484,400	\$ 414,400	\$ 414,400	\$ 1,313,200
GRAND TOTAL	\$ 7,404,400	\$ 6,334,400	\$ 6,334,400	\$ 20,073,200

- **ECW Seed Fund Budget:** The ECW Seed Fund Budget is presented at the Outcome and Output level. This budget presents only the costs of implementing the Seed Fund programme

ECW SEED FUNDING BUDGET				
[COUNTRY]				
	2020	2021	2022	TOTAL
PROGRAMME COSTS				
OUTCOME 1: Increasing Access	\$ 1,000,000	\$ 750,000	\$ 750,000	\$ 2,500,000
Output 1.1	\$ 500,000	\$ 350,000	\$ 350,000	\$ 1,200,000
Output 1.2	\$ 300,000	\$ 150,000	\$ 150,000	\$ 600,000
Output 1.3	\$ 200,000	\$ 250,000	\$ 250,000	\$ 700,000
OUTCOME 2: Improving quality	\$ 600,000	\$ 400,000	\$ 400,000	\$ 1,400,000
Output 2.1	\$ 400,000	\$ 250,000	\$ 250,000	\$ 900,000
Output 2.2	\$ 200,000	\$ 150,000	\$ 150,000	\$ 500,000
OUTCOME 3: Improving equity and inclusion	\$ 500,000	\$ 300,000	\$ 300,000	\$ 1,100,000
Output 3.1	\$ 300,000	\$ 150,000	\$ 200,000	\$ 650,000
Output 3.2	\$ 200,000	\$ 150,000	\$ 100,000	\$ 450,000
OUTCOME 4: Mobilizing additional resources	\$ 100,000	\$ 100,000	\$ 100,000	\$ 300,000
Sub-total for Programme Costs	\$ 2,200,000	\$ 1,550,000	\$ 1,550,000	\$ 5,300,000
OPERATIONAL COSTS				
Sub-total for Operational Costs	\$ 100,000	\$ 100,000	\$ 100,000	\$ 300,000
Total for Programme and Operational Costs	\$ 2,300,000	\$ 1,650,000	\$ 1,650,000	\$ 5,600,000
Programme Support Costs (@7%)	\$ 161,000	\$ 115,500	\$ 115,500	\$ 392,000
GRAND TOTAL	\$ 2,461,000	\$ 1,765,500	\$ 1,765,500	\$ 5,992,000

- Include all anticipated programmatic and operational costs including support costs such as coordination mechanisms and implementation support arrangements. Include costs required for direct support to the programme including monitoring and evaluation, communications, human resources, procurement, finance, audit, policy advisory, quality assurance, reporting, management, etc. Some of these costs may be: Visibility and Communication activities (including a launch event), learning measurement, resource mobilization activities, MYRP evaluation costs, MYRP management and implementation costs.
- Activity costs related to construction and infrastructure should not exceed 20% of the programme budget. Operational costs must not exceed 20%. Indirect costs should not exceed 7%.
- Budgets should be round numbers: US\$1,000,000, not US\$ 987,893.82.
- Ensure there is a balance between Outcomes and a balance of budget across Years 1-3.

Gender Considerations

- Have gender components and activities been included in the programme/project, and have they been assigned adequate human, technical, technological, and financial resources in the budget?
- Is there gender-focused resource allocation for gender equality and women's and girls' empowerment?
- Will it be possible to track the flow of these resources to determine the contribution towards gender equity?

Annex C: Results Framework

This section is a place holder in the template. Please send as part of the application package in Excel format.

Instructions for completing the Results Framework:

- Provide a table with result statements, indicators, baselines, targets, and risks and mitigation strategies. When possible and where relevant, these should be disaggregated by sex, age, and disability. Indicators, baselines, and targets can be specified during the inception phase (a maximum of 6 months after the initial disbursement date). Please see the ECW Results and Indicators library for more examples of SMART result statements and indicators.
- ECW encourages the use of existing outcome and output indicators as defined in Humanitarian Response Plans, similar national plans, or Cluster strategies, provided they are in SMART form. When using indicators from an existing strategy, reference the document and the number.
- The Results Framework integrates the targeting for both the MYRP and the ECW Seed Fund contribution. It should highlight priority areas for additional resource mobilization and to demonstrate contribution of the Seed Funding against country-level outcomes.
- The Results Framework should include Outcome and Output statements from the [Programme Description](#)

