
Evaluation of the ECW MYRP Modality

Final Synthesis Report

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We extend our thanks to all the interview respondents who dedicated their time to this evaluation. In both the global-level and country-level interviews, the respondents showed great commitment to both the MYRP modality and the evaluation itself and the Evaluation Team has worked hard to reflect their responses fairly.

Full responsibility for this evaluation report remains with the authors and the views it contains should not be attributed to ECW.

Executive summary

This report presents the findings of an independent evaluation of the Education Cannot Wait (ECW) Multi-Year Resilience Programme (MYRP) funding modality, conducted by Oxford Policy Management (OPM). The MYRP is one of three ECW funding modalities; it addresses longer-term needs through a multi-year joint programme in countries affected by protracted crises. The main purpose of this evaluation is to learn from, assess the progress of, and make recommendations for improvements to the current design and implementation of the ECW-funded MYRP modality. The evaluation will guide the ECW Secretariat, as well as its grantees and Executive Committee (ExCom) members, in how to better set up, develop, implement, and evaluate MYRPs during the current strategic plan period, as well as the new strategic plan period post-2021. The overarching objectives of the evaluation are to evaluate the development process, design, and implementation approaches of the MYRPs, and the evolution thereof, its connection and link to the theory of change (ToC), and ECW's role and support towards this. The evaluation also evaluates the preliminary systemic and collective beneficiary results of the MYRP modality, and provides lessons learned and recommendations based on the findings to improve the MYRP modality's global and in-country processes, design, implementation approaches, and related ECW guidance documents and support.

Methodology

This is a formative evaluation, incorporating all 18¹ existing MYRPs and activities to date at the time of the evaluation, with a strong learning element that seeks to strengthen and improve the MYRP funding window. The evaluation adopts a theory-based evaluation design, primarily using qualitative research methods to assess the elements that contribute to the evaluation themes. The geographical scope of the evaluation is global, with in-depth case studies of four MYRP countries: Afghanistan, Bangladesh, Syria, and Uganda. The evaluation includes a document review of ECW documents and guidance; global-level interviews; an investigation into the in-country resource mobilisation that has taken place in the first 10 MYRP countries; the four country case studies; a deeper look at four of the latest MYRPs, including key informant interviews (KIIs) with actors in Colombia and Nigeria; and a portfolio review that evaluates the MYRP proposals across the 18 countries where MYRPs are currently in various stages of implementation. The evaluation investigates the evolution of the MYRP modality in terms of the design, implementation, and results of MYRPs, including key stakeholders' perceptions of that evolution, and makes recommendations for how to improve MYRP processes moving forward.

Evaluation findings and conclusions

The MYRP modality has provided educational opportunities to children and adolescents affected by conflict and crisis in the countries where it has been implemented, with a focus on access to safe and protective education, equity and inclusivity, quality of education, and continuity of education, as well as learning outcomes. Although this evaluation does not assess the beneficiary-level outcomes in the targeted countries, the data from the case studies show achievements in most of these beneficiary-level outcomes. Moreover, the MYRP as a funding instrument has drawn attention to the importance of education quality and equity in conflict and crisis situations.

The MYRP modality has a clear added value as a dedicated source of funding for longer-term programmes in contexts of education in emergencies and protracted crises (EiEPC), and it has facilitated a deviation from the usually siloed funding that comes through humanitarian and development assistance, creating the opportunity for strategic, multi-year nexus work.

¹ 26 countries in total have been selected to have MYRPs, but eight were at the very early stages of development at the time of this evaluation and so they are not incorporated in the evaluation.

Relevance and appropriateness

The MYRP modality is relevant to and appropriate to EiEPC needs. The MYRP design addresses the systemic obstacles of working across the humanitarian–development nexus and strengthens the coordination and collaboration between different partners. For instance, ECW’s evolving, more strategic approach with respect to MYRPs has seen improvement in gender equality over the MYRP generations. MYRPs could, however, improve the way they address the needs of all vulnerable children. Approaches are incorporated in the MYRP proposals, but partners are not always sure about how to do this well in practice, especially in terms of effective strategies to meet the education needs of children with disabilities. As a new concept, the humanitarian–development nexus is still being globally defined and MYRP stakeholders would benefit from clearer guidance and examples of best practices as regards how to bridge the nexus.

Coherence

MYRPs are broadly coherent with global humanitarian and development frameworks and have evolved to better align with existing humanitarian and development plans and strategies, such as Education Cluster strategies, Refugee Response Plans (RRPs), and national-level plans. MYRP funding could be better aligned with these other strategies and plans through undertaking a deeper analysis of the complementarity of funding instruments and how the MYRP aligns with existing funding at national level. At global and national levels, there is a need to further clarify the roles, responsibilities, accountabilities, and complementarity among major funds and coordination bodies operating across the nexus – in particular, ECW and Global Partnership for Education (GPE).

A recent focus on enhancing the connectedness of the Global Education Cluster and the ECW Secretariat at the global level in order to better support country-based MYRP design and implementation is a good practice as regards alignment and internal coherence between the Acceleration Facility (AF) and MYRP modalities, which also enhances external coherence and complementarity. Similar work should be strengthened with the United Nations High Commissioner for Refugees (UNHCR) as the coordination lead in refugee contexts. The evaluation found that ECW’s different modalities (First Emergency Response (FER), AF, and MYRP) are not well understood at country levels and the MYRP design process also does not explicitly require that such linkages be considered.

Efficiency

The ECW Secretariat has provided active and tailored support to coordination mechanisms and stakeholders in the MYRP appraisal and design phases. Based on feedback and lessons learned from MYRP partners at country level, the MYRP design process, including the template and guidance, has been adapted for clarity and greater focus on alignment across the nexus, which has enhanced efficiency. MYRP processes in the appraisal phase have also seen improvements in timeliness and efficiency at the global level, based on the establishment of, and strategic engagement of expertise within, an External Review Panel in 2019 and an Education Technical Reference Group (ERTG) within the ExCom in 2020. The efficiency of implementation processes is improving and the ECW Secretariat could be more proactive in providing tailored support to MYRP grantees in the implementation stage, including providing more clarity on roles and responsibilities across stakeholders in implementation and monitoring processes, and more targeted support with regard to resource mobilisation, tracking, and reporting.

ECW’s data and analysis show an improvement in the timeliness of MYRP fund disbursement, from a rate of 43% being ‘on time’ (within six months) across all MYRPs to date to 71% being ‘on time’ for MYRPs developed in 2020. The disbursement of MYRP funds has seen delays largely due to factors outside of ECW’s control, such as government or Covid-19 pandemic challenges. In some contexts, the disbursement of ECW funds through the United Nations Children’s Fund (UNICEF), as a MYRP grantee, has impacted the timeliness of the disbursement of funds to implementing partners (IPs) due to delays associated with UNICEF’s internal Programme Cooperation Agreement (PCA) process. This has meant that in some countries, the multi-year nature of MYRP funding for IPs has not yet

been fully realised, limiting the efficiency of MYRP processes and the ability of IPs to plan on a multi-year basis. In addition, there is a persistent perception of a conflict of interest in connection with the selection of UNICEF as the most common MYRP grantee, given the many hats worn by UNICEF in relation to ECW and MYRPs, and the diversity of international non-governmental organisations (INGOs) with capacity to serve as MYRP grantees.

The MYRP modality has adjusted its standard operating procedures and requirements in response to changing needs. Similarly, grantee selection processes are improving, with a MYRP orientation package and clearer guidance in the third-generation template and instructions. The findings of this evaluation indicate that the MYRP modality has been somewhat limited by inconsistent communication and insufficient transparency at global and country levels, particularly in the first- and second-generation MYRPs. Evidence from case studies, triangulated with findings from KIIs at global and country level, suggests that the grantee selection processes in the first and second generations were not fully fair or transparent, particularly due to opaque processes, tight timelines, and the fact that local civil society organisations (CSOs) were not able to fully participate. However, the evaluation recognises that this is improving in the third-generation MYRPs. Further improvements could be made by more clearly outlining and transparently sharing information at country level about decision-making procedures and roles and responsibilities with regard to oversight and governance of MYRPs. Global and country-level stakeholders have indicated their need and motivation to learn from and share good practices and innovations across MYRPs. ECW's knowledge management systems and processes are not yet sufficiently responding to these needs, and these can be updated for more coordinated lesson learning and sharing from the MYRPs.

Effectiveness

ECW has put a spotlight on quality and equitable education in countries affected by protracted crises through the MYRP modality, and this has put EiEPC on the global agenda. While it is difficult to discern how much of this can be attributed directly to ECW, versus the MYRP modality specifically, the MYRP has promoted joint, inclusive, and evidence-based planning and coordination across the humanitarian–development nexus, particularly in contexts where there is strong government engagement, existing capacity at country level, and effective humanitarian and development coordination mechanisms. Moreover, the modality has increased attention to and data about access and learning outcomes for internally displaced persons (IDPs), refugees, and other vulnerable groups. For instance, the MYRP modality has strengthened the availability of EiEPC data in MYRP countries and these data are used to improve evidence-based planning and coordination. Likewise, MYRP capacity building activities have helped to facilitate and strengthen partnerships between grantees, IPs, and government partners, which are further deepened through joint planning and coordination processes. These elements of the MYRP objectives have been mutually beneficial and positively reinforcing with respect to effectiveness. Strengthened partnerships and better data further strengthen joint and evidence-based planning and coordination, and help to build the capacity of national education systems. In effect, the sum of these components is greater than each of their parts.

The MYRP modality has a large ambition, but limited seed funding in combination with limited mobilised resources is a barrier to sufficiently fulfilling this ambition. Although seed funding is increasing as a share of the MYRPs' full requirements (due to lower overall requirements in the third generation), the evaluation considers that keeping the number of MYRP countries low would also ensure that seed funding is not divided too thinly between them, and would enable countries to realise their MYRPs in full. Reaching the full requirement can be considered a proxy for ensuring that beneficiaries are satisfactorily reached, given the absence of a monitoring system that covers all sources of funding that go into the MYRPs.

Different MYRP stakeholders have different definitions of what leveraging and mobilising funds means, and some of the complexities around measurement are rooted in the lack of global understanding of these terms. The process of measuring the in-country resource mobilisation used in this evaluation, and intended to be used by ECW, will not be sufficient in the future. The methodology needs to be developed further and agreement needs to be reached between all stakeholders about

how to define, measure, and record leveraged and mobilised funds. In part this is because there is subjectivity involved in the definitions, which need to be agreed on. The methodology must be a coordinated effort and it should include the need for partners to provide credible data so that there is coherence and quality in the Financial Tracking Service (FTS) and International Aid Transparency Initiative (IATI) databases.

The MYRP modality has promoted inclusive planning and is engaging humanitarian and development partners, particularly through its clusters and working groups. An inclusive process from the outset sets the tone for joint ownership of the plan, and sets up stronger participation across the programme cycle. The MYRP modality can be strengthened by a more systematic approach to meaningfully engaging EiEPC stakeholders that are not part of an Education Cluster/Education in Emergencies (EiE) Working Group across the MYRP project cycle, particularly local NGOs and civil society. MYRPs would also benefit from more systematic engagement with Local Education Groups (LEG) on implementation and funding mobilised, or remaining gaps, as well as joint work to ensure that MYRPs are factored into joint sector reviews.

There is a need for a greater focus on capacity strengthening with local education authorities, NGOs, and civil society, including on local coordination, monitoring, and evaluation, while continuing collaboration with ministries of education at the national level. The exclusion of national NGOs and civil society from being MYRP grantees, and the fact that they often face challenges to becoming IPs, undermines the quality of MYRP processes, as local CSOs hold context-specific expertise that could enhance programme efficiency and speed, and their involvement as grantees would contribute to sustainability.

Sustainability

Sustainability is a concept that ECW has yet to define for the MYRP modality. The MYRPs have addressed longer-term institutional and systemic change, but the evaluation findings suggest that sustainability has not been an underlying principle when MYRPs have addressed capacity building, localisation, standards, and system strengthening. The development of exit strategies has not been prioritised so far, as none of the MYRPs has concluded, and the crises in the countries where the MYRPs are active remain protracted. Solidifying the definition of what it is that ECW aims to sustain would help the MYRP modality to provide stronger direction and priorities. ECW has defined some parameters for a resilient education system, but this work needs to continue to take into account the variety of contexts where ECW operates. Given new and changing risks relating to climate change, and the need to build resilience to climate change impacts to avoid the erosion of educational gains, more can be done to strengthen multi-hazard risk-informed operations and programming in response to forecast-based climate and environmental risks and vulnerabilities at school, district, and national levels.

Recommendations

The recommendations below pick up on key outstanding issues signalled in the evaluation findings and conclusions.

1. Recommendation on defining the humanitarian–development nexus

ECW should take steps, in consultation with its partners on the ExCom, to provide more clarity around what is meant by bridging the humanitarian–development nexus, so that in-country education practitioners have a clear understanding of what actions are expected as a minimum. ECW is uniquely situated to compile lessons learned and innovations from MYRP-supported countries into guidance or products that will help to improve education in EiEPC contexts. The AF could be used to develop a tool with concrete examples of strategies and benchmarks on bridging the nexus, which could be shared through workshops and training in-country, as well as networks like the Inter-agency Network for Education in Emergencies (INEE).

2. Recommendation on gender and the inclusion of vulnerable groups

ECW and partners (both local and global) should use the momentum already in place regarding approaches to gender in EiEPC to improve the utilisation of new tools within MYRP design and implementation (such as the INEE Guidance Note on Gender and the EiE-GenKit). ECW and partners should also develop guidance which would enable country stakeholders to improve practical approaches to and strengthen strategies for EiEPC programming that enable other vulnerable groups to access quality education and learning. In addition, lessons and experiences could be exchanged between IPs in different countries, facilitated by ECW.

3. Recommendation on coherence and complementarity across the humanitarian–development nexus

ECW should prioritise developing a shared understanding, in the form of a complementarity note or memorandum of understanding, that clarifies how ECW and GPE are coordinating at the global and country levels to improve alignment with regard to financing and coordination across the humanitarian–development nexus. This should be widely shared, along with a clear explanation of country-level roles, responsibilities, and accountabilities of Education Clusters or Refugee Education Working Groups and LEGs, to enhance transparency, alignment, and complementarity with respect to MYRPs.

4. Recommendation on the application template and guidance

Taking into consideration the diverse operational contexts where the MYRP modality is used, improving the efficiency of the MYRP processes should be further strengthened as the ECW Secretariat continues to refine and improve the MYRP application template and guidance for MYRP design processes. The following components should be integrated: conflict analysis; stakeholder mapping and capacity needs analysis; and analysis about coherence between an MYRP and previous ECW investments. Even though this may add time to the overall design process, the quality of the process and the sustainability plan for the MYRP would likely be improved, benefiting implementation and monitoring processes. There are also some quick-win changes that would not require additional time, such as adapting the MYRP instructions to refer to and link to the Core Humanitarian Standards and the Foundational Standards of the INEE Minimum Standards, focused on the engagement of, and accountability to, affected populations.

5. Recommendation on multi-year funding

ECW, the ExCom, and the High-Level Steering Group (HLSG) should influence grantees to guarantee that MYRP funding is indeed multi-year, so that IPs and others down the delivery chain receive predictable and continuous funding over the duration of the MYRP that will allow for multi-year planning and response across the humanitarian–development nexus.

6. Recommendation on knowledge management and learning exchange

The ECW Secretariat should be proactive in providing a more tailored approach to support implementation, monitoring, and knowledge management processes. ECW needs to strengthen its knowledge management and learning exchange system to support research, evaluation, and innovation in and through the MYRPs, particularly to identify and share good practices, lessons learned, and the impact of interventions across the countries. This includes ECW providing clearer guidance and criteria for capturing lessons learned and good practices for grantees and IPs at country level within the annual reporting template, as well as through a more continuous sharing system from grantees and IPs to ECW. In addition, given that knowledge is generated and shared with MYRP partners through several different channels, including through different AF grants linked to research and pilot innovations in MYRP countries, ECW and its partners should work with and support INEE in its Strategic Priority relating to curating and organising research and knowledge and coordinating knowledge management in order to inform policy and practice for the wider EiEPC field.

7. Recommendation on communication and transparency

ECW should develop a clear communication strategy and plan to guide effective communication about the MYRP modality at country and global levels, including different constituencies within ECW's ExCom. The diagram depicting the 'MYRP Work Flow' for MYRP grant applications within the ECW Operations Manual (2020) should be made clearer in terms of the flow of communications, and should be accompanied with more concrete guidance and standard operating procedures for national and global levels. In addition, ECW needs to consistently share clear and targeted information at global and national levels about its different modalities, in particular linkages between the AF and MYRPs.

In addition, to enable the MYRP modality to adapt appropriately to contexts while addressing accountability and transparency concerns, the findings of this evaluation identify the need for the ECW Secretariat to provide clearer information on the roles and responsibilities, including decision-making authority, between the grantees, governance structures, and the ECW Secretariat. ECW should develop a flow chart that can guide decision-making processes in the case of a conflict between stakeholders. In addition, the ECW ExCom and HLSG should discuss whether a feedback mechanism would help to improve transparency and accountability, and could take as a starting point the existing proposal for a feedback mechanism by the CSO Constituency Group within the ECW ExCom.

With the ECW fund hosted by UNICEF and the frequent selection of UNICEF as the grantee – a process managed in-country by the coordinating body, which is often the Education Cluster that is led or co-led by UNICEF – there is a perceived conflict of interest given the multiple hats that UNICEF wears, and associated power dynamics. This is an issue that requires greater awareness and sensitivity concerning communication and transparency, and that merits examination by the ECW ExCom.

8. Recommendation on tracking in-country resource mobilisation

ECW, with its partners, should develop a solid methodology for tracking and tracing resource mobilisation. The ExCom and partners need to come up with stronger guidelines and processes for identifying and reporting the resources mobilised in-country through a system that comes into play at the start of the implementation of an MYRP. This will be a step towards understanding if all beneficiaries have been reached satisfactorily through the MYRP.

9. Recommendation on MYRP country selection and contextualisation

ECW needs to strategically assess whether and how a smaller selection of countries, with more seed funding shared between them, could lead to greater impact. As the number of MYRP countries increases, ECW needs to ensure that the Secretariat will be able to provide the necessary time and attention to support them well. Similarly, the technical expertise of in-house staff will need to cover inputs for a growing portfolio of countries. In order to achieve a sustainable impact in different contexts, ECW should ensure that MYRP capacity development measures, for instance those articulated within the MYRP risk matrix, target the local level, and that lessons learned and good practices on effective capacity development and collection and use of data are shared.

10. Recommendation on local actors

ECW and partners should continue to develop a more systematic approach to inclusive MYRP processes by targeting local and national civil society and NGOs operating across the humanitarian–development nexus from the outset of the MYRP initiation process. This will require stakeholder analysis and capacity assessments to be conducted during the MYRP initiation and design phases, with an explicit aim of increasing the active participation of local NGOs and civil society partners. The MYRP should earmark funding for capacity strengthening of local NGOs and civil society partners, particularly on governance, fiduciary risk management, safeguarding, and programme management, in order for these stakeholders to engage throughout the MYRP cycle. In parallel with these actions, the selection process in respect of grantees and IPs for the MYRP should be further clarified, to

ensure greater transparency on the timeline, and should involve a greater diversity of sector partners. Specifically, organisations such as local and national NGOs should be eligible to become MYRP grantees.

11. Recommendation on sustainability, resilience, and long-term planning

Given the MYRP modality's core value in regard to enabling conversations about sustainability, resilience, and long-term planning, the ExCom should take on the responsibility of determining the definition of sustainability by facilitating a dialogue and sharing the definition with partners on the ground. This should also include a focused discussion with GPE to ensure, where possible, systematic engagement with LEGs on the integration of MYRP components into Transitional Education Plans (TEPs) and Education Sector Plans (ESPs) for sustainability.

As a critical element of both resilience and sustainability, ECW and partners should consider the impact of the global climate crisis as a risk multiplier for EiEPC, and the role of EiEPC in responding to climate-induced emergencies and contributing to climate change adaptation and mitigation in countries across the humanitarian and development nexus. While pandemics, epidemics, natural disasters, and environmental damage are existing risk areas identified in the MYRP Risk Assessment and Mitigation Matrix, the changing climate and its impact on the most vulnerable requires integrating forecast-based climate and environmental risks, vulnerabilities, and adaptive capacity considerations in the MYRP context analysis and design, and more consistently monitoring these matrices and corresponding strategies. Moreover, this work will need to explicitly link to national-level policies, planning, and ESPs to ensure complementarity across the nexus.

Table 1 Summary of findings, conclusions, and recommendations

Findings	Conclusions
<p>EQ 1: RELEVANCE AND APPROPRIATENESS How relevant, appropriate, and significant is the MYRP at global and country level?</p>	
<p>The MYRP modality has adapted to country contexts in successful ways and has adjusted standard operating procedures and requirements to changing needs in-country. The design of the MYRP modality, in terms of the template and guidance that ECW provides, has improved substantially across the three generations of MYRPs.</p> <p>The MYRP modality has filled a gap in terms of providing an instrument that addresses the humanitarian–development nexus, yet ECW does not currently have a clear definition of the nexus and stakeholders expressed uncertainty about how best to go about bridging the nexus.</p> <p>Gender is clearly included in the MYRP proposals, as are children with disabilities and other vulnerable groups, but in practice the approaches to gender are more successful than the approaches to other groups.</p> <p>Generally, the findings of this evaluation suggest that MYRP countries have been selected in a transparent manner, but better information-sharing on the selection criteria is needed to enhance the transparency of country selection and budgetary allocations.</p>	<p>The MYRP modality is relevant to and appropriate for EiEPC needs. The MYRP design addresses the systemic obstacles of working across the humanitarian–development nexus and strengthens the coordination and collaboration between different partners.</p> <p>As a new concept, the humanitarian–development nexus is still being globally defined and MYRP stakeholders do not have clear guidance and examples of best practices as regards how to bridge the nexus.</p> <p>ECW’s evolving, more strategic approach with respect to MYRPs has seen improvement on gender equality over the MYRP generations. MYRPs could improve the way they address the needs of all vulnerable children: approaches are incorporated in the MYRP proposals, but partners are not always sure about how to do this well in practice, especially in terms of effective strategies to meet the education needs of children with disabilities.</p> <div data-bbox="1256 1094 2027 1353" style="border: 1px dashed black; padding: 10px; margin-top: 20px;"> <p>TRADE-OFF</p> <p>Standardisation and contextualisation may be at odds with each other, and need to be handled sensitively. Providing global guidance on EiEPC programming does not preclude the need for contextualisation.</p> </div>

Findings	Conclusions
<p>1. Recommendation on defining the nexus</p> <p>ECW should take steps, in consultation with its partners on the ExCom, to provide more clarity around what is meant by bridging the humanitarian–development nexus, so that in-country education practitioners have a clear understanding of what actions are expected as a minimum. ECW is uniquely situated to compile lessons learned and innovations from MYRP-supported countries into guidance or products that will help to improve education in EiEPC contexts. The AF could be used to develop a tool with concrete examples of strategies and benchmarks on bridging the nexus, which could be shared through workshops and training in-country, as well as networks like INEE.</p> <p>2. Recommendation on gender and the inclusion of vulnerable groups</p> <p>ECW and partners (both local and global) should use the momentum already in place regarding approaches to gender in EiEPC to improve the utilisation of new tools within MYRP design and implementation (such as the INEE Guidance Note on Gender and the EiE-GenKit). ECW and partners should also develop guidance which would enable country stakeholders to improve practical approaches to and strengthen strategies for EiEPC programming that enable other vulnerable groups to access quality education and learning. In addition, lessons and experiences could be exchanged between IPs in different countries, facilitated by ECW.</p>	
<p>EQ 2: COHERENCE (external) To what extent are the MYRPs aligning with, complementing and leveraging international and national humanitarian-development system(s) and related plans, policies and frameworks?</p>	
<p>The design of the MYRP modality is conceptually aligned with global humanitarian and development frameworks, albeit less so with the principles of localisation and complementarity in global frameworks.</p> <p>MYRP processes have been designed with the intention of alignment with national humanitarian and development frameworks; the realisation of this has varied in practice with the first- and second-generation MYRPs, based on country context. In the third-generation MYRP design, there has been a positive evolution towards a stronger focus on alignment with existing humanitarian and development plans and strategies, corresponding with ECW’s evolution towards a more strategic approach to supporting countries.</p>	<p>MYRPs are broadly coherent with global humanitarian and development frameworks and have evolved to better align with existing humanitarian and development plans and strategies, such as Education Cluster strategies, RRP, and national-level plans, in the third generation.</p> <p>MYRP funding could better align through a deeper analysis of the complementarity of funding instruments and how the given MYRP aligns with existing funding at national level. At global and national levels, there is a need to further clarify roles, responsibilities, accountabilities, and complementarity among major funds and coordination bodies operating across the nexus – in particular, ECW and GPE.</p>

Findings	Conclusions
<p>Greater coherence has been facilitated by government ownership, the inclusion of EiEPC in the national strategy, and the existence of strong humanitarian and development coordination mechanisms.</p> <p>The MYRP modality allows for alignment of funding, but the extent to which MYRPs align and collaborate with other sources of funding varies based on context and how well the given MYRP is aligned with national humanitarian and development plans.</p> <p>A widely cited factor constraining better coherence between humanitarian and development funding and the MYRP modality is insufficient clarity on roles and responsibilities vis-à-vis major funds and coordination bodies – in particular, ECW and GPE.</p>	
<p>3. Recommendation on coherence and complementarity across the nexus</p> <p>ECW should prioritise developing a shared understanding, in the form of a complementarity note or memorandum of understanding, that clarifies how ECW and GPE are coordinating at the global and country levels to improve alignment with regard to financing and coordination across the humanitarian–development nexus. This should be widely shared, along with a clear explanation of country-level roles, responsibilities, and accountabilities of Education Clusters or Refugee Education Working Groups and LEGs, in order to enhance transparency, alignment, and complementarity with respect to MYRPs.</p>	
<p>EQ 3: COHERENCE (internal)</p> <p>How does the MYRP align with, complement, and leverage other investment modalities (FER and AF)?</p>	
<p>There is limited explicit alignment with FERs or Initial Investments in MYRP plans, due in part to limited institutional memory at country level about previous ECW investments. There has been more coherence recently between COVID-19 FERs and MYRPs.</p> <p>There is a conceptual connection between AF and MYRP investments in that the work funded by the AF is aligned with the challenges that many MYRP countries face, for instance in terms of building Education Cluster coordination and information management capacity; developing EiEPC tools on mental health and psycho-social support (MHPSS) and assessment of</p>	<p>Internal coherence faces challenges because ECW’s different modalities are not well understood at country level, as well as due to the fact that the MYRP design process does not explicitly require that such linkages be considered.</p> <p>While there are linkages between MYRPs and AF investments, these are not well known or understood at global or country levels.</p>

Findings	Conclusions
<p>learning outcomes; and research and piloting strategies to strengthen and adapt education management and information systems (EMISs) to EiEPC settings.</p> <p>There is limited understanding among country-level stakeholders about the AF in general, and among global and country-level stakeholders about the connectedness between the two modalities, including ways in which learning from the AF is complementing MYRP design and implementation.</p>	<p>A recent focus on enhancing the connectedness of the Global Education Cluster (GEC) and the ECW Secretariat at the global level in order to better support country-based MYRP design and implementation is a good practice in regard to alignment and internal coherence between the AF and MYRP modalities, and one which also enhances external coherence and complementarity. Similar work should be strengthened with UNHCR, as the coordination lead in refugee contexts.</p>
<p>EQ 4: EFFICIENCY To what extent are the MYRPs managed in an efficient, timely, and transparent manner?</p>	
<p><u>Efficiency of processes in initiation and design phases:</u></p> <p>The ECW Secretariat has been active in providing appropriate support in the initiation and design phases.</p> <p>The MYRP template used to guide the design of first- and second-generation MYRPs was too prescriptive and at times led to duplicative and additional work, rather than alignment with existing Humanitarian Response Plans (HRPs) or RRP, an ESP, or an EiE Cluster Strategy. The MYRP design process, including a template and guidance, has continually been adapted to ensure clarity and a greater focus on alignment across the three generations.</p> <p><u>Efficiency of processes in the appraisal phase:</u></p> <p>MYRP processes in the appraisal phase have seen improvements in timeliness and efficiency at the global level based on the establishment of, and strategic engagement of expertise within, an External Review Panel in 2019 and an Education Technical Reference Group within ExCom in 2020.</p> <p>The disbursement of MYRP funds has seen delays, largely due to factors outside of ECW’s control, such as government or COVID-19</p>	<p>The ECW Secretariat has provided active and tailored support to coordination mechanisms and stakeholders in the MYRP initiation and design phases.</p> <p>MYRP processes in the appraisal phase have seen improvements in timeliness and efficiency.</p> <p>Based on feedback and lessons learned from MYRP partners at country level, the MYRP design process, including the template and guidance, has been adapted to ensure greater clarity and greater focus on alignment across the humanitarian–development nexus, which has enhanced efficiency. Moreover, as the template’s focus is on a higher strategic level, the time required to develop and review these proposals has been reduced.</p> <div data-bbox="1256 1193 2027 1433" style="border: 1px dashed black; padding: 10px; margin-top: 20px;"> <p>TRADE-OFF</p> <p>By using a lighter MYRP template in the third generation that is focused on strategic alignment, the design and appraisal processes are now more timely but there is less detail in MYRP plans in terms of the</p> </div>

Findings	Conclusions
<p>pandemic challenges. ECW’s data and analysis show an improvement in the timeliness of MYRP fund disbursement, from a rate of 43% being ‘on time’ (within six months) across all MYRPs to date, to 71% being ‘on time’ for MYRPs developed in 2020.</p> <p>In some contexts, the disbursement of ECW funds through UNICEF, as a MYRP grantee, has limited the timeliness of disbursement of funds to IPs and impacted the multi-year nature of the MYRP, due to delays associated with UNICEF’s internal PCA process.</p> <p><u>Efficiency of processes in the implementation phase:</u></p> <p>The interview, case study, and document review findings show that the efficiency of MYRP implementation processes is improving, but more tailored support in challenging EiEPC contexts would be beneficial.</p> <p>Respondents at global and country levels are overwhelmingly interested in learning and sharing good practices and innovation across MYRPs but ECW’s knowledge management processes are not yet sufficiently supporting this.</p> <p>Guidance on MYRP governance and oversight functions has been formulaic and insufficiently clear, resulting in inefficiencies in governance setups.</p> <p>Stakeholders at global and country levels credit a responsive ECW Secretariat in regard to requests for support. However, the quality of that support has at times been perceived as limited in instances where the country-based governance body is at odds with MYRP grantees and IPs, and when there are perceptions of conflict of interest in MYRP implementation processes.</p> <p><u>Transparency:</u></p> <p>The relationship between MYRP grantees and IPs is perceived to be positive and effective, with frequent communication between them.</p>	<div data-bbox="1261 236 2027 336" style="border: 1px dashed black; background-color: #ffe6e6; padding: 5px;"> <p>concrete strategies that will be used in implementation.</p> </div> <p>In some countries, the multi-year nature of MYRP funding for IPs has not been fully realised, negatively impacting the timeliness of fund disbursement, the efficiency of MYRP processes, and the ability of IPs to plan and respond on a multi-year basis.</p> <p>The efficiency of the MYRP implementation process is improving. The ECW Secretariat could be more proactive in providing tailored support to MYRP grantees in the implementation stage, including providing more clarity on roles and responsibilities across stakeholders in implementation and monitoring processes and more support with regard to resource mobilisation, tracking, and reporting.</p> <p>Global and country-level stakeholders have indicated their need and motivation to learn from and share good practices and innovations across MYRPs. However, ECW knowledge management systems and processes are not yet sufficiently responding to these needs.</p> <p>The MYRP modality has adjusted standard operating procedures and requirements to changing needs. Similarly, grantee selection processes are improving, with a MYRP orientation package and clearer guidance in the third-generation template and instructions. Communication about and transparency on the MYRPs is also improving, again with clearer guidance and an orientation package in the third generation. Further improvements could be made by more clearly outlining and transparently sharing information at country level about decision-making procedures and roles</p>

Findings	Conclusions
<p>However, particularly in first- and second-generation MYRPs, the MYRPs have been limited by inconsistent communication and insufficient transparency at global and country levels.</p> <p>There is a persistent perception of a conflict of interest in connection with the selection of UNICEF as the most common MYRP grantee, given the many hats worn by UNICEF in relation to ECW and the MYRP modality, and the diversity of INGOs with capacity to serve as MYRP grantees.</p>	<p>and responsibilities with regard to oversight and governance of MYRPs.</p> <p>Based on the evidence from case studies, triangulated with findings from KIIs at global and country level, the evaluation concludes that the grantee selection processes in the first and second generations were not fully fair or transparent, particularly due to opaque processes, tight timelines, and the fact that local CSOs were not able to fully participate.</p> <p>ECW is a partnership made up of many partners and continues to rely on UNICEF as the dominant MYRP grantee, without transparently addressing the widely held perception of a conflict of interest that threatens to compromise the efficiency of the MYRP modality in terms of the quality of the partnership, as it undermines the good will from NGOs and other partners.</p>
<p>4. Recommendation on the application template and guidance</p> <p>Taking into consideration the diverse operational contexts in which the MYRP modality is used, improving the efficiency of the MYRP processes should be further strengthened as the ECW Secretariat continues to refine and improve the MYRP application template and guidance for MYRP design processes. The following components should be integrated: conflict analysis; stakeholder mapping and capacity needs analysis; and analysis of the coherence between a given MYRP and previous ECW investments. Even though this may add time to the overall design process, the quality of the process and the sustainability plan for the MYRP would likely be improved, benefiting implementation and monitoring processes. There are also some quick-win changes that would not require additional time, such as adapting the MYRP instructions to refer to and link to the Core Humanitarian Standards and the Foundational Standards of the INEE Minimum Standards, focused on the engagement of and accountability to affected populations.</p> <p>5. Recommendation on multi-year funding</p> <p>ECW, the ExCom, and the HLSG should influence grantees to guarantee that MYRP funding is indeed multi-year so that IPs and others down the delivery chain receive predictable and continuous funding over the duration of the MYRP, which will allow for multi-year planning and response across the humanitarian–development nexus.</p>	

Findings	Conclusions
<p data-bbox="264 240 1281 272">6. Recommendation on knowledge management and learning exchange</p> <p data-bbox="219 301 2029 603">The ECW Secretariat should be proactive in providing a more tailored approach to supporting implementation, monitoring, and knowledge management processes. ECW needs to strengthen its knowledge management and learning exchange system to support research, evaluation, and innovation in and through the MYRPs, particularly to identify and share good practices, lessons learned, and the impact of interventions across the countries. This includes ECW providing clearer guidance and criteria for capturing lessons learned and good practices for grantees and IPs at country level within the annual reporting template, as well as through a more continuous sharing system from grantees and IPs to ECW. In addition, given that knowledge is generated and shared with MYRP partners through several different channels, including through different AF grants linked to research and pilot innovations in MYRP countries, ECW and its partners should work with and support INEE in its Strategic Priority relating to curating and organising research and knowledge and coordinating knowledge management, in order to inform policy and practice for the wider EiEPC field.</p> <p data-bbox="264 635 1084 667">7. Recommendation on communication and transparency</p> <p data-bbox="219 695 2029 860">ECW should develop a clear communication strategy and plan to guide effective communication about the MYRP at country and global levels, including different constituencies within ECW’s ExCom. The diagram depicting the ‘MYRP Work Flow’ for MYRP grant applications within the ECW Operations Manual (2020) should be made clearer in terms of the flow of communications, and should be accompanied with more concrete guidance and standard operating procedures for national and global levels. In addition, ECW needs to consistently share clear and targeted information at global and national levels about its different modalities, in particular linkages between the AF and MYRPs.</p> <p data-bbox="219 892 2029 1091">In addition, to enable the MYRP to adapt appropriately to contexts while addressing accountability and transparency concerns, the findings of this evaluation identify the need for the ECW Secretariat to provide clearer information on the roles and responsibilities, including decision-making authority, between the grantees, governance structures, and the ECW Secretariat. ECW should develop a flow chart that can guide decision-making processes in the case of a conflict between stakeholders. In addition, the ECW ExCom and HLSG should discuss whether a feedback mechanism would help to improve transparency and accountability, and could take as a starting point the existing proposal for a feedback mechanism by the CSO Constituency Group within the ECW ExCom.</p> <div data-bbox="224 1121 1991 1310" style="border: 1px dashed black; padding: 10px; margin: 10px 0;"> <p data-bbox="264 1139 439 1171">TRADE-OFF</p> <p data-bbox="264 1219 1948 1283">While a feedback mechanism could support greater accountability, the management of a feedback mechanism would require more resources within the ECW Secretariat, and would likely expand the size of the Secretariat.</p> </div> <p data-bbox="219 1347 2029 1410">With the ECW fund hosted by UNICEF and the frequent selection of UNICEF as the grantee – a process that is managed in-country by the coordinating body, which is often the Education Cluster that is led or co-led by UNICEF – there is a perceived conflict of interest given the</p>	

Findings	Conclusions
<p>multiple hats that UNICEF wears, and associated power dynamics. This is an issue that requires greater awareness and sensitivity concerning communication and transparency, and that merits examination by the ECW ExCom.</p> <div style="border: 1px dashed black; padding: 10px; margin: 10px 0;"> <p>TRADE-OFF</p> <p>ECW is a partnership made up of many partners; continuing to rely on UNICEF as the dominant MYRP grantee without transparently addressing perceptions of conflict of interest represents a trade-off in the timeliness of processes over quality of the partnership. On the one hand, UNICEF is a well-respected leader in EiEPC advocacy, policy, and programming, and has a strong record in fiduciary control and accountability as an MYRP grantee. On the other hand, the lack of diversity in MYRP grantees, especially given the diversity of INGOs with capacity to serve as grantees, threatens to compromise the quality of partnership as it undermines goodwill from INGOs and other partners.</p> </div>	
<p>EQ 5: Effectiveness What is the extent to which the MYRP has achieved, or is expected to achieve, its objectives, and its results?</p>	
<p><u>Political commitment</u> Many respondents at the global level attributed an increased focus on EiEPC to ECW. ECW has generated and fostered political commitment at the global level, made apparent by the number of donors and foundations on the ExCom who channel their funding to EiEPC, including those considered to development actors and who are not typically involved in EiE.</p> <p><u>Mobilising and leveraging funds</u> It is difficult to assess to what extent funding has been directed to the MYRP modality, since differentiation between various streams of funding is challenging. Certainly, funding has been mobilised (both actively and passively) through various means at global and country level but there is a lack of clarity about how much is ‘new’ financing that the MYRP has brought in as additional resources. Many respondents expressed scepticism about inferring sole attribution for leveraged and mobilised funding to ECW and the MYRP modality.</p> <p>Third-generation MYRPs have resource mobilisation as an outcome. This is a significant improvement, although in-country partners still feel that more</p>	<p>ECW has put a spotlight on education in countries affected by protracted crises through the MYRP modality and this has put EiEPC on the global agenda. It is difficult to discern how much of this can be attributed directly to ECW, versus the MYRP modality specifically.</p> <p>Different MYRP stakeholders have different definitions of what leveraging and mobilising funds means, and some of the complexities around measurement are rooted in the lack of a global understanding of these terms. The process of measuring the in-country resource mobilisation used in this evaluation, and intended to be used by ECW, will not be sufficient in the future. The methodology needs to be developed further, and agreement between all stakeholders needs to be reached about how to define, measure, and record leveraged and mobilised funds. In part this is because subjectivity is involved in the definitions, which need to be agreed on. The methodology must be a coordinated effort and it should include the need for partners</p>

Findings	Conclusions
<p>guidance and support is needed regarding how they should be going about fundraising and mobilising additional resources.</p> <p><u>ECW seed funds</u> The MYRP seed funds do complement additional generated MYRP funding, although they comprise a relatively small share of the total requirement. In the third generation, the full MYRP requirements have decreased, and seed funding now covers a larger share: around one-quarter of the total.</p> <p><u>A joint, inclusive approach to EiEPC programming</u> The MYRP modality has promoted joint, inclusive, and evidence-based planning and coordination across the humanitarian–development nexus, particularly in contexts where there is strong government engagement, existing capacity at country level, and effective humanitarian and development coordination mechanisms.</p> <p>In contexts with limited government engagement in EiEPC, the MYRP modality’s ability to strengthen joint humanitarian–development coordination has been limited. In such contexts, however, the MYRP modality has strengthened inclusive, evidence-based humanitarian coordination.</p> <p>The MYRP consultation process engages humanitarian actors already within Education Clusters, and benefits them, but engagement with other stakeholders is more <i>ad hoc</i>.</p> <p><u>Accountability to affected populations</u> MYRPs generally address accountability to affected populations (AAP) in the design and implementation of the MYRP, and case studies illustrate the value of AAP mechanisms for effective decision-making across the programme cycle. The extent to which this takes place depends on the prioritisation of the grantees and IPs, rather than on the MYRP itself.</p> <p><u>Engagement</u> MYRP design and planning processes are participatory and generally inclusive of government, United Nations agencies, and INGOs, particularly those involved in Education Clusters. Compared to the design phase,</p>	<p>to provide credible data so that there is coherence and quality in the FTS and IATI databases.</p> <div data-bbox="1258 331 2027 625" style="border: 1px dashed black; padding: 10px; margin: 10px 0;"> <p>TRADE-OFF</p> <p>The use of headline figures about the resources mobilised by the MYRP modality to demonstrate how successful it is as a platform can sometimes lead to credibility issues with stakeholders, and a feeling of scepticism about these claims.</p> </div> <p>The MYRPs have a large ambition, but limited seed funding in combination with limited mobilised resources is a barrier to sufficiently fulfilling this ambition. Although seed funding is increasing as a share of the MYRPs’ full requirements (due to lower overall requirements in the third generation), the evaluation considers that keeping the number of MYRP countries low would also ensure that seed funding is not divided too thinly between them, and would enable countries to realise their MYRPs in full. Reaching the full requirement can be considered a proxy for ensuring that beneficiaries are satisfactorily reached, given the absence of a monitoring system that covers all sources of funding that go into the MYRPs.</p> <p>Elements of the MYRP objectives have been mutually beneficial and positively reinforcing with respect to effectiveness. The MYRP modality has strengthened the availability of EiEPC data in MYRP countries and these data are used to improve evidence-based planning and coordination. Likewise, MYRP capacity building activities have helped to facilitate and strengthen partnerships</p>

Findings	Conclusions
<p>MYRPs are less inclusive in implementation and in reporting beyond grantees and IPs, but local NGOs are sometimes included in monitoring. In many cases, local and national NGOs and civil society groups, teachers and school administrators, development stakeholders, the private sector, and foundations are not yet sufficiently engaged across the MYRP cycle.</p> <p><u>Partnerships</u> At the global level, ECW is increasingly leveraging and formalising partnerships to enhance the efficiency and quality of MYRP processes at country level.</p> <p>At the country level, the MYRP modality facilitates and strengthens new partnerships through relationships between MYRP grantees and IPs, as well as through joint planning and coordination processes and capacity building initiatives.</p> <p>It is not feasible to assess the extent to which partnerships have been strengthened because the MYRP modality does not explicitly define partnerships, nor does it apply the Principles of Partnership.</p> <p><u>Strengthening local capacities</u> MYRPs tend to have an outcome that is focused on building capacity, and capacity building activities are frequently focused on building the capacity of local and national education systems, including national and local government capacity at individual and institutional level, as well as building teacher capacity. At the national level, MYRPs generally focus on capacity strengthening for government around data collection and management, and monitoring and evaluation (M&E), and on thematic areas such as gender, protection, MHPSS and disability, and teacher professional development. There is a need for more capacity building activities aimed at local-level education authorities and local CSOs, which would increase coherence with the Grand Bargain’s commitment to ‘increase and support multi-year investment in the institutional capacities of local and national responders’.</p>	<p>between grantees, IPs, and government partners, which are further deepened through joint planning and coordination processes. Strengthened partnerships and better data further strengthen joint and evidence-based planning and coordination, and help to build the capacity of national education systems. In effect, the sum of these components is greater than each of their parts.</p> <p>The realisation of the vision of the MYRP modality as joint and inclusive across the humanitarian–development nexus can be further strengthened. An inclusive process from the outset sets the tone for joint ownership of the plans, and sets up stronger participation across the project cycle. A more systematic approach to meaningfully engaging EiEPC stakeholders that are not part of an Education Cluster/EiE Working Group across the MYRP project cycle is needed, particularly local NGOs and civil society. MYRPs would also benefit from more systematic engagement with LEGs on implementation and funding mobilised, or remaining gaps, as well as joint work to ensure that MYRPs are factored into joint sector reviews.</p> <p>There is a need for greater focus on capacity strengthening with local education authorities, NGOs, and civil society, including on local coordination and M&E, while continuing collaboration with ministries of education at the national level.</p> <p>The exclusion of national NGOs and civil society from being MYRP grantees, and the fact that they often face challenges to becoming IPs, undermines the quality of MYRP processes, as local CSOs hold context-specific expertise that could enhance programme efficiency and speed, and their involvement as grantees would contribute to sustainability.</p>

Findings	Conclusions
<p>The evaluation did not find evidence that context-specific capacity needs assessments were used as a basis for the development of capacity building activities.</p> <p>In the absence of a common definition or strategy for capacity building within ECW, ECW is trying to make sure that local partners are involved through encouraging grantees to form a consortium of local actors.</p> <p><u>Availability of quality data</u> The MYRP modality has increased attention to and data about access and learning outcomes for IDPs, refugees, and other vulnerable groups, and it has promoted and strengthened the availability of EiEPC data in MYRP countries.</p> <p>There are further improvements to be made in terms of the quality of data and measuring outcomes.</p> <p><u>Scalability</u> It is only possible to assess scaling up in third-generation MYRPs, as scalability was not clearly addressed in the MYRP application and instructions until the third generation.</p> <p>The portfolio review found that third-generation MYRP plans do have stronger and clearer scale-up strategies articulated within them than earlier MYRP plans.</p> <p><u>Grantee processes</u> In most case study countries and global-level interviews, stakeholders reported challenges with grantee and IP selection processes, which resulted in opaque processes and tight timelines. As a result, communications about the selection processes, and the processes themselves, did not reach all potential applicants, and in particular had a tendency to leave out national actors. Short timelines give an advantage to United Nations agencies, and to a lesser extent INGOs, which have more staff and resources to respond in a short timeframe.</p>	

Findings	Conclusions
<p>8. Recommendation on tracking in-country resource mobilisation</p> <p>ECW, with its partners, should develop a solid methodology for tracking and tracing resource mobilisation. The ExCom and partners need to come up with stronger guidelines and processes for identifying and reporting the resources mobilised in-country through a system that comes into play at the start of the implementation of an MYRP. This will be a step towards understanding if all beneficiaries have been reached satisfactorily through the MYRP.</p> <p>9. Recommendation on MYRP country selection and contextualisation</p> <p>ECW needs to strategically assess whether and how a smaller selection of countries, with more seed funding shared between them, could lead to greater impact. As the number of MYRP countries increases, ECW needs to ensure that the Secretariat will be able to provide the necessary time and attention to support them well. Similarly, the technical expertise of in-house staff will need to cover inputs for a growing portfolio of countries. In order to achieve a sustainable impact in different contexts, ECW should ensure that MYRP capacity development measures, for instance those articulated within the MYRP risk matrix, target the local level, and that lessons learned and good practices on effective capacity development and collection and use of data are shared.</p> <p>10. Recommendation on local actors</p> <p>ECW and partners should continue to develop a more systematic approach to inclusive MYRP processes by targeting local and national civil society and NGOs operating across the humanitarian–development nexus from the outset of the MYRP initiation process. This will require stakeholder analysis and capacity assessments to be conducted during the MYRP initiation and design phases, with an explicit aim of increasing the active participation of local NGOs and civil society partners. MYRPs should earmark funding for capacity strengthening of local NGOs and civil society partners, particularly on governance, fiduciary risk management, safeguarding, and programme management, in order for these stakeholders to engage throughout the MYRP cycle. In parallel with these actions, the selection process in respect of grantees and IPs for the MYRPs should be further clarified to ensure greater transparency on timelines, and should involve a greater diversity of sector partners. Specifically, organisations such as local and national NGOs should be eligible to become MYRP grantees.</p> <div data-bbox="224 1114 1993 1372" style="border: 1px dashed black; padding: 10px; margin-top: 20px;"> <p>TRADE-OFF</p> <p>Having qualified local and national CSOs in MYRPs as grantees would help to bolster MYRPs’ quality and effectiveness, given that local CSOs hold context-specific expertise, and their involvement as grantees would contribute to reaching the most vulnerable, as well as contributing to sustainability. However, in many contexts, making national NGOs grantees (with their current capacity levels) would come with risks, and would require ECW to take on higher risk management considerations and reputational risks.</p> </div>	
<p>EQ 6: Effectiveness</p>	

Findings	Conclusions
<p>What is the progress made so far towards the different collective beneficiary results?</p>	
<p>The annual reports have reported significant progress in terms of collective beneficiary results. This evaluation used data from secondary sources like these reports and found that most targets were reached in regard to the indicators that were presented.</p> <p>The MYRP modality is enabling a multi-faceted packaged response through its programmes, as shown through the case studies. Assessing the extent to which this is done requires a more specific definition of the nature of a multi-faceted packaged response. The effectiveness of the multi-faceted packaged response is difficult to assess in bulk because the contexts of MYRP countries are so different. This is addressed in the MYRP templates, which ask about different facets, and this has been strengthened across the generations of MYRPs.</p>	<p>The MYRP modality as a funding instrument has drawn attention to the importance of education quality and equity in conflict and crisis situations, which likely contributes to improved beneficiary-level outcomes.</p> <p>The MYRP modality has an ambitious approach, but the challenging nature of what a multi-faceted packaged response comprises makes it difficult to measure and difficult to track, and it is therefore difficult to evaluate the extent to which the MYRP modality has been successful in implementing a comprehensive multi-faceted packaged response, particularly since it requires a context-specific approach.</p>
<p>EQ 7: Sustainability How are the MYRPs promoting and strengthening sustainable and resilient education systems and solutions so far? How can the MYRPs be strengthened in this regard?</p>	
<p>The MYRPs have addressed longer-term institutional and systematic change, but sustainability has not been the underlying principle when MYRPs have addressed capacity building, localisation, standards, and system strengthening.</p> <p>The MYRP Operational Manual (2020) indicates that MYRP proposals should demonstrate how sustainability will be pursued for the proposed programme, both for the duration of the MYRP period as well as beyond it, which is critical for a resilient education system. There are examples of this being done, particularly in the third-generation MYRPs, but this can be strengthened across MYRPs.</p> <p>MYRP grantees, IPs, and other partners do not have a common understanding of what is meant by a resilient education system, largely part because ECW does not define it in the context of MYRPs.</p>	<p>Sustainability is a concept that ECW has yet to define for the MYRPs. Solidifying the definition of what it is that ECW aims to sustain would help MYRPs to provide stronger direction and priorities.</p> <p>ECW has defined some parameters for a resilient education system, but this work needs to continue, taking into account the variety of contexts where ECW operates.</p> <p>Given new and changing risks relating to climate change, and the need to build resilience to climate change impacts to avoid the erosion of educational gains, more can be done to strengthen multi-hazard risk-informed operations and programming in response to forecast-based climate and</p>

Findings	Conclusions
<p>Many MYRPs have a limited focus on multi-hazard risk preparedness and reduction beyond school and district levels. Improvements have been made in the third-generation MYRPs in terms of a clearer focus on multi-hazard risks within the MYRP Risk and Mitigation Matrix and the new MYRP Quality Standards. Given new and changing risks relating to climate change, more could be done to strengthen multi-hazard risk reduction and preparedness at school, district, and national levels.</p>	<p>environmental risks and vulnerabilities at school, district, and national levels.</p>
<p>11. Recommendation on sustainability, resilience, and long-term planning</p> <p>Given the MYRP modality’s core value relating to enabling conversations about sustainability, resilience, and long-term planning, the ExCom should take on the responsibility of determining the definition of sustainability by facilitating a dialogue and sharing the definition with partners on the ground. This should also include a focused discussion with GPE to ensure, where possible, systematic engagement with LEGs on the integration of MYRP components into TEPs and ESPs, for sustainability.</p> <p>As a critical element of both resilience and sustainability, ECW and partners should consider the impact of the global climate crisis as a risk multiplier to EiEPC, and the role of EiEPC in responding to climate-induced emergencies and contributing to climate change adaptation and mitigation in countries across the humanitarian–development nexus. While pandemics, epidemics, natural disasters, and environmental damage are existing risk areas identified in the MYRP Risk Assessment and Mitigation Matrix, the changing climate and its impact on the most vulnerable requires integrating forecast-based climate and environmental risks, vulnerabilities, and adaptive capacity considerations in the MYRP context analysis and design, and more consistently monitoring these matrices and corresponding strategies. Moreover, this work will need to explicitly link to national-level policies, planning, and ESPs to ensure complementarity across the nexus.</p>	

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List of abbreviations

AAP	Accountability to affected populations
AF	Acceleration Facility
ALNAP	Active Learning Network on Accountability and Performance in Humanitarian Action
CAR	Central African Republic
CBE	Community-based education
CSO	Civil society organisation
DRC	Democratic Republic of Congo
ECW	Education Cannot Wait
EiE	Education in emergencies
EiEPC	Education in emergencies and protracted crises
EMIS	Education management and information systems
EQ	Evaluation question
ERP	Education Response Plan
ESP	Education Sector Plan
ExCom	Executive Committee
FER	First Emergency Response
FTS	Financial Tracking Service
GEC	Global Education Cluster
GPE	Global Partnership for Education
HACT	Harmonised Approach to Cash Transfers
HLSG	High-Level Steering Group
HRP	Humanitarian Response Plan
IATI	International Aid Transparency Initiative
IDP	Internally displaced person
INEE	Inter-agency Network for Education in Emergencies
INGO	International NGO

IP	Implementing partner
JENA	Joint Education Needs Assessment
JRP	Joint Response Plan
KII	Key informant interview
LEG	Local Education Group
M&E	Monitoring and evaluation
MHPSS	Mental health and psycho-social support
MYRP	Multi-Year Resilience Programme
NGO	Non-governmental organisation
NRC	Norwegian Refugee Council
OECD	Organisation for Economic Co-operation and Development
OPM	Oxford Policy Management
PCA	Programme Cooperation Agreement
PSEA	Prevention of Sexual Exploitation and Abuse
RRP	Refugee Response Plan
SDG	Sustainable Development Goal
TEP	Transitional Education Plan
ToC	Theory of change
ToR	Terms of reference
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNHCR	United Nations High Commission for Refugees
UNICEF	United Nations Children’s Fund
WASH	Water, sanitation, and hygiene
WFP	World Food Programme

1 Introduction

The MYRP is one of three ECW funding modalities; it addresses longer-term needs through a multi-year joint programme in countries affected by protracted crises. It thus enables humanitarian and development actors to work together in providing education. By providing the initial investment for these programmes, ECW kick-starts the implementation of each MYRP. From there onwards, it starts the financial resource mobilisation and funds leveraging process, together with its partners, in order to finance the rest of the programme.

ECW has commissioned OPM to undertake a formative evaluation of the MYRP modality, in accordance with its November 2019 Evaluation Policy. The evaluation report considers the MYRP modality from both the global and country levels, synthesising the findings from four country case studies.

1.1 Purpose and objectives of the evaluation

The main purpose of this evaluation is to learn from, assess the progress of, and make recommendations for improvements to the current design and implementation of the ECW-funded MYRP modality. The evaluation is learning-oriented. It will guide the ECW Secretariat, as well as its grantees and ExCom members, in how to better set up, develop, implement, and evaluate MYRPs in the future, during the current strategic plan period as well as during the new strategic plan period post-2021.

By undertaking a systematic and objective examination of the MYRP modality, the Evaluation Team has drawn lessons to improve policy and practice and enhance accountability. The overarching objectives of the evaluation are the following:

1. To evaluate the development process, design, and implementation approaches of MYRPs, and the evolution thereof, its connection and link to the ToC, and ECW's role and support towards this.
2. To evaluate the preliminary systemic and collective beneficiary results of the MYRP modality, with specific attention given to whether ECW and its grantees are fulfilling their expected roles and responsibilities efficiently, effectively, and collaboratively.
3. To provide lessons learned and recommendations based on the findings to improve the MYRP modality's global and in-country processes, design, and implementation approaches, and related ECW guidance documents and support.

The primary users of the evaluation are the ECW Secretariat, members of ECW's ExCom, ECW's MYRP grantees, and host-country governments. Recommendations and subsequent management responses are to be developed by ECW.

1.2 Scope of the evaluation

This is a formative evaluation, incorporating all 18² existing MYRPs and activities to date at the time of the evaluation, as part of the MYRP modality since its inception in 2017, as per the terms of reference (ToR). The evaluation includes a document review of ECW documents and guidance; global-level interviews; an investigation into the in-country resource mobilisation that has taken place

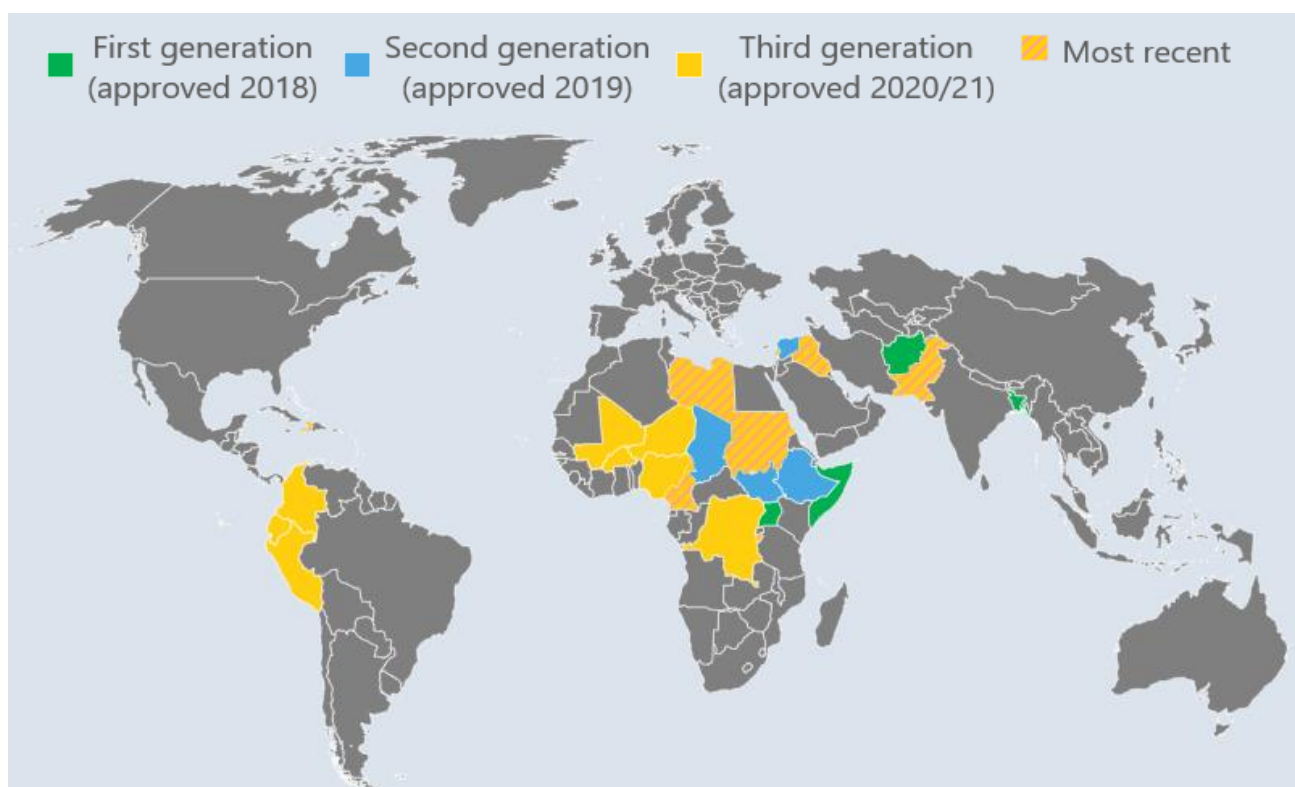
² 26 countries in total have been selected to have MYRPs, but eight are in very early stages of development at the time of this evaluation and so they are not incorporated.

in the first 10 MYRP countries; four country case studies; a deeper look at four of the latest MYRPs (including KIIs with actors in two of the four countries – namely Colombia and Nigeria – as per request by the ECW M&E team during the inception phase); and a portfolio review that evaluates the MYRP proposals across the 18 countries where MYRPs are currently in various stages of implementation.

The other two ECW funding modalities are not part of this evaluation, although both the FER and AF modalities interact and connect with the MYRP modality. This evaluation assesses these relationships.

The geographical scope of the evaluation is global, with in-depth case studies of four MYRP countries: Afghanistan, Bangladesh, Uganda, and Syria. Each MYRP has between one and four grantees, or a consortium of organisations in each country, which work with local IPs. Figure 1 shows the current and upcoming MYRP countries by geographic location and generation.³ First-generation MYRPs were the first to be approved and implemented, while the most recent MYRPs have been approved or are in the process of being approved at the time of the evaluation. These most recent MYRPs use the same template as the third-generation MYRPs, which reflect a lighter and more strategic MYRP.

Figure 1 Map showing MYRP countries by generation



Source: Authors’ own depiction based on data provided by ECW

1.3 Structure of the report

The report is structured as follows. Section 2 provides the background and context of both ECW as an organisation as well as the MYRP as a financing modality. Section 3 goes on to present the evaluation approach, methodology, and limitations, including the ToC (Section 3.2) and the evaluation questions (EQs) and Evaluation Framework. (The EQs and sub-questions can be found in full in

³ First-generation MYRPs: Afghanistan, Bangladesh, Central African Republic (CAR), Palestine, Somalia, Uganda. Second-generation MYRPs: Chad, Ethiopia, South Sudan, Syria. Third-generation MYRPs: Burkina Faso, Colombia, Democratic Republic of Congo (DRC), Ecuador, Mali, Niger, Nigeria, Peru. Most recent MYRPs: Burundi, Cameroon, Haiti, Iraq, Lebanon, Libya, Pakistan, Sudan.

Annex A.) The findings from the evaluation are presented in Section 4 and the conclusions can be found in Section 5. Finally, Section 6 offers the recommendations based on the findings and conclusions of the evaluation.

2 Background on the MYRP modality

The MYRPs address quality and financing challenges for education that persist in the humanitarian sector, as well as in the gap between short-term humanitarian investments and long-term development investments. These joint programmes link with the HRP, the RRP, and the Comprehensive Refugee Response Framework, on the one hand, and GPE-supported ESPs (and transitional plans) and the United Nations Development Assistance Framework, on the other. The MYRP modality combines the speed of humanitarian response with the quality of development programmes in crisis contexts, creating a joint programme to help bridge the humanitarian–development nexus.⁴ It thereby looks to address current education needs while also building long-term solutions and resilient education systems. MYRPs are not homogeneous processes or products; they are different across contexts, in terms of how they are designed and implemented. Moreover, MYRP processes have evolved substantively over time across three phases or generations that have taken place to date, with processes becoming lighter and more strategic.

MYRPs involve multi-year planning and joint programming between humanitarian and development aid stakeholders in countries affected by protracted crises. ECW facilitates collaboration, development, and implementation of multi-year joint programmes by in-country partners, ensuring quality and financing challenges are addressed. MYRPs generally have a duration of three years, and set out the objectives, activities, costing, and funding sources for the whole of that period. The MYRP investment window offers seed funding and encourages donors and domestic investments in the education of marginalised and crisis-affected children and youth.

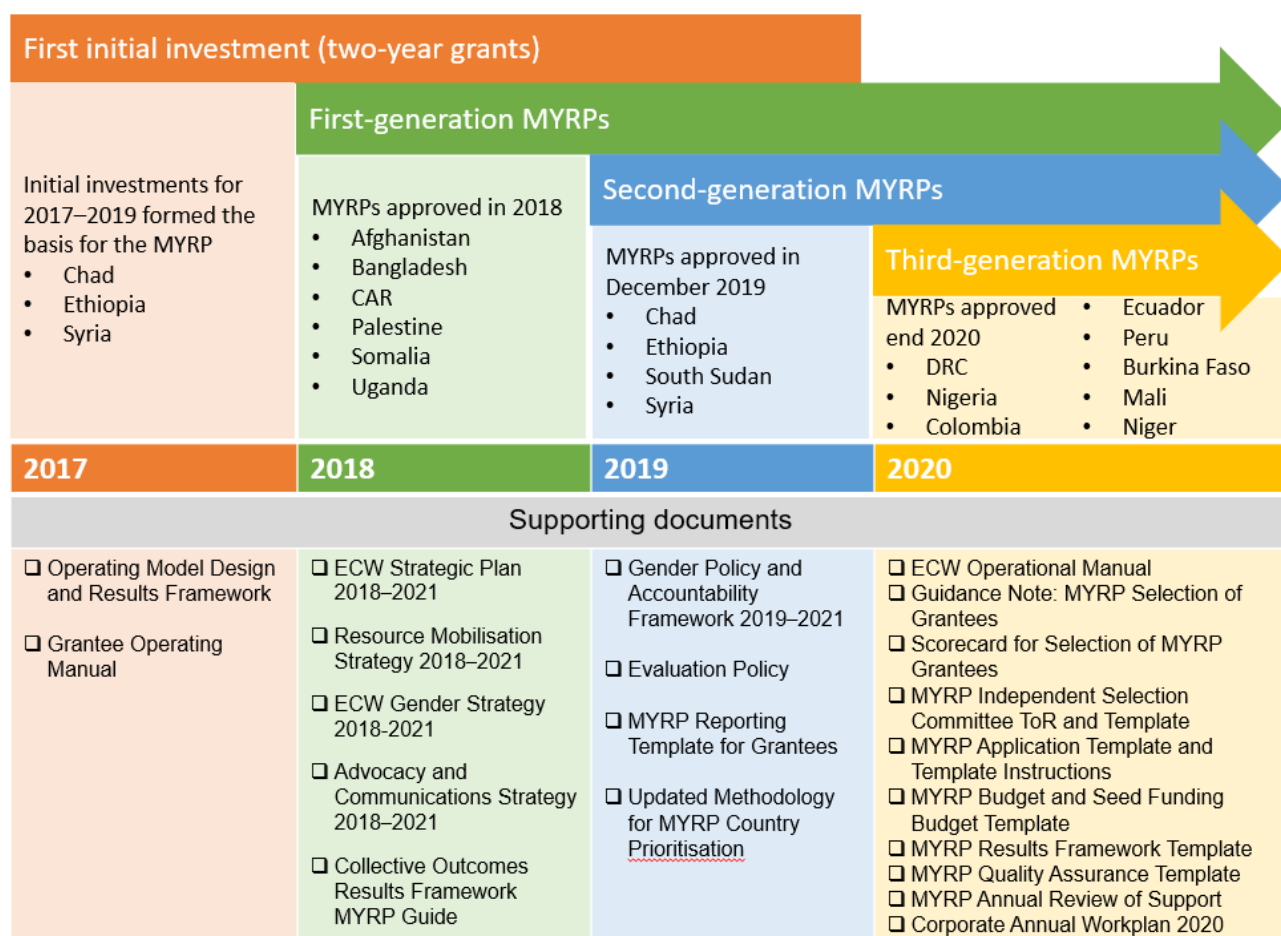
The first-generation MYRPs were launched in 2018 and included Afghanistan, Bangladesh, CAR, Palestine, Somalia, and Uganda, as shown in Figure 2. These MYRPs were approved before ECW had specific substantive MYRP guidance or templates in place. The development of the first MYRPs was a lengthy process, due to the templates and lack of substantive guidance. There was an emphasis on situation analysis and a detailed description of activities. While there was some resource mobilisation targeting, there was a limited focus on how this should be approached.

A second generation of MYRPs was launched towards the end of 2019 for Chad, Ethiopia, South Sudan, and Syria. After reflecting on essential elements from the first-generation MYRP processes, the ECW Secretariat developed a guide for MYRPs, to accompany their development. This second generation of MYRPs benefited from the increased technical expertise of specialists within the ECW Secretariat, including gender, MHPSS, and resource mobilisation specialists.

The third generation of MYRPs for Burkina Faso, Colombia, DRC, Ecuador, Mali, Niger, Nigeria, and Peru were approved in the last quarter of 2020. These MYRPs benefited from an overhaul of the MYRP application template to one that facilitates a lighter and more strategic development process, with more clearly articulated humanitarian and development linkages, in line with the decisions made at the ExCom meeting in Dubai in February 2021. This generation of MYRPs is also more focused on capacity development and scaling up as separate results, as well as strategic resource mobilisation. Finally, this third generation of MYRPs has introduced enhanced quality assurance processes on the part of the ECW Secretariat, in the appraisal phase. This template has been and will continue to be used for the remainder of the ECW strategic plan period.

⁴ The humanitarian–development nexus is an approach that aims for both humanitarian and development efforts to be more effectively connected, working towards achieving collective outcomes that reduce need, risk, and vulnerability over multiple years. See: www.unicef.org/eu/humanitarian-development-nexus

Figure 2 Diagram of MYRP generations



Source: Authors' own depiction based on data provided by ECW

3 Evaluation approach, methodology, and limitations

3.1 Approach

The evaluation of ECW's MYRP modality is a formative evaluation with a strong learning element that seeks to strengthen and improve the modality. The evaluation adopts an overarching theory-based evaluation design, primarily using qualitative research methods to assess the elements that contribute to the evaluation themes, including other influencing factors. The approach considers aspects of gender and inclusion. This has been applied throughout the design, collection, analysis, and reporting in the evaluation. This is an evaluation of the MYRP as a modality, focusing on systemic-level results. As indicated in the ToR, beneficiary-level data will be presented only using available secondary data sources.

The MYRP modality and its processes have undergone changes across the different generations. The evaluation investigates this evolution in terms of the design, implementation, and results of MYRPs, including key stakeholders' perceptions of that evolution, and makes recommendations for how to improve MYRP processes moving forward.

3.2 Theory of Change

A ToC was developed in consultation with the ECW Secretariat and is depicted below in Figure 3. Based on ECW's ToC, the figure outlines the 'results pathways' of the MYRP modality (inputs, outputs, and outcomes) to systemic and beneficiary outcomes.

Using a ToC as the key element of the evaluation allows the evaluation not only to pose questions regarding what works towards the desired results, but also questions regarding why and how it has worked (or has not worked). The approach allows an assessment of causal chains from the inputs provided by ECW to the outputs, and finally to the outcomes, as well as of the assumptions that underpin the sequence of change anticipated, including relating to actors and events outside of the programme, and conditions that are needed to obtain, or that may affect obtaining, the outcomes in different contexts.

The first column of the ToC (column A) lists the main issues the MYRP modality aims to influence, as defined in ECW documents. The second column (column B) shows the inputs provided by ECW to the MYRP process, in accordance with its core functions. This includes strategy and policy guidance, quality assurance, capacity development, grant management, M&E, advocacy, and communications to support the joint planning process. These functions are translated in the ToC into concrete tools, used during different phases of the MYRPs, such as templates and operational manuals (see also Figure 2). ECW inputs also include technical support for the development of MYRPs on areas such as gender, disability, and MHPSS. At the global level, ECW works to inspire political commitment in relation to, and generate funding for, EiE, as well as for bridging the gap between humanitarian and development scenarios to ensure access to quality education for crises-affected populations.