Annex D: IASC Gender and Age Marker (GAM) Report

- The IASC Gender and Age Marker (GAM) is an online learning instrument developed to support humanitarian actors to improve gender and age sensitive programming by reflecting how gender and age are considered in the programme design. The IASC GAM also takes into consideration the integration of disability inclusion, protection (GBV) and participation.
- The IASC GAM can be accessed online: <https://www.iascgenderwithagemarker.com/> and in multiple languages (English, French, Spanish, and Arabic).
- A list of resource persons per country and region is regularly updated on the IASC GAM website to provide in-country guidance and support on completing the IASC GAM self-assessment questionnaire. The ECW Gender and Development Manager is also available to support.

- The IASC GAM self-assessment short questionnaire can be accessed and completed online or offline. It should be completed jointly and in a participatory manner by the members of the MYRP Steering Committee during the proposal development phase. It is important for participants to go both through the design questionnaire and the monitoring questionnaire to ensure that the planned MYRP programmatic outcomes are assessed against the gender and age marker criteria.
- It is important to note that funding is not conditional to the IASC GAM scoring. Participants are therefore encouraged to provide a realistic self-scoring, as the process is more important than the IASC GAM scoring result.
- The IASC GAM self-assessment tool is a mandatory annex to the MYRP application package. The self-generated pdf report on the IASC GAM website should be shared as an annex in the MYRP application package.

Annex E: Risk and mitigation matrix

Risk assessment matrix guidance

- A single risk matrix for the MYRP application should be prepared and included in the final MYRP proposal. This should be reviewed and updated (if needed) every six months, or if the situation on the ground changes.
- The risk assessment ensures that risks are clearly identified, documents how risks will be managed and mitigated, and identifies who is responsible to monitor and report on them. The risk mitigation measures/strategies should clearly spell out what actions will be taken to manage each risk.
- Risks are considered through five categories:
 - **Context:** The operating context can affect the implementation of programmes. Risks to consider include safety and security, (including conflict and forced displacement), natural disasters and epidemics, political developments, and the economic situation.
 - **Delivery:** Risks related to delivery of the programme, throughout the delivery chain, to beneficiaries and the overall performance of the programme. This includes considering the technical capacity of implementing partners to deliver activities, as well as any other external constraints to direct implementation, such as inability to access beneficiaries/sites and amendments to agreed plans.
 - **Safeguarding:** Safeguarding refers to the risk of perpetuating or creating harm to communities, individuals, or any vulnerable groups because of ECW investment. Risks to children should be given particular consideration. Risks to children, both in person and online, include abuse (physical, emotional and sexual) and exploitation (including sexual/labour exploitation and recruitment into armed groups), neglect, and physical safety (e.g. death or injury caused by unsafe structures, vehicle accidents or drowning).
 - **Operational:** These relate to the capacity and capability to manage the programme, including through budget management, Human Resource functions and ICT, as well as the engagement of national partners in decision making, transition and exit strategies.
 - **Fiduciary:** Fiduciary risks relate to the funds not being used for the intended purposes and/or not being properly accounted for.

Resources & Guidance Notes

General	
INEE Minimum Standards	https://inee.org/
INEE EiE Glossary	https://inee.org/eie-glossary
Accelerated Education	https://inee.org/collections/accelerated-education
Conflict Sensitive Education	https://inee.org/collections/conflict-sensitive-education
Child Protection and EiE	https://inee.org/system/files/resources/CPHA-EiE%20Position%20Paper%20ENG.pdf
GEC Cash and Voucher Assistance	https://www.calpnetwork.org/wp-content/uploads/2019/02/GEC-synthesis-report-rgb_links_EN_FINAL_190121.pdf

Gender	
INEE Gender Resources	https://inee.org/collections/gender
EiE Genkit	https://www.ungei.org/sites/default/files/2021-03/eie-genkit-2021-eng.pdf
Gender in EiE Resource Centre	https://www.ungei.org/knowledge-hub/gender-education-emergencies
ECW Gender Policy and Accountability Framework	https://www.educationcannotwait.org/download/ecw-gender-policy-and-accountability-framework-january-2020/?wpdmdl=3506&ind=RUNXIC0gR2VuZGVyIFBvbGljeSBhbmQgQWNjb3VudGFiaWxpdHkgRnJhbWV3b3JrLnBkZg
ECW Gender Strategy	https://www.educationcannotwait.org/download/ecw-gender-strategy-2018-2021/?wpdmdl=1586&ind=RUNXIEdlbmRlciBTdHJhdGVneSAyMDE4LTlwMjEucGRm

MHPSS	
INEE Psychosocial Support and Social and Emotional Learning (PSS and SEL)	https://inee.org/collections/psychosocial-support-and-social-and-emotional-learning
INEE Guidance Note on Psychosocial Support	https://inee.org/system/files/resources/INEE_Guidance_Note_on_Psychosocial_Support_ENG_v2.pdf

Inclusion	
Profiles Enhancing Education Reviews (PEER)	https://education-profiles.org/
Including Children with disabilities in Humanitarian Action	https://sites.unicef.org/disability/emergencies/
Disability Identification Tool Selection Guide	https://www.edu-links.org/resources/disability-identification-tool-selection-guide
IASC Inclusion guidelines	https://interagencystandingcommittee.org/iasc-task-team-inclusion-persons-disabilities-humanitarian-action/documents/iasc-guideline

Young people and adolescents	
Working with and for young people in humanitarian and protracted crisis	https://interagencystandingcommittee.org/system/files

Learning measurements	
SEL and PSS Measurement and Assessment Tools in Education in Emergencies	https://inee.org/resources/sel-and-pss-measurement-and-assessment-tools-education-emergencies-identifying-analyzing
Academic Learning Measurement and Assessment Tools in Education in Emergencies	https://inee.org/resources/academic-learning-measurement-and-assessment-tools-education-emergencies-identifying

Resource mobilization	
ECW Guidance note	https://www.dropbox.com/s/m3wpsnmzxrfr29/Guidance%20Note%20Resource%20Mobilization%20MYRP%20March%202021.pdf?dl=0

Education Cannot Wait Multi-Year Resilience Programme Quality Standards

Quality Standards			Definitions
Strategic Level	A	<i>Strategic</i>	Identifies gaps and thematic areas to strengthen within existing plans or strategies
			Addresses needs at the ECD, primary and secondary levels as well NFE and Alternative Education
			Recommends a minimum package that is needed to increase learning outcomes
			Promotes localization through interventions beyond project approaches
	B	<i>Jointly developed and owned</i>	Develops MYRP jointly and builds ownership among government, LEG, donors, humanitarian and development partners, coordination mechanism, civil society, women-led organizations, and other relevant stakeholders
			Properly identifies fiduciary, procurement, and administrative systems, etc for the MYRP including consideration of government systems and provides justifications when non-state/alternative systems are proposed
	C	<i>Aligned</i>	Ensures coherence with government strategies, humanitarian response plans, cluster strategies and/or other relevant strategies, such as gender, inclusion
			Identifies linkages with other sectors and cross-cutting areas as relevant, i.e. protection, WASH, nutrition, etc.
	D	<i>Evidence-based</i>	Prioritizes based on available data and assessments and addresses gaps; Utilizes available assessments
			Uses education data from latest school years in designing the MYRP
	E	<i>Scalable</i>	Proposes a Seed Fund programme that includes a feasible and realistic scale-up approach; Elaborates scalable scenarios
			Elaborates a sound strategy for leveraging additional resources
F	<i>Attainable</i>	Bases analysis on most recent information and activities, and interventions proposed are well-formulated and appropriate for the context	
		Proposes SMART indicators, and includes relevant disaggregated data	
		Identifies clearly defined targets, including relevant disaggregation as it pertains to gender, CWD, education level, etc.	
Programmatic Level	G	<i>Holistic</i>	Recommends of a minimum package that is needed to increase learning outcomes
			Places learners at the center and learning relates not only to literacy and numeracy but also to overall well-being and social emotional learning. Secondly, emotional and psychosocial protection are given a high emphasis due to its importance to children affected by crisis. Thirdly, physical protection and a safe, conducive and resilient learning environment is promoted. Fourthly, teaching and learning comes next with a critical role for the motivation, remuneration, and wellbeing of competent teachers to teach in an EiE setting. next to this, the role of community and school leadership are critical, grounded in the MS, and supported by a variety of research
	H	<i>Focused on disparities/most vulnerable populations</i>	Focuses on the learning needs of the most vulnerable members of society in crisis affected contexts, including those that are forcibly displacing including refugees and IDPs
			Identifies root causes of disparities
			Provides situational and institutional analysis that is gender and disability sensitive and proposes context appropriate interventions over a phased approach
			Includes the involvement of those that will benefit from the intervention and representation of local organizations that serve these groups
	I	<i>Risk-informed</i>	Disaggregates data by geolocation, gender, age, disability status, wealth quintiles, etc. when relevant
			Identifies risk factors and addresses CSG requirements
	J	<i>Crisis-sensitive</i>	Identifies and analyzes existing risks of conflict and natural hazards and understanding the two-way interaction between these risks and education to develop strategies that respond appropriately. Suggested strategies aim to minimize negative impacts on education service delivery and to maximize the positive impacts of education policies and programming on preventing conflict and disaster or mitigating their effects. It also requires identifying and overcoming patterns of inequity and exclusion in education, as well as harmful cultural practices (IIEP-UNESCO).
			Presents data and evidence that are reflective of situation of children in emergencies