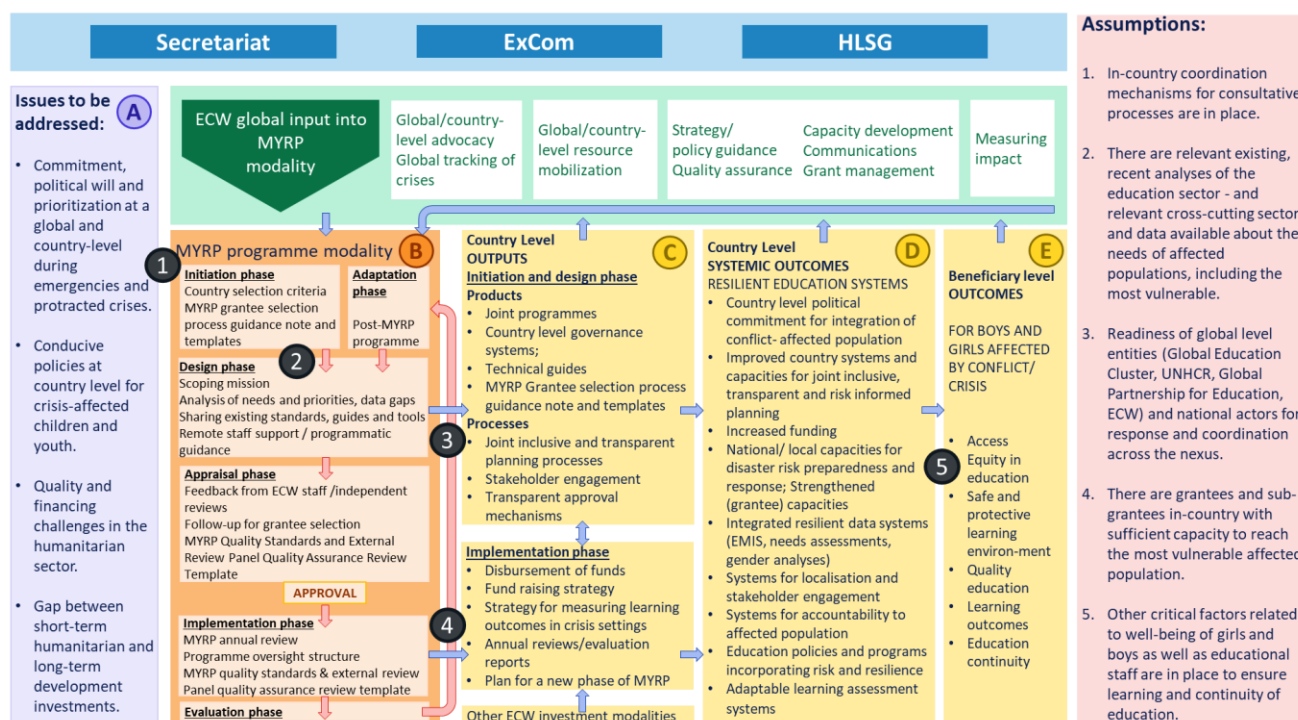
The country-level outputs (column C) relate both to concrete products and processes, addressing quality and financing challenges for education in protracted crises, as well as the gap between short-term humanitarian investments and long-term development investments. This evaluation uses the ToC as a reference to assess to what extent the inputs and outputs materialised in each phase, and what variations exist between countries and why. It also looks at to what extent the MYRPs contributed to the intended planned outcomes (column D). This is also assessed in the case studies. The evaluation considers the MYRPs of different generations and

contexts, to provide an assessment of the alignment between, and the contribution of, inputs, activities, and results relating to MYRP objectives, and the evolution of these between generations.

The ToC is used as a reference to assess to what extent and how the MYRP modality supports both systemic changes and beneficiary outcomes for girls and boys in conflict-affected areas. This is shown in the fifth column (column E). The beneficiary-level outcomes relate to equity, access, and quality of education related to safe and protective learning environments, learning outcomes, and education continuity. The evaluation faces the challenge of the short time-span of implementation of MYRPs, particularly the more recent ones, to date, and the unforeseen effects of the ongoing COVID-19 pandemic.

The assumptions in the final column present issues which influence the performance of the MYRPs and the achievement of their results, but which ECW and the MYRPs cannot directly influence or change. These assumptions relate, for instance, to the political context, stakeholder engagement and capacity, and any unforeseen external factors, including the COVID-19 pandemic. The ToC, depicted in Figure 3, is a generic ToC, customised with the focal points from the four country case studies and then used to assess whether the assumptions hold in practice and, if not, what the effects and corrective measures have been (and what they should be in the future).

Figure 3 Generic MYRP ToC



The evaluation aims to assess the relevance, coherence, efficiency, effectiveness, and sustainability of the MYRP as a financing modality. The evaluation uses a combination of criteria from development and humanitarian action programmes, set out by the Organisation for Economic Co-operation and Development (OECD) Development Assistance Committee⁵ (2021) and the Active Learning Network on Accountability and Performance in Humanitarian Action⁶ (ALNAP) (2018). All criteria and related evaluation questions are adapted to specific contexts, and gender and vulnerability issues are incorporated in each criterion. Each country case study applies the same framework, contextualised

⁵ www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm

⁶ www.alnap.org/help-library/alnap-guide-evaluation-of-protection-in-humanitarian-action

to the country context. Table 2 shows the summarised Evaluation Framework against the criteria and Annex A provides a detailed Evaluation Framework, including the judgement criteria against each sub-question and how data were collected.

Table 2 Summarised criteria and Evaluation Framework

Criteria	Evaluation question
Relevance and appropriateness	EQ 1: How relevant, appropriate, and significant is the MYRP at global and country level? How can these aspects be strengthened in the MYRPs?
Coherence	EQ 2: To what extent are the MYRPs aligning with, complementing and leveraging international and national humanitarian-development system(s) and related plans, policies and frameworks? How can these aspects be strengthened in the MYRPs?
	EQ 3: How does the MYRP align with, complement and leverage ECWs strategic plan, core functions and other investment modalities (FER and AF)? How can this be strengthened?
Efficiency	EQ 4: To what extent are the MYRPs managed in an efficient, timely and transparent manner? How can these aspects be strengthened in the MYRPs? ⁷
Effectiveness	EQ 5: To what extent has the MYRP achieved, or is it expected to achieve, its objectives, and its results?
	EQ 6: What is the progress made so far towards the different collective beneficiary results? ⁸
Sustainability	EQ 7: To what extent did the programme address longer term institutional/systemic change, i.e. capacity development, localisation, standards, system strengthening etc. ⁹

3.3 Methodology

Qualitative research methods are the primary method for this evaluation. Quantitative data play a supplementary role in the in-country resource mobilisation study and for the analysis of beneficiary outcomes. Data collection took place between March and June 2021 and was carried out by a core Evaluation Team and four country research teams. The evaluation uses five main data collection and analysis approaches: a global desk review, qualitative semi-structured interviews, country case studies, a review of in-country resource mobilisation, and an analysis of beneficiary-level data.

Global desk review

The global desk review included two parts:

- 1) a document review of ECW documentation and guidelines, as well as other strategic documentation; and
- 2) a MYRP portfolio analysis of all 18 existing country MYRPs.

The portfolio analysis allows for an investigation of the MYRPs' evolution over time across the three phases or generations of MYRPs that are already in place, in terms of the design, implementation,

⁷ For example: timeliness, cooperation/communication between actors, alignment with existing humanitarian coordination architecture and processes, funding allocations, and ECW's quality assurance, decision-making, and approval process.

⁸ This is from the ToR, EQ 10.

⁹ This is from the ToR, EQ 11.

and results of MYRPs, including key stakeholders' perceptions of that evolution, and makes it possible to make recommendations for how to improve MYRP processes moving forward.

Global interviews

The Evaluation Team undertook semi-structured KIIs by teleconference based on the Evaluation Framework, to capture the views and perceptions of ECW Secretariat members and key stakeholders on issues of the MYRP modality's relevance, effectiveness, efficiency, alignment, and sustainability, as well as suggestions for improvement. The team consulted with global and national-level stakeholders (see Annex B for a detailed list of those who were interviewed).

Notes were taken during the interviews and digitised afterwards for analysis. The evaluation uses the framework method for coding and analysis of interview data, which is especially useful in drawing meaning from semi-structured interviews and discussions. Transcripts were coded by the global research team. Emerging themes were drawn from the coded data and then compared against the global desk review and the findings from the case country studies.

Country case studies

The key purpose of the country case studies was to examine the MYRP implementation at country level by delving deeply into each of the four contexts. The four case studies have allowed for in-depth analysis of the different ways in which MYRPs have been operationalised, examining how the MYRP strategic principles and inputs have been translated into country-level outputs and systemic outcomes. A key aim of this in-depth analysis was to identify and understand the factors and conditions which have influenced the operationalisation and effectiveness of MYRPs.

The four case study countries are first-generation (Afghanistan, Bangladesh, and Uganda) and second-generation (Syria) MYRPs. However, with the ECW Secretariat it was agreed that the third-generation MYRPs would be included in the evaluation in order to assess the evolution of the MYRPs. To this end, the Evaluation Team conducted additional analysis of relevant ECW guidance and tools used by third-generation MYRPs, and documentation (MYRP proposals, scoring, and relevant correspondence), for four third-generation countries (Colombia, DRC, Ecuador, and Nigeria). In addition, the Evaluation Team interviewed key informants both in the ECW Secretariat and from two third-generation MYRP countries (Colombia and Nigeria).

In-country resource mobilisation analysis

As part of the evaluation, but with a slightly separate focus, ECW requested that OPM undertake an additional analysis that was not part of the original ToR. The aim was to estimate the amount of funding mobilised because of the MYRP modality in the 10 first- and second-generation MYRP countries. This was done using data from the FTS and IATI databases, and consolidating them with project data from the MYRP country coordinators. Each project was ranked according to a rubric designed by OPM and ECW. Further details on this exercise are provided in Annex C.

Beneficiary-level data

OPM used the 2020 quantitative database (that includes cumulative results up to the end of 2019) as a secondary source for the analysis of beneficiary-level data. The database is updated by ECW annually using the annual progress reports by grantees in MYRP countries as the source. In addition, the joint reports from April 2021 (covering the reporting period up to the end of 2020) for the four case study countries were provided by ECW to OPM, and highlights of the results are presented in this report.

Survey of grantee applicants

The original proposal for the evaluation suggested that a survey of organisations take place targeting organisations that had applied to be grantees in the countries. As the evaluation progressed, the Evaluation Team recognised that the KIIs in the case study countries, as well as those conducted for

the two third-generation MYRP countries, covered this topic in depth. As a result, it was agreed with ECW that the survey would not go ahead as it would not contribute additional information to the evaluation.

3.4 Quality control

Care has been taken to provide a balanced view, from stakeholders internal to ECW and different external stakeholders. Respondents' views have been triangulated across different data sources, as well as documents, and these can be found in the Evaluation Matrix in Annex A. The researchers have been mindful of their own bias when writing up the findings and have attempted to present a nuanced and genuine representation of respondents' perceptions. Where relevant, the team has added verbatim quotes to the analysis. Furthermore, the wider OPM Evaluation Team includes both in-house and external members who have reviewed versions of the final evaluation reports as part of the quality assurance process.

3.5 Risks and limitations

Table 3 lists some of the risks and limitations of the evaluation, with notes about how these factors were limiting and some of the mitigation measures taken to ensure that the quality of the evaluation has been upheld despite them.

Table 3 Risks and limitations of the evaluation

Risk or limitation	Why this is limiting and what the mitigating measures were
Not all documents for all countries were available	The Evaluation Team did not have access to all relevant documentation for the overall portfolio review, such as annual country reports, which limited the analysis. With regard to country case studies, most documentation was provided on request and the remaining data gaps were filled in by stakeholder interviews.
Issues with the availability of beneficiary-level data	OPM was able to access the full sets of reports on beneficiary-level data from 2019 through the ECW quantitative database, but due to the timing of the reporting period, received 2020 data from the joint reports only for the four country case studies in May 2021, once the bulk of the evaluation had already taken place. Moreover, the data do not include information regarding progress on continuity and quality of learning. As the MYRPs are at different stages of implementation, in many cases it is too early to observe any changes in these metrics anyway, as by the end of 2019 even the oldest MYRPs had only been in place for one year. Since this is an evaluation of the MYRP modality, and since beneficiary-level results were not collected as part of the evaluation (as per the ToR), the main objectives of the evaluation have not been compromised.
Difficulties in determining funding mobilised by ECW through the MYRPs	There is limited information available on mobilised funding beyond seed funding, even with dedicated resources directed to a deeper investigation. Moreover, ECW does not have a precise definition of what constitutes 'leveraged' funding, and OPM worked with ECW to better define the term as part of the analysis, although this has not been widely shared with partners yet. Respondents for this part of the evaluation were also more difficult to contact and, in some cases, did not respond to data requests. In part this is likely because data are poorly recorded and estimations could be time-consuming to produce and might lack rigour.

<p>Limited engagement of all stakeholders, and potential bias</p>	<p>In the case study countries, the primary focus was on interviewing respondents from organisations involved in the development, implementation, and governance of the MYRPs. Due to constraints on resources, it was not possible to systematically identify and interview organisations that were marginally involved in the MYRPs. It was also not possible to interview local stakeholders who were not involved with the MYRPs, although some interviews of this nature took place for some of the case studies. This means that this report is based on interviews regarding the perceptions and opinions of organisations that have had a seat at the table of the MYRPs, which might skew perspectives. The respondents overall were forthcoming with their views on the challenges and drawbacks of the MYRPs, and also overwhelmingly highlighted the need for MYRPs to engage more extensively with local actors. Interview data are triangulated to ensure reliability and validity.</p>
<p>Potential bias in the country case study selection</p>	<p>The country case studies were implemented in four countries, three of them selected by the ECW Secretariat and specified in the ToR. Syria was chosen by the Evaluation Team after discussion with ECW, and the other three were confirmed during the inception phase. Given the different contexts of each country, and the status of MYRP implementation there, generalisation is made with caution. However, the Evaluation Team analysed the evolution of the MYRPs over the three generations, and their potential impact on the implementation where feasible. The country case studies were guided by a standard interview protocol to ensure that responses for all evaluation questions were obtained.</p>
<p>The data collection was done remotely due to the COVID-19 pandemic</p>	<p>The evaluation engaged in-country teams for the case studies, although data collection still had to be done virtually over the phone and internet, due to lockdowns and precautionary measures in all case study countries. Some of the respondents participated in interviews during lockdown, which may have had implications for individuals' well-being and the space and time they were able to dedicate to their responses. Due to connectivity issues, some interviews were audio-only, while others were conducted via video, therefore creating different levels of rapport.</p>

4 Evaluation findings

4.1 Relevance and appropriateness

EQ 1: How relevant, appropriate, and significant is the MYRP at global and country level?

This section addresses the broad questions of how relevant, appropriate, and significant the MYRP modality is by looking at both the global level and country level to make an assessment. We seek to answer the following key questions: To what extent and how does the MYRP modality respond to the obstacles that have prevented humanitarian and development actors from delivering quality education in humanitarian crises? How do the MYRPs' design and processes (and their evolution) add value to the work of alignment across the humanitarian–development nexus? What works well, and why? To what extent and how does the MYRP modality respond to differentiated needs of conflict-/crisis-affected population groups (i.e. boys and girls, IDP/refugee/host children, and youth with disabilities), and to what extent and how does it take equity considerations into account? How well do the MYRPs adapt to the contexts of each country? How well do the MYRPs adapt to the changing needs in each country? Are the choices of countries transparent and evidence-based, given country context and needs? To answer these questions, we drew heavily on the country-level KIIs conducted for the four country case studies, in combination with the global-level KIIs. The portfolio review was used to triangulate the findings on the design of the MYRPs, and the Evaluation Team was able to observe and assess changes made across the three generations of MYRP proposals, while also taking account of changes in other documents, such as the MYRP guide and MYRP template. The findings in response to EQ 1 and its sub-questions were triangulated against the findings on these questions in the case studies, in order to draw conclusions and make recommendations regarding the MYRP modality's relevance and appropriateness.

Box 1 Key findings on relevance and appropriateness

- The MYRP modality has adapted to country contexts in successful ways and has adjusted standard operating procedures and requirements to changing needs in-country. The design of the MYRPs, in terms of the template and guidance that ECW provides, has improved substantially across the three generations of MYRPs.
- The MYRP modality has filled a gap in terms of providing an instrument that addresses the humanitarian–development nexus, yet ECW does not currently have a clear definition of that nexus and stakeholders expressed uncertainty about how best to go about bridging the nexus.
- Gender is clearly included in the MYRP proposals, as are children with disabilities and other vulnerable groups. In practice, the approaches to gender are more prominent than the approaches to disabilities and other vulnerabilities.
- Generally, the findings of this evaluation suggest that MYRP countries have been selected in a transparent manner, but better information-sharing on the selection criteria is needed to enhance the transparency of country selection and budgetary allocations.

EQ 1.1 To what extent and how does the MYRP respond to the obstacles that have prevented humanitarian and development actors from delivering quality education in humanitarian crises?

The design of the MYRPs, as found in the portfolio analysis of the 18 existing MYRP proposals, address the systemic obstacles that have prevented humanitarian and development actors from delivering quality education in protracted crises. These obstacles include, among others, the short-term nature of funding, which prevents actors from being able to plan and programme for the longer term and ensure continuity of learning; lack of inclusive, transparent, and coordinated approaches to financing, including facilitating local partners' access to resources; limited or constrained government capacity; poor availability of quality data; as well as limited funding for EiE and further resource mobilisation in protracted crises.

MYRPs, in their design, intend to improve harmonisation across the humanitarian–development nexus by strengthening the coordination and processes through which humanitarian and development actors work together on EiEPC. Coordinated planning and response builds on comparative advantages, with stakeholders complementing each other's roles, contributions, and capacities across the humanitarian–development nexus, while respecting each partner's mandates, obligations, and independence. The MYRP modality aims to address the humanitarian–development nexus by bringing different actors together to support programmes identified through Joint Education Needs Assessments (JENAs),¹⁰ or by analysing existing strategies and plans, across the humanitarian–development spectrum, such as ESPs or HRPs.

In their implementation, the MYRPs partially address the systemic obstacles of working across the humanitarian–development nexus, and in some cases strengthen the coordination and collaboration mechanisms between different partners. However, funding often operates on an annual basis in practice, coordination mechanisms could be more collaborative, and resource mobilisation efforts can be strengthened. This is what was reflected in the global-level KII and was confirmed by the country case studies. The rest of this subsection is dedicated to explaining these points further.

The MYRP modality has strengthened work across the humanitarian–development nexus in two main ways. First, MYRPs have generally improved the availability of data on education needs, and have provided funding for additional assessments where data are unavailable. Particularly in Bangladesh and Uganda, improvements in the availability and use of data were noted. MYRPs in different contexts have also increased attention to learning outcomes of IDPs, refugees, and other vulnerable groups, most notably in Afghanistan. This is further discussed in relation to EQ 5.9.

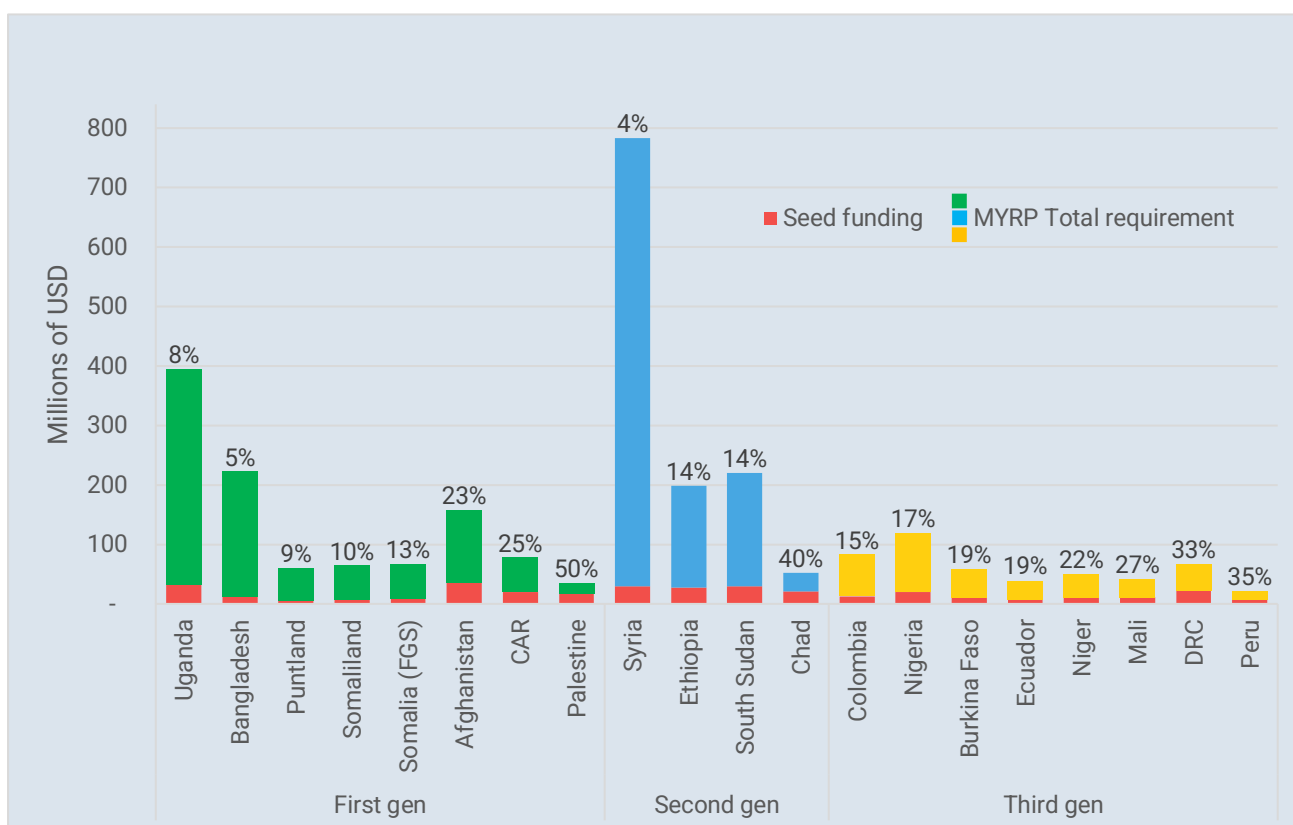
The MYRP modality has generally strengthened the coordination and collaboration between humanitarian and development actors across the countries. The portfolio review of MYRP proposals of 18 countries indicated that the MYRP development process has brought together humanitarian and development actors for EiE programming. This is clearly demonstrated in Syria, where key informants reported how the MYRP brought stakeholders together with a shared vision and an opportunity to discuss long-term planning. This is echoed in Bangladesh, where the feedback was that the MYRP has created a more structured framework that allows actors from the development and humanitarian sectors to come together to develop a more harmonised approach to education in Cox's Bazar. In other places where strong coordination mechanisms were already in place, respondents considered the MYRPs to have consolidated and further strengthened these as platforms for collaboration across the nexus – for example, in Uganda and Nigeria. The success of the MYRPs in bringing actors together extends beyond only education actors: for example, they have succeeded in bringing in the World Food Programme (WFP) to the sector of EiEPC, with WFP even having joined the MYRP scoping missions for Ethiopia, DRC, and Chad.

¹⁰ JENAs are inter-agency needs assessments focusing on the education sector, conducted jointly by multiple partners using a single tool and methodology to determine the impact of emergencies on children, communities, and education systems (Global Education Cluster, n.d.).

Notwithstanding the positive sentiment and examples of coordination and collaboration, feedback from some of the key informants was that the engagement around the MYRPs, and coherence between stakeholders, is still lacking and should be improved by the MYRP process. In particular, it was suggested that the MYRP development processes and mechanisms should be made more inclusive of local actors, which is discussed in more detail in the sections on EQ 2.1 (coherence with global frameworks) and EQ 5.6 (inclusiveness of processes). Moreover, MYRP processes can be improved further to make them generally more inclusive, informative, and efficient, and more responsive to differentiated needs of vulnerable groups (discussed in more detail as part of EQ 1.2).

There is scope for improving the way in which MYRPs can bridge the humanitarian–development nexus. First, the multi-year nature of MYRPs is undermined in some cases. The PCA process used by UNICEF – the most common MYRP grantee and thus sub-granter to IPs – has not allowed for the MYRPs’ multi-year funding to reach IPs in some countries, which has negatively impacted the multi-year planning ability of those IPs. In these cases, the benefit of this unique feature of the MYRP design, allowing actors to work on longer-term outputs and interventions, enabling a focus on learning and building protection-based outcomes, is limited. This challenge is explored further in the discussion of EQ 4, in the section on efficiency. Second, the road to mobilising more resources for MYRPs and EiEPC through the MYRPs can be strengthened, to continue making strides in overcoming a lack of funding – identified as one of the major constraints to delivering quality education across the humanitarian–development nexus. ECW makes funding available as part of the seed window and the MYRPs call for in-country resource mobilisation to be able to implement the full plan, and even scale up. Figure 4 shows the full requirement of each of the country MYRPs, with the seed funding displayed in red. The seed funding, in combination with a resource mobilisation strategy available in all the latest MYRP proposals, is a strong start in regard to addressing the issue of underfunding of EiEPC. However, it is unclear how much additional funding the MYRPs have mobilised in addition to the seed funding invested by ECW. The resource mobilisation analysis that OPM undertook found that coordinators and donors are able to make estimates about the resources mobilised by the MYRPs, but it is not clear cut. This is discussed in depth under EQ 5.2. There are, however, some definitive examples of new funding being mobilised, such as in Afghanistan. In the view of many stakeholders interviewed, including donors, it is not possible to say how much of the funding reported by ECW as being leveraged towards the MYRPs constitutes additional funding for EiE, and how much of it is funding that has already been or would otherwise have been allocated to EiE. There is a lack of clarity to donors, including on the ExCom, of how this is tracked by ECW, and there is a general challenge regarding the availability of data on funding in EiE in general. This is discussed in more detail in the section on EQ 5.2.

Figure 4 Seed funding as a share of the full MYRP proposal costs



Source: Authors' own calculation, based on data provided in each of the MYRP proposals

EQ 1.2 How do the MYRPs' design and processes (and their evolution) add value to the work of alignment across the nexus? What works well and which less well?

The MYRP processes have improved across the three generations, facilitating better alignment across the humanitarian–development nexus, but there is still room for improvement, especially around roles and responsibilities and avoiding duplication with existing structures and plans. Across the three generations of MYRPs, there has been a clear and positive progression towards greater clarity, transparency, inclusivity of processes, and increased responsiveness to differentiated needs of vulnerable groups. The KIIs, the portfolio review, and the document review all show improved definitions of the roles and responsibilities of stakeholders within MYRPs, increasing complementarity between stakeholders, and stronger encouragement of grantees and other stakeholders to uphold the principles of international humanitarian–development frameworks, such as the New Ways of Working, Grand Bargain, and Sustainable Development Goal (SDG) 4,¹¹ thereby strengthening the MYRPs' role of bridging the humanitarian–development nexus (see also the discussion of EQ 2.1). However, alignment – and therefore work – across the nexus in practice varies depending on the context, as discussed in more detail in the section responding to EQ 2.3 on coherence.

With regard to the availability of supporting documents, guidance, and templates for in-country education partners, there is a substantial change in the third-generation MYRP initiation phase, which clearly articulates the MYRPs' purpose, objective, roles, responsibilities, and timelines. While the templates for each of the MYRP generations require an overview of the governance structures and roles and responsibilities of the parties involved in governing and managing the MYRP, the third-generation instructions are more strategic, requiring an

¹¹ SGD4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

outline of the roles and responsibilities within the governance structures and linkages with key stakeholders like humanitarian, refugee, and development coordination groups, as well as cross-sectoral coordination groups.

Overall, the latest template and instructions reveal a maturity of ECW's conceptualisation of the MYRPs, including their emphasis on the value-add of the MYRPs and the MYRPs as a collaborative process. The instructions support a design process with clearly articulated humanitarian–development linkages. The evolution of the MYRPs is shown in the templates and guidelines which were reviewed by the Evaluation Team. The first-generation MYRP template had a strong focus within the application on providing analysis of humanitarian–development challenges and a corresponding strategy, ToC, and detailed activities supported by evidence and good practices. The second-generation template includes instructions embedded in comments, provides example texts, and adds greater clarity to the application process in terms of how to develop a MYRP and what is expected in terms of the proposal. The template provides more focus and depth to the programmatic side of the MYRPs, requiring details on how the thematic areas of gender, inclusion, and protection should be integrated throughout the planned strategies and activities, and how they address the humanitarian–development nexus. Lastly, the third-generation MYRP template is accompanied by a separate set of instructions, and there is greater clarity and greater professionalisation within the template and instructions.

However, the development processes for the MYRPs, as found in the country case studies and global-level interviews, can lead to duplication with existing coordinating mechanisms and existing national plans, thereby diluting the value that the MYRP processes add to bridging the humanitarian–development nexus. In terms of the processes, in MYRP governance structures there is often a lack of clarity on the roles and responsibilities of different actors, and how the MYRP complements existing frameworks. This is discussed in more detail in the section on EQ 4.1 on efficiency of processes. There is also scope to improve the alignment of the MYRPs with national humanitarian and development frameworks. In-country stakeholders frequently noted the need for ECW to strengthen the analysis of, and encouragement of practical actions to ensure, alignment of the MYRPs with both the existing national processes and coordinating mechanisms and the existing plans and frameworks. The MYRPs are perceived by some key informants as standalone or separate projects or programmes, rather than contributing to a national plan. Some respondents went so far as to say that they do not see the value of having an MYRP if there is an ESP and HRP in existence. This illustrates the need for the proposals to build on existing plans in terms of timing, steps, design, and implementation, and to explicitly describe how the MYRP and existing frameworks are complementary to each other. This is discussed in more detail in the section on EQ 2.1 on coherence with national frameworks.

The roles of GPE and ECW in countries where both are operational are unclear among many stakeholders, which forms a challenge to bridging work across the humanitarian–development nexus. This point was highlighted by global respondents, including donors on ECW's ExCom. GPE and ECW have had discussions on this front but this has not materialised in a memorandum of understanding or complementarity note about the complementary nature of their roles at global and country levels. This is discussed in more detail in the section on EQ 2.2 on coherence.

The MYRP modality has filled a gap in terms of providing an instrument that addresses the humanitarian–development nexus, yet ECW does not currently have a clear definition of the nexus and stakeholders expressed uncertainty about how best to go about bridging the nexus. The ECW Operational Manual (2020) highlights the value of the MYRP in ensuring coherence between humanitarian and development interventions and assistance, and this value was acknowledged by most interview respondents at the global level. Nevertheless, interviews with stakeholders who have experience working with MYRPs in-country indicated that there is a lack of clarity around the vision for where the MYRPs intend to end up in terms of bridging the nexus.

The evaluation findings, relying mostly on the country case studies and corroborated by some global-level KIIs, show that the first-generation MYRP processes in particular were not always fully tied in

with the timing and development of ESPs, HRP, RRP, or other relevant plans, as a step towards bridging the humanitarian–development nexus, but that this is improving. In the case of Bangladesh, for example, the development of the MYRP proposal took place as the government and other stakeholders were completing the processes around the Joint Response Plan (JRP) and the Primary Education Development Plan 4 (Bangladesh’s ESP). Respondents stated that the MYRP process was duplicative and not complementary of, or coherent with, government-held processes. In contrast, Uganda is an example of where the MYRP was seen to align well with the HRP. This helps to engage the government and provide longevity. Since alignment across the nexus relies on government buy-in, using the priorities and strategies they have identified is a clear first step towards bringing them on board with the MYRP process. There has been a positive evolution on this front, with a focus in the third-generation MYRPs’ design and design processes on alignment with, and building on and supporting, existing timelines and processes (see the discussion of EQ 2.1).

EQ 1.3 To what extent and how does the MYRP respond to differentiated needs of conflict/crisis affected population groups i.e. boys and girls, IDPs/refugees/host, children and youth with disabilities and take equity considerations into account?

ECW has made great strides forwards in its ability to provide guidance to country teams on gender, disability, and other vulnerable groups, but the use of this expertise is not optimised or localised enough. ECW has developed a Gender Policy and Accountability Framework 2018–2021 but its application is not apparent from the first- and second-generation MYRPs, based on the portfolio review. There was some progress in the third generation, where gender was integrated into the application template and template instructions. The review also showed that the MYRP proposals generally acknowledge gender equity and strategies for mainstreaming. Targeted interventions are presented in the proposals, and children with disabilities are generally referred to, but few MYRPs present concrete strategies on how to address their educational needs. Similarly, limited information is provided in this regard in the progress reports.

ECW has built its in-house expertise on gender, disability, safeguarding, and MHPSS so as to provide more precise and comprehensive advice to in-country partners. This has led to more technical engagement and advice during the development of the MYRPs. However, some respondents were of the view that the technical experts are not involved in the MYRP processes in a way that maximises their skills and ensures their expertise contribute to a holistic approach to marginalised children. Technical experts should be involved from the very beginning of the MYRP development process, rather than being brought in during the final stages of the development, and some key informants from the ECW Secretariat reported that this has started to take place. In addition, respondents expressed that more localised expertise is required to ensure the MYRPs are not too generic, respond to local dynamics, and better include national policies and frameworks relating to gender, inclusion, and vulnerability. For example, in Ecuador, the MYRP focuses strongly on inclusivity of girls in education to meet the 60% target. This is important in a context where boys have higher drop-out rates than girls, due to bearing greater responsibility for household livelihoods. In the Afghanistan case study, key informants reported a need for more local expertise to improve the MYRP’s gender strategies, instead of bringing in external expertise.

Gender is clearly included in the MYRP proposals, as are children with disabilities and other vulnerable groups, but in practice the approaches to gender are more prominent and strategies are more comprehensive than they are for children with disabilities and other vulnerable groups. In part, this is due to the fact that work on gender in humanitarian action and EiEPC is more institutionalised than work on disability and inclusion. In addition, ECW has had a gender manager and gender strategy, while there was not a resource person on inclusion until 2021. Furthermore, addressing the needs of children with disabilities is hampered by a lack of capacity of partners to address these challenges. This was raised as a particular issue in Syria and Uganda, where respondents highlighted the lack of capacity at local level to address gender and disability dynamics and challenges. Many key informants suggested ECW could seek out more specific partnerships with local organisations working on these issues, and ensure that local organisations representing people with disabilities be included in the design of the MYRPs. With a new resource

person focused on inclusion within the ECW Secretariat in 2021, ECW is encouraging these types of engagement. Respondents suggested that MYRP grantees and IPs should be encouraged to invest in capacity development, for example through collaboration between international and local organisations in the design and implementation of gender- and disability-responsive strategies.

An area not yet addressed in the MYRPs is gender beyond a binary understanding of gender, to include sexual and non-binary identities. Globally, there is a deepening understanding about the social construction of gender. Likewise, there is stronger social pressure to move towards a non-binary description of gender, and to un-group the concepts of sex, gender, and sexual identity. This aspect of equity has not made it into any of the MYRP proposals to date, though discrimination, mistreatment, and exclusion related to sexual identity and gender non-conformity will certainly play out in emergencies as they do in other contexts. There may be situations in which people with non-conforming identities will be especially targeted for gender-based violence and may require additional measures for protection. This has implications for access to schooling, and may affect education quality, as well as protection and water, sanitation, and hygiene (WASH).

EQ 1.4 How well do the MYRPs adapt to the contexts of each country?

The MYRPs have adapted to country contexts in successful ways and would be further improved by integrating geographic disparities within countries into their design. In Afghanistan, the MYRP identified a successful model for teaching in the country – community-based education (CBE) – and used it as the basis for the MYRP there. Since the country has a lot of variation across provinces, the Afghanistan MYRP would benefit from slightly different priorities depending on the local context at a more granular level.

Earlier MYRPs, like that in Uganda, reflect a time when the Secretariat was far smaller and there was even more reliance on in-country partners taking the lead. In Uganda, this obviously resulted in a Uganda-specific MYRP. There is a perception among country actors that there is an element of regional disparity in the MYRP for Uganda, with southwestern Uganda receiving fewer resources than the Northern region. The decisions about funding were taken based on where the actors in the consortia were already active, and while both areas continue to be under-resourced, respondents expressed uncertainty about whether the most marginalised are being addressed adequately. In Bangladesh, the MYRP set out how the government could be engaged in a sensitive manner, so that the needs of both host and refugee communities were addressed. This was done in alignment with the JRP and allowed for the inclusion of a government representative on the Strategic Advisory Group.

Another example of the MYRPs' flexibility is in the scale-up plan for Nigeria, which notes that the funding priorities are broad guidelines. It states: 'The Education in Emergencies Working Group will bear them in mind while making informed decisions about what to do with available funding, but there may be cases where the priorities need to be shifted to achieve improved outcomes or impacts.'