Multi Year Resilience Programme – Holistic Approach

What does Holistic mean to ECW?

A holistic education package provides for both quality learning and for learner and teacher wellbeing. It provides for emotional, psychosocial, and physical protection, alongside supports that promote inclusivity. Holistic approaches address immediate needs, but also help strengthen the resilience of education systems, school communities, educators, and learners. A quality education must ensure that all girls and boys, including adolescents, are effectively learning. This requires inclusive and equitable access for the most marginalized including girls and adolescent girls, those living with disabilities, and displaced populations. It must also provide effective teaching that is adaptable to the needs of all crisis affected learners. Quality education sets the course for lifelong learning. A holistic package should therefore account for early childhood, primary and secondary education. It must also provide for the wellbeing of learners through safe and protective learning spaces, and the provision of social-emotional learning and psychosocial support.

ECW MYRP Quality Standards

MYRP Quality Standards frame an innovative model that responds to ECW principles, and aligns to existing education, humanitarian, and development standards. They help ensure that MYRPs remain contextually relevant, while adhering to global ECW and sector norms. MYRP Quality Standards are strongly informed by the [INEE Minimum Standards](#). The Quality Standards form the basis for a unique framework in the education in emergencies space: a response strategy and resource mobilization tool designed for protracted crisis. For more information on the MYRP, see Section 4.2 of the [ECW Operational Manual](#). The following questions will help development teams address the individual MYRP Quality Standards. Useful resources are linked to assist in responding to many of the questions: [ECW Notes](#) can be found in the annex of the MYRP Instructions.

MYRP Quality Standard G: **Holistic**

How will the MYRP address each of the education specific INEE Minimum Standard domains: Access and Learning Environment, Teaching and Learning, Teachers and other Education Personnel, and Education Policy?
[See INEE Minimum Standards](#)

- Will the programme support the joining-up of humanitarian and development coordination mechanisms to strengthen the coherence of education programming?

How will the MYRP provide for the Emotional, Psychosocial and Physical Protection of girls and boys of all ages:

- Will the programme respond to the psychosocial needs of crisis affected learners, both with classroom-based methodology and through referral to specialized services? [See ECW note on MHPSS](#)
- Will play and recreational activities be used alongside psychosocial support to deliver positive social and emotional learning? [See ECW note on MHPSS](#)
- Will the programme address infrastructure and transportation concerns to ensure learning spaces are safe and accessible for all? [See ECW notes on Gender and Disability](#)
- Will adequate WASH facilities, and health and nutrition programming be provided to promote safety and equity of access? [See ECW notes on Gender and Disability](#)

How will the MYRP promote inclusive education through Teaching and Learning for all affected girls and boys including adolescents:

- Will the programme equip teachers and school administrators to ensure positive and respectful interactions between and among teachers and learners? [See Save the Children Brief on Social Emotional Learning](#)
- How will the unique needs of crisis affected girls and boys be accounted for through gender analysis and gender-responsive programming? [See ECW note on Gender](#)
- Will teachers be provided continuous professional development to teach children using contextually appropriate, inclusive, child-centred pedagogical practices? [See INEE MS 3: Teaching and Learning](#)
- Will learners and educators be provided with relevant, appropriate, and adequate teaching and learning materials? [See USAID Guide](#)

MYRP Quality Standard H: **Focused on disparities / the most vulnerable populations**

- Will the programme consider the use of cash and voucher assistance to promote access and individual resilience of crisis-affected girls and boys and their families? [See ECW note on CVA](#)
- Will educators, schools, and school systems be supported to develop adequate capacity to increase equitable access to education for girls and boys living with disability? [See ECW note on Disability](#)
- Will the MYRP provide access to quality and relevant educational opportunities for displaced girls and boys, including to encourage inclusion of refugees in the national education system? [See Global Compact on Refugees, p.26](#)

Multi Year Resilience Programme – Defining Resilience

What does Resilience mean to ECW?

Resilience is the ability to adapt to difficult situations, including stress, trauma, or other adversity.⁶ In education, this means the ability for education systems to overcome crisis by ensuring the provision of uninterrupted access to quality learning opportunities. ECW works to ensure the resilience of education systems so that they may, in turn, help build the resilience of individual school communities (educators, administrators, PTAs/CMCs), and of girls and boys. This means ensuring the safety and protection of learning spaces, cultivating community support for education, strengthening information and data management systems (EMIS), and building readiness and adaptability into education planning. Resilience is only possible when immediate needs are met and long-term risks are addressed, thus putting resilience at the core of ECW's approach to humanitarian-development coherence.

MYRP Quality Standard I: Risk Informed

What opportunities exist in the context to strengthen resilience of learners, educators, school communities and the education system in the face of climate change and climate related disaster? [See GADRRRES Pillar 3](#)

- How will the MYRP analyse the threats that education faces from climate change and climate related disaster?
- How will the MYRP build local and national capacities to manage threats to education from climate related crisis?
- Will the MYRP support, and provide resources to, education authorities, educators, and administrators to improve the resilience of schools and school communities through disaster risk reduction measures? [See UNESCO note on Comprehensive School Safety](#)
- How will the MYRP align in support of ongoing education sector and emergency response planning, and how will it help build emergency and disaster risk reduction measures into existing education sector plans? [See UNICEF brochure on DRR](#)
- How will the programme build national and local capacities to collect and analyse data that support disaster risk reduction measures?

MYRP Quality Standard J: Crisis Sensitive

How will the MYRP seek to understand, and respond within, the context in which the education policy/programme takes place, analyzing the two-way interaction between the context and the education policy/programme?

- Will education authorities be provided support and resources to build resilience into the education system through crisis-sensitive planning? [See INEE MS 5: Policy](#)
- Will the programme use *conflict* sensitive education approaches to increase access to safe and relevant learning opportunities? [See INEE CSE Note](#)
- Will the programme be built around a sound conflict analysis that helps mitigate the immediate and long-term impacts of conflict on the provision of quality education? [See UNICEF Guide](#)
- How will MYRP developers and implementers act to minimize negative impacts and maximise positive impacts of education policies and programming on conflict? [Conflict Sensitivity Consortium](#)

How will the MYRP increase access to quality and relevant conflict-sensitive education that contributes to social-cohesion and peace? [See INEE Collection: Learning for Peace](#)

- Will the MYRP work to increase the inclusion of education into peacebuilding and conflict reduction policies and analyses?
- How will the MYRP work with local communities to build support for learning for all, thereby increasing access to and protection of education? [See INEE Community Participation Standard](#)
- How will the MYRP increase institutional capacities to supply conflict-sensitive education, including the capacities to collect and analyse data, to plan, and to implement education in emergency response?
- How will the MYRP increase the capacities of children, parents, and educators to prevent, reduce, and cope with conflict and promote peace?
- How will the MYRP contribute to the generation and use of evidence and knowledge in policies and programming related to education, conflict, and peacebuilding? [See INEE Collection: Measuring Social Cohesion](#)

How will the MYRP help ensure the protection of education, educators and learners, and to ensure that no learning space is used for military purposes?

- How will the MYRP strengthen the protection of learning spaces from attacks on education? [See Protecting Schools Guidelines](#)
- How will the MYRP encourage the endorsement and/or the implementation of the Safe Schools Declaration? [See Toolkit on Safe Schools Declaration Implementation](#)

⁶ <https://www.mayoclinic.org/tests-procedures/resilience-training/in-depth/resilience/art-20046311>

Guidance Note on Gender Equality and Empowerment of Women and Girls in MYRPs

Guiding questions on gender-responsive programming

Data-driven gender analysis

- 1a. Did you collect and analyse sex-, age- and disability-disaggregated data on needs, roles and capabilities relating to education? (i.e. How does the crisis affect attendance of girls and boys, adolescents and younger? Do they face more difficulties in attending school since the crisis? What roles do caregivers play in ensuring their education? How do community members protect girls and boys? Are there risks travelling to/from school?)
- 2a. Is the data reviewed both quantitative and qualitative? (Gender Index Parity, EMIS, UIS, MICS for school enrolment rates disaggregated by sex and age as well as gender profiles, reports or FGDs.)
- 3a. What is the institutional framework on gender and education (laws, policies, and plans)? Are there discriminatory gender-based policies in place restricting access/retention for certain groups (married girls)?