However, reflections from respondents in the Syria case study are at odds with the general opinion from elsewhere. They reported that the templates and guidance from ECW were generic, and that this precluded the acknowledgement of the complexity of the Syrian context and in turn was a barrier to the MYRP adapting appropriately there. The Syria case aside, key informants generally expressed positive views on how well the MYRPs are adapted to country contexts. Nevertheless, some respondents across the global review and case studies voiced concern that the ECW Secretariat is attuned to issues at the global level, while what is needed is more support on the ground. Sentiment across respondents was that the Secretariat is always responsive, but that they do not always make strong recommendations, given the country contexts.

EQ 1.5 How well do the MYRPs adapt to the changing needs in country?

The MYRPs have adjusted their standard operating procedures and requirements to changing needs in different countries, and this would be further improved by more clearly outlining decision-making procedures. According to the case studies, the MYRPs have adapted well to changing needs in those countries. For example, in Syria, as a response to the depreciation of the

currency and escalating violence, the MYRP was able to adjust and respond appropriately, albeit slowly. Progress reports written by grantees reflected changes in planning to respond more appropriately to needs on the ground, including changes to budgeting and construction of centres, and to teaching and training modalities. Similarly, in Bangladesh, reports provide examples of adaptations to changing needs, with grantees regularly engaging partners to adjust programmes as required throughout different project cycles, such as through the rehabilitation of learning centres after destruction caused by cyclones and adapting teaching modules in response to COVID-19.

Interview respondents suggested that more clearly defined roles about how to adjust procedures would make MYRPs more efficient and faster to adapt to change. The MYRP proposals do not indicate who the decision makers are or what the decision-making structures are; in general, that is the role of the MYRP Steering Committee, and while there have not been any reported issues with that setup, it could be improved. Furthermore, feedback from interview respondents reflect that there should be more discussion about how the MYRPs can be more nimble in general. Annual reporting systems are geared towards accountability and are too slow to respond efficiently to what can be a rapid change in circumstances in-country.

The existing MYRPs made amendments to their operations in response to COVID-19: newer MYRPs that were at earlier stages of their design were able to pivot and respond more substantially to the pandemic. ECW provided support to the country MYRPs by issuing a short reprogramming note in English and French, which provided reprogramming orientation guidance focusing on distance learning, communication campaigns, as well as WASH and hygiene. If countries opted to reprogramme over 30% of their ECW funding, they had to submit a reprogramming request, although even countries that had far smaller changes elected to inform ECW about them.

- In Bangladesh, ECW's response to COVID-19 through the FER was commended by respondents, whereas when asked specifically about the MYRP's response, only some interviewees were aware that learning materials for children were supplied while they were not attending school. This appeared to be an issue related to communication between partners and was not a problem for grantees who followed the administrative and programmatic processes.
- In Afghanistan, the MYRP responded to COVID-19 by aligning to the Ministry of Education's COVID-19 Plan, which required a change in the direction of the MYRP. This was done by keeping children supported with self-learning printed materials and (in conjunction with the Ministry of Health), by communicating with teachers and school management *shuras* (assemblies or groups) about health-related awareness and intervention. This response was slow to come to fruition for a host of reasons – most of which were largely due to the volatility of the context – and the impression of respondents was that, as a result, it caused confusion and the desired impact of being able to provide a COVID-19-adapted response was largely lost for IPs.
- In the case of the Chad MYRP, which was a second-generation MYRP, COVID-19 caused delays initially, but then a third of the ECW seed funding was re-budgeted to COVID-19-related activities in all five targeted provinces.
- In the Colombia MYRP, which was designed while the COVID-19 crisis was ongoing, the proposal identifies the risk of COVID-19 pandemic escalation (and other crises) and its potential impact on the MYRP, and identifies strategies for adapting to this potential change. In the country's scale-up strategy, COVID-19 is also considered: 'If the COVID-19 pandemic escalates further and there are more extended lockdowns, funds may be used to support COVID-19 prevention and educational continuity activities in the departments where activities are ongoing.'

- The DRC MYRP also discusses potential mitigation measures should COVID-19 continue to have strong effects on access to education, although it is too early to observe how these have played out.

EQ 1.6 Are the choices of countries transparent and evidence-based, given country context and needs?

The view of some – but not all – respondents is that the MYRP countries have been selected in a transparent manner, but better information-sharing on the selection criteria is needed to enhance the transparency of country selection and budgetary allocations.

The criteria for country selection changed in 2019 at the request of the ExCom, and changes to the methodology and process for country selection followed soon after, in 2020. When need be, ECW updates the list of countries based on the selection criteria that are described in a country decision guidance note, which is approved by the ExCom. Countries that have experienced a crisis for the past three years in a row are analysed as eligible for an MYRP. The five composite scores used to determine which countries will receive MYRPs, and how much seed funding they will get, are: Informed Risk 2020¹² (a forward looking metric); the Global Crisis Severity Index;¹³ the funding gap; education need, including Humanitarian Action for Children appeal; and official development assistance per capita. The first two measures are not based on metrics that are specific to education.

ECW reported that it has shared with the ExCom the metrics used to prioritise countries for MYRPs, and the donors (who are ExCom members) interviewed for the evaluation expressed being satisfied by the level of information that they were provided with. However, feedback from NGOs¹⁴ and country-level stakeholders reflected that the process has been opaque, particularly when it comes to how the number of MYRP countries is chosen. Since the main source of information for donors as well as INGOs is the ExCom, this is likely a difference in perception rather than one group being more informed than another, but it indicates that better communication on country selection is needed. In the case of country-level stakeholders, their information sources are likely different and they may indeed be informed differently on updates like these.

There is a lack of clarity among most stakeholders regarding on what basis the amount of seed funding is decided. It has been explained to both the ExCom and the Evaluation Team that it is based on needs, and a higher score results in more seed funding going to a country. Reflections from some respondents are that even though the principle for the allocation of funding is understood, information regarding how the exact amounts are calculated is needed.

There has been a change regarding how ECW shares information about how much money it has available for seed funding. In the first-generation MYRPs, it shared this with in-country partners but found that it became difficult to engage on issues regarding programming, as so much attention was given to that number and how it would be divided. Thereafter, the decision was taken not to share this number outside of ECW, but that has recently changed once again and ECW has become more up front about expectations regarding what is available. In terms of how seed funding is divided between grantees in a single country, this is also done based on needs, although a less rigorous formula is used in making the decision.

As the number of MYRP countries increases and others, such as Bangladesh and Afghanistan, are beginning preparations for renewal, it also remains unclear to what extent the ECW Secretariat will be able to provide the increasing number of countries the necessary time and attention that they need to support them well, despite processes becoming more streamlined over time and a concerted effort to promote local capacity to support development and implementation. The same applies to the

¹² <https://drmkc.jrc.ec.europa.eu/inform-index>

¹³ <https://data.humdata.org/dataset/inform-global-crisis-severity-index>

¹⁴ NGOs are represented on the ExCom by Save the Children and Plan International, and there is an NGO group that facilitates the sharing of information from ECW and the ExCom to them.

technical expertise of in-house staff at ECW, with the workload increasing for the experts on safeguarding, MHPSS, disability, gender, resources mobilisation, and education.

Box 2 Conclusions on relevance and appropriateness

- The MYRP modality design addresses the systemic obstacles of working across the humanitarian–development nexus and strengthens the coordination and collaboration between different partners.
- As a new concept, the nexus is still being globally defined and MYRP stakeholders do not have clear guidance and examples of best practices about how to bridge the nexus.
- ECW’s evolving and more strategic approach with respect to MYRPs has seen improvement over the MYRP generations on gender equality. MYRPs could improve the way they address the needs of all vulnerable children. Approaches are incorporated in the MYRP proposals, but partners are not always sure about how to do this well in practice, especially in terms of effective strategies to meet the educational needs of children with disabilities.

4.2 Coherence (external)

EQ 2: To what extent are the MYRPs aligning with, complementing, and leveraging international and national humanitarian–development system(s) and related plans, policies, and frameworks?

This section addresses the external alignment of the MYRP modality with international and national humanitarian and development systems and related plans, policies, and frameworks, as well as with other sources of funding in a country or EiEPC context. We seek to answer the following key questions: How coherent are the MYRPs with global humanitarian–development frameworks? How coherent are the MYRPs with national humanitarian–development frameworks, and related plans and policies? To what extent do the MYRPs align and collaborate with other sources of funding? These questions were interrogated through a document review of global humanitarian and development frameworks, such as the Grand Bargain Commitments, New Ways of Working, SDG 4, Global Compact for Refugees, and others, as well as a portfolio review of all MYRPs to date in order to assess whether MYRP proposals and narrative reports contain concrete evidence and analysis of alignment with global humanitarian–development frameworks and principles. The evaluators also examined whether MYRP plans explicitly reference how the MYRP is aligned with, and does not contradict, government strategies, HRPs, cluster strategies, and other relevant frameworks, plans, and strategies, including whether MYRP plans and reporting identify gaps and thematic areas to strengthen within existing plans or strategies. Based on findings triangulated across the document and portfolio reviews, complementary questions were asked of key informants at country and global levels. The Evaluation Team also examined if, and the extent to which, there is evidence on complementarity of funding in terms of non-duplication and non-contradictory funding and activities vis-à-vis other sources of funding, and interrogated this issue further during interviews with global and country-level stakeholders. Internal alignment between ECW’s modalities – another important aspect of coherence – is discussed in the section that follows.

Box 3 Key findings on external coherence

- The design of the MYRP modality is conceptually aligned with global humanitarian and development frameworks, albeit less so with the principles of localisation and complementarity in global frameworks.
- MYRP processes have been designed with the intention of aligning with national humanitarian and development frameworks; the realisation of this has varied in practice with the first- and second-generation MYRPs based on country context. There has been a positive evolution towards a stronger focus on alignment with existing humanitarian and development plans and strategies in the third-generation MYRP design, corresponding with ECW's evolution towards a more strategic approach to supporting countries.
- Greater coherence has been facilitated by government ownership, the inclusion of EiEPC in national strategies, and the existence of strong humanitarian and development coordination mechanisms.
- The MYRP modality allows for alignment of funding, but the extent to which MYRPs align and collaborate with other sources of funding varies based on context and how well the MYRP is aligned with national humanitarian and development plans.
- A widely cited factor constraining better coherence between humanitarian and development funding and the MYRP modality is insufficient clarity on roles and responsibilities vis-à-vis major funds and coordination bodies – in particular, ECW and GPE.

EQ 2.1 Coherence with global humanitarian–development frameworks

The design of the MYRP modality is conceptually aligned with global humanitarian and development frameworks, albeit less so with the principles of localisation and complementarity in global frameworks. Alignment is particularly strong with SDG 4, through a focus on equitable and inclusive education and learning. Alignment is also strong with the New Way of Working, Grand Bargain, and Global Compact for Refugees, through a focus on closer collaboration between humanitarian and development response through joint planning on collective outcomes across multi-year timeframes; and through global development frameworks through support for government leadership and strengthening government capacity. Alignment with global humanitarian–development frameworks is not often explicitly addressed in the MYRP plans but alignment has been integrated into the MYRP guidance and templates for the design process, particularly in the evolution from the second to the third generation (see discussion of EQ 4). A checklist of global principles was developed for the purposes of this evaluation and can be found in Annex D.

Alignment with the principle of national ownership within global frameworks¹⁵ is limited in some conflict and crisis contexts when the government is not involved in the MYRP, such as in Syria. In addition, there is limited conceptual linking to localisation and the use of complementarity in the MYRP design process, which has resulted in a limited focus on these issues in MYRP implementation (see the sections on EQs 4 and 5). The lack of alignment on localisation was cited by both global and national respondents as a challenge, given that ECW was founded out of the World Humanitarian Summit and

¹⁵ Paris Declaration on Aid Effectiveness (2005); Accra Agenda for Action (2008); Busan Partnership for Effective Development Cooperation (2011). See: www.oecd.org/dac/effectiveness/parisdeclarationandaccraagendaforaction.htm

has been explicit in its desire to provide funding as local as possible, in line with the Grand Bargain. However, most global and country-level respondents noted that MYRPs are less coherent with the New Way of Working and Grand Bargain regarding support or funding for local and national non-governmental groups or civil society. Finally, respondents also noted that while MYRPs are conceptually aligned with the New Way of Working and Grand Bargain in terms of multi-year planning and funding within the MYRP design, in many cases this is not realised in practice due to UNICEF's annual planning and contract cycles (see the section on EQ 4.2).

EQ 2.3¹⁶ Coherence with national humanitarian-development frameworks, related plans, policies

MYRP processes have been designed with the intention of aligning with national humanitarian and development frameworks; the realisation of this has varied in practice with the first- and second-generation MYRPs. The portfolio review found evidence that the majority of MYRP plans are explicitly aligned with country programmes and national government frameworks on paper, and the MYRPs contribution to those – and alignment within them – has been highlighted. However, the depth of analysis on alignment varies within MYRP proposals and several key informants involved in MYRPs, particularly those working within a humanitarian coordination mechanism, noted that some first- and second-generation MYRP templates and design processes were 'enormous work' and often duplicative of or parallel to humanitarian and development plans or strategies.

The case studies presented a spectrum of alignment with national humanitarian and development frameworks in practice, illustrating the extent to which MYRP alignment allows for adaptation to different EiEPC country contexts:

- In Uganda, where there is strong government engagement, the Uganda MYRP is fully aligned with the ERP for Refugees and Host Communities in Uganda, which itself is aligned with the national Education and Sports Strategic Plan and is an operationalisation of the global Comprehensive Refugee Response Framework.
- In Afghanistan, the MYRP is aligned with Ministry of Education policies and national plans like the National Education Sector Plan, explicitly using the Afghan CBE policy as its premise, and is even more closely aligned with the HRP.
- In Bangladesh, the MYRP is strongly aligned with the JRP for the Rohingya humanitarian crisis, but only minimally aligned with the national education system and the ESP, given the sensitivity of the refugee crisis and the government's limited involvement. However, the MYRP design process took efforts to not contradict national frameworks and plans.
- In Syria, the MYRP is only partially aligned with the HRP (i.e. in the part focused on non-formal education) and is not coherent with national frameworks or plans, due to red lines about supporting formal schooling in Syria. This limited alignment means that the MYRP in Syria only supports a subset of educational needs; this is viewed by stakeholders as a key limitation of the MYRP.

There has been a positive evolution towards a stronger focus on alignment with existing humanitarian and development plans and strategies in the third-generation MYRP design, corresponding with ECW's evolution towards a more strategic approach to supporting countries. ECW's approach has evolved to include clearer guidance on alignment with existing strategies and plans and a third-generation template that prioritises alignment within the design process.¹⁷ For instance, the third-generation MYRP template focuses on systemic outcomes in terms

¹⁶ EQ 2.3 is addressed before EQ 2.2 as EQ 2.2 builds on the findings from EQ 2.3.

¹⁷ The 2020 template includes a subsection on *Aligned Strategies and Plans* that explicitly requires MYRPs to list the strategies and plans to which the MYRP aligns, and explain how the MYRP will contribute to achieving the objectives of these strategies/plans, strengthen their implementation, and/or address gaps for improvement, describing how the MYRP process will provide an opportunity for partners to agree upon collective outcomes.

of aligning plans in proposal design with existing HRPs, Education Cluster Strategies, and ESPs. The alignment of the Nigeria MYRP with the EiE Strategic Plan (see Box 4 below) provides a good practice example of this evolution. While there has been a positive evolution on this front, respondents involved with MYRPs across the three different generations emphasised the need for ECW and partners to continually reinforce communication about the MYRP being aligned with what exists across the nexus so that the MYRP is perceived as contributing to a shared national plan, as in the case of Uganda, rather than perceived as a standalone or separate project or programme, as was reported to be the case in earlier some contexts.

Box 4 GOOD PRACTICE: Building on the Nigeria EiE strategy to develop the MYRP

The Nigeria MYRP is a good practice example of building on what already exists, which in Nigeria was a multi-year EiE Strategic Plan for Northeast Nigeria. The MYRP plan in Nigeria therefore was designed to be fully aligned with this strategic plan. The MYRP's alignment was supported by the third-generation MYRP template, which contributed to the timeliness, efficiency, and quality of the MYRP. Moreover, the design process itself leveraged existing partnerships and expertise established through the development of the Nigeria EiE Strategic Plan to identify and utilise comparative advantage. For example, at the start of the MYRP drafting process, a task team identified a small team of advisors, based on each organisation's comparative advantage in terms of technical expertise, to contribute to the MYRP draft. When the consultant was writing, each advisor reviewed their specific technical area in real time rather than at the end. In addition, ECW's thematic experts also engaged with the draft in real time, rather than at the end of the writing process. In that way, the development process avoided months of back and forth after the first draft.

Evidence from the case studies, supported by anecdotal evidence from global respondents, reveals that greater coherence has been facilitated by government ownership or engagement, the inclusion of EiEPC in national strategies, and good coordination between humanitarian and development coordination mechanisms. In cases where the government has limited or no involvement and does not include EiEPC in its own national plan or strategy, there is stronger alignment with national humanitarian frameworks and limited to no alignment with national development frameworks. Moreover, while the third-generation MYRP template explicitly requires applications to highlight alignment across the humanitarian–development nexus, findings from the MYRP portfolio review, interviews, and case studies show that there is room to deepen the analysis of, and actions to improve the connectedness and complementarity between, humanitarian and development coordination mechanisms in the MYRP initiation, design, and implementation processes. While not necessarily within the purview of ECW, the current MYRP model is dependent upon complementarity across humanitarian and development coordination mechanisms (Education Clusters, EiE Working Groups, Refugee Education Working Groups, LEGs), which in many contexts have insufficient understanding of the others' roles and responsibilities, as well as practical steps to concretely align their respective plans, including in the context of the MYRP. For instance, standard operating procedures to support their alignment by building elements of the MYRP into national sector planning and TEPs or ESPs do not exist, risking duplication and limiting coherence across the nexus and, ultimately, the sustainability of the MYRP (see EQ 7). Given that, it is currently challenging for the MYRP to optimise value, minimise duplication, and ensure maximum complementarity.

The gender approaches of the four country case study MYRPs are coherent and aligned with the global and national policies and with the ECW Gender Strategy 2018–2021. With respect to the global frameworks, all four of the MYRPs address the various SDG 4 targets to the extent possible in their respective environments, with the resources they have. All countries disaggregate data by sex to establish disparities, and analyse educational access, quality, learning outcomes, and progression through a gender lens, and differentiate their responses in order to address key barriers. Each addresses fundamental access to literacy and numeracy, as well as the dimensions of adult learning

and the development of vocational skills. All MYRPs address the supply of qualified teachers. For example, in Syria's MYRP, physical infrastructure and availability of EMIS data are elevated as significant barriers to access and progression. The Bangladesh MYRP describes the interaction between the age and gender composition of the displaced population and the pre-existing extreme poverty in the host community, and its impact on the demand for schooling and supply of teachers. Uganda identifies gaps in organisational infrastructure within the government to support equitable education for all children. The Afghanistan MYRP discusses the conservative religious and social norms at the root of the conflict itself, and its tremendous impact on the education sector as a whole.

EQ 2.2 Alignment and collaboration with other sources of funding

The MYRP modality allows for alignment of funding, but the extent to which MYRPs align and collaborate with other sources of funding varies based on context and how well the given MYRP is aligned with national humanitarian and development plans. There is evidence that the MYRP modality provides donors with the opportunity to release funds from humanitarian and development aid for EiEPC. Interview and case study findings reveal a domino effect to alignment: where MYRPs are well-aligned with global and existing national humanitarian and development frameworks and plans, MYRPs are more complementary to and aligned with other sources of funding.¹⁸ For example, in Uganda, funding instruments for refugee response, including the MYRP, are embedded and aligned under the umbrella of the ERP. There has been intentional alignment and complementarity between the different funding instruments for joint planning and implementation. In Afghanistan, given limited funding for the HRP, the MYRP's alignment with national humanitarian and development plans and policies has leveraged synergies in policies to operationalise the CBE policy and bring it to scale. Moreover, discussions aimed at alignment between the MYRP and GPE succeeded in aligning shared targets in respect of out-of-school children, through CBE and geographical complementarity.

Box 5 LESSON LEARNED: Strengthening alignment with other sources of funding

Evidence from this evaluation underscores that MYRP processes themselves can support alignment and collaboration with other sources of funding. For instance, MYRP initiation processes during scoping missions have supported funding alignment through deliberate outreach to and meetings with donors who are not usually involved in humanitarian coordination mechanisms. ECW can make this more systematic in the MYRP process by including GPE, the World Bank, international financial institutions and regional banks, foundations, and LEGs in scoping mission discussions and meetings, to get a sense of the big picture of EiEPC funding streams and to begin early discussions and analysis of alignment.

There is a need for a deeper analysis of the complementarity of funding instruments, as evidenced by the Uganda case study, which found a need for a better understanding of which funding instrument would cover which activities and in what timeframe. This has improved with the third-generation MYRP template, which requires a list of major financing resources, as well as an analysis of the funding streams that are aligned with or complementary to MYRP funding. However, this can be further improved, as the portfolio review of MYRP plans found the analysis of the alignment of MYRP funding to be uneven in terms of depth, even in the majority of the new MYRPs. Two good practices are seen in the third-generation Nigeria and Niger MYRP plans, which explicitly address how the MYRP aligns with other sources of funding. The Niger MYRP presents a description of other sources of funding and other programmes, as well as a brief indication of how the MYRP does or does not build on what is there. The Nigeria MYRP, which is aligned to an existing multi-year EiE strategy,

¹⁸ Supporting factors include ownership of the MYRP by the government, United Nations agencies, NGOs, and donors, and strong coordination across humanitarian and development mechanisms.

provides an overview of the funding mechanisms that will support the MYRP, in addition to ECW seed funding, as well as an explanation of how each links with the Nigeria MYRP.

A tension highlighted by stakeholders at global and national levels is that the MYRP design and reporting processes focus on how much funding is aligned with and mobilised for the MYRP, rather than tracking the alignment of funding towards a larger government response plan. Moreover, while donors report that the MYRP modality allows for alignment of funding, the perception of the majority of stakeholders is that the MYRP modality is not mobilising significant *additional* funding. In addition, the extent to which the MYRP modality aligns and collaborates with other sources of funding is not easily quantifiable because alignment of funding within MYRP plans and reports is not consistently analysed or tracked; this is explored in detail in the section on EQ 5.2.

A widely cited factor constraining better coherence between other sources of humanitarian and development funding and the MYRP modality is insufficient clarity on roles and responsibilities vis-à-vis major funds and coordination bodies – in particular, ECW and GPE. Global respondents, including donors on ECW’s ExCom, highlighted the lack of clarity on coherence and complementarity between GPE and ECW in general, and between the niche of the MYRP vis-à-vis GPE’s funding in crisis-affected contexts in particular. While there have been discussions between GPE and ECW on this front, there has not been a complementarity note or memorandum of understanding that clarifies how these funds are coordinating at the global or country level, and how they will improve financing and coordination across the humanitarian–development nexus.

Box 6 Conclusions on external coherence

- MYRPs are broadly coherent with global humanitarian and development frameworks and have evolved to better align with existing humanitarian and development plans and strategies, such as Education Cluster Strategies, RRP, and national-level plans, in the third generation.
- MYRP funding could better align through a deeper analysis of the complementarity of funding instruments and how the given MYRP aligns with existing funding at national level. At global and national levels, there is a need to further clarify roles, responsibilities, accountabilities, and complementarity among major funds and coordination bodies operating across the humanitarian–development nexus – in particular, ECW and GPE.

4.3 Coherence (internal)

EQ 3: How does the MYRP align with, complement and leverage other ECW investment modalities (FER and AF)?

This section examines how the MYRP modality is connected to ECW’s two other modalities – the FER and the AF – and identifies actions to improve the internal coherence of ECW. We seek to answer the following key questions: When relevant, do the MYRPs build on ECW’s Initial Investments? When relevant, is there an appropriate continuation from the FERs into the MYRPs, to ensure sustainability of the gains of the FERs? How do the MYRPs complement and leverage AF investments? To interrogate these questions, the Evaluation Team carried out a document review to understand the conceptual linkages between the modalities within ECW’s internal strategic documents and guidance. The team reviewed AF grants to date and assessed the extent to which there are linkages to MYRPs, and how such linkages are understood, based on triangulation with case study findings and global and national-level interviews. The team also assessed explicit linkages identified within all MYRP plans to date through a portfolio review. These findings were triangulated

against the detailed findings on these questions from the four country case studies in order to draw conclusions and make recommendations on internal coherence.

Box 7 Key findings on internal coherence

- There is limited explicit alignment with FERs or Initial Investments, in MYRP plans, due in part to limited institutional memory at country level about previous ECW investments. There has been more coherence recently between COVID-19 FERs and MYRPs.
- There is a conceptual connection between AF and MYRP investments in that the work funded by the AF is aligned with the challenges that many MYRP countries face, for instance in terms of building Education Cluster coordination and information management capacity; developing EiEPC tools on MHPSS and assessment of learning outcomes; and research and piloting strategies to strengthen and adapt EMISs to EiEPC settings.
- There is limited understanding among country-level stakeholders about the AF in general, and among global and country-level stakeholders about the connectedness between the two modalities, including ways in which learning from the AF is complementing MYRP design and implementation.

Coherence with FERs and Initial Investments

There is limited explicit alignment with FERs or Initial Investments in MYRP plans, due in part to limited institutional memory at country level about previous ECW investments. There has been more coherence recently between COVID-19 FERs and MYRPs. The portfolio review of the MYRP proposals found that the vast majority do not explicitly mention Initial Investments or preceding FERs, and even those that *do* note the existence of a preceding ECW investment do not adequately analyse the scope and nature of prior investment, how its targets and objectives are linked (or if not, why not), or identify lessons of relevance to the MYRP.¹⁹ Interviews with global-level stakeholders shared this perception that there is limited alignment between both Initial Investments and FERs and MYRPs, including in terms of coherence across student cohorts or lessons learned to build on activities and good practices.

Reasons for the limited coherence include a lack of understanding among key stakeholders at country level about the differences between ECW modalities, limited institutional memory about previous ECW investments due to high turnover of staff in EiEPC contexts, and the fact that the MYRP application template and guidance does not require applicants to reflect on alignment with or linkages to previous ECW investments. Moreover, where there has been coherence from ECW investments into MYRPs, it has been due to efforts of country-based stakeholders to ensure that gains made and lessons learned in FERs are sustained through MYRPs, and vice versa, as illustrated by the recent COVID-19 FERs:

- In Syria, there was an explicit attempt at coherence between the ECW Initial Investment, the MYRP, and a COVID-19 FER. The MYRP drew on good practices and lessons learned from the Initial Investment in terms of the coordination mechanisms and system strengthening tools, and in the conceptualisation of comprehensive learning packages. While the MYRP initially

¹⁹ Criteria for relevant countries: the MYRP document makes an explicit mention of the preceding FER, and its overall targets and objectives are linked with the FER, in particular in relation to systemic issues. In case of countries which have received FER funding, there is evidence that the MYRP builds on the FER. Lessons learned from FERs are identified and recorded.

set out to continue to engage with the same communities, the continuity of student cohorts was limited due to the MYRP's shift of focus to non-formal education. Furthermore, a delay between the ECW investments prevented bridging of funds that could have allowed for the MYRP to engage with the same communities in camps. This lack of continuity may have implications for the learning and well-being of communities.

- In Bangladesh, work planned under the MYRP had to be halted and pivoted during the COVID-19 crisis. Interviews with key MYRP stakeholders suggest that the FER grants in response to COVID-19 were well-aligned with the MYRP in Bangladesh.
- In Afghanistan, stakeholders involved in the MYRP perceive a disconnect between the FER and MYRP, suggesting that the COVID-19 FER should have been better harmonised with what had been established for MYRP coordination. However, there was some overlap between the geographic focus of the COVID-19 FER and the MYRP,²⁰ and the response itself was influenced by the MYRP's reprogrammed activities to use teachers to generate awareness and support parents and students with self-learning resources in response to COVID-19.
- While there was no mention of previous FERs in the MYRP proposals for Colombia and Nigeria, interviews with key stakeholders in both countries revealed explicit efforts by stakeholders involved in both modalities to align the MYRPs' targets and objectives, including student cohorts, with those of the FERs, and to take lessons learned into account in the development of those MYRPs.

Coherence with AF investments

There is a conceptual connection between AF and MYRP investments in that the work funded by the AF is aligned with the challenges that many MYRP countries face, for instance in terms of building Education Cluster coordination and information management capacity; developing EiEPC tools on MHPSS and assessment of learning outcomes; and research and piloting strategies to strengthen and adapt EMISs to EiEPC settings. ECW's AF Strategy (2019–2021) states that 'it is important that the initiatives to be funded by the AF are rooted in the field and link in, where possible, to ECW's two other funding modalities'. The fund started small, with just two grants in 2017, and has steadily increased each year, with 16 projects slated for 2021. Between 2017 and 2019, all but one of the AF grants awarded were focused on core support to partners for building capacity at the global level, including to the GEC, INEE, the Global Coalition to Protect Education from Attack, the Alliance for Child Protection, the MHPSS Collaborative, and the United Nations Girls' Education Initiative (UNGEI). These core support AF grants have been implicitly linked to the effectiveness of MYRPs in terms of building the capacity of EiEPC actors to implement a high-quality, comprehensive, and multi-year response, and to improve learning outcomes. For instance, the AF grant to GEC has supported the alignment of multi-year cluster strategies with MYRPs, key indicator development, and capacity building on JENA.

In 2020, AF grants expanded to focus on projects that fill gaps in thematic knowledge and implementation tools, for instance by strengthening or developing global tools on MHPSS, early childhood education, and teacher well-being, thus implicitly aligning with the MYRP modality in terms of its vision of comprehensive responses. Based on lessons learned from MYRP annual reviews, the ECW Secretariat identified better data and the assessment of learning as priorities and has directed AF funding to focus on learning and data. As such, sizeable AF grants were awarded in 2020 to address learning outcomes and continued work to strengthen capacity for EMIS and data (both areas

²⁰ FER evaluation finding: the Afghanistan FER and MYRP are aligned at the targeting level through a focus on girls, returnees, IDPs, complementary basic education, and safe and protective learning environments, and the MYRP covers almost all target provinces that were covered by the FER.

identified in global KIIs as a challenge for MYRPs). Moreover, both of these AF grants explicitly link with MYRP investments. For instance, the AF funding to Cambridge Education focuses on strengthening global and national capacities to measure holistic learning outcomes and systems and to improve learning outcomes, and has an initial focus on five MYRP countries. The United Nations Educational, Scientific and Cultural Organization (UNESCO) also received an AF grant to build on previous research in MYRP countries to support initiatives to strengthen and adapt EMISs to EiE settings in the same MYRP countries. There is a sizeable jump in the number of AF grants that will be awarded in 2021, from nine (in 2020) to 16 (in 2021). With these new AF grants, there is a ramping up of ECW's investment in concrete tools for the implementation of thematic areas linked to global humanitarian–development frameworks, such as disability and inclusive education, MHPSS, localisation, and learning outcomes.

Box 8 PROMISING PRACTICE: Enhancing GEC and ECW connectedness to support MYRP processes

Based on feedback from Education Cluster Coordinators about challenges in MYRP design and implementation processes, the AF grant to the GEC has been supporting greater connectedness between GEC and the ECW Secretariat at the global level since 2020 in order to enhance GEC support to MYRP processes. This has involved developing a sequenced plan and timeline for support to MYRP design and implementation processes in new and renewal MYRP countries, including mapping complementarity and clarifying GEC and ECW roles and responsibilities to ensure manageable MYRP processes at global and country levels. Based on this work, in October 2020, GEC developed *Standard Operating Procedures on the Role of the Country Education Cluster/EiE Working Groups in the ECW Multi-Year Resilience Programmes*, which explains what EiE coordination staff need to do to support the development, implementation, and monitoring of MYRPs.

There is limited understanding among country-level stakeholders about the AF in general, and among global and country-level stakeholders about the connectedness between the two modalities, including ways in which learning from the AF is complementing MYRP design and implementation. The case studies revealed that even in countries in which there is a direct link between MYRPs and AF grants, such as on holistic learning outcomes in Bangladesh and Colombia and on data in Syria and Uganda, these linkages are rarely noted in MYRP plans. A majority of key informants in these countries did not have a coherent understanding of how AF grants support the MYRP in their country, or the extent to which, and how, AF initiatives are feeding into their analyses and global products to support MYRPs. In general, the KIIs revealed that information about alignment of AF grants with MYRPs, and the learning from those grants, is not well-communicated to country- and global-level stakeholders.

In addition, KIIs with global- and country-level stakeholders found that there is limited communication of, and understanding about, the linkages between national MYRPs and regional AF grants to the Sahel region and in relation to the Venezuela crisis to facilitate the sharing of knowledge, experience, and learning across countries. This presents a risk to coherence. For instance, of the six MYRPs connected to a regional AF grant, only one – Burkina Faso – referenced the regional programmes they are intended to benefit from in the MYRP plan. Key informants in Colombia were either unaware of, or uncertain about, a recently approved AF for regional learning to support the Colombia, Peru, and Ecuador MYRPs, and what it may cover. This concern about limited coherence between regional and national levels was reinforced by global respondents, particularly donors.

Box 9 Conclusions on internal coherence

- Internal coherence is facing challenges because ECW's different modalities are not well understood at country level, as well as due to the fact that the MYRP design process does not explicitly require that such linkages be considered.
- While there are linkages between MYRPs and AF investments, these are not well known or understood at global or country levels.
- A recent focus on enhancing the connectedness of the GEC and the ECW Secretariat at the global level in order to better support country-based MYRP design and implementation is a good practice in alignment and internal coherence between the AF and MYRP modalities, and one which also enhances external coherence and complementarity. Similar work should be strengthened with UNHCR, as the coordination lead in refugee contexts.

4.4 Efficiency

EQ 4: To what extent are the MYRPs managed in an efficient, timely, and transparent manner?

This section reports findings on the efficiency, timeliness, and transparency of the MYRP processes identified in the ToC: initiation, design, appraisal, and implementation (see the ToC depicted in Figure 3). Process efficiency was examined by identifying the extent to which MYRP processes have made use of existing resources, such as expertise, partnerships, and time, in order to provide appropriate and timely support, with clear and transparent communication. Within each of the MYRP processes, we have sought to identify drivers of efficiency, and to highlight these good practices within boxes. The Evaluation Team examined whether the MYRPs met the intended timelines in terms of funds disbursed within four months (2017–2019)²¹ of the conclusion of the ECW scoping mission, and investigated whether:

- appropriate support is provided by ECW to the country actors, including grantees, in a timely manner, tailored towards needs;
- management and clear and transparent communication (by ECW and in-country) support effective implementation of the MYRP cycle;
- knowledge management systems are used for sharing good practices and lessons learned in and across EiEPC contexts, and for bridging between the modalities; and
- there is sufficient oversight to guide the programme implementation by MYRP focal points or grantees in-country.

This involved an assessment of ECW guidance and MYRP templates, and their evolution over time, as well as KIIs at the global level with ECW management and key partners from ECW's ExCom. These findings were triangulated against interviews with key stakeholders involved in the design of third-generation MYRPs and findings from the four country case studies, based on KIIs with ECW and country-level actors, including the MYRP focal points, grantees, IPs, governments, donors, coordination bodies, and the wider education community in each country. Trade-offs that were

²¹ Considering that MYRP grants go through a detailed and lengthy planning process, ECW extended the timeframe for its measurement of timeliness, or the time within which these multiyear grants are disbursed, from four months between scoping mission and disbursement in 2017–2019 to six months in 2020.

identified between the timeliness²² and quality of MYRP design and delivery have been highlighted in boxes throughout this section.

Box 10 Key findings on efficiency

Efficiency of processes in the initiation and design phases:

- The ECW Secretariat has been active in providing appropriate support in the initiation and design phases.
- The MYRP template used to guide the design of first- and second-generation MYRPs was too prescriptive and at times led to duplicative and additional work, rather than alignment with existing HRPs or RRP, an ESP or an EiE Cluster Strategy. The MYRP design process, including template and guidance, has continually been adapted to ensure clarity and a greater focus on alignment across the three generations.

Efficiency of processes in the appraisal phase:

- MYRP processes in the appraisal phase have seen improvements in timeliness and efficiency at the global level based on the establishment of, and strategic engagement of expertise within, an External Review Panel in 2019 and an Education Technical Reference Group within ExCom in 2020.
- The disbursement of MYRP funds has seen delays largely due to factors outside of ECW's control, such as government or COVID-19 pandemic challenges. ECW's data and analysis show an improvement in the timeliness of MYRP fund disbursement, from a rate of 43% being 'on time' (within six months) across all MYRPs to date to 71% being 'on time' for MYRPs developed in 2020.
- In some contexts, the disbursement of ECW funds through UNICEF as a grantee has resulted in a loss of timeliness in terms of the disbursement of funds to IPs, due to delays associated with UNICEF's internal PCA process.