B. Gender Barriers and requirements to access and learning

- 1b. Based on the data gathered, identify what are the main barriers for girls and boys' access and retention in school by age group (*home/community constraints, school/classroom constraints, system/policy constraints*)?
- 2b. Does the barriers analysis identify barriers faced by different groups, particularly the most marginalized boys and girls? Are there any additional intersectional disadvantages (i.e. *disability, age, ethnicity, sexual orientation, IDP or refugee*)?
- 3b. Based on 1b and 2b, what are the immediate, underlying, and structural causes of these barriers and how can the MYRP contribute to remove/mitigate these?

C. Gender-responsive programming: Remember, gender-responsive programming is not only about reaching gender parity in enrolment rates (ECW's multi-year funding aims to reach 60% girls), it is also about implementing gender-responsive strategies based on the findings of the gender analysis.

- 1c. How does the proposal seek to address barriers highlighted in 1b and 2b? How does the proposal highlight evidence-based strategies to improve gender equality in EiE based on 1b, 2b, and 3b?
- 2c. Does the proposal complement ongoing efforts (i.e. Government, humanitarian and development actors, I/NGOs and women-led organisations) to enhance GEEWG in education? For instance, does this proposal contribute to cross-sectoral intervention? (i.e. National Plan to end child marriage, National Strategy for Gender Equality? *Gendered barriers (child marriage, early pregnancy, GBV, MHM,) often have multifaceted causes that exclude girls or boys from schooling and learning. They cannot be addressed by the Education sector alone.*)
- 3c. Does the theory of change of the programme include gender specific results and embed gender mainstreaming in other components of the TOC based on the findings of the gender analysis? Importantly, have these components been costed and adequately resourced?
- 4c. Has the proposal been through the [IASC Gender and Age Marker \(GAM\) self-assessment tool](#)?

D. Data, monitoring and evaluation

- 1d. Is there a plan to collect data and disaggregate results by sex, age, and disability at child level?
- 2d. Are the ECW Minimum Gender Equality Performance Indicators incorporated in the grantees M&E framework? Does the grantee report to ECW reflect quantitative and qualitative data on gender results?
- 3d. Is the IASC GAM self-reflection tool used during the implementation phase?

E. Coordination, engagement and safeguarding

- 1e. Is there a gender actor involved in the MYRP development committee? What is the existing capacity to deliver on gender specific results and ensure that the programme is gender-responsive (are women-led organisations and gender focal point in the Ministry of Education part of the process?)
- 2e. Will there be (in)formal channels to engage in a meaningful way girls and boys (including out of school girls and boys), and communities, along with women and girl-led organisations in the design, delivery, and monitoring of activities? What is their role?
- 3e. Does the programme intentionally address risks related to PSEA with concrete measures? (*Remember, you can reach out to in-country PSEA networks or GBV sub-cluster for technical support*)

Resources:

- [ECW Gender Strategy 2018-2021](#):& [Gender Equality 2019-2021 Policy and Accountability Framework](#)
- [EiE-GenKit: a core resource package on gender in EiE](#)

Guidance Note on Mental Health and Psycho-Social Support in MYRPs

ECW believes that [MHPSS](#) is part and parcel of quality education. MHPSS should be school-based and integrated into the learning experience. MHPSS interventions and activities should be structured, long-term, goal-oriented, evidence informed, locally-driven and tailored to the specific needs of girls, boys, adolescent girls, adolescent boys and teachers.

Guiding questions to develop School-based MHPSS in EiE Interventions

Socio-emotional Learning curriculum for all: SEL should be part of the regular academic curriculum and teach concrete skills to all students in 3 broad areas: 1) self-awareness (identifying emotions, emotional regulation, stress reduction, etc.), 2) interpersonal skills (conflict resolution, empathy, communication skills, etc.) and 3) thinking skills (critical thinking, goal setting, decision making, creative thinking, etc.).

- Does any such curriculum exist in this context? If a consultant is needed to create a new curriculum or adapting an existing curriculum, how will the MYPR/FER budget reflect this essential cost?
- How will the SEL curriculum be adapted by sex, gender and subset of vulnerability?
- How can the curriculum allows for students to directly apply new skills and receive feedback so that they are more likely to take on/integrate new learning into their daily lives?

Teacher well-being

- What existing MHPSS resources for adults/teachers exist in the community?
- How will this programme ensure that female teachers feel supported and are retained?
- Do existing tools need to be adapted or new tools developed to provide teachers training in managing their own stress, using mindfulness skills, accessing MHPSS supports in their community?
- What are the gaps to ensure that teachers feel supported and their wellbeing is improved/enhanced?

Quality Teacher training on PSS

- Will this MYRP use an existing or new MHPSS training for teachers? Are there gaps in the trainings and how can the MYRP address gaps and new training needs?
- What is needed to strengthen MHPSS trainings for teachers? What new topics need to be covered? How will the training allow opportunities for teachers to apply new skills in order to make the learning meaningful and practical?
- How will you measure the impact of trainings on MHPSS? How will you measure behavior change?
- What supportive supervision and continuous professional development will be provided to teachers? Are trainings costed appropriately in the budget?

Dedicated PSS focal point

- In this setting are school counselors available? If not, how can task shifting be used to identify a PSS focal point?
- How will you cost staffing schools with such a staff member? (Please make sure the budget is realistic)

Dedicated school based MHPSS

- Is it possible for the PSS focal point to be trained to implement do no harm, structured non-specialized MHPSS groups?
- How can this MYRP link with child protection actors to facilitate such groups? Can the groups be run in the school/learning center setting during the school day?
- How will GBV be treated in the school setting? How can the school/learning center ensure that those impacted by GBV have access to level 3 supports at school?
- How will child protection actors be trained or supervise these groups?

Parent Engagement

- How can this MYRP meaningfully engage parents in new ways that will lead to shifting harmful social norms against girls?
- What community leaders may need to be engaged to shift social norms around school attendance, girls, child marriage, GBV etc.?

Referral Mechanism to specialized care

- What referral pathways exist and how will the programme build on or strengthen? Are they working well? How are these pathways communicated to education staff and families?
- How are child protection and health actors engaging with this MYRP?

Outcome level measurement

- What behaviors change do you hope to see and how can those changes be measured?

Resources

For more information on MPHSS, please visit the following link:

<https://www.dropbox.com/sh/plkyk02jnv3uv2e/AAA7HdZJzt0AviQGfevVYqgra?dl=0>

Guidance Note on Disability Inclusion in MYRPs

Purpose of this note

This note aims to help prospective grantees assess whether/how disability is factored in throughout their proposal. While the note *does not* aim to prescribe activities to be included, ECW technical leads stand ready to discuss this aspect with prospective grantees.

Guiding questions on disability inclusion for programming

A. Context and analysis.

- 1a. What is the situation of boys and girls with disabilities (in education, nutrition and health, protection)? Particularly, any difference between types of disabilities (i.e. physical, sensorial, cognitive) and within country (i.e. urban vs rural)? Are there any intersectional disadvantages (i.e. stemming from age, gender, ethnicity, IDP or refugee with disabilities)?
- 2a. What is the institutional framework on disability and education (laws, policies, plans and provisions)? Particularly, who has the mandate to provide education to boys and girls with disabilities, who delivers it in practice and what are the arrangements?

B. Barriers and requirements to access and learning.

- 1b. Based on 1a, what are the main barriers (i.e. norms/beliefs, infrastructure, teaching and content) that affects access and learning of boys and girls with disabilities?
- 2b. What are the key requirements guaranteeing that boys and girls with disabilities in and out of school can access, progress and learn on an equal basis with others?
- 3b. What is the view on 1b and 2b of boys and girls with disabilities, their parents, as well as (local) organizations of persons with disabilities?

C. Programme Strategy.

- 1c. How does the proposal seek to address barriers and gaps highlighted in 1b and 2b? How does it factor in 3b and plan to engage these actors in the design, planning and implementation?
- 2c. Does the proposal complement ongoing efforts (i.e. Government, humanitarian and development actors, (inter)national NGOs) to enhance disability inclusion in education?
- 3c. Does the theory of change of the programme (TOC) include disability specific results and embed considerations on disability inclusion in other components of the TOC (mainstreaming)? Importantly, are these components been costed and adequately resourced?