Efficiency of processes in the implementation phase:

- The interview, case study, and document review findings show that the efficiency of MYRP implementation processes is improving, but more tailored support in challenging EiEPC contexts would be beneficial.
- Respondents at global and country levels are overwhelmingly interested in learning and sharing good practices and innovation across MYRPs, but ECW's knowledge management processes are not yet sufficiently supporting this.
- Guidance on MYRP governance and oversight functions has been formulaic and insufficiently clear, resulting in inefficiencies in governance setups.
- Stakeholders at global and country levels credit a responsive ECW Secretariat in regard to requests for support. However, the quality of that support has at times been perceived as limited in instances where the country-based governance body is at odds with MYRP

²² The evaluation question originally focused on the balance of speed and quality in MYRP design and delivery. However, the evaluation has found that speed has not been a problem for the MYRPs. Therefore, the Evaluation Team has instead focused on trade-offs between timeliness and quality.

grantees and IPs, and when there are perceptions of a conflict of interest in MYRP implementation processes.

Transparency:

- The relationship between MYRP grantees and IPs is perceived to be positive and effective, with frequent communication between them. However, particularly in first- and second-generation MYRPs, the MYRPs have been limited by inconsistent communication and insufficient transparency at global and country levels.
- There is a persistent conflict of interest in connection with the selection of UNICEF as the most common MYRP grantee, given the many hats worn by UNICEF in relation to ECW and the MYRPs and the diversity of INGOs with capacity to serve as MYRP grantees.

Efficiency of MYRP initiation and design processes

Across the case studies and interviews, key informants noted that the ECW Secretariat has been active in providing appropriate support in the initiation phase. In particular, scoping missions are perceived as cost-efficient and well-managed, and as helping to create alignment through purposeful meetings with a broad range of actors, including government, national and regional humanitarian and development partners, as well as donors. Several respondents noted that scoping missions could be improved and made more cost-efficient, with even more strategic thinking and associated advance planning around coherence with GPE and other nexus actors.

The interview, document review, and case study findings show that the MYRP template used to guide the design of the first- and second-generation MYRPs was too prescriptive and at times led to duplicative and additional work, rather than alignment with existing HRPs or RRP, an ESP or an EiE Cluster Strategy. In Bangladesh, for example, when the MYRP was first introduced, the JRP and ESP had just been completed. The MYRP process was largely duplicative of those efforts: the lack of alignment and the time-consuming design process took staff away from implementation. Likewise, global respondents involved in the South Sudan MYRP noted that the Ministry of Education there had a strategy that was supported by donors, but the MYRP almost replaced the strategy, rather than aligning with it. The use of a one-size-fits-all template and approach to MYRP design, rather than an approach that is tailored to different crisis contexts, is a challenge to a fit-for-purpose MYRP design.

The MYRP design process, including the template and guidance, has continually been adapted to ensure clarity and a greater focus on alignment, across the three generations (2017–2021). In particular, the third-generation design process has been adapted to focus on strategic alignment across the humanitarian–development nexus to support what already exists, rather than creating something new (see Box 12). Further improvements that could enhance the efficiency of processes include the addition of a stakeholder mapping across the nexus; and clearer guidance on roles and responsibilities within IP and implementation processes, especially in terms of grantee and subgrantee application and selection processes. Some of these improvements have already been drafted by the Secretariat, but were not seen in the MYRPs within the purview of this evaluation.

Box 11 TRADE-OFF: Stakeholder and capacity mapping versus timeliness

Despite ECW's commitment to localisation through the Grand Bargain and New Ways of Working, and despite the fact that capacity building is a strategic objective for ECW, building the capacity of local NGOs and civil society to fully participate in MYRPs is not yet sufficiently reflected in MYRP processes and guidance. As identified in case studies and interviews, local NGOs and CSOs have often been unable to engage throughout the MYRP cycle, in part due to their lack of familiarity with ECW and the MYRP modality, as well as due to short timelines

for expressions of interest. Stakeholder analysis and capacity assessments would help to rectify this problem but they are not yet components of the MYRP initiation and design processes. Not only is stakeholder and capacity mapping important to ensure transparent and inclusive MYRP design and grantee and IP selection processes, it is also important in supporting effective joint planning and response, and, ultimately, the sustainability of the interventions. While adding these components to the design process may add some additional work and would compromise timeliness, the quality of the process and the MYRP response would likely be improved.

Box 12 Improvements in the MYRP template and guidance

Strategic evolution of template and guidance

The continual adaptation and improvement of the MYRP supporting documents, based on lessons learned from previous generations of MYRPs, has been a driver of efficiency in MYRP processes. Across the three generations of MYRPs, there has been a positive progression towards greater clarity, transparency, and inclusivity of processes. The first-generation MYRP template had a strong focus within the application on providing analysis of humanitarian–development challenges, and a corresponding strategy, ToC, and detailed activities supported by evidence and good practices. The second-generation template included instructions embedded in comments, provided example text, and required more focus and depth on the programmatic side of the MYRPs, such as how the nexus and thematic areas of gender, inclusion, and protection should be integrated throughout the planned strategies and activities. There has been a substantial change in the third-generation MYRP materials: a template is accompanied by an instruction guide and orientation materials, all of which are user-friendly and have been streamlined for clarity regarding the MYRP modality’s purpose, objective, roles, responsibilities, and timelines. The third-generation MYRP materials reveal a maturity of ECW’s conceptualisation of the MYRP modality, with an emphasis on the value-add of the MYRP and the MYRP as a collaborative process. The third-generation template has a significantly stronger focus on the analysis of funding and resource mobilisation, scaling up, and strategic alignment across the humanitarian–development nexus. In addition, the third-generation template is the first one to have a specific section on measuring children’s learning levels.

Focus on gender, marginalisation, and cross-sectoral issues

Gender has been a focus of all three MYRP templates, but there has been a progression from simply requiring the integration of gender into the programmatic approach and articulating strategies to overcome gender barriers (in the first generation) to requiring a gender analysis (in the third generation). However, the extent of the gender analysis infused in MYRP design varies widely. Likewise, a focus on displacement status, vulnerability, inclusion, and marginalisation, and cross-sectoral issues like child protection and MHPSS, has become clearer in each iteration of the MYRP application template and guidance

Focus on alignment

The application templates used to guide the design of the first- and second-generation MYRPs required extremely detailed information on specific strategies, in an effort to ensure quality. However, these templates, as noted earlier, were too prescriptive and often led to duplicative and additional work, rather than alignment with existing humanitarian and development plans. As a result, in practice, the design favoured neither timeliness nor quality in terms of alignment across the humanitarian–development nexus. Based on feedback and lessons learned from ECW’s internal knowledge management on the MYRPs, collected from MYRP annual reports and compiled, shared, and tracked within the ECW Secretariat since 2019, the ECW Secretariat

improved the application template and developed an accompanying set of instructions and introductory materials in 2020. This continual work to improve the MYRP application is an effort to balance speed (streamlined, simplified guidance and templates) and quality (more strategic, new sections focused on the nexus, alignment, resource mobilisation, scaling up, and a focus on outcome level) in third-generation design process. Interviews with stakeholders involved in the design of the third-generation MYRPs in Colombia and Nigeria, as well as a review of third-generation MYRP plans, found that this strategic evolution of the MYRP application template and instructions has been effective in enabling the MYRP design process to strike a balance between timeliness and quality of response.

Box 13 TRADE-OFF: Level of detail in the MYRP proposal versus a lighter template

The trade-off for the lighter MYRP template in the third generation, which is focused on strategic alignment, is that there is less detail in MYRP plans in terms of concrete programmatic strategies that will be used in implementation. However, the majority of stakeholders noted that the lighter template allows for more flexibility in the face of changes in context, which are to be expected in many EiEPC contexts, and has contributed to improved timeliness in the design and appraisal stages.

Respondents agree that the ECW Secretariat is active in providing support in the MYRP initiation and design processes. For instance, in Bangladesh, with support from ECW, the Education Sector²³ organised a sector workshop to develop multi-year objectives that build on and are aligned with the priorities of the JRP. This was perceived as a useful exercise as regards developing a longer-term vision and priorities for the sector. ECW ensured a number of planning sessions took place, with a full sector membership and check-in points throughout the day to ensure that planning was moving in the right direction. In some conflict contexts, stakeholders noted room for improved support from ECW Secretariat in terms of having deeper contextual knowledge about the conflict and clearer and more transparent and timely communication about the roles and responsibilities within and between stakeholders and coordination bodies.

Box 14 GOOD PRACTICE: Improvements in the design process – experienced pen-holders

A driver of efficiency in the design process, seen in the third-generation MYRPs, is the use of an experienced pen-holder in the drafting process who understands the MYRP design process and modality and thus is able to leverage both institutional knowledge and expertise to improve timeliness and transparency in terms of the clarity of the process for stakeholders. Also important is that the pen-holder be someone without an affiliation with an organisation that is applying as a grantee. In Nigeria, for instance, the MYRP pen-holder had not only been involved with the MYRP in another country, but had also been involved in drafting the country's EiE Strategic Plan, and was accountable to the Education Cluster coordinator and drafting committee, rather than a specific organisation. Respondents noted that this improved the clarity of the process, as well as its timeliness. In Colombia, previous experience with and understanding of ECW and the MYRP modality, including a clear understanding of roles and responsibilities within the drafting process, was reported to be particularly helpful in pushing back against stakeholders inserting their own organisational priorities into the MYRP. ECW should make an effort to capture the lessons learned from this small group of pen-holders with experience in multiple MYRPs, who have a nuanced understanding of the modality.

²³ The Education Sector, underpinned by the principles of the Inter-Agency Standing Committee (IASC) cluster approach, provides coordination services for the Rohingya Response in Bangladesh.

Efficiency of MYRP appraisal processes

MYRP processes in the appraisal phase have seen improvements in efficiency at the global level, based on the establishment of, and strategic engagement of expertise within, an External Review Panel in 2019 and an Education Technical Reference Group within ExCom in 2020.

In regard to the first- and second-generation MYRPs, ExCom involvement was at a highly technical and time-consuming level, which was not appropriate for many ExCom members, who were not EiEPC technical specialists but operated on a more strategic level. With the establishment of an External Review Panel at the end of 2019, and an Education Reference Technical Group in 2020, the in-depth technical review of MYRP proposals has moved to these bodies, thereby creating a more streamlined and thorough appraisal and approval process. These new bodies have made it possible for ECW to make shorter and more strategic presentations on MYRPs to the ExCom, where members are asked to consider the strategic direction of ECW in their discussions on MYRPs. As a result, ExCom engagement has become more cost-effective in terms of time and resources, through this more strategic engagement of the ExCom.

The third-generation MYRPs have benefited from this enhanced quality assurance process on the part of the ECW Secretariat and the External Review Panel in the appraisal phase. At the same time, global key informants did note room for improvement with regard to ExCom engagement, including fuller on-boarding for new members about MYRPs, processes, and lessons learned, through webinars, easy-to-digest one-pagers, and an updated website.

Box 15 TRADE-OFF: Timeliness of appraisal versus quality of review

Regarding the MYRP proposal review processes, interviews with global and country-level respondents found that in the last quarter of 2020, MYRP proposal review processes were rushed, both at country and global level, in an attempt to ensure timeliness in terms of approval within the ExCom before the end of the year. Respondents noted that the short and rushed timeline compromised the quality of their review.

The ECW Secretariat's development, in late 2020, of a set of MYRP Quality Standards and definitions for the ERP proposal review process is likely to further improve the efficiency of the quality assurance process of the External Review Panel. The MYRP Quality Standards are comprehensive and ECW is currently developing clearer guidance around approval and rejections within the ERP process. ECW is also beginning to anchor the Quality Standards in MYRP guidance for grantees, including linking short, user-friendly guidance notes on the MYRP Quality Standards so there will be greater clarity from the outset of the MYRP initiation and design process in terms of what is expected. This is a positive step forwards, although a full analysis of these pieces that are under development is outside of the purview of this evaluation.

According to respondents, the disbursement of MYRP funds has seen delays, largely due to factors outside of ECW's control, such as government or COVID-19 pandemic challenges. ECW's data and analysis show an improvement in the timeliness of MYRP fund disbursement, from a rate of 43% being 'on time' (within six months) across all MYRPs to date to 71% being 'on time' for MYRPs developed in 2020.²⁴ This considerable increase in speed, as compared to previous years, is due in part to the streamlined MYRP template and clearer guidance of the third generation, as highlighted above in Box 13.

In some contexts, the disbursement of ECW funds through UNICEF, as a MYRP grantee, has limited the timeliness of the disbursement of funds to IPs and the multi-year nature of the

²⁴ ECW Annual Report 2020, p. 74.

MYRP, due to delays associated with UNICEF’s internal PCA process. Where UNICEF is the grantee, or one of the grantees, IPs are subject to UNICEF’s PCA, which dictates that, in some cases, planning, contracting, and funding take place on an annual basis.²⁵ Two of the country case studies for this evaluation – Afghanistan and Syria – are examples of MYRPs where approvals take place on an annual basis, and where this has impacted timeliness and efficiency. In Afghanistan, respondents reported that UNICEF’s annual contracting processes led to delays in the disbursement of funds, which resulted in IPs not being able to retain project-based staff who were on fixed-term contracts. In Syria, stakeholders reported that UNICEF’s yearly approval cycle did not support continuity and transition or learning pathways, thereby detracting from the larger potential of the MYRP. Moreover, key informants in Syria noted that short-term rather than multi-year funding resulted in the loss of staff and inefficiencies caused by high turnover, as well as a loss of enthusiasm and incentive among local authorities, communities, and parents due to the uncertainty regarding whether children’s education would be supported for longer than nine months. In these contexts and others cited by global-level respondents, especially donors and INGOs, the result has been that IPs experience the usual annual fund disbursement cycle and short-term planning, limiting the efficiency of the modality and the ability of IPs to change the way they plan and deliver services from the short term to the longer term, within the vision of ECW, in line with the New Way of Working. This problem was not raised during the evaluation with regard to any other grantees.

Efficiency of MYRP implementation processes

The interview, case study, and document review findings show that the efficiency of MYRP implementation processes is improving but that more tailored support in challenging EiEPC contexts would be beneficial. As highlighted earlier, MYRPs were found to be most efficient in a well-organised pre-existing environment, with strong government engagement and strong and inclusive humanitarian and development coordination mechanisms, with clear roles and responsibilities across the humanitarian–development nexus, such as in Uganda. In such contexts, ECW can support the coordination mechanisms and leave stakeholders to shape and manage the MYRP processes. However, most EiEPC contexts do not meet all of these criteria and more tailored support to MYRP grantees would be beneficial. For example, the experiences of Afghanistan, Nigeria, and Colombia suggest that more support from ECW is needed between the approval and implementation stages, including in terms of transparently defining and clarifying roles, responsibilities, and lines of accountability between the ECW Secretariat, grantees, IPs, Steering Committee members, and other coordination bodies. Staff with coordination roles, in particular, noted a need for agreement on and clarity about the role of the Education Cluster and refugee coordination body in information management and monitoring for the MYRP modality. Moreover, country-level respondents noted room to improve the usefulness of the MYRP implementation package and workplan materials. For instance, country-based respondents in cases where there are multiple MYRP grantees noted that the seed funding budget submitted for MYRP approval does not include a breakdown by partner. In the absence of such a requirement, and given that MYRP envelopes are not always what the grantees expect, grantees must build the budget backwards to align deliverables with approved seed funding, which is a time-consuming and inefficient process that has delayed the start of implementation in at least one country. A good practice appreciated by respondents in third-generation MYRP countries is that the ECW Secretariat initiated calls in March 2021 with new MYRP grantees to provide an orientation on how ECW works and how to use materials like the MYRP logframe, activity planning, and reporting on indicators. These orientations included the involvement of ECW thematic leads (for gender, disability, and MHPSS) and the arrangement of follow-up sessions with in-country teams as needed. Grantees noted how clear and beneficial these sessions were, and suggested that they be scheduled earlier – and also for subgrantees.

²⁵ In cases where UNICEF is the grantee, its regulations and risk mitigation processes have been two of the factors that have determined the length of the programme documents with IPs. In certain cases, UNICEF rules and regulations have allowed multi-year programme documents to be signed with an IP, and so in those cases the PCA process has allowed for multi-year planning.

Box 16 GOOD PRACTICE: Funding for dedicated coordination staff

The case studies found that MYRP funding for dedicated coordination staff has helped to improve efficiency in implementation. Critically, these funded, dedicated coordination staff also work on resource mobilisation, which respondents noted has been beneficial for quality and efficiency. In Uganda, for example, the MYRP enabled the roll-out of the ERP. In Bangladesh, the MYRP funded coordinators who were able to build a structure to bring humanitarian and development stakeholders together in the implementation of the MYRP.

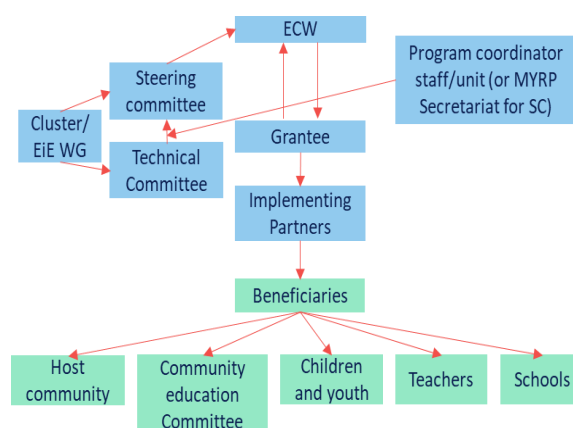
The case studies and interviews at global and country levels found challenges and confusion around resource mobilisation, tracking, and reporting. In Afghanistan, for example, the MYRP's reporting systems for different funding sources were initially neither consolidated nor aligned, which led to parallel reporting requirements and put an additional administrative and time burden on staff. In addition, respondents noted that information regarding who would raise additional funds, how and over what timeline, was often opaque in first- and second-generation MYRPs. The third-generation MYRPs have added a resource mobilisation strategy to the MYRP template, which is promising. However, even in the third generation, grantees and IPs suggested a need for clearer articulation of the responsibilities of grantees vis-à-vis ECW in regard to mobilising additional funding, and noted that more tailored support from ECW in these processes is needed, based on ECW's comparative advantage in terms of its relationship to and resources for donor engagement.

Respondents at global and country levels are overwhelmingly interested in learning and sharing good practices and innovation across MYRPs, but ECW knowledge management processes are not yet sufficiently supporting this. Global and country-level respondents overwhelmingly expressed an interest in learning from one another on MYRP processes and supported activities in EiEPC contexts. The review of the progress reports shows that the annual MYRP reports are not very informative with regard to learning lessons, nor does ECW have a comprehensive knowledge management system for identifying, sharing, applying, and monitoring good practices, lessons learned, or innovations within and across MYRPs, between MYRPs and relevant FERs and AFs (see also the discussion of EQ 3), or at the regional or global level. In the absence of such a system, knowledge management is dependent upon grantees themselves taking this up in design and implementation processes. For instance, in Colombia, the drafting team integrated good practices and lessons learned from previous FER and MYRP experiences, and designed a Monitoring, Evaluation, Accountability and Learning framework that has a significant focus on identifying, sharing, and applying lessons learned in the implementation and monitoring of the Colombia MYRP. In addition, regional AF grants designed to share good practices and lessons learned in response to the regional Venezuela and Sahel crises have just been approved. This appears promising from a knowledge management and learning standpoint, but there are not yet results associated with this for the evaluation to analyse.

Efficiency of MYRP governance and oversight within implementation processes

Guidance on MYRP governance and oversight functions has been formulaic and insufficiently clear, resulting in inefficiencies in the governance setup. For example, Figure 5 to the right shows the governance template provided to second-generation MYRP countries, which has at times led to a time-consuming process to set up a MYRP Steering Committee and Technical Team(s), which risks duplicating, and creating inefficiencies in relation to, what already exists at national level. Interviews and case studies from Uganda and Afghanistan presented evidence that MYRP governance structures were at times set up without a clear understanding of the roles and responsibilities, including decision-making authority, between the grantees, the ECW Secretariat and the governance structures, thereby limiting accountability within the MYRP.

Figure 5 Governance diagram in MYRP template (second generation)



Stakeholders at global and country levels credit a responsive ECW Secretariat in relation to requests for support. However, the quality of that support has at times been perceived as limited in instances where the country-based governance body is at odds with MYRP grantees and IPs, and where there are perceptions of a conflict of interest in the MYRP implementation process. The needs of countries and regions differ in terms of oversight, and some respondents noted challenges with efficient oversight and governance in response to local challenges in MYRP implementation processes. In the MYRP model, the primacy of local ownership of the MYRP by the Steering Committee means that ECW supports the Steering Committee and avoids assuming a role that is locally led. However, respondents in Afghanistan, Syria, and Colombia noted instances when MYRP partners raised transparency, conflicts of interest, and political problems as interfering with efficient MYRP processes but perceived that limited clarity on accountabilities between the governance actors shown in Figure 5 impeded the transparent facilitation of a solution. When escalated up to the ECW Secretariat, while the Secretariat attempted to clarify accountabilities and helped to facilitate solutions, several country-based respondents noted their perception that appropriate support was limited due to the primacy of local control, and that this led to programmatic delays and exacerbated perceptions of a conflict of interest. To address implementation and governance challenges like these, the CSO Constituency Group within the ECW ExCom developed a proposal for a feedback mechanism from country level to the ECW Secretariat in 2019. The feedback mechanism is also envisaged as enhancing the sharing of lessons across countries. While the feedback mechanism has not been enacted to date, it was cited as an important mechanism that could help to address accountability by many global and country-level respondents, especially those from INGOs.

Box 17 TRADE-OFF: Management of a feedback mechanism versus keeping ECW resources lower

While a feedback mechanism could support greater accountability, the management of a feedback mechanism would require more resources within the ECW Secretariat, and would likely expand the size of the Secretariat.

Transparency of MYRPs

The relationship between MYRP grantees and IPs is perceived to be positive and effective, with frequent communication between them. However, particularly in first- and second-generation MYRPs, the MYRPs have been hindered by a lack of transparent communication

and consistent information-sharing between country stakeholders. The MYRP modality does bring actors across the humanitarian–development nexus together, but timely and transparent communication is seen to fall short at different moments in MYRP processes, decreasing the efficiency of the processes for both ECW and partners. For instance, communications at the start of a new MYRP often move through an Education Cluster or EiE Working Group, which does not always include relevant stakeholders (see the section on EQ. 5.6). In some countries, stakeholders noted that the Education Cluster is largely made up of INGOs and United Nations agencies; as a result, foundations, the private sector, local NGOs, and nexus and development organisations do not receive communications about the MYRP, and are effectively excluded. This appears to be improving, with a stronger focus on transparency and inclusivity of processes in the third-generation MYRP supporting documents and deliberate communications and work planning between ECW and the GEC²⁶.

The evaluation found a persistent perception, widely held at global and country levels, of a conflict of interest in connection with the selection of UNICEF as the most common MYRP grantee, given the many hats worn by UNICEF in relation to ECW and the MYRPs, and the diversity of INGOs with capacity to serve as MYRP grantees. The perceived conflict stems from the perception that UNICEF has an unfair advantage in MYRP processes, given the many hats worn by the organisation in relation to ECW and the MYRPs: as the ECW hosting institution, as an MYRP country-level grantee, as the (co-)coordinator of the Education Cluster or EiE Working Group²⁷, and at times also as the GPE grant agency. Global respondents and partners in Afghanistan, Syria, Nigeria, and Colombia noted that this perception has been reinforced due to limited transparency with regard to UNICEF in MYRP design and implementation processes. For instance, the case studies found that in Syria and Afghanistan, limited transparency in MYRP selection processes has added to the perception that choosing UNICEF as the MYRP grantee was a foregone conclusion. In addition, respondents noted confusion among country-based stakeholders in particular about the differences between ECW and UNICEF, which feeds into the perception of UNICEF as having an unfair advantage in MYRP processes and exacerbates the perception of a conflict of interest. A commonly cited example is the fact that the majority of ECW staff use a UNICEF email address, rather than an ECW email address. A wide range of global and country-based stakeholders expressed frustration that this conflict of interest has been raised with – but not sufficiently addressed or clarified by – the Secretariat, the ExCom, or HLSG.

Complicating this perceived conflict of interest is the frustration, shared by many respondents, that UNICEF remains the dominant MYRP grantee, despite the fact that the institution’s internal processes have led to disruptions in the realisation of the multi-year vision of MYRPs, as IPs have not always been able to receive predictable and continuous multi-year funding, as explored above. Moreover, some INGOs noted with frustration that too often UNICEF has been selected as a grantee and INGOs selected as IPs, with UNICEF effectively passing through funds that could have been administered by those INGOs without the pass-through.

Box 18 TRADE-OFF: Timeliness and reliability conducting processes versus quality of partnership due to relying on UNICEF as the dominant MYRP grantee

ECW is a partnership made up of many partners; continuing to rely on UNICEF as the dominant MYRP grantee, without transparently addressing perceptions of a conflict of interest, is a trade-off that sets timeliness and reliability in conducting processes over the quality of the

²⁶ As a point of clarification next to the interviews conducted, the 2020 GEC Coordination Performance Monitoring in 28 countries shows that the percentage of NNGOs reported by cluster teams is 45.6% and 43.2% when self-reported by organizations. While this does not talk about engagement, it is the highest number among the different types of organizations, and in line with previous years’ CCPMs.

²⁷ When UNICEF seeks to participate in grant selection rounds as an applicant, it recuses itself from the decision-making process, i.e. it doesn’t wear the hat of co-coordinator of the Education Cluster or EiEWG under those circumstances. Save the Children does the same. However, these issues were only raised with regard to UNICEF during the evaluation interviews and in case studies.

partnership. On the one hand, UNICEF is a well-respected leader in EiEPC advocacy, policy, and programming, and has the strongest record in fiduciary control and accountability as a MYRP grantee. On the other hand, the lack of diversity in MYRP grantees, especially given the diversity of INGOs with capacities to serve as grantees themselves, threatens to compromise the quality of partnership as it undermines good will from INGOs and other partners.

Box 19 Conclusions on efficiency

- The ECW Secretariat has provided active and tailored support to coordination mechanisms and stakeholders in the MYRP appraisal and design phases. MYRP processes in the appraisal phase have also seen improvements in terms of timeliness and efficiency.
- Based on feedback and lessons learned from MYRP partners at country level, the MYRP design process, including the template and guidance, has been adapted to ensure greater clarity and greater focus on alignment across the humanitarian–development nexus, which has enhanced efficiency. Moreover, as the templates focus on a higher strategic level, the time required to develop and review these proposals has been reduced.
- The efficiency of the MYRP implementation process is improving. However, the ECW Secretariat could be more proactive in providing tailored support to MYRP grantees in the implementation stage, including providing more clarity on roles and responsibilities across stakeholders in implementation and monitoring processes, and more support with regard to resource mobilisation, tracking, and reporting.
- In some countries, the multi-year nature of MYRP funding for IPs has not been fully realised, negatively impacting the timeliness of disbursement, the efficiency of MYRP processes, and the ability of IPs to plan and respond on a multi-year basis.
- Global and country-level stakeholders have indicated their need and motivation to learn from and share good practices and innovations across MYRPs. However, ECW knowledge management systems and processes are not yet sufficiently responding to these needs.
- The MYRP modality has adjusted standard operating procedures and requirements to changing needs. Similarly, grantee selection processes are improving, with an MYRP orientation package and clearer guidance in the third-generation template and instructions. Communication about, and transparency on, the MYRPs is improving, with clearer guidance and an orientation package in the third generation. Further improvements could be made by more clearly outlining and transparently sharing information at country level about decision-making procedures and roles and responsibilities with regard to oversight and governance of MYRPs.
- Based on the evidence from case studies, triangulated with findings from KIIs at global and country level, the evaluation concludes that the grantee selection processes in the first and second generations were not fully fair or transparent, particularly due to opaque processes, tight timelines, and the fact that local CSOs were not able to fully participate.
- ECW is a partnership made up of many partners; continuing to rely on UNICEF as the dominant MYRP grantee without transparency addressing the widely held perception of a conflict of interest threatens to compromise the efficiency of the MYRP in terms of quality of the partnership, as it undermines the good will from NGOs and other partners.

4.5 Effectiveness

EQ 5: The extent to which the MYRP has achieved, or is expected to achieve, its objectives, and its results?

This section reports findings on the effectiveness of the MYRP modality in terms of the extent to which the MYRPs have achieved, or are expected to achieve, their objectives and results. This considers a host of questions that have to do with the issues of political commitment, mobilising and leveraging funds, ECW seed funds, a joint and inclusive approach to EiEPC programming, AAP, engagement, partnerships, strengthening local capacities, the availability of quality data, scalability, and grantee processes.

To address issues related to process and implementation, the Evaluation Team drew on the findings of the four country case studies and triangulated them with the global-level interviews. Evidence from the deep dives of the two third-generation MYRP countries (Colombia and Nigeria) was also used to build on the findings. The portfolio review served as the basis for evaluating what the MYRPs propose to achieve, and this was triangulated with the wider document review to observe and assess how the progression from the first to the third generation of MYRPs has taken place. The assessment of how the MYRP modality has contributed to mobilising and leveraging funds at global and country level relied heavily on the in-country resource mobilisation analysis that was undertaken for the first 10 MYRP countries. Details of the analysis can be found in Annex C, and the findings are presented in the section EQ 5.2 and are triangulated with global-level KIIs and country-level interviews conducted as part of the case studies. Much of the information regarding the selection of grantees in the section on EQ 5.11 came from the ECW Secretariat and was triangulated with findings from the global and local-level KIIs.

Box 20 Key findings on effectiveness

Political commitment

- Many respondents at the global level attributed an increased focus on EiEPC to ECW. ECW has generated and fostered political commitment to EiEPC at the global level, made apparent by the number of donors and foundations on the ExCom channelling their funding to EiEPC, including those considered development actors and who are not typically involved in EiE.

Mobilising and leveraging funds

- It is difficult to assess to what extent funding has been directed to the MYRP modality, since differentiation between various streams of funding is challenging. Certainly, funding has been mobilised (both actively and passively) through various means at global and country levels, but there is a lack of clarity about how much is ‘new’ financing that the MYRP modality has brought in as additional resources. Many respondents expressed scepticism about inferring sole attribution for leveraged and mobilised funding to ECW and the MYRPs.
- Third-generation MYRPs have resource mobilisation as an outcome. This is a significant improvement, although in-country partners still feel that more guidance and support is needed about how they should be going about fundraising and mobilising additional resources.

ECW seed funds

- The MYRP seed funds do complement additional generated MYRP funding, although they comprise a relatively small share of the total requirement. In the third generation, the full MYRP requirements have decreased, and seed funding now covers a larger share: around one-quarter of the total.

A joint, inclusive approach to EiEPC programming

- The MYRP modality has promoted joint, inclusive, and evidence-based planning and coordination, particularly in contexts where there is strong government engagement, existing capacity at country level, and effective humanitarian and development coordination mechanisms.
- In contexts with limited government engagement in EiEPC, the MYRP modality's ability to strengthen joint humanitarian–development coordination has been limited. In such contexts, however, the MYRP modality has strengthened inclusive, evidence-based humanitarian coordination.
- The MYRP consultation process engages humanitarian actors already within Education Clusters and benefits them, but engagement with other stakeholders is more *ad hoc*.

Accountability to affected populations

- MYRPs generally address AAP in the design and implementation of the MYRP and case studies illustrate the value of AAP mechanisms in regard to effective decision-making across the programme cycle. The extent to which this occurs depends on the prioritisation of the grantees and IPs, rather than on the MYRP itself.

Engagement

- MYRP design and planning processes are participatory and generally inclusive of government, United Nations agencies, and INGOs, particularly those involved in Education Clusters, but in many cases do not sufficiently include local NGOs and civil society.
- The case studies and interviews found that, compared to the design phase, MYRPs are less inclusive in their implementation and reporting. While local NGOs have been engaged for monitoring at local levels, they have not been fully engaged across the MYRP cycle.

Partnerships

- At the global level, ECW is increasingly leveraging and formalising partnerships to enhance the efficiency and quality of MYRP processes at country level.
- At the country level, the MYRP modality facilitates and strengthens new partnerships through relationships between MYRP grantees and IPs, as well as through joint planning and coordination processes and capacity building initiatives. It is not feasible to assess the extent to which partnerships have been strengthened because the MYRPs do not explicitly define partnerships, nor do they apply the Principles of Partnership.

Strengthening local capacities

- MYRPs tend to have an outcome that is focused on building capacity, and capacity building activities are frequently focused on building the capacity of local and national education systems, including national and local government capacity at individual and institutional levels, as well as building teacher capacity.

- The evaluation did not find evidence that context-specific capacity needs assessments were used as a basis for the development of capacity building activities.
- At the national level, MYRPs generally focus on capacity strengthening for government around data collection and management, and M&E, and on thematic areas such as gender, protection, MHPSS, and disability, and teacher professional development. The case studies found that there is a need for more capacity building activities aimed at local-level education authorities and local CSOs, which would increase coherence with the Grand Bargain's commitment to 'increase and support multi-year investment in the institutional capacities of local and national responders'.
- In the absence of a common definition of, or strategy for, capacity building within ECW,²⁸ ECW is trying to make sure that local partners are involved, through encouraging grantees to form a consortium of local actors.

Availability of quality data

- The MYRP modality has increased attention to and data about access and learning outcomes for IDPs, refugees, and other vulnerable groups, and it has promoted and strengthened the availability of EiEPC data in MYRP countries.
- There are further improvements to be made in terms of the quality of data and measuring outcomes.

Scalability

- It is only possible to assess scaling up in third-generation MYRPs, as scalability was not clearly addressed in the MYRP application and instructions until the third generation.
- The portfolio review found that third-generation MYRP plans do have stronger and clearer scale-up strategies articulated within them compared to earlier MYRP plans.

Grantee processes

- In most case study countries and global-level interviews, stakeholders reported challenges with grantee and IP selection processes that resulted in opaque processes and tight timelines. As a result, communications about the selection processes, and the processes themselves, did not reach all potential applicants, and in particular had a tendency to leave out national actors. In particular, short timelines give an advantage to United Nations agencies, and to a lesser extent INGOs, which have more staff and resources to respond within a short timeframe.

EQ 5.1 To what extent and how has the MYRP created political commitment to address the needs of children and youth (boys/girls) affected by conflict and crisis on a global and in-country level?

ECW has generated and fostered political commitment at the global level, made apparent by the number of donors and foundations on the ExCom who are considered development actors and who are not typically involved in EiE. It is difficult to discern how much of that can be attributed directly to ECW, versus the MYRP modality specifically. ECW has put a spotlight on

²⁸ At the time of this evaluation, ECW was in the process of developing a Capacity Building Framework. As at September 2021, this was not finalised and thus was not included as part of this evaluation's analysis.

education in countries affected by protracted crises, and this has put EiEPC on the global agenda. Many respondents at the global level attributed an increased focus on EiEPC to ECW.

The country case studies revealed that the existing political commitment of governments prior to the introduction of an MYRP is a major determinant of the level of government involvement, creating challenges to developing stronger political commitment in countries where this is already low. Uganda is a strong example of a country where the government already had strong political will to address the needs of refugees and host communities prior to the MYRP. There the MYRP was used to gain further political buy-in at a district level. The Uganda MYRP is aligned not only with the national refugee response, but also with district plans, and brings the issue of supporting refugee and host community children's needs into their agenda. In contrast, in Bangladesh the government has signalled that they would prefer to repatriate Rohingya refugees rather than integrate them into the local population, and as such the government has made no steps to record Rohingya school children in the national EMIS, and does not allow the national curriculum to be used in their schools.

Furthermore, in Uganda there is evidence that the MYRP has strengthened political commitment as a small number of schools currently funded through the MYRP will receive a government school code, thereby becoming a formal part of the national system. This means teachers will be registered on the government teacher payroll and the schools will receive capitation grants.

In the case of Colombia, the Ministry of Education has been heavily involved in MYRP processes and advocacy, together with ECW, and ECW is looking to leverage this commitment further. For instance, the Colombian government has recently provided 10-year protection status to refugees and migrants in the country. ECW plans to showcase this political commitment and to highlight that Colombia is the only country in Latin America that is providing such a strong protection status. ECW hopes to capitalise on this with increased buy-in from donors resulting in leveraged funding. It will also signal to other governments that there are financial 'rewards' for those that are willing to take bold political steps towards supporting refugees and migrants, and specifically EiEPC.

The extent to which MYRPs have increased funding as an indication of political commitment is not possible to observe. Some interview respondents perceive the MYRP funding modality as having increased political commitment to addressing the needs of children affected by crises, whereas other respondents have expressed the view that, aside from the seed funding, MYRPs have generally not been able to leverage *additional* funding that would otherwise not have been allocated to EiEPC. However, there are a lot of unknowns relating to the amount of funding that would have gone into the EiE sector as a whole without the MYRPs, and the complications around measurements (extending all the way to the lack of quality and coherence in the FTS and IATI databases) mean that it is challenging to be able to state how much funding the MYRPs have brought in. Resource mobilisation, and the difficulty of estimating how much financing has been leveraged by the MYRPs in-country, is addressed further in the section on EQ 5.2.

EQ 5.2 To what extent and how has the MYRP contributed to mobilising and leveraging funds at global and country level?

This section considers the extent to which the MYRP modality has 'leveraged' and 'aligned' funding.²⁹ The term 'aligned' refers to active alignment of existing resources in-country with the MYRP. Programmes and their associated funding are scored considering three areas: 1) target group alignment; 2) engagement with MYRP mechanisms; and 3) alignment with strategy. The full rubrics used in the scoring process can be found in Annex C. For the purposes of this analysis, the term 'leveraged' includes funds for the MYRP that have been mobilised beyond the ECW seed funding at country level (referred to as 'leveraged' funds). This consists of both existing funding that has been

²⁹ Details of the approach and data collection and validation can be found in Annex C. Prior to the study, ECW did not have a precise definition for what could be classified as 'leveraged' funding. For the purposes of this analysis, definitions were developed for the terms 'aligned' and 'leveraged' funding through discussions between OPM and ECW.

redirected towards the MYRP, as well as any new funding coming into the country. Note that this analysis does not differentiate between funding that has been redirected from other existing sources in-country to the MYRP and funding that is entirely new to the country and that was not available in-country prior to the MYRP. All funds that are aligned with the target populations of the MYRP in each country are counted as 'aligned'. To be counted as 'leveraged', in addition to the alignment criteria, programmes also need to pass a minimum threshold for cooperation, with coordination mechanisms and strategic alignment. Table 4 shows that an estimated US\$ 1 billion (US\$ 1,034,883,389) has been aligned to date in the 10 original MYRP countries, in total. This captures all of the resources that are targeting the same conflict-affected populations as the MYRP (i.e. those in the same geographic areas and with the same status, such as IDPs, refugees, hosts, etc.). Almost all of this total can also be classified as 'leveraged', as it satisfies the criteria of reaching a certain level of cooperation, with coordination mechanisms and strategic alignment. The only exceptions where the 'leveraged' funds are not equal to the 'aligned' funds are in Chad and Palestine, where US\$ 1 million is considered 'aligned' but not 'leveraged' in both cases.

Table 4 Headline figures for the funds mobilised in 10 MYRP countries

Country	Aligned	Leveraged
Afghanistan	55,558,189	55,175,346
Bangladesh	99,867,822	99,867,822
CAR	115,224,955	115,224,955
Chad	25,146,064	24,146,064
Ethiopia	91,430,598	91,430,598
Palestine	27,741,325	26,741,325
Somalia	69,343,097	69,343,097
South Sudan	201,965,452	201,965,452
Syria	157,608,640	157,608,640
Uganda ³⁰	190,997,247	190,997,247

Source: Results come from the in-country resource mobilisation analysis undertaken by OPM in consultation with ECW, based on initial data from IATI and FTS databases, and subsequently reviewed, revised, and validated by in-country partners.

Funding has been mobilised (both actively and passively) through various means at global and country levels, but there is a lack of clarity about how much is 'new' financing that the MYRPs have brought in as an additional resource. It is not possible to differentiate between funding that has been redirected from other existing sources in-country to the MYRP and funding that is entirely new to the country and that would not have flowed in countries if there were no MYRP in place. Accurately tracking the sources of financing and the beneficiaries they are targeting – let alone the motivation behind why they have been leveraged – has been a challenge even to systems like the FTS, that was established three decades ago. Nevertheless, there are a few definitive examples of new funds being leveraged as a result of the MYRP, such as in Afghanistan, where funding that would otherwise not have come into the country was contributed to the MYRP.

Across most stakeholder groups, global-level KII respondents expressed scepticism around the issue of attribution. ECW frequently says that resources have been leveraged and mobilised as a result of the MYRPs, while many respondents do not directly infer attribution to ECW and the MYRP. Stakeholders recommend that ECW should drop the claim that MYRPs are mobilising additional resources and instead report on increases to EiE funding in-country. It is challenging to prove attribution and difficult to accurately report on additionality, since the existing data sources available

³⁰ The figures for Uganda were not validated by UNHCR.

that could be used to verify the claim that ECW has leveraged new funding – FTS and IATI – are incomplete and unreliable.

The global stakeholder interviews indicated that the terms ‘leveraging funds’ or ‘mobilising funds’ used to describe in-country resource mobilisation lack clarity as funds aligned with the MYRP would otherwise still come into the country’s EiE sector, but through different means (such as via bilateral aid, through UNICEF or UNHCR, or some other umbrella body). ECW claims to have brought in additional resources through the country MYRPs, but many donors explained that the total amount of funding coming into the EiE sector in each country is predetermined and has *not* been increased as a result of the existence of the MYRPs. The main change has been the channels that funding can come through. As well as being able to provide bilateral aid and going through existing channels like UNHCR, now there is the additional option of contributing to the sector via the MYRP. In the case of foundations, the cap on contributions to specific countries can be less strict than it is for bilateral donors, and so there may be cases of the MYRP leveraging new resources through them, but there is no clear evidence to show that this has happened.

In terms of reporting, ECW publicises the numbers relating to how much funding has been aligned with the MYRPs; however, it is unclear how these gains were achieved and the methods used for accounting had an element of subjectivity resulting in estimates at best. This adds to the limited clarity regarding how much funding has been leveraged as new funding in-country, versus what was already present and has been aligned to the MYRPs. Since ECW has the ambitious task of reacting quickly in difficult circumstances, such as in conflict or crisis, it is especially pertinent to be more transparent about the calculations regarding resource mobilisation, and to communicate these to stakeholders. While ECW reports clearly on seed funds, funds flowing through other channels cannot easily be tracked without a strong commitment from partners to undertake reliable reporting. Donors’ confidence depends on transparent, clear, reliable information and reporting, including on what has been less successful.

The earlier MYRP guidelines for the first- and second-generation MYRPs did not require a specific strategy on resource mobilisation, and it was left to take place ‘organically’. However, the newer MYRPs have resource mobilisation as an outcome, including a dedicated budget as well as a prescribed section in the MYRP template to lay out the strategy. This is an improvement, although in-country partners still feel that more guidance and support is needed about how they should be going about fundraising and mobilising additional resources. While the guidance is clear that these sections need to be populated, uncertainty was voiced from in-country actors about how this is expected to be done *well*. In-country informants from the country case studies considered that support from ECW in this regard has been insufficient, despite it being a defined deliverable in the MYRPs. Similarly, grantees have indicated that they would like ECW to be more proactive on matters relating to resource mobilisation, including developing a resource that grantees could share with potential donors about the MYRPs.

In Bangladesh there is acknowledgement from the MYRP coordinators that for the new MYRP there should be a focus on in-country resource mobilisation, as there has been confusion about whether the MYRP leveraged additional resources and, if it did, what they amounted to. The approach will be reconsidered for the new MYRP that is currently being developed. This will look more like the other, newer (third-generation onwards) MYRPs, where the MYRP has a section on ‘Resource Mobilisation and Advocacy’ that lays out the main targets for organisations that can support the MYRP (through funding, voluntary work, sharing best practices, etc), and that states that a fully-fledged plan will be developed in the first year of the MYRP.

EQ 5.3 To what extent are the ECW seed funds complementing the additional generated MYRP funding?

The MYRP seed funds do complement additional funds, although they comprise a relatively small share of the total requirement. At the time of the first-generation MYRPs, seed funding was providing approximately 18% of the full funding requirement of US\$ 135 million, on average. Now,

according to the ECW Secretariat, more thought is given to making the MYRP budgets more attainable (refer to Table 5, which shows the total MYRP requirements), and in the third generation the average total requirement is US\$ 60 million – significantly lower than the average in the first and second generations.³¹

Table 5 Seed funding and total MYRP requirements (US\$)

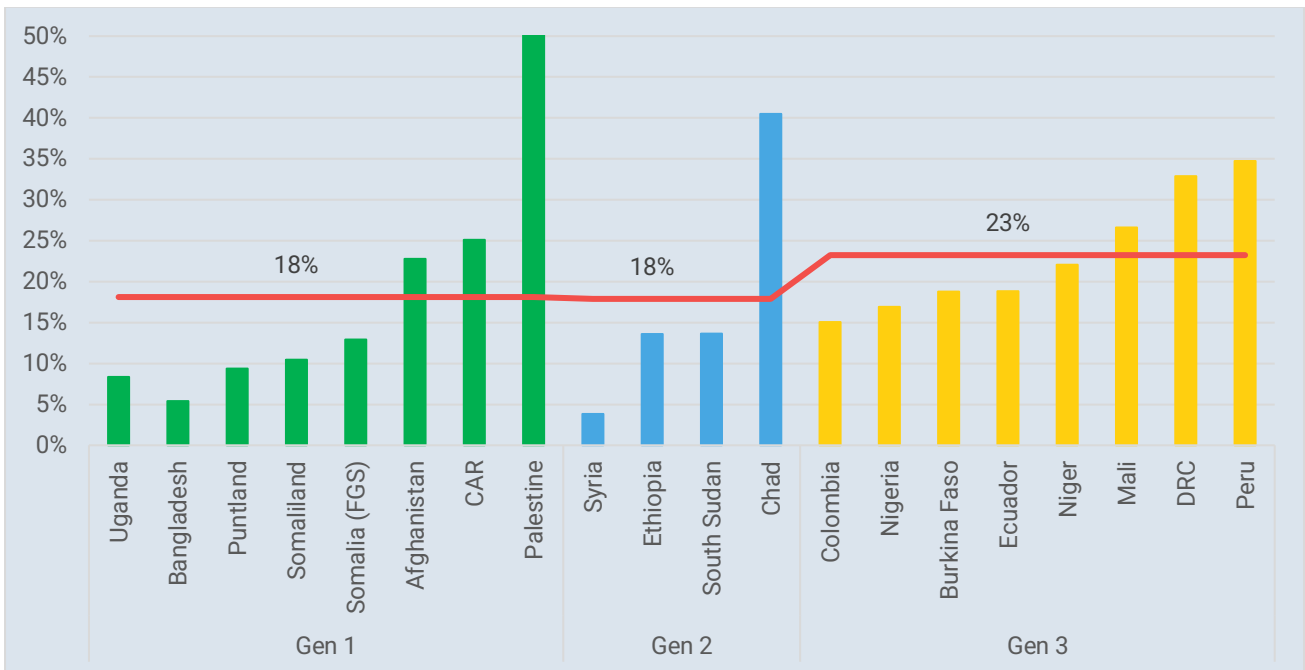
Generation	Country	Seed funding	MYRP total requirement	Share
1	Uganda	33,000,000	395,000,000	8%
	Bangladesh	12,000,000	222,210,000	5%
	Puntland	5,670,000	60,486,424	9%
	Somaliland	6,720,000	64,242,335	10%
	Somalia (FGS)	8,732,077	67,563,544	13%
	Afghanistan	36,000,000	158,000,000	23%
	CAR	19,500,000	77,653,988	25%
2	Palestine	17,534,195	34,815,874	50%
	Syria	30,000,000	783,431,452	4%
	Ethiopia	27,000,000	198,557,980	14%
	South Sudan	30,000,000	219,829,046	14%
3	Chad	20,946,870	51,722,847	40%
	Colombia	12,500,000	83,000,000	15%
	Nigeria	20,100,000	118,800,000	17%
	Burkina Faso	11,100,000	59,100,000	19%
	Ecuador	7,400,000	39,300,000	19%
	Niger	11,100,000	50,300,000	22%
	Mali	11,100,000	41,700,000	27%
	DRC	22,200,000	67,500,000	33%
Peru	7,400,000	21,300,000	35%	

Source: MYRP proposal documents

Figure 6 shows the average share of the full MYRP requirement that is provided by ECW through seed funding. In the first and second generations of MYRPs this is 18% across that period, and while seed funding does account for a larger share in the third-generation MYRPs, it is still only 23% of the total requirement. Feedback from some respondents is that the first-generation MYRPs had budgets that were unrealistically large and so the expectation that the ‘full’ plan would be implemented was not attainable. See Table 5 for a list of all MYRP countries and their total requirements. By contrast, in some cases, such as Nigeria and Colombia, in-country actors emphasised that the seed funding is still too little, given the needs, and the expectation of many of them is that the MYRPs will not be able to achieve all of their targets.

³¹ In the second generation of MYRPs, Syria is an outlier, with a total requirement of almost US\$ 800 million. The average total requirement for second-generation MYRPs is US\$ 313 million, and excluding Syria it is significantly lower, at US\$ 157 million.

Figure 6 Seed funding as a share of total MYRP cost



Source: Authors' own calculation, based on data provided in each of the 18 MYRP proposals

Proposals across all generations of MYRPs include at least some information about how additional funding, above the seed funding, will be brought in. For example, the first-generation MYRP in Bangladesh does not include a fundraising or scale-up plan, but simply mentions that 'fundraising will continue', without providing any details on how this will be done. From the same generation, the Afghanistan MYRP has a scale-up plan, but there are no details about how resources will be leveraged to fund it. In Ethiopia – a second-generation MYRP – the MYRP proposal explains that the seed funding is intended to be used during the inception phase, but no further fundraising strategy is provided in the proposal. Even in the newer MYRPs, some of the strategies do little more than express an intention to explore opportunities, including in the private sector. For example, the Niger MYRP specifies that seed funding will be used to recruit an advocacy and fundraising consultant for the programme to further mobilise the needed funding. In a few MYRPs, such as for Colombia and Mali, more in-depth fund raising and scale-up strategies are included.

The MYRPs have a large ambition, but limited seed funding is a barrier to sufficiently fulfilling this ambition. To date, no MYRP has been fully funded, so we cannot say that it is a proven model at this point. This may be a deterrent for donors who consider the ambition too high, despite the more realistic targets of the newer MYRPs. There is no reporting on additional generated funding for the third-generation MYRPs so it is too early to say if the strategies are implemented well and if they are effective.

EQ 5.4 To what extent and how did the MYRP promote and strengthen a joint, (humanitarian-development) coordinated, evidence-based, and inclusive approach to EiEPC programming in MYRP supported countries?

The MYRP process has promoted joint, inclusive, and evidence-based planning and coordination, particularly in contexts where there is strong government engagement, existing capacity at country level, and effective humanitarian and development coordination mechanisms. The portfolio review found that MYRP plans themselves show a positive evolution in terms of documenting an inclusive stakeholder consultation process, including both humanitarian and development actors. The MYRP design process itself has prompted interactions across the humanitarian–development nexus and supported the formation or strengthening of governance bodies and coordination mechanisms at country level. Where an effective coordination structure did

not exist, the MYRPs have explicitly financed dedicated coordination roles to strengthen inclusive, evidence-based coordination and planning.

An example of this can be seen in the Uganda case study, where the MYRP supported the ERP (2018) by bringing together an inclusive group from government and humanitarian and development partners to strengthen coordination and evidence-based planning and response. The MYRP did not develop parallel coordination but built upon what existed in the humanitarian space (through refugee coordination) and linked it to the humanitarian approach (the EiE Working Group), the LEG, and the educational consultative forum. By funding an ERP Secretariat, the MYRP strengthened coordination across these groups, demonstrating how to build synergies and integrate cross-cutting issues into a response, which is influencing other EiE actors, as well as other sectors. Through the MYRP, there has been an intensive process to generate evidence and joint assessments and to utilise the new data at national and sub-national level in planning and response. Most stakeholders in Uganda noted that a better coordinated and more evidence-based approach is a clear outcome of the Uganda MYRP, as evidenced by the action taken within the consortium when the COVID-19 pandemic struck in 2020. At that time, the consortium was able to plan and coordinate an inclusive COVID-19-specific approach and implementation, using shared tools to achieve harmonisation and alignment in the response.

In Afghanistan, the MYRP governance structure created a platform that could bring all actors to the table, improving information-sharing and coordination across the humanitarian–development nexus, involving both the EiE Working Group and the Development Partners Group. The Ministry of Education is the chair of the MYRP Steering Committee, which has helped to bring clarity for humanitarian and development actors and funding. Based on the learning from the initial phase of MYRP implementation, a structured coordination and planning framework has been agreed upon by all parties, with active leadership of the MYRPs Project Management Unit, UNICEF zonal office teams, and Ministry of Education counterparts.

In contexts with limited government engagement in EiEPC, the MYRPs’ ability to strengthen humanitarian–development coordination has been limited. In such contexts, however, the MYRPs have strengthened inclusive, evidence-based humanitarian coordination. In Bangladesh, for example, the MYRP has financed a full-time international Sector Coordinator to lead education sector coordination to facilitate interaction and information-sharing between the Sector Coordinator and education focal points in the camps, which has reportedly led to an improvement in planning and coordination, and supported the development of a Multi-Year Strategic Framework that directly contributes to inter-sector coordination. Likewise, in Syria, while the MYRP does not contribute to joint planning with the government, the MYRP’s direct funding for coordination mechanisms has supported information-sharing, allowing coordinators across hubs to work together more efficiently to achieve some of the HRP targets and respond to the COVID-19 challenges. Moreover, the MYRP supported a surveillance system that monitors and verifies attacks on education, which has enhanced evidence and coordination by informing actors about attacks in a quickly and timely manner, in collaboration with sector coordinators. As a result, the MYRP has been able to start a conversation on harmonising approaches across agencies.

The MYRP consultation process engages humanitarian actors who are already within Education Clusters, and benefits them, but engagement with other stakeholders is more *ad hoc*. While there has been increased involvement of LEGs in coordinated planning, this involvement is still *ad hoc*. The private sector and foundations are rarely involved. Moreover, a majority of global and country-level respondents highlighted the limited inclusion of national and local non-governmental actors, civil society, and affected populations in the MYRP planning and implementation processes, despite the fact that they bring local expertise and the ability to access the most vulnerable populations. Respondents also highlighted the need for concrete examples of good practices around strengthening coordinated planning and response across the humanitarian–development nexus, including cases where UNICEF and Save the Children have leadership roles in humanitarian (Education Cluster or Working Group) and development (LEG coordinator or grant agent) coordination mechanisms. The proposed feedback mechanism could help facilitate this.

EQ 5.5 To what extent and how is accountability to affected populations considered in the MYRP?

MYRPs generally address AAP in the design and implementation of the MYRP, and the case studies illustrate the value of AAP mechanisms for effective decision-making across the programme cycle. The extent to which AAP is considered in MYRPs depends on the prioritisation of the grantees and IPs, rather than on the MYRP itself. There is very limited explicit reference in MYRP plans to the application of the Core Humanitarian Standard or Foundational Standards of the INEE Minimum Standards focused on the engagement of and accountability to affected populations.³² The portfolio review found less of a focus on AAP in third-generation MYRP plans. Based on the portfolio review, while AAP is mentioned at different places in various MYRP plans, such as in sections detailing MYRP design consultation processes and risk assessments in the context of safeguarding, the extent to which voices from AAP were included is not clear. The first- and second-generation MYRP templates had an explicit focus on AAP, requiring plans to identify how beneficiaries, as key stakeholders, would be engaged in design and implementation, including decision-making for the MYRP. The third-generation MYRP instructions and template have not addressed AAP as systematically: there is only one instruction that asks that plans consider the inclusion of women-led organisations and groups representing marginalised populations. MYRP countries are, as at 2021, required to complete an online self-assessment of the Inter-Agency Standing Committee Gender and Age Marker at the design and monitoring phase, which includes questions on AAP and helps to identify corrective measures to address AAP standards.

There are promising examples that ECW could use to highlight good practices, which could be shared across MYRPs. For example, the Colombia MYRP plan contains a strong plan for communication and consultation with affected populations at various stages of MYRP implementation, within the Monitoring, Evaluation, Accountability and Learning framework. Moreover, the four case studies document various ways in which the MYRPs engage AAP through consultation and information-sharing, and demonstrate the value of AAP mechanisms to effective decision-making across the programme cycle, including making programmatic changes that respond to the needs of target populations. For instance, in Bangladesh, the MYRP has an accountability framework with different NGOs. There, AAP is perceived as very important, occurring through in-person visits and feedback mechanisms, which have resulted in changes to the programme based on community needs. Likewise, in Syria, AAP mechanisms have been central to programme design and implementation, and have been utilised across the programme cycle, leading to programme changes based on feedback from communities, including from anonymous feedback boxes. In Afghanistan, the MYRP did not initially have an AAP mechanism; it was left to the consortium leads and partners to decide accountability structures for the affected population. Consequently, there was significant variance between partners, which was recognised by the Project Management Unit as a key gap after the first year of MYRP implementation, and improvements have since been made.

EQ 5.6 To what extent and how are the key actors (ECW, beneficiaries, governments, CSOs, and United Nations grantees) engaged in the design, planning, implementation, and monitoring of the interventions?³³

MYRP design and planning processes are participatory and generally inclusive of government, United Nations agencies, and INGOs, particularly those involved in Education Clusters. Compared to the design phase, MYRPs are less inclusive in implementation and reporting beyond grantees and IPs, but can include local NGOs in monitoring. In many cases, local and national NGOs and civil society groups, teachers and school administrators, development stakeholders and LEGs, the private sector, and foundations are not yet sufficiently engaged across the MYRP cycle.

³² Judgement Criteria: Accountability: 5.5.1. MYRPs have applied the Core Humanitarian Standard and/or Foundational Standards of the INEE Minimum Standards focused on the engagement of and accountability to affected populations.

³³ Engagement and participation: 5.6.1. Key stakeholders are meaningfully engaged in various phases of the MYRP cycle.

The case studies and respondents reveal that MYRP design and planning processes are generally inclusive of government, United Nations agencies, and INGOs. Several respondents noted in particular that MYRP scoping missions do a good job of bringing in a wide range of key actors, including government, at the right level. Uganda is a good practice example of an MYRP that has engaged a wide variety of key actors in design and implementation. ERP planning was spearheaded by the government, development partners, United Nations agencies, and EiE IPs. The commonly shared vision for the MYRP as a catalytic framework to bring in partners from humanitarian and development sectors to support the ERP in Uganda, and the articulation of the roles and responsibilities of different actors in different phases of the project cycle, have been beneficial in deepening engagement and partnership. However, based on the Evaluation Team’s portfolio review of all MYRP plans to date, many MYRP plans do not provide sufficient information about engagement and consultation processes, leading to questions about the extent of engagement. For instance, the role of affected communities, LEGs, and national and sub-national authorities are minimally referenced in plans; nor do plans provide evidence that a stakeholder analysis or capacity assessment was undertaken in the initiation or design phase.

The case studies and global and national-level interviews highlight that inclusiveness at the outset often depends on government leadership and the inclusiveness of the coordination body. However, government participation can be context-dependent, such as in the case of Syria and Bangladesh, and humanitarian coordination mechanisms (like Education Clusters) are dominated by humanitarian United Nations agencies and INGOs, and are not systematically inclusive across the humanitarian–development nexus. Local and national NGOs and civil society groups, teachers and school administrators, development agencies working on education, the private sector, and foundations are not yet meaningfully engaged across the various cycles of MYRPs. These stakeholders are not frequently part of Education Cluster mailing lists, and many local organisations lack capacity to apply to be IPs within the short timeframe that MYRPs often allow. Moreover, in non-English-speaking countries, the use of English and limited translation services further limit the participation of local NGOs in particular, whose active engagement would benefit MYRPs’ sustainability. Even in contexts where coordination mechanisms promote the participation of local NGOs, like Uganda and Bangladesh, respondents noted that more attention to and investment in capacity building is needed for local NGOs and civil society actors to engage across the project cycle (see the section on EQ 5.8). While consortia with local NGOs are being prioritised within the third-generation MYRPs, local and national NGOs and non-traditional stakeholders like youth associations cannot apply to be an MYRP grantee, which limits their engagement in implementation, apart from monitoring.

The case study findings support the perception of respondents that the process of designing the MYRP is more inclusive than the process of applying to and implementing the MYRP. Usually, a broader group of stakeholders is engaged in the design process, whereas the process of applying for and implementing and reporting on the MYRP involves the same group of INGOs and United Nations agencies. Moreover, development actors and the LEG are not always meaningfully engaged in MYRP implementation and reporting discussions about the integration of the MYRP within national education system. The case studies found that local NGOs are better engaged in MYRP monitoring functions. For instance, in Uganda, joint monitoring has given beneficiaries a stronger voice, and community structures are involved in planning interventions, providing feedback, and supporting community mobilisation. Likewise in Afghanistan, local NGOs are involved in monitoring. Overall the capacity of civil society was found to vary in the case studies, which should be taken into account in planning to enhance the monitoring capacity of civil society and local NGOs (see the section on EQ 5.8).

EQ 5.7 To what extent and how did the MYRP facilitate new and strengthen existing partnerships? How have the partnerships contributed to effective delivery of programmes?³⁴

At the global level, ECW is increasingly leveraging and formalising partnerships to enhance the efficiency and quality of MYRP processes at country level. For instance, ECW has developed and deepened partnerships with WFP and the LEGO Foundation, leveraging the partnership for joint global advocacy and for expertise within the MYRP project cycle at country level on cross-sectoral interventions and early childhood development, respectively. In addition, in early 2021, ECW convened a reflection meeting on the 2020 MYRPs, between its Secretariat, the GEC, and the Education Technical Reference Group. The group developed an action plan on the MYRPs to improve the efficiency of MYRP processes moving forwards. While this has not yet had an impact on MYRP implementation, it is a good practice to replicate. However, the extent to which ECW is focused on leveraging partnerships, and which ones, is not well-documented or shared.

At the country level, the MYRPs facilitate and strengthen new partnerships through relationships between MYRP grantees and IPs, as well as through joint planning and coordination processes and capacity building initiatives. The extent of partnerships is dependent upon the context. Where there are inclusive, transparent coordination fora that provide opportunities for engagement and collaboration, this works well. For example, in Uganda the ERP coordination mechanism promotes partnership (see Box 21). Under the Education Cluster implementation modality, partners have been obliged to work more closely together, including conducting joint monitoring and assessments, and various new partnerships have emerged. Coordination mechanisms in Uganda also promote partnerships through sharing information, expertise, and working through task teams on specific issues and innovations. In contrast, in Syria where there are limited opportunities for engagement and collaboration between stakeholders, respondents noted that the MYRP has been more limited in facilitating new partnerships.

Box 21 Example of partnership under the MYRP in Uganda

In the first year of the Uganda MYRP, Save the Children, AVSI Foundation (in partnership with Luigi Giussani Institute of Higher Education), and ZOA (in partnership with READ for Life), started piloting different approaches to supporting early-grade reading in primary schools and communities in three refugee settlements³⁵ in Uganda. The intervention used a small share of the ECW seed funding and is a strong example of coordination, monitoring, and learning between partners working under the banner of the ERP. The interventions were designed to contribute to the learning outcomes of children in those settlements – a priority of the ERP – and results showed that children in intervention schools scored higher than those in control schools on most indicators. This project exemplifies how a partnership facilitated by the ECW MYRP can build on the work of the education consortium, in partnership with the Ministry of Education and Sports and the education development partners in Uganda, to bring actors together to find sustainable solutions to the learning crisis, and to provide the support needed for refugee and host community children to learn to read.

It is not feasible to assess the extent to which partnerships have been strengthened, because the MYRPs do not explicitly define partnerships, nor do they apply the Principles of Partnership. Based on the MYRP portfolio review, the majority of MYRP plans do not explicitly refer to new or existing partnerships; where they do, they are often focused on partnerships with government entities or intersectoral linkages. Moreover, there is no common vision for, or definition

³⁴ 5.7.1. There are examples of how/for whom partnerships worked and why. 5.7.2. The extent to which the principles of partnerships have been applied. 5.7.3. Partnerships have supported the creation of greater commitment and understanding on EiE programming, and they have provided better channels for engagement for different actors.

³⁵ The interventions took place in Palabek, Rhino-camp, Imvepi, and Rwamwanja refugee settlements.

of, partnership within the MYRPs, nor has there been an explicit attempt to apply the Principles of Partnership to MYRP design or implementation. The extent to which they are applied varies by context and grantees, but, overall, the principles of results-oriented approach and responsibility are more broadly applied due to the MYRP design, than the principles of equality, transparency, and complementarity.³⁶ Many global and country-level respondents spoke about the challenges of equality, transparency, and complementarity within MYRP partnerships with UNICEF in particular, which is the most common MYRP grantee.

EQ 5.8 To what extent and how did the MYRP strengthen country and local capacities at individual, organisational and institutional levels for improved EiEPC programming?

MYRPs tend to have an outcome that is focused on building capacity, and capacity building activities are frequently focused on building the capacity of local and national education systems, including national and local government capacity at individual and institutional level, as well as building teacher capacity. At the national level, MYRPs generally focus on capacity strengthening for government around data collection and management, and M&E, and on thematic areas, such as gender, protection, MHPSS and disability, and teacher professional development, including on specialised skills, learning, and assessment. For example, the Bangladesh MYRP provides a good practice example of a systems-oriented approach to strengthening local capacity across government, NGOs, and communities (see Box 22 below). That example notwithstanding, the case studies found a need for greater focus on capacity strengthening at the local level, including on local coordination, and M&E, while continuing collaboration with the ministry of education at the national level. This is the case, for example, in Uganda, where capacity development has taken place at all levels, but where stakeholders point out that district local governments require further support and funding to be able to effectively play their roles, support the ERP Secretariat and support the M&E function.

Box 22 A systems-oriented approach to strengthening local capacity in Bangladesh

The Bangladesh MYRP places an emphasis on strengthening national and community capacities to ensure support for the response and quality provision wherever communities reside. The ToC of the MYRP includes capacity building as an implementing principle across the four pillars of access, quality, community engagement, and systems strengthening. To achieve this, each intervention is underpinned by a systems-oriented approach that ensures initial investments have subsequent gains for both the host community and for Rohingya refugees, and the MYRP includes a budget for partner-level capacity building. Built into the logic of the programme is the need to strengthen local NGO and community capacity, while also building the capacity of front-line service providers, teachers, and national and district-level education officials to take on greater oversight in the coordination and management of the educational response. In the coming two years, it is expected that national organisations will assume a leading role in the response, and that international partners will provide a supporting function to ensure that local actors have the organisational structures and technical capacity they need.

Nearly all MYRPs include plans for capacity building of teachers and the case studies offer evidence that the capacity of teachers and teacher professional development systems have been built through MYRPs. For instance, the Bangladesh MYRP focuses on teachers' professional development and includes building the capacity of teachers to be more gender-responsive, and for teachers to be

³⁶ Equality: mutual respect irrespective of size and power; respecting each other's mandates and obligations. Transparency: communication and dialogue on an equal footing, with an emphasis on early consultations and early sharing of information, including financial transparency. Complementarity: building on comparative advantages and complementing each other's contributions, including with regard to striving to enhance local capacity as an integral part in emergency response, and overcoming language and cultural barriers.

equipped with an understanding of formative and summative assessments. Respondents in Syria provided anecdotal evidence that the MYRP strengthened EiEPC programming, given that it built teacher capacity by strengthening skills on MHPSS support, child protection, social-emotional learning and life skills, COVID-19 prevention and distance learning, and the inclusion of disability, among other topics. However, the evaluation did not find evidence of the MYRP having a mechanism to follow up on the extent to which teachers apply the new skills.

Global and country-level respondents frequently highlighted a need for more capacity building activities aimed at local-level education authorities and local CSOs, which would increase coherence with the Grand Bargain’s commitment to “increase and support multi-year investment in the institutional capacities of local and national responders”. Building the capacity of local NGOs and civil society is not strongly reflected in MYRP guidance or instructions across the three generations. Partly as a result, MYRPs contain limited analysis of the institutional capacities of local NGO and civil society, or planning to narrow the gaps with a focus on capacity strengthening through the MYRP. Nor is capacity development tracked in a systemic manner at national or global levels. The examples of capacity strengthening of local NGOs through the MYRPs identified in the evaluation often focus on one-off technical trainings, rather than systemic capacity strengthening on organisational development, including administrative and financial planning, management, and reporting, which could help them to meet the due diligence requirements of United Nations agencies and INGOs, and therefore enable them to compete for funds. Although systemic investment in local and national NGOs and civil society is critical for the local ownership, sustainability, and cost-effectiveness of the MYRP, without a deliberate focus on strengthening the organisational capacity of these actors, there is a vicious circle of underinvesting in national and local NGOs and civil society.

In the absence of a common definition of, or strategy for, capacity building within ECW,³⁷ ECW is trying to make sure that local partners are involved, through encouraging grantees to form a consortium of local actors. For instance, in Afghanistan, INGOs are providing capacity support to local NGOs within the MYRP consortium model, including training on monitoring, child protection interventions, and safeguarding risk management, and the use of reporting and referral mechanisms. However, more support could be provided to improve organisational development of national partners by building their capacity in organisational, policy, strategy, and compliance requirements with respect to donors.

The evaluation did not find evidence that context-specific capacity needs assessments were used as a basis for the development of capacity building activities. Stakeholder capacity mapping should be an essential part of the MYRP development process. Not only is this important to ensure a transparent and inclusive development process, it is also important in supporting effective joint planning and grantee and subgrantee selection.

EQ 5.9 To what extent and how did the MYRP promote and strengthen: (i) the availability of quality data on education needs/gaps in MYRP countries, (ii) the measurement of output and outcome results?³⁸

The MYRP monitoring systems cover a wide range of indicators for children reached, MYRP programme results, risk analysis data, and delivery chain and financial flow mappings, all

³⁷ At the time of this evaluation, ECW was in the process of developing a Capacity Building Framework. As at September 2021, this was not finalised and thus was not included as part of this evaluation’s analysis.

³⁸ Monitoring data (SYSTEMIC OUTCOME 5): 5.9.1. MYRP has supported the development of evidence-based programmes and the establishment or strengthened monitoring frameworks and systems in MYRP countries. 5.9.2. There are systems in place to collect and analyse data on collective beneficiary results, as identified in the country result frameworks. There is evidence of the ways in which the MYRPs have contributed to the increased availability of quality data, evidence, and research. Actions and results regarding the development of monitoring systems and the availability of data are reported. There is evidence on the use of monitoring data for planning and decision-making purposes.

disaggregated for the MYRP (and non-COVID-19 activities), as well as programme-specific results, which are presented in the annual results report.

The MYRP modality has increased attention to and data about access and learning outcomes for IDPs, refugees, and other vulnerable groups, and it has promoted and strengthened the availability of EiEPC data in MYRP countries. The MYRP modality has an explicit goal of strengthening the availability of data and M&E systems. In contexts where data do not exist, the MYRP consistently addresses gaps in educational needs data by funding additional assessments, especially in countries where there is not a JENA. In general, the MYRP modality has succeeded in strengthening the availability of data on education needs and gaps in MYRP countries, and on the measurement of results across case study countries.

- In Bangladesh, respondents noted that the MYRP has been marked by an effort to improve data collection and management, especially by MYRP grantees. For instance, a common monitoring system has been developed and rolled out to education partners. During the COVID-19 pandemic there have been limitations on monitoring in the camp communities, but the MYRP's monitoring systems adapted to the context – for example, by technical officers receiving reports via telephone or arranging for group meetings (while maintaining social distancing) to receive reports. Consistent reporting on and sharing of quantitative and qualitative data have also been improved, both by grantees and across the sector, in part due to more regular communication between MYRP partners and education stakeholders.
- In Uganda, an Information Management Team of MYRP grantees, IPs, and government ministries at local and national level identified information gaps and needs, and designed a harmonised national M&E system. Stakeholders across the sector now have access to data on ongoing interventions in different settlements, including needs and gaps, to facilitate better planning. Ultimately, the aim is to make the EMIS refugee-inclusive so it can provide quality disaggregated data on refugees. However, there is a need to further support district hubs for data, and also support the linkage between districts and the national system at the ERP Secretariat.

In addition, the MYRP modality has increased attention to the learning outcomes of IDPs, refugees, and other vulnerable groups. In Afghanistan, for instance, the MYRP has a focus on quality learning and skills, and plans to develop and share new assessment tools that will contribute to the knowledge base on children's learning and the quality of CBE. There has been a positive progression in the M&E approach of the MYRPs. For instance, the third generation requires each MYRP to include a learning outcome measurement and budget for it in the MYRP. In the DRC MYRP (2020), for instance, the aim to improve a learning-oriented local, provincial, and central governance system is one of six 'Programme and Resource Mobilisation Outcomes' of the MYRP, which will help to increase the availability and quality of data. One of the activities planned to support this outcome is generating data and improving information systems to monitor the enrolment, retention, and performance of students in crisis-affected areas. The Nigeria MYRP plan also includes a comprehensive plan for enhancing the availability of data and the measurement of outputs and outcome results. It draws upon existing data sources and M&E systems as far as is possible and includes the following: MHPSS and learning outcome assessments; work to strengthen data availability on children and adolescents with disabilities; periodic evidence- and M&E data-driven reviews of programme performance; among other things. The plan intends to strengthen the speed and quality of reporting, as well as to support national capacities for data collection and reporting on EiE activities.

There are further improvements to be made in terms of the quality of data and measuring outcomes. In Syria, for example, it has been difficult to access data across hubs due to sensitivities, the need for anonymity, and political considerations. Nevertheless, reports are provided monthly by partners and local IPs are increasing data through needs-based and risk-based analyses in their programming. To address these issues, ECW is working at the global level to improve the EiEPC data system. ECW and the UNESCO Institute for Statistics, which are co-chairing the INEE Reference Group on EiE Data, are narrowing common EiE indicators to strengthen the standard-setting process.

In addition, AF grants awarded in 2020 and 2021 address learning outcomes and work to strengthen capacity for EMIS and data. The former was a cooperation with Cambridge Education to strengthen global and national capacities to measure holistic learning outcomes and systems and improve learning outcomes. The latter is a grant to UNESCO for strengthening capacity for EMIS and data for increased resilience to crises. However, the impact of this work and of the grants has not been felt in the vast majority of MYRP countries (see the section on EQ 3.2), and some global-level respondents expressed their belief that ECW should be doing more to ensure the evidence is driving both policy and delivery decisions in MYRPs, as well as being shared so as to improve the overall state of the field.

EQ 5.10 To what extent are the MYRPs' approaches scalable to other conflict- and crisis-affected areas in the affected countries?

It is only possible to assess scaling up in third-generation MYRPs, as scalability was not clearly addressed in the MYRP application and instructions until the third generation. Therefore, the evaluation did not find sufficient evidence to answer this question. Scalability was not clearly addressed in the MYRP application until 2020. As a result, in many cases, MYRP plans before 2020 did not contain a scale-up plan beyond the scope of the MYRP plan. Where scale-up was addressed in a first- or second-generation MYRP plan, it was most often a loose reference to scaling up to include more beneficiaries. However, there are examples of different approaches being scaled up within MYRPs. Uganda provides a good practice example in terms of innovations on disability, inclusion, and MHPSS being shared and scaled up. However, in challenging conflict-affected contexts, such as Syria, respondents noted that while there may be important lessons that can be learned and applied to other contexts, such as implementing non-formal education in difficult-to-reach areas, the complexity of the Syrian context (in that case) renders the MYRP's approach unlikely to be scalable to other crisis-affected areas. In addition, a challenge to the scalability of MYRP approaches continues to be the underfunding of MYRPs, as highlighted in the section on EQ 5.2.

The portfolio review found that third-generation MYRP proposals have stronger and clearer scale-up strategies articulated within them compared to earlier MYRP plans. With an evolution towards a more strategic approach to the MYRP, third-generation MYRPs contain an ECW Seed Fund Scale-Up Strategy within their proposals. This includes a description of the programmatic approach for scaling up and linkages with the resource mobilisation strategy. The instructions give flexibility in relation to the context, noting that the decision on the scale-up strategy can be based on options that promote scaling a package geographically, thematically, or in another way that responds to the context. In the case of the Ecuador MYRP, for example, the scale-up strategy is based on the concept of promoting a holistic package of interventions which can be replicated in additional geographic areas as additional funds are mobilised. In contrast, the scale-up strategy for the Nigeria MYRP is based on the prioritisation of the six top-priority activities and the six middle-priority activities. The activities given top priority will be the first to be funded; once they have been sufficiently resourced, additional financing will be used to cover the next set of priorities. While this evaluation cannot assess the effectiveness of the third-generation scale-up strategies yet, the fact that the MYRP template now obliges planning for feasibility checks and scalability measures in the design phase is likely to increase the opportunity for ECW and its partners to learn about the scalability of approaches in the implementation and evaluation phases.

EQ 5.11 Were the processes for the selection of grantees transparent and fair, given the country contexts and needs?

In most case study countries and global-level interviews, stakeholders reported challenges with grantee and IP selection processes that resulted in opaque processes and tight timelines. As a result, communications about the selection processes, and the processes themselves, did not reach all potential applicants, and in particular had a tendency to leave out national actors. Short timelines give an advantage to United Nations agencies, and to a lesser extent INGOs, which have more staff and resources to respond within a short timeframe. For example, when the Afghanistan MYRP was transitioning from its first to its second year, organisations were

given only 10 days to write a new proposal, despite long delays in then moving forwards. INGO respondents in particular expressed frustration at the last-minute calls for expressions of interest, despite the lengthy time window within which the MYRPs are developed. This lack of transparent and timely communication is inefficient for NGOs, who tend to have project-funded staff, making it difficult to assign time away from projects to engage in MYRP design processes, including drafting expressions of interest and proposals, especially compared to staff from multilateral organisations. Timely communication on the opening of application windows, and increased time available, would help in this regard.

Donors and INGO respondents expressed concern at the high percentage of MYRP funding that goes to one or two stakeholders, despite other agencies in-country with strong financial and administrative capacity, which are not chosen as grantees (see Table 6 for a sample of MYRP countries, the applicants for the position of grantee, and the successful organisations). Case studies and respondents also raised a flag over ECW's stated goal of ensuring that its funds are disbursed 'as local as possible', and the fact that ECW's rules do not allow for national partners to receive direct funding as grantees.³⁹ ECW's reliance on Harmonised Approach to Cash Transfers (HACT) processes,⁴⁰ without having an explicit strategy⁴¹ in place to build the capacity of local NGOs that lack the administrative, financing, and reporting capacity required for HACT compliance, means that ECW lacks a plan for moving towards national NGOs becoming grantees. Even in Uganda, where the selection process was perceived as overwhelmingly transparent, stakeholders noted that it was not completely fair because selection processes did not allow for national NGOs to compete as grantees, despite some being perceived as having sufficient capacity.

Box 23 TRADE-OFF: Using national NGOs and CSOs as MYRP grantees versus keeping risks to a minimum

Using qualified local and national CSOs in MYRPs as grantees would help to bolster quality and effectiveness, given that local CSOs hold context-specific expertise and their involvement as grantees would contribute to reaching the most vulnerable, as well as making strides towards sustainability. However, in many contexts, making national NGOs – with their current capacity levels – grantees would come with risks, and would require ECW to take on higher risk management considerations and reputational risks.

ECW's approach to the selection of MYRP grantees is evolving towards a more inclusive, transparent, and fair process, with new application guidance based on lessons learned. For instance, the third-generation MYRP application instructions require the establishment of a selection committee to agree on the procedures and instruments for the evaluation of partners, to ensure the transparency and quality of the selection process and communications processes, as well as the grantee. The portfolio review identified a trend towards reported evidence within MYRP applications on an inclusive, transparent, and open grantee selection process, including details on the establishment of the selection and review committees and follow-up by ECW. However, it is not possible to assess the extent to which the process was transparent and fair, based on the MYRP plans, which frequently do not include information on who the other applicants were, apart from the grantee.

³⁹ Under ECW's ExCom-approved risk framework and Operations Manual, direct funding of local NGOs is not currently permitted under MYRPs.

⁴⁰ As a UNICEF-hosted fund, ECW is required to apply the HACT framework and the Prevention of Sexual Exploitation and Abuse (PSEA) assessment framework to all non-United Nations agency grantees.

⁴¹ At the time of this evaluation, ECW was considering capacity strengthening in connection with the development of a capacity strengthening framework; however, this was not within the purview of this evaluation, as the strategy was not finalised during this work, nor was even a draft strategy shared with the Evaluation Team.

Table 6 presents the applicants to the position of grantee in six of the MYRP countries, alongside the organisations that were successful. While this does not address whether the process was transparent and fair, it does illustrate which organisations are dominant as the grantees, and it provides some information about the process that took place. It is to be noted that the dominant organisation(s) changed or became broader over the first, second, and third generation of MYRPs.

Table 6 Applicants and successful grantees for sample of MYRP countries

Gen.	Country	Successful grantee/s	Grantee applicants	Notes
1	Afghanistan	-UNICEF	-UNICEF -Save the Children	Save the Children and UNICEF were considered as grantees for the ECW MYRP investment. Subsequently, Save the Children opted out as a result of in-country donors recommending that the grantee should not perform the dual role of grantee and IP. UNICEF then took on the role of grantee.
1	Bangladesh	-UNICEF -UNHCR -UNESCO		There was no competitive selection process. To expedite the process, ECW proposed the three United Nations agencies, as well as the division of funds, and this was endorsed by education partners in Dhaka.
1	Uganda	-UNHCR -Save the Children	-UNHCR -Save the Children	An education NGO consortium (led by Save the Children) became the grantee for service delivery. UNHCR was selected as the grantee for systems strengthening and collaboration with the government. UNICEF was invited to apply as grantee, but declined.
2	Syria	-UNICEF -Save the Children	-UNICEF	UNICEF was the only candidate for the grantee role for the MYRP as they are able to work in government-controlled and opposition-controlled parts of the country. During the first year of implementation a change occurred in the prospects for the continuation of the United Nations resolution concerning the cross-border operations with Turkey, which resulted in UNICEF (and most United Nations organisations operating out of Damascus) to suspend work with CSO partners serving the NES side from Turkish territory. This left a gap in the coverage of highly vulnerable IDP areas close to the borders, which called for bringing on board an additional grantee that would not face the political risk of assuming these responsibilities. Save the Children was nominated by the group to take on this role, and they were added as a grantee in March 2020. Officially, Save the Children was the only organisation nominated to ECW.
3	Colombia	-UNICEF -Save the Children	-UNICEF -Save the Children -Aldeas Infantiles -Profamilia	These organisations expressed an interest in being grantees, through a request for proposals process. UNICEF leads a consortium that includes Corporación Infancia y Desarrollo. Save the Children leads a consortium consisting of Norwegian Refugee Council (NRC), Plan International, World Vision, Aldeas Infantiles, Opcion Legal, and iMMAP.
3	Nigeria	-UNICEF -Save the Children	38 organisations and consortia applied to be grantees	The list of applicants includes CSOs, NGOs, INGOs, universities, United Nations organisations, and national and international organisations.

In this sample of countries, UNICEF is a grantee in all but one country (Uganda) and Save the Children is a grantee in all but two (Afghanistan and Bangladesh). This shows clearly who the

dominant MYRP grantees are; a similar trend is found across all 18 MYRP countries. Table 6 also reflects the change in the process from the first and second generation to the third generation of MYRPs. In the earlier MYRPs, the process of grantee selection was generally not competitive and the applicants were limited, whereas the examples of Colombia, and especially Nigeria, show that a bigger range of organisations applied to be the MYRP grantees. Nevertheless, the outcome of the selection process is unchanged, despite improvements in the process.

Donors in particular noted that there is limited analysis during the grantee selection process about complementarity between grantees, and that the MYRPs often do not sufficiently focus on developing a common approach between grantees and IPs in order to strengthen how partners work together. The Nigeria MYRP is a good practice example, in which the grantees did identify the thematic and geographic areas based on their comparative advantages. However, in the timeline covered by this evaluation, this has been dependent upon the grantees themselves, rather than being required by the MYRP.⁴²

The MYRP application template does not give clear instructions about the IP selection process, which was highlighted by respondents in several countries as being neither transparent nor inclusive or fair. IP selection processes appear to vary based on the country and the process can lack inclusiveness of national actors due to limited inclusivity within an education coordination mechanism. When there are disputes or disagreements in subgrantee selection processes, stakeholders reported not understanding with whom they should raise objections in terms of accountability for decision-making. Moreover, in some contexts a high cost-share requirement to be an IP has been an obstacle for the majority of local NGOs. For instance, in Afghanistan, INGOs had to contribute 20% and local NGOs had a 10% cost-share, which was an enormous challenge that limited participation. Other respondents noted that the MYRPs set the bar for IP selection criteria too high for local NGOs, who are not able to develop the multi-year budget required of IPs.

EQ 5.12 Have there been any unintended positive or negative effects on country systems because of the support that was provided under the MYRPs, and, if so, how was this dealt with by the grantees and IPs?

While some of the case studies reported country-specific unintended consequences of the MYRP, none were identified through the KIIs or document review at the global level.

Box 24 Conclusions on beneficiary-level effectiveness

- ECW has put a spotlight on education in countries affected by protracted crises through the MYRP modality, and this has put EiEPC on the global agenda. It is difficult to discern how much of that can be attributed directly to ECW, versus the MYRP modality specifically.
- Different MYRP stakeholders have different definitions of what leveraging and mobilising funds means, and some of the complexities around measurement are rooted in the lack of a global understanding of these terms. The process of measuring the in-country resource mobilisation used in this evaluation, and intended to be used by ECW, will not be sufficient in the future. The methodology needs to be developed further and agreement between all stakeholders needs to be reached about how to measure and record leveraged and mobilised funds. In part this is because there is a subjectivity involved in the definitions, which need to be agreed on. The methodology must be a coordinated effort and it should include

⁴² While this was not shared with or evaluated by the Evaluation Team, in 2021 the ECW Secretariat included a set of gender criteria in the grantee selection process and is requesting the grantee – or one of the grantees – to act as gender lead organisation to provide overall support on gender coordination, monitoring, and capacity strengthening throughout the MYRP implementation.

the need for partners to provide credible data so that there is coherence and quality in the FTS and IATI databases.

- The MYRPs have a large ambition, but limited seed funding, in combination with limited mobilised resources, is a barrier to sufficiently fulfilling this ambition. Although seed funding is increasing as a share of the MYRPs' full requirements (due to lower overall requirements in the third generation), keeping the number of MYRP countries low would also ensure that seed funding is not divided too thinly between them, and would enable countries to realise their MYRPs in full. Reaching the full requirement can be considered a proxy for ensuring that beneficiaries are satisfactorily reached, given the absence of a monitoring system that covers all sources of funding that go into the MYRPs.
- Elements of the MYRP modality objectives have been mutually beneficial and positively reinforcing with respect to effectiveness. For instance, the MYRP modality's focus on joint, inclusive, and evidence-based planning and coordination and capacity building activities aimed at grantees, IPs, and national education systems has supported and helped to facilitate and strengthen partnerships, as well as strengthening the availability of data in MYRP countries. Strengthened partnerships and better data then further strengthen joint, inclusive, and evidence-based planning and coordination, and help to build the capacity of national education systems. In effect, the sum of these components is greater than each of their parts.
- The realisation of the vision of the MYRP modality as joint and inclusive across the humanitarian–development nexus can be further strengthened. An inclusive process from the outset sets the tone for joint ownership of the MYRPs, and sets up stronger participation across the programme cycle. A more systematic approach to meaningfully engaging EiEPC stakeholders that are not part of the cluster across the MYRP project cycle is needed, particularly local NGOs and civil society. MYRPs would also benefit from more systematic engagement with LEGs on implementation and the funding mobilised, or remaining gaps, as well as joint work to ensure that MYRPs are factored into JSRs.
- The MYRP modality has promoted inclusive planning and is engaging humanitarian and development partners, but the partnership component itself is not yet defined and measured, which is an important measure for sustainability and scaling in EiEPC.
- Grantee selection processes in the first and second generations were not fair or transparent, particularly due to the fact that local CSOs were not able to fully participate. Grantee selection processes are improving, with an MYRP orientation package and clearer guidance in the third-generation template and instructions, but there is room for further improvement regarding clarity on roles and responsibilities for IP selection and for transparent and timely communication across the selection processes.
- The exclusion of national NGOs and civil society from being MYRP grantees, and the fact that they often face challenges to becoming IPs, undermines the quality of MYRP processes, as local CSOs hold context-specific expertise and their involvement as grantees would contribute to sustainability.
- There is a need for greater focus on capacity strengthening with local education authorities, NGOs, and civil society, including on local coordination and M&E, while continuing collaboration with ministries of education at the national level.

4.6 Effectiveness (beneficiary level)

This section on effectiveness considers the beneficiary level, and assesses the progress reported so far towards the different collective beneficiary results. There are two questions at hand: What progress has been reported so far towards the different collective beneficiary results (as identified in the country results framework)? To what extent and how are the MYRPs implementing comprehensive, multi-faceted packages to ensure continued access to safe, quality education, and to improve learning outcomes? To answer these questions, we relied on secondary sources, through the annual reports for the first two generations of MYRP countries from 2020 (covering the years 2018 and 2019), and through the ECW-held quantitative and qualitative databases, as well as the joint annual reports for the four country case studies regarding 2020, which were made available to us in April 2021. These sources were triangulated with information from the global-level and country-level interviews, as well as findings from the country case studies.

Box 25 Key findings on beneficiary-level effectiveness

- The annual reports report significant progress in terms of collective beneficiary results. This evaluation used data from secondary sources like these reports and found that most targets were reached in relation to the indicators that were presented.
- The MYRP modality is enabling a multi-faceted packaged response through the programmes, as shown through the case studies. Assessing the extent to which this is done requires a more specific definition of the nature of a multi-faceted packaged response. The effectiveness of the multi-faceted packaged response is difficult to assess in bulk because the contexts of MYRP countries are so different. This is addressed in the MYRP templates, which ask about different facets, and this has been strengthened across the different generations of MYRPs.

EQ 6: What progress is reported so far towards the different collective beneficiary results?

EQ 6.1 What progress has been reported so far towards the different collective beneficiary results (as identified in the country results frameworks)?

The annual reports report significant progress in terms of collective beneficiary results. This is an evaluation of the MYRP as a modality, focusing on systemic-level results, and beneficiary-level data are presented only using available secondary data sources. ECW, through the MYRP grantees, collects a great deal of data, and notably appears to have improved the reporting system for the year 2020 using joint reports. At the time of the evaluation, OPM had access to the full set of reports from 2019, and only those pertaining to the four country case studies for 2020. Therefore, to maintain the focus on the evaluation of the MYRP as a modality, we consider the targets and beneficiaries reached through the MYRP modality only for the four case study countries, and do not trace beneficiary-level results across the full programme on all metrics (equity and access to and quality of education related to safe and protective learning environments, learning outcomes, and education continuity).

The latest annual reports from the four case study countries show a range of results for the cumulative number of children who have been reached with ECW assistance since the MYRP modality was first implemented. In the cases of Afghanistan and Syria, the total number of children reached overall fell short of the number targeted, whereas in Bangladesh and Uganda the targets were surpassed.

Table 7 Children targeted and reached cumulatively in the four country case studies in 2020

	Afghanistan	Bangladesh	Syria	Uganda
Children targeted	120,200	81,880	44,075	105,088
Children reached	106,655	88,690	30,757	115,313
Percentage of targeted children reached	89%	108%	70%	110%

These results are further broken down to capture children reached by different levels of education, and different types (formal and non-formal), gender, and disability. In all four cases, grantees are on track to reach the targets. These data are presented in the annual reports and were compiled into the quantitative database, and the most recent round of reporting captured the same indicators through the joint reports. In all cases there are concerns that data relating to children with disabilities in the communities are difficult to obtain, and there are challenges around accounting for the number of children with disabilities who are beneficiaries of the MYRPs.

Using Afghanistan as an example to understand the narrative behind these data, we observe that the MYRP proposal and ToC refer to a number of key strategies; however, implementation has been limited and monitoring systems were not robust at the start of the programme. As such, stakeholders suggested that while overall targets had been met in effect at the end of the first year of implementation, and progress had been sustained through the COVID-19 period, this was not always done in a manner that targeted the most marginalised and the humanitarian–development nexus goals of the MYRP. For instance, even though the target number of children were enrolled in Year 1, there was no real transition planning, and progress regarding the continuity of education outcomes was relatively weak.

Assessment of the quality of teaching and learning in MYRP-supported spaces in Afghanistan has also been limited. Teacher standards, while in line with the CBE policy minimum requirements, do not necessarily ensure quality teaching and learning. Given the fragility of the context, stakeholders flagged the need to look deeper than numbers to understand progress. For example, although the target proportion of girls had been enrolled in the programme, they stressed the need for *‘a more nuanced understanding of gender and making the MYRP more gender responsive’*, which links to the limitations of monitoring and reporting systems discussed in the section on EQ 5.9.

Neither in the quantitative database⁴³ nor in the most recent joint reports for the country case studies⁴⁴ is progress on continuity and quality learning reported. Learning outcomes are also absent from these reports, despite the early guidance documents stating: ‘Measurement of learning outcomes is encouraged and, if not immediately feasible, plans should be developed to ensure their measurement in the longer-run’. In the context of protracted crises, these indicators can be particularly challenging to measure, and even when a measure is obtained, it may not be a good reflection of how successful the programme is.

Stakeholders also suggested a need to *‘define what success means’* in the MYRP context more clearly. This is important, given the types of subgroups targeted and costing framework partners must deliver against, as it will help to manage expectations to realistic levels

⁴³ The quantitative database covers all ECW modalities in all countries up to the end of 2019.

⁴⁴ In the April 2021 reporting period, reports for only the four case study countries were viewed.

EQ 6.2 To what extent and how are the MYRPs implementing a comprehensive multi-faceted packaged response to ensure continued access to safe quality education and to improve learning outcomes?

The MYRP modality is enabling a multi-faceted packaged response, as shown through the country case studies. Assessing the extent to which this is done requires a more specific definition of the nature of a multi-faceted packaged response. Key informants spoke positively about the MYRPs' implementation of multi-faceted packaged responses, in line with the initial objectives of the proposals. The earlier MYRPs included a holistic approach to ensuring children can access schools where quality learning can take place, and this is facilitated in a more structured way through the template for the newer generation of MYRPs. Most of the MYRP proposals present multi-faceted packaged responses across programmatic outcomes focused not only on access but also well-being, protection, quality learning, and resilience. Overall, the plans present cross-sectoral linkages that aim to meet the specific needs of marginalised groups.

Some respondents suggested that more cross-sectoral engagement is needed to ensure that quality education is emphasised and actors look beyond addressing only the issue of access to education, as is sometimes the case in humanitarian crises. The WASH sector is mentioned in almost all MYRP proposals, and many include other cross-sectoral linkages with child protection, safeguarding, MHPSS, and school health and nutrition. Progress reports reflect that MYRPs' implementation is indeed conducted collaboratively with the support of Education Cluster working groups.

The effectiveness of the multi-faceted packaged response is difficult to assess in bulk because the contexts of MYRP countries are so different. This is addressed in the MYRP templates, which ask about different facets, and this has been strengthened across the generations of MYRPs. COVID-19 and its associated restrictions, as well as the difficulty in assessing the multi-functional nature of the MYRPs, are two barriers to answering the question about how successful the MYRP modality is in achieving its overarching goal of providing safe, quality education to crisis-affected children. The suggestion from the ECW Secretariat is that if ECW wants to include a target, it must be measurable. This can be restrictive and difficult, considering the complexities of the contexts in which the MYRPs are implemented.

Box 26 Conclusions on beneficiary-level effectiveness

- The MYRP as a funding instrument has drawn attention to the importance of education quality and equity in conflict and crisis situations, which likely contributes to improved beneficiary-level outcomes.
- The MYRP modality has an ambitious approach, but the challenging nature of what a multi-faceted packaged response comprises makes it difficult to measure and difficult to track, and it is therefore difficult to evaluate the extent to which the MYRP modality has been successful in implementing a comprehensive multi-faceted packaged response, particularly since it requires a context-specific approach.

4.7 Sustainability

The final criterion that this evaluation is based on is that of sustainability – in particular, how the MYRPs are promoting and strengthening sustainable and resilient education systems and solutions so far, and how the MYRPs can be strengthened in this regard. The two questions the Evaluation Team set out to answer are: To what extent has the MYRP modality addressed longer-term institutional/systemic change (i.e., capacity development, localisation, standards, and system strengthening)? And: To what extent are the MYRPs improving the resilience of the education system in the face of crisis settings in their countries, and what are the major success factors in regard to

doing so? The findings are based on the portfolio review of the 18 MYRP proposals, where we sought out written content on sustainability, resilience, capacity building, localisation, standards, and system strengthening. This was triangulated with findings from the country case studies and responses from global-level key informants. Other ECW documents, particularly the MYRP Operational Manual (2020), provided further insights on the issue.

Box 27 Key findings on sustainability

- The MYRPs have addressed longer-term institutional and systematic change, but sustainability has not been the underlying principle when the MYRP has addressed capacity building, localisation, standards, and system strengthening.
- The MYRP Operational Manual (2020) indicates that the MYRP proposals should demonstrate how sustainability will be pursued for the proposed programme, both for the duration of the MYRP period as well as beyond it, which is critical for a resilient education system. There are examples of this being done, particularly in the third-generation MYRPs, but this can be strengthened across MYRPs.
- MYRP grantees, IPs, and other partners do not have a common understanding of what is meant by a resilient education system, largely because ECW does not define it in the context of the MYRP.

Many MYRPs have a limited focus on multi-hazard risk preparedness and reduction beyond school and district levels. Improvements have been made in the third-generation MYRPs in terms of a clearer focus on multi-hazard risks within the MYRP Risk and Mitigation Matrix and the new MYRP Quality Standards. Given new and changing risks relating to climate change, more could be done to strengthen multi-hazard risk reduction and preparedness at school, district, and national levels.

EQ 7: How are the MYRPs promoting and strengthening sustainable and resilient education systems and solutions so far? How can the MYRPs be strengthened in this regard?

This final section on the findings of the evaluation addresses the sustainability of the MYRP modality. As a new programme, part of the challenge is defining what is meant by sustainability. This section addresses the extent to which the MYRP modality addresses longer-term institutional and system change in terms of issues like capacity development, localisation, standards, and system strengthening, and then goes on to assess the extent to which the MYRPs are improving the resilience of education systems in the face of crisis settings in their countries, and what the major success factors in regard to doing so are.

EQ 7.1 To what extent did the programme address longer term institutional/systemic change i.e., capacity development, localisation, standards, and system strengthening?

The MYRPs have addressed longer-term institutional and systematic change, but sustainability has not been the underlying principle when the MYRPs have addressed capacity building, localisation, standards, and system strengthening.

The ToC comprises elements of a resilient education system as a start. As shown in the ToC in Figure 3, ECW has defined systemic outcomes related to sustainable resilient education in the fourth column (column D), to include political commitment; improved country systems and capacities for joint, inclusive, transparent, and risk-informed planning; increased funding; improved capacities for risk preparedness and response; integrated data systems; systems for localisation and stakeholder

engagement; systems for AAP; education policies and programmes incorporating risk and resilience; and adaptable learning assessment systems.

However, the portfolio review and case studies show that these results are not systematically transferred to country-level MYRP plans, and are not tracked through the MYRP monitoring systems.

With regard to capacity development, capacity strengthening of teachers and education officials has taken place, but capacity development of local NGOs and civil society stakeholders has been limited in the MYRPs, and is not meeting the Grand Bargain's comprehensive vision of localisation. Also, while capacity development activities are implemented, there is less monitoring of the application of the obtained capacities and skills and their potential impact on beneficiary and systemic results. Finally, in the absence of capacity assessments, it is difficult to set specific targets for the systemic results at country level.

In MYRP countries where there is existing country-level political commitment for the integration of conflict-affected populations, there is more potential to address long-term system change at the government level, Uganda being a prime example. This is in contrast to a case like Syria, where the MYRP has little ability to impact institutional change at present, and likely will not in the future unless capacity development efforts are extended to the government sector to ensure sustainability and promote durable solutions. Even in Uganda, key informants noted that capacity development is necessary at the district level to ensure that the issue of supporting refugee and host community children's needs is on their agenda. Investment in the government sector was identified by key informants as the key to continuity and sustainability, as good results that have been achieved by the MYRPs will only be sustained if the government is able to do this. Of the case studies, only Bangladesh reported that building capacities was based on a capacity needs assessment.

The MYRP Operational Manual (2020) indicates that the MYRP proposals should demonstrate how sustainability will be pursued for the proposed programme, both for the duration of the MYRP period as well as beyond it, which is critical for a resilient education system. There are examples of this being done, particularly in the third-generation MYRPs, but this can be strengthened across the MYRPs.

MYRP scale-up strategies are mostly limited to the expansion of programme activities to new geographic areas or reaching larger numbers of pupils; they generally do not include the intensification of activities which can lead to systemic changes and a more resilient education sector. As an example, one of the outcomes of the Afghanistan MYRP is continuity of education, particularly via facilitating student transition from lower to higher grades, and movement from CBE into hub schools. The proposal also mentions sustainability and scale-up via strengthening multi-stakeholder coordination mechanisms, alignment with national priorities, improving education systems, and promoting ownership by beneficiaries. However, there is little evidence that these have been translated into practical steps. At this point more broadly, there are no indicators regarding sustainability in the MYRP results framework and sustainability is difficult to delineate and monitor. Moreover, the development of exit strategies has not been prioritised so far, as none of the MYRPs has concluded and the crises where the MYRPs are active remain protracted.

Some key informants suggested that it is premature to strive for sustainability when the MYRP modality – even though the programmes are nearing their end in some countries – is so new.

EQ 7.2 To what extent are the MYRPs improving the resilience of the education system towards crisis settings in their countries, and what are the major success factors towards doing so?

MYRP grantees, IPs, and other partners do not have a common definition of what is meant by a resilient education system, largely because ECW does not define it in the context of the MYRP. ECW has defined some parameters for a resilient education system, but this work needs to continue, taking into account the variety of contexts where ECW operates. Also, the definition of what it is that ECW aims to sustain would help the MYRPs to provide stronger direction and priorities.

The main success factors for improving the resilience of the education system are a strong commitment from government and well-functioning coordination structures supporting joint planning processes of multi-year programmes. This is what enables girls and boys in protracted conflict- and crisis-affected areas to continue their learning, and at the same time strengthens the establishment of resilient education systems. However, as indicated earlier in this report, some country-specific factors are beyond the influence of ECW and the MYRPs, thus hindering the achievement of the resilience goals.

The concept of resilient education is context-specific and it can be addressed at the institutional level all the way down to the individual level, where social-emotional learning leads to adaptable skills that help children cope in unpredictable circumstances. In this regard, the MYRP proposals reflect a strong approach to MHPSS and the principle that quality education can only be achieved as part of a holistic, multi-faceted package that makes for more resilient children. If resilience at the school level is considered, there is evidence across the four country case studies that teacher capacity has been a focus of the programmes and progress has been made in that regard. Extensive training has taken place on topics such as pedagogy, EiE, child protection, foundational socio-emotional learning and life skills, digital study materials for home-based learning during COVID-19, and COVID-19 preventative measures. The case studies also reflect that local capacities for disaster risk preparedness and response have been addressed, but, in general, achievements have taken place for individuals and there is little evidence of institutional-level capacity building having been achieved. Global-level stakeholders emphasised the need to address the root causes underlying the system, and pointed out that education systems cannot be resilient without gender considerations.

While the MYRP modality has had success in initiating thinking around humanitarian–development nexus planning, the overarching operational context is still one of responding to crises rather than pre-emptively planning for them. Stakeholders in Afghanistan suggest that the MYRP, in adopting the CBE approach and planning for delivery, has focused more on implementation than on instituting the relevant processes, networks, and structures for longer-term system strengthening.

Many MYRPs have a limited focus on multi-hazard risk preparedness and risk reduction beyond the school and district levels. In the case of Bangladesh, the MYRP includes references to building resilience in the education system by building capacities in information management systems and in gender- and crisis-sensitive planning, management, and coordination at national and local levels, as is the case in many of the MYRP proposals. However, there is little evidence to show that this has been achieved through the implementation of the MYRP. Improvements have been made in the third-generation MYRPs in terms of a clearer focus within the Risk and Mitigation Matrix on multi-hazard risk reduction. Moreover, the development of the MYRP Quality Standards, which include standards for *risk-informed* and *conflict-sensitive* programming, is also a positive step forwards. Given new and changing risks relating to climate change, more could be done to strengthen multi-hazard risk reduction and preparedness at school, district, and national levels.

Across the MYRPs, there is variation in the ability of the plans to enable innovative delivery of EiE. The sentiment among stakeholders in Syria is that due to the restrictions imposed by the red lines, the MYRP does not provide extensive value to the resilience of the education system there since it does not address the needs of formal schools, where the majority of Syrian children receive their education. However, considering non-formal education in Syria, key informants referred to the relevance of the programme in reintegrating children in the most vulnerable contexts into school. This has helped change perceptions about sending children to school, and shifts the focus from only considering educational achievements when considering EiEPC.

Box 28 Conclusions on sustainability

- Sustainability is a concept that ECW has yet to define. Solidifying the definition of what it is that ECW aims to sustain would help the MYRPs to provide stronger direction and priorities.
- ECW has defined some parameters for a resilient education system, but this work needs to continue, taking into account the variety of contexts where ECW operates.
- Given new and changing risks relating to climate change, and the need to build resilience to climate change impacts to avoid the erosion of educational gains, more can be done to strengthen multi-hazard risk-informed operations and programming in response to forecast-based climate and environmental risks and vulnerabilities at school, district, and national levels.

5 Conclusions

This section provides the conclusions of the evaluation regarding the development process, design, and implementation approaches of the MYRP modality, its connection and link to the ToC, and ECW's role and support towards this, based on the findings elaborated in the report

Overall conclusions

The MYRP modality has provided educational opportunities to children and adolescents affected by conflict and crisis in the countries where it has been implemented, with a focus on access to safe and protective education, equity in education, quality of education, and continuity of education, as well as learning outcomes (see the ToC in Figure 3). Although this evaluation does not assess the beneficiary-level outcomes in the targeted countries, the data from the case studies show achievements in most of these beneficiary-level outcomes. Moreover, the MYRP as a funding instrument has drawn attention to the importance of education quality and equity in conflict and crisis situations.

The MYRP modality has facilitated a deviation from the usually siloed funding that comes through humanitarian and development assistance, creating the opportunity for strategic, multi-year nexus work. The MYRP modality has a clear added value as a dedicated source of funding for longer-term programmes in the EiEPC sector, although there are further gains to be made as a clearer understanding of how MYRPs are able to bridge the nexus is formed.

Relevance and appropriateness

Overall, we conclude that the MYRP modality is relevant to and appropriate for EiEPC needs. The MYRP design addresses the systemic obstacles of working across the humanitarian–development nexus and strengthens the coordination and collaboration between different partners. ECW's evolving, more strategic approach with respect to MYRPs has seen improvement over the MYRP generations on gender equality. MYRPs could improve the way they address the needs of all vulnerable children: approaches are incorporated in the MYRP proposals, but partners are not always sure about how to do this well in practice, especially in terms of effective strategies to meet the education needs of children with disabilities. As a new concept, the humanitarian–development nexus is still being defined globally and MYRP stakeholders do not have clear guidance and examples of best practices about how to bridge the nexus.

TRADE-OFF

Standardisation and contextualisation may be at odds, and need to be handled sensitively. Providing global guidance on EiEPC programming does not preclude the need for contextualisation.

Coherence

MYRPs are broadly coherent with global humanitarian and development frameworks and have evolved to better align with existing humanitarian and development plans and strategies, such as Education Cluster strategies, RRP, and national-level plans, in the third generation. MYRP funding could better align through a deeper analysis of the complementarity of funding instruments and how a given MYRP aligns with existing funding at the national level. At the global and national levels, there is a need to further clarify roles, responsibilities, accountabilities, and complementarity among major funds and coordination bodies operating across the nexus – in particular, ECW and GPE.

Internal coherence is facing challenges because ECW's different modalities are not well understood at country level, as well as due to the fact that the MYRP design process does not explicitly require that such linkages be considered. While there are linkages between MYRPs and AF investments, these are not well known or understood at global or country levels. A recent focus on enhancing the connectedness of the GEC and the ECW Secretariat at the global level in order to better support country-based MYRP design and implementation is a good practice in regard to alignment and internal coherence between the AF and MYRP modalities, and one which also enhances external coherence and complementarity. Similar work should be strengthened with UNHCR, as the coordination lead in refugee contexts.

Efficiency

The ECW Secretariat has provided active and tailored support to coordination mechanisms and stakeholders in the MYRP initiation and design phases. MYRP processes in the appraisal phase have seen improvements in regard to timeliness and efficiency. Based on feedback and lessons learned from MYRP partners at country level, the MYRP design process, including the template and guidance, has been adapted to ensure greater clarity and a greater focus on alignment across the humanitarian–development nexus, which has enhanced efficiency. Moreover, as the templates focus on a higher strategic level, the time required to develop and review these proposals has been reduced.

TRADE-OFF

By using a lighter MYRP template in the third generation, which is focused on strategic alignment, the design and appraisal processes are more timely but there is less detail in MYRP plans in terms of concrete strategies that will be used in implementation.

In some countries, the multi-year nature of MYRP funding for IPs has not been fully realised, negatively impacting the timeliness of fund disbursement, the efficiency of MYRP processes, and the ability of IPs to plan and respond on a multi-year basis.

The efficiency of the MYRP implementation process is improving. The ECW Secretariat could be more proactive in providing tailored support to MYRP grantees in the implementation stage, including providing more clarity on roles and responsibilities across stakeholders in implementation and monitoring processes, and more support with regard to resource mobilisation, tracking, and reporting. Global and country-level stakeholders have indicated their need and motivation to learn from and share good practices and innovations across MYRPs. However, ECW knowledge management systems and processes are not yet sufficiently responding to these needs.

The MYRP modality has adjusted its standard operating procedures and requirements to changing needs. Similarly, grantee selection processes are improving, with a MYRP orientation package and clearer guidance in the third-generation template and instructions. Communication about and transparency on the MYRPs is improving, with clearer guidance and an orientation package in the third generation. Further improvements could be made by more clearly outlining and transparently sharing information at country level about decision-making procedures and roles and responsibilities with regard to oversight and governance of MYRPs. Based on the evidence from case studies, triangulated with findings from the KIIs at global and country level, the evaluation concludes that the grantee selection processes in the first and second generations were not fully fair or transparent, particularly due to opaque processes, tight timelines, and the fact that local CSOs were not able to fully participate.

ECW is a partnership made up of many partners; continuing to rely on UNICEF as the dominant MYRP grantee without transparently addressing the widely held perception of a conflict of interest

threatens to compromise the efficiency of the MYRP modality in terms of quality of partnership, as it undermines the goodwill from NGOs and other partners.

Effectiveness

ECW has put a spotlight on education in countries affected by protracted crises through the MYRP modality, and this has put EiEPC on the global agenda. It is difficult to discern how much of this can be attributed directly to ECW, versus the MYRP modality specifically.

Different MYRP stakeholders have different definitions of what leveraging and mobilising funds means, and some of the complexities around measurement are rooted in the lack of a global understanding of these terms. The process of measuring the in-country resource mobilisation used in this evaluation, and intended to be used by ECW, will not be sufficient in the future. The methodology needs to be developed further and agreement between all stakeholders needs to be reached about how to define, measure, and record leveraged and mobilised funds. In part this is because there is a subjectivity involved in the definitions, which need to be agreed on. The methodology must be a coordinated effort and it should include the need for partners to provide credible data so that there is coherence and quality in the FTS and IATI databases.

TRADE-OFF

Using headline figures about the resources mobilised by the MYRP modality to demonstrate how successful it is as a platform can sometimes lead to credibility issues with stakeholders, and a feeling of scepticism about these claims.

The MYRPs have a large ambition, but limited seed funding in combination with limited mobilised resources is a barrier to sufficiently fulfilling this ambition. Although seed funding is increasing as a share of the MYRPs' full requirements (due to lower overall requirements in the third generation), the evaluation considers that keeping the number of MYRP countries low would also ensure that seed funding is not divided too thinly between them, and would enable countries to realise their MYRPs in full. Reaching the full requirement can be considered a proxy for ensuring that beneficiaries are satisfactorily reached, given the absence of a monitoring system that covers all sources of funding that go into the MYRPs.

Elements of the MYRP modality's objectives have been mutually beneficial and positively reinforcing with respect to effectiveness. The MYRP modality has strengthened the availability of EiEPC data in MYRP countries and these data are used to improve evidence-based planning and coordination. Likewise, MYRP capacity building activities have helped to facilitate and strengthen partnerships between grantees, IPs, and government partners, which are further deepened through joint planning and coordination processes. Strengthened partnerships and better data further strengthen joint and evidence-based planning and coordination, and help to build the capacity of national education systems. In effect, the sum of these components is greater than each of their parts.

The realisation of the vision of the MYRP modality as joint and inclusive across the humanitarian–development nexus can be further strengthened. An inclusive process from the outset sets the tone for joint ownership of the plan and sets up stronger participation across the project cycle. A more systematic approach to meaningfully engaging EiEPC stakeholders that are not part of an Education Cluster/EiE Working Group across the MYRP project cycle is needed, particularly local NGOs and civil society. MYRPs would also benefit from more systematic engagement with LEGs on implementation and the funding that has been mobilised, or remaining gaps, as well as joint work to ensure that MYRPs are factored into JSRs.

There is a need for a greater focus on capacity strengthening with local education authorities, NGOs, and civil society, including on local coordination and M&E, while continuing collaboration with the ministry of education at the national level.

The exclusion of national NGOs and civil society from being MYRP grantees, and the fact that they often face challenges to becoming IPs, undermines the quality of MYRP processes, as local CSOs hold context-specific expertise that could enhance programme efficiency and speed, and their involvement as grantees would contribute to sustainability.

Effectiveness regarding beneficiary outcomes

The MYRP as a funding instrument has drawn attention to the importance of education quality and equity in conflict and crisis situations, which likely contributes to improved beneficiary-level outcomes. The MYRP modality has an ambitious approach, but the challenging nature of what a multi-faceted packaged response comprises makes it difficult to measure and difficult to track, and it is therefore difficult to evaluate the extent to which the MYRP modality has been successful in implementing a comprehensive multi-faceted packaged response, particularly since it requires a context-specific approach.

Sustainability

Sustainability is a concept that ECW has yet to define for the MYRP modality. Solidifying the definition of what it is that ECW aims to sustain would help the MYRPs to provide stronger direction and priorities. ECW has defined some parameters for a resilient education system, but this work needs to continue, taking into account the variety of contexts where ECW operates. Given new and changing risks relating to climate change, and the need to build resilience to climate change impacts to avoid the erosion of educational gains, more can be done to strengthen multi-hazard risk-informed operations and programming in response to forecast-based climate and environmental risks and vulnerabilities at school, district, and national levels.

6 Recommendations

The recommendations below pick up on key outstanding issues signalled in the findings and conclusions.

1. Recommendation on defining the nexus

ECW should take steps, in consultation with its partners on the ExCom, to provide more clarity around what is meant by bridging the humanitarian–development nexus, so that in-country education practitioners have a clear understanding of what actions are expected as a minimum. ECW is uniquely situated to compile lessons learned and innovations from MYRP-supported countries into guidance or products that will help to improve education in EiEPC contexts. The AF could be used to develop a tool with concrete examples of strategies and benchmarks on bridging the nexus, which could be shared through workshops and training in-country, as well as through networks like INEE.

2. Recommendation on gender and the inclusion of vulnerable groups

ECW and partners (both local and global) should use the momentum already in place regarding approaches to gender in EiEPC to improve the utilisation of new tools within MYRP design and implementation (such as the INEE Guidance Note on Gender and the EiE-GenKit). ECW and partners should also develop guidance which would enable country stakeholders to improve practical approaches to and strengthen strategies for EiEPC programming that enable other vulnerable groups to access quality education and learning. In addition, lessons and experiences could be exchanged between IPs in different countries, facilitated by ECW.

3. Recommendation on coherence and complementarity across the humanitarian–development nexus

ECW should prioritise developing a shared understanding, in the form of a complementarity note or memorandum of understanding, that clarifies how ECW and GPE are coordinating at the global and country levels, to improve alignment with regard to financing and coordination across the nexus. This should be widely shared, along with a clear explanation of country-level roles, responsibilities, and accountabilities of Education Clusters or Refugee Education Working Groups and LEGs, to enhance transparency, alignment, and complementarity with respect to MYRPs.

4. Recommendation on the application template and guidance

Taking into consideration the diverse operational contexts where the MYRP modality is used, improving the efficiency of the MYRP processes should be further strengthened as the ECW Secretariat continues to refine and improve the MYRP application template and guidance for MYRP design processes. The following components should be integrated: conflict analysis; stakeholder mapping and capacity needs analysis; and analysis about the coherence between an MYRP and previous ECW investments. Even though these may add time to the overall design process, the quality of the process and the sustainability plan for MYRPs would likely be improved, benefiting implementation and monitoring processes. There are also some quick-win changes that would not require additional time, such as adapting the MYRP instructions to refer to and link to the Core Humanitarian Standards and the Foundational Standards of the INEE Minimum Standards focused on the engagement of and accountability to affected populations.

5. Recommendation on multi-year funding

ECW, the ExCom, and the HLSSG should influence grantees to guarantee that MYRP funding is indeed multi-year so that IPs and others down the delivery chain receive predictable and continuous funding

over the duration of the MYRP that will allow for multi-year planning and response across the humanitarian–development nexus.

6. Recommendation on knowledge management and learning exchange

The ECW Secretariat should be proactive in providing a more tailored approach to supporting implementation, monitoring, and knowledge management processes. ECW needs to strengthen its knowledge management and learning exchange system to support research, evaluation, and innovation in and through the MYRPs, particularly to identify and share good practices, lessons learned, and the impact of interventions across the countries. This includes ECW providing clearer guidance and criteria for capturing lessons learned and good practices for grantees and IPs at country level within the annual reporting template, as well as through a more continuous sharing system from grantees and IPs to ECW. In addition, given that knowledge is generated and shared with MYRP partners through several different channels, including through different AF grants linked to research and pilot innovations in MYRP countries, ECW and its partners should work with and support INEE in its Strategic Priority relating to curating and organising research and knowledge and coordinating knowledge management in order to inform policy and practice for the wider EiEPC field.

7. Recommendation on communication and transparency

ECW should develop a clear communication strategy and plan to guide effective communication about the MYRP at country and global levels, including different constituencies within ECW's ExCom. The diagram depicting the 'MYRP Work Flow' for MYRP grant applications within the ECW Operations Manual (2020) should be made clearer in terms of the flow of communications, and should be accompanied with more concrete guidance and standard operating procedures for national and global levels. In addition, ECW needs to consistently share clear and targeted information at global and national levels about its different modalities – in particular, linkages between the AF and MYRPs.

In addition, to enable the MYRPs to adapt appropriately to contexts while addressing accountability and transparency concerns, the findings of this evaluation indicate a need for the ECW Secretariat to provide clearer information on the roles and responsibilities, including decision-making authority, between the grantees, governance structures, and the ECW Secretariat. ECW should develop a flow chart that can guide decision-making processes in the case of a conflict between stakeholders. In addition, the ECW ExCom and HLSG should discuss whether a feedback mechanism would help to improve transparency and accountability, and could take as a starting point the existing proposal for a feedback mechanism by the CSO Constituency Group within the ECW ExCom.

With the ECW fund hosted by UNICEF and the frequent selection of UNICEF as the grantee – a process managed in-country by the coordinating body, which is often the Education Cluster, which is also led or co-led by UNICEF – there is a perceived conflict of interest given the multiple hats that UNICEF wears, and associated power dynamics. This is an issue that requires greater awareness and sensitivity concerning communication and transparency, and that merits examination by the ECW ExCom.

8. Recommendation on tracking in-country resource mobilisation

ECW, with its partners, should develop a solid methodology for tracking and tracing resource mobilisation. The ExCom and partners need to come up with stronger guidelines and processes for identifying and reporting the resources mobilised in-country, through a system that comes into play at the start of the implementation of a MYRP. This will be a step towards understanding if all beneficiaries have been reached satisfactorily through the MYRP.

9. Recommendation on MYRP country selection and contextualisation

ECW needs to strategically assess whether and how a smaller selection of countries, with more seed funding shared between them, could lead to greater impact. As the number of MYRP countries increases, ECW needs to ensure that the Secretariat will be able to provide the necessary time and

attention to support them well. Similarly, the technical expertise of in-house staff will need to cover inputs for a growing portfolio of countries. In order to achieve a sustainable impact in different contexts, ECW should ensure that MYRP capacity development measures, for instance those articulated within the MYRP risk matrix, target the local level, and that lessons learned and good practises on effective capacity development, collection, and use of data are shared.

10. Recommendation on local actors

ECW and partners should continue to develop a more systematic approach to inclusive MYRP processes by targeting local and national civil society and NGOs operating across the humanitarian–development nexus from the outset of the MYRP initiation process. This will require stakeholder analysis and capacity assessments to be conducted during the MYRP initiation and design phases, with an explicit aim of increasing the active participation of local NGOs and civil society partners. MYRPs should earmark funding for capacity strengthening of local NGOs and civil society partners, particularly on governance, fiduciary risk management, safeguarding, and programme management, in order for these stakeholders to engage throughout the MYRP cycle. In parallel with these actions, the selection process of grantees and IPs for MYRPs should be further clarified to ensure greater transparency on timelines, and should involve a greater diversity of sector partners. Specifically, organisations such as local and national NGOs should be eligible to become MYRP grantees

11. Recommendation on sustainability, resilience, and long-term planning

Given the MYRP modality’s core value in enabling conversations about sustainability, resilience, and long-term planning, the ExCom should take on the responsibility of determining the definition of sustainability by facilitating a dialogue and sharing the definition with partners on the ground. This should also include a focused discussion with GPE to ensure, where possible, systematic engagement with LEGs on the integration of MYRP components into TEPs and ESPs for sustainability.

As a critical element of both resilience and sustainability, ECW and its partners should consider the impact of the global climate crisis as a risk multiplier for EiEPC, and the role of EiEPC in responding to climate-induced emergencies and contributing to climate change adaptation and mitigation in countries across the humanitarian–development nexus. While pandemics, epidemics, natural disasters, and environmental damage are existing risk areas identified in the MYRP Risk Assessment and Mitigation Matrix, the changing climate and its impact on the most vulnerable requires integrating forecast-based climate and environmental risks, vulnerabilities, and adaptive capacity considerations in the MYRP context analysis and design, and more consistently monitoring these matrices and corresponding strategies. Moreover, this work will need to explicitly link to national-level policies, planning, and ESPs to ensure complementarity across the nexus.

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Annex A Evaluation Framework

Evaluation Framework		
Evaluation sub-questions	Judgement criteria	Data source
EQ 1: RELEVANCE AND APPROPRIATENESS		
How relevant, appropriate, and significant is the MYRP at global and country level?		
EQ 1.1. To what extent and how does the MYRP respond to the obstacles that have prevented humanitarian development actors from delivering quality education in humanitarian crises?	<p>Responsiveness at systemic level:</p> <p>1.1.1. The obstacles that have prevented humanitarian development actors from delivering quality education in humanitarian crises are identified and the MYRP modality addresses the identified obstacles.</p>	<p>Global: Document review, global KIIs</p> <ul style="list-style-type: none"> • ECW management • ECW partners <p>Country case studies: Review of country-specific documentation⁴⁵, KIIs</p> <ul style="list-style-type: none"> • Government • EiE coordination group (cluster or refugee coordination groups, LEG, international partners) • Grantees
EQ 1.2. How does the MYRP design and processes (and their evolution) add value to the work of alignment across the nexus? What works well and which less well?	<p>Added value:</p> <p>1.2.1. There is evidence on the added value of the MYRP modality, its design and processes</p>	<p>Global: Document review⁴⁶ (including assessment of the guidance/templates), KIIs</p> <ul style="list-style-type: none"> • ECW management • ECW partners

⁴⁵ Country-specific documentation refers to joint needs assessments and other documents used in the preparation of the MYRP, as well as documents developed during the design and implementation process, such as JENAs, external peer review assessment reports, gender analyses, and gender markers (IASC, 2010); and materials related to EiE coordination (cluster/refugee coordination mechanism) and LEG joint planning.

⁴⁶ Document review contains analysis of ECW strategic documentation, guides and instructions, mission reports, meeting minutes, instruments provided by ECW, and the External Peer Review Assessment Reports Gender Marker (IASC, 2010).

	<ul style="list-style-type: none"> • Mobilisation of resources, joint planning and multi-year programming; • Promoting the policy commitment for education in crises on the global stage; Bridging the gap between humanitarian and development actors; • Enhancing education access, continuity and learning of boys and girls and most vulnerable in protracted crisis; • Responsiveness to the (changing differentiated and changing needs, see EQ 1.3 and 1.4.) and promoting the localisation agenda. • Other development and humanitarian initiatives and recognised, complementarity is analysed and the design does not compete with but rather complements existing humanitarian and development initiatives and adds to humanitarian and development funding. • Choices of the grantees are appropriate given the country context and needs. 	<p>Country case studies: Review of country-specific documentation, country-level KIIs</p> <ul style="list-style-type: none"> • Government • International partners • Grantees
<p>EQ 1.3. To what extent and how does the MYRP respond to differentiated needs of conflict/crisis affected population groups i.e., boys and girls, IDPs/refugees/ host, children and youth with disabilities and take equity</p>	<p>Responsiveness to the needs:</p> <p>1.3.1. Priorities and gaps are identified based on available data and joint education needs assessments; there is clear internal logic: the results of these assessments inform the design of the grant. Where there are gaps, the MYRP proposes to address them.</p> <p>1.3.2. The MYRPs have applied the ECW Gender Strategy 2018-2021.</p>	<p>Global: Document review (Gender Strategy, etc.)</p> <p>Portfolio review: KIIs</p> <ul style="list-style-type: none"> • ECW management, • ECW partners. <p>Country case studies: Review of country-specific documentation, KIIs</p> <ul style="list-style-type: none"> • Government • International partners • Grantees

<p>considerations into account? (ToR 1a⁴⁷ and 10b)</p>	<p>1.3.3. The MYRPs identify and take the needs of persons with disabilities and other marginalised groups into account. (EQ ToR 10b.); The MYRPs include strategies focusing on the most marginalised population groups in crisis affected contexts.</p>	
<p>EQ 1.4. How well do the MYRPs adapt to the contexts of each country? (ToR 1b)</p>	<p>Responsiveness to context:</p> <p>1.4.1. The MYRP modality allows sufficient flexibility to adjust standard operating procedures and requirements to country needs and localisation. (Evidence on adaptation to country context)</p>	<p>Global: Document review, portfolio analysis, KIIs</p> <ul style="list-style-type: none"> • ECW management • ECW partners <p>Country case studies: Review of country-specific documentation, KIIs</p> <ul style="list-style-type: none"> • Government • International partners • Grantees
<p>EQ 1.5. How well do the MYRPs adapt to the changing needs in the country? (ToR 1c)</p>	<p>Responsiveness to changing needs:</p> <p>1.5.1. The MYRP modality allows sufficient flexibility to adjust standard operating procedures and requirements to changing needs;</p> <p>1.5.2. There is evidence on adaptation of MYRP to the changing needs, with special focus on COVID-19 crisis</p>	<p>Global: Document analysis (e.g. COVID-19 response guide), KIIs</p> <ul style="list-style-type: none"> • ECW management • ECW partners <p>Country case studies: Document review, KIIs</p> <ul style="list-style-type: none"> • Government • International partners • Grantees • IPs
<p>EQ 1.6. Are the choices of countries transparent and evidence-based given country context and needs?</p>	<p>1.6.1. The MYRP choices of countries add value in the global and country humanitarian and education context.</p>	<p>Global: Review of the (evolution of the) selection criteria and their application, KIIs</p> <ul style="list-style-type: none"> • ECW management • ECW partners

⁴⁷ Reference to the evaluation question in the ToR.

<p>EQ 2: COHERENCE</p> <p>To what extent are the MYRPs aligning with, complementing and leveraging international and national humanitarian-development system(s) and related plans, policies and frameworks?</p>		
<p>EQ 2.1. How coherent are the MYRPs with global humanitarian-development frameworks such as the Grand Bargain Commitments, New Way of Working, and SDG4, Global Compact for Refugees etc.? (ToR 3d)</p>	<p>Coherence with global frameworks:</p> <p>2.1.1. The MYRPs are aligned, they complement and are not contradicting with existing global humanitarian – development frameworks..</p>	<p>Global: Portfolio Review (assessment of MYRP proposals and narrative reports against principles and potential coordination markers)</p>
<p>EQ 2.2. To what extent do the MYRPs align and collaborate with other sources of funding (government, other donors or NGOs)? (ToR 3a)</p>	<p>Cooperation and alignment with other funding:</p> <p>2.2.2. There is complementarity (additionality/ non-duplication and non-contradictory) funding and activities with other sources of funding</p>	<p>Global: Global KIIs</p> <ul style="list-style-type: none"> • Global Education Cluster • Bilateral donors • GPE • WB and regional development banks • CSOs • ExCom representatives <p>Country case studies: Country-specific document review, country-level KIIs</p> <ul style="list-style-type: none"> • International partners • Grantees
<p>EQ 2.3. How coherent are the MYRPs with national humanitarian-development frameworks, related plans, policies? (ToR 3d)</p>	<p>Coherence with national frameworks:</p> <p>2.3.1. The MYRPs are aligned, they complement and do not contradict with government strategies, humanitarian response plans, cluster strategies</p>	<p>Global: Portfolio review</p> <p>Country case studies: Document review (country background documentation, policies and plans), country-level KIIs</p> <ul style="list-style-type: none"> • Government

	and/or other relevant strategies, such as gender, inclusion national frameworks, plans and policies.	<ul style="list-style-type: none"> • International partners • Grantees
<p>EQ 3: COHERENCE</p> <p>How does the MYRP align with, complement, and leverage other investment modalities (FER and AF)?</p>		
<p>EQ 3.1. When relevant, do the MYRPs build on ECW’s Initial Investments? When relevant, how do the MYRPs link to FER programmes and AF investments? (ToR 3c)</p>	<p>Alignment with other ECW funding modalities:</p> <p>3.1.1. When relevant, there is appropriate continuation from the FERs into MYRP to ensure sustainability of the gains of FERs and connection to AFs between MYRP and AFs when feasible.</p>	<p>Country case studies: In countries with FER and/or Initial Investment and MYRP and any connection to AF KIIs</p> <ul style="list-style-type: none"> • Government • International partners • Grantees
<p>EQ 4: EFFICIENCY</p> <p>To what extent are the MYRPs managed in an efficient, timely and transparent manner?</p>		
<p>EQ 4.1. To what extent and how are MYRP processes and actors ensuring that programmes are designed and delivered in a cost-efficient manner, and results achieved cost-effectively? What processes have worked well and why?</p>	<p>ECW functions (inputs in the ToC by phase):</p> <p>4.1.1. Appropriate support is provided by ECW to the country actors, including grantees, in a timely manner tailored towards the needs and enabling actors to achieve targeted outcomes.</p> <p>4.1.2. Management and clear and transparent communication (ECW and in-country) support effective implementation of the MYRP cycle.</p> <p>4.1.3. Knowledge Management systems are used for sharing are good practices lessons learned conflict and crisis affected areas in the affected countries and bridging between the modalities?</p>	<p>Global: Assessment of ECW guidance and templates, and their evolution over time, global KIIs</p> <ul style="list-style-type: none"> • ECW management • ECW partners <p>To address 4.1.2. Financial analysis of MYRP funding flows, KIIs</p> <ul style="list-style-type: none"> • Global Education Cluster • UNHCR • UNICEF • CSO • ExCom representatives <p>Country case studies: KIIs</p> <ul style="list-style-type: none"> • ECW and country-level actors • MYRP focal point

	<p>4.1.4. There is sufficient oversight to guide the programme implementation by MYRP focal point and/or grantees in country.</p> <p>4.1.5. The MYRP met the intended timelines: Proportion of multi-year programme countries where funds were disbursed within 4 months of the conclusion of the ECW scoping mission.</p> <p>4.1.6. MYRP has leveraged existing resources (such as funds, expertise, partnerships, networks) at global, regional, and country levels.</p>	<ul style="list-style-type: none"> • Grantee • MYRP grantees and wider education community in a given country
<p>EQ 4.2. How are MYRP processes and actors balancing speed and quality of its design and delivery? (ToR 4b)</p>	<p>Process efficiency:</p> <p>4.2.1. Measures have been taken and have contributed to the improved efficiency and quality of MYRP processes and achievement of outcomes. (Particularly with regards to the third generation).</p>	<p>Global: Document review; Key Informant Interviews;</p> <ul style="list-style-type: none"> • ECW Management • ECW partners <p>Country case studies: KIIs for select third generation MYRP countries</p>
<p>EQ 5: EFFECTIVENESS</p>		
<p>The extent to which the MYRP has achieved, or is expected to achieve, its objectives, and its results?</p>		
<p>EQ 5.1. To what extent and how has the MYRP created political commitment to address the needs of children and youth (boys/girls) affected by conflict and in-crisis on a global and in-country level? (ToR EQ 5)</p>	<p>Political commitment (SYSTEMIC OUTCOME 1):</p> <p>5.1.1. There is political commitment for integration of conflict- affected populations in national/ regional policies and M&E systems evidenced. E.g., by allocation of financial resources to address the needs of children and youth (boys/girls) affected by conflict.</p> <p>5.1.2. There are statements about political commitments in global fora about the importance of EiEPC and assessing perceptions of global key informants as to MYRP contribution.</p>	<p>Global: Document analysis, KIIs, review of statements about political commitments in global fora about the importance of EiEPC by global leaders, such as</p> <ul style="list-style-type: none"> • GPE • World Bank • Regional development banks • United Nations Member States • European Union <p>Country case studies: Documentary review (national policies and educations sector plans, if developed during MYRP implementation) review of</p>

	<p>5.1.3. MYRPs targeted by ECW with i) gender-responsive education systems; ii) inclusive education for children and youth with disabilities; iii) policies regarding inclusion of refugees and IDPS. ECW indicators to be used where relevant.</p> <p>5.1.4. Percentage of countries in protracted crisis targeted by ECW with policies regarding inclusion of refugees and internally displaced persons (target 2020: 10%).</p> <p>5.1.5. Percentage of MYRPs where humanitarian country-based pooled funds allocate at least 10% to the education sector.</p>	<p>policy statements of MoE leaders and other relevant actors in country, KIIs (outcome mapping)</p>
<p>EQ 5.2. To what extent and how has the MYRP contributed to mobilising and leveraging funds at global and country level? (ToR EQ 6)</p>	<p>Increased EiE funding (SYSTEMIC OUTCOME 2):</p> <p>5.2.1. Funding has been mobilised (mobilised, actively and passively aligned) through various means at global and country level.</p> <p>5.2.2. Total funding raised and leveraged by ECW for MYRPs at global and country level.</p> <p>5.2.3. Perceptions of global key informants as to MYRPs' contribution.</p>	<p>Global: In-country resource mobilisation study, KIIs</p> <p>Country case studies: Analysis of financial data, KIIs</p>
<p>EQ 5.3. To what extent are the ECW seed funds complementing the additional generated MYRP funding? (ToR 7a)</p>	<p>Seed funding:</p> <p>5.3.1. MYRPs propose a seed fund programme that includes a feasible and realistic scale-up approach and scenario for additional MYRP funding.</p>	<p>Global: Portfolio review</p> <p>Country case studies: Country-specific MYRP analysis, KIIs</p>

	5.3.2. MYRP’s strategy for leveraging additional resources and scalability strategies are implemented (if relevant).	
EQ 5.4. To what extent and how did the MYRP promote and strengthen a joint, (humanitarian-development) coordinated, evidence-based, and inclusive approach to EiEPC programming in MYRP supported countries? (ToR EQ 7)	<p>Joint EiEPC programming (SYSTEMIC OUTCOME 3):</p> <p>5.4.1. MYRPs are developed in an inclusive, transparent, and participatory planning process in collaboration between various humanitarian and development actors.</p> <p>5.4.2. Percentage of ECW multi-year proposals developed through relevant humanitarian and development mechanisms and/ or evidence of collaboration between humanitarian and development agencies.</p> <p>5.4.3. Percentage of MYRPs that monitor at least two collective education outcomes</p>	<p>Global: KIs</p> <p>Country case studies: Country-specific document analysis, KIs</p>
EQ 5.5. To what extent and how is accountability to affected populations considered in the MYRP? (ToR 7d)	<p>Accountability:</p> <p>5.5.1. MYRPs have applied the Core Humanitarian Standard and/or Foundational Standards of the INEE Minimum Standards focused on the engagement of and accountability to affected populations.</p>	<p>Country case studies: Country-specific document analysis, KIs</p>
EQ 5.6. To what extent and how are the key actors (ECW, beneficiaries, Government, CSO and UN grantees) engaged in the design, planning, implementation, and	<p>Engagement and participation:</p> <p>5.6.1. Key stakeholders are meaningfully engaged in various phases of the MYRP cycle.</p>	<p>Global: Portfolio review, KIs</p> <p>Country case studies: KIs</p>

<p>monitoring of the interventions?</p>		
<p>EQ 5.7. To what extent and how did the MYRP facilitate new and strengthen existing partnerships? How have the partnerships contributed to effective delivery of programmes? (ToR 8a)</p>	<p>Partnership:</p> <p>5.7.1. There are examples of how/for whom partnerships worked and why.</p> <p>5.7.2. The extent the principles of partnerships have been applied.</p> <p>5.7.3. Partnerships have supported the creation of greater commitment and understanding on EiE programming and it has provided better channels for engagement for different actors.</p>	<p>Global: KIIs map out perceptions on successful and less successful partnerships</p> <p>Country case studies: KIIs map out successful and less successful partnerships and the effects of partnerships on the delivery of programmes</p>
<p>EQ 5.8. To what extent and how did the MYRP strengthen country and local capacities at individual, organisational and institutional levels for improved EiEPC programming? (ToR EQ 8)</p>	<p>Capacity development (SYSTEMIC OUTCOME 4);</p> <p>5.8.1. There is strengthened local and global capacity for analysis, programming and M&E gained through appropriate capacity development provided at various phases of the MYRP cycle based on needs.</p>	<p>Global: KIIs</p> <p>Country case studies: Review of MYRP outputs and capacity development needs assessments/plans and reports, KIIs</p>
<p>EQ 5.9. To what extent and how did the MYRP promote and strengthen: (i) the availability of quality data on education needs/ gaps in MYRP countries, (ii) the measurement of output and outcome results? (ToR EQ 9)</p>	<p>Monitoring data (SYSTEMIC OUTCOME 5):</p> <p>5.9.1. MYRP has supported development of evidence-based programmes and establishment or strengthened monitoring frameworks and systems in MYRP counties.</p> <p>5.9.2. There are systems in place to collect and analyse data on collective beneficiary results as identified in the country result frameworks.</p>	<p>Global: Analysis of ECW database</p> <p>Country Case Studies: Analysis of results frameworks reports, KIIs</p> <p>NB MYRPs are at different stage of implementation and data on all indicators are not always available</p>

<p>EQ 5.10. To what extent are the MYRPs approaches scalable to other conflict and crisis affected areas in the affected countries? (ToR 7c)</p>	<p>Scalability: 5.10.1. There are feasibility checks and scalability measures planned and implemented (if feasible, e, g, to reach more children with the same approach, or can do more in each school or deeper results for same children (what wasn't covered in seed funds) or spread to more areas).</p>	<p>Global: Portfolio review, KIIs Country case studies: Country-specific documents and review and interviews regarding the third generation MYRPs.</p>
<p>EQ 5.11. Were the selection of grantees processes transparent and fair, given the country context and needs? (ToR 4c)</p>	<p>Grantee selection process: 5.11.1. The grantee selection process applied relevant selection criteria and the process has been inclusive, transparent and open, including the establishment of the selection and review committees and follow-up by ECW.</p>	<p>Global: Document review, KIIs Country case studies: Document review, meeting minutes and relevant email communications as supporting documentation of the process, KIIs</p> <ul style="list-style-type: none"> • Government • International partners • Grantee applicants • Grantee selection committee members
<p>EQ 5.12. Have there been any unintended positive or negative effects on country systems because of the support that was provided under the MYRP; and if so, how was this dealt with by the grantees and implementing partners?</p>	<p>Unintended effects: 5.12.1. The not-foreseen effects on country systems are identified, analysed and in case of negative one's effects mitigated and in case of positive effects further utilised and developed.</p>	<p>Global: KIIs Country Case Studies: KIIs</p> <ul style="list-style-type: none"> • Government • International partners • Grantees • Other stakeholders
<p>EQ 6: EFFECTIVENESS What is the progress made so far towards the different collective beneficiary results?</p>		
<p>EQ 6.1. What the progress is reported so far towards the different collective beneficiary results (as identified in the</p>	<p>Collective beneficiary results: 6.1.1. Reported progress (boys/ girls) towards collective beneficiary results. (access, continuity,</p>	<p>Global: Analysis of ECW database Country Case Studies: Analysis of results frameworks/ reports, KIIs</p>

<p>country result frameworks)? (ToR EQ 10)</p>	<p>equity and gender equality, quality and learning, safety)</p> <p>6.1.2. Percentage of MYRPs with increased access to education for crisis-affected children and youth (Target 2020: 66%).</p> <p>6.1.3. Percentage of MYRP-supported programmes with learning outcomes for crisis-affected girls. (Target 2020: 50%).</p> <p>6.1.4. Percentage of ECW supported programmes with increased survival, transition or completion of crisis-affected children and youth. (Target 2020: 66%).</p> <p>6.1.5. Percentage of MYRP -supported programmes with improved learning outcomes for crisis-affected children and youth. (Target 2020: 50%).</p> <p>6.1.6. All grants featuring at least one outcome on safe learning (reduction of violence, safe learning space, etc.)</p> <p>Reported progress related to equity considerations for different genders, children with disabilities and other marginalised population groups into account. (ToR 10b) (Target 2020: 50%).</p>	<p>NB MYRPs are at different stage of implementation and data on all indicators are not always available; It is also important to consider the impacts of COVID-19 on the performance of the programmes.</p>
<p>EQ 6.2. To what extent and how are the MYRPs implementing a comprehensive multi-faceted packaged response so to ensure continued access to safe quality education and</p>	<p>Provision of multifaceted package:</p> <p>6.2.1. The MYRPs identify a minimum package that is needed to promote overall holistic well-being and learning, and potential linkages with other sectors and cross-cutting areas as relevant, i.e., protection, WASH, nutrition.</p>	<p>Global: Portfolio review, ECW management interview</p> <p>Country case studies: Review of MYRPs and Country-specific documentation, KIIs</p>

<p>improve learning outcomes? (ToR 10a)</p>		
<p>EQ 7 SUSTAINABILITY</p> <p>How are the MYRPs promoting and strengthening sustainable and resilient education systems and solutions so far? How can the MYRPs be strengthened in this regard?</p>		
<p>EQ 7.1. To what extent did the programme address longer term institutional/systemic change i.e. capacity development, localisation, standards, system strengthening etc.? (ToR 11a)</p>	<p><i>Continuity and sustainability:</i></p> <p>7.1.1. Concrete measures for continuity and sustainability of systemic change and for a resilient education are included and implemented in the MYRPs' cycle.</p>	<p><i>Global:</i> Klls</p> <p><i>Country Case Studies:</i> Klls</p> <ul style="list-style-type: none"> • Government • International partners • Grantees
<p>EQ 7.2. To what extent are the MYRPs improving the resilience of the education system towards crisis settings in their countries, and what are the major success factors towards doing so?</p>	<p><i>Resilience of education system:</i></p> <p>7.2.1. There are actions (and results) supporting the resilience of the education system (see ToC