D. Data, monitoring and evaluation.

- 1d. Is there a plan to collect data and disaggregate results by disability at child level? What is the measurement tool that will be used, and it is fit for purpose? Are there resources and capacity?
- 2d. Are there indicators measuring enhanced accessibility of inputs, as well as enhanced capacity to plan, manage and deliver disability inclusion in education among local officials and teachers? Are there indicators assessing accommodation and adaptations made to meet the requirements of students with disabilities? Any attempt to assess change in attitudes towards disability?

E. Coordination, engagement and safeguarding.

- 1e. Is there a disability focal point, agency, or task force in the coordination mechanism? What is the existing capacity to deliver on disability specific results and ensure that the programme is disability responsive (to the maximum extent possible)?
- 2e. Will there be (in)formal channels to engage students with disabilities, their parents and caregivers, faith leaders and key community figures, along with of organizations of persons with disabilities and disability focused NGOs in delivery of activities? What is there is role?
- 3e. Are there risks specific to students with disabilities? What are the planned mitigation strategies and actions and how these are embedded into implementation of the programme and school operations? Will there be disability inclusive emergency plans to ensure those with disabilities are not left behind when conflict/disasters affect directly learning environments?

Resources:

<https://interagencystandingcommittee.org/iasc-task-team-inclusion-persons-disabilities-humanitarian-action/documents/iasc-guidelines>

Purpose of this note

The purpose of this note is to support MYRP Steering Committees to consider how Cash and Voucher Assistance can support access to and continuity of learning for girls and boys, including adolescents.

Guidance to support development of Cash and Voucher Assistance interventions in EiE contexts.

Needs Assessment and situation Analysis

- Use integrated assessment and analysis tools and processes to understand both demand and supply-side barriers to education, including economic obstacles.
- Always look for and make use of existing secondary data at inter-agency and cluster level, including on economic vulnerability of households, market capacity, operational and protection risks, and available transfer mechanisms.
- Work with CVA and social protection actors to understand economic barriers to accessing to education.
- Assess both supply-side (service delivery) and demand-side (household) barriers to education
- Develop a detailed understanding of education-related expenditures made by households, based on needs assessments.
- Work with relevant practitioners to understand if the context is favorable to CVA for EiE: education service availability, functioning of markets for education goods/services, risks related to CVA, and the trade-offs between CVA and in-kind.

Response Options Analysis

- Base decision to use CVA on an analysis of the nature of the need and of CVA feasibility.
- Integrate CVA alongside education services strengthening activities to address both demand and supply side barriers.
- Always factor in the absorption capacity of education services.
- EiE-specific CVA can be used in more controlled responses to cover education-related expenses over a longer period.
- Barriers such as school fees can be addressed through CVA to households and support to schools.

Programme Planning and Design

- **Targeting:** Link CVA targeting with the targeting of interventions to strengthen education services and address protection concerns; Consider economic and social vulnerabilities that lead to school drop-out and non-attendance
- **Conditionalities:** Use conditionalities only when the absorption capacity of education services is sufficient; Develop an understanding of costs and timelines related to conditionality enforcement and monitoring and use it when deciding on the design of a CVA for EiE; As an alternative to conditionalities, consider the implementation of unconditional CVA combined with strong communication emphasizing the education-related purpose of the transfer.
- **Transfer value:** Calculate value in coordination with other organisations providing cash transfers; Use Minimum Expenditure Basket (MEB) where it includes education costs to calculate value; Calculate value based on unmet needs, adjust the value based on objectives, budget and acceptability by host communities; Encourage households to use the EiE-specific CVA as a top-up to other cash assistance covering basic needs.
- **Timing, duration, and frequency:** Provide CVA for EiE when higher education-related expenses occur - in the beginning of the school year, or upon enrolment; Experiment with transfer frequency, to investigate what leads to better EiE outcomes; Always consider linking CVA for EiE to government social safety nets to ensure continuation of assistance; Consider integrating livelihood programming with CVA for EiE to ensure that households continue to have sufficient resources.

Monitoring and Evaluation

- In integrated programmes, design monitoring and evaluation tools and related indicators conducive to understanding the contribution of CVA to households and of interventions which strengthen both education and protection.

Resource: A full resource on CVA can be accessed [here](#)

⁷ Based on the “Cash and Voucher Assistance For Education in Emergencies: Synthesis Report and Guidelines”, prepared by the Global Education Cluster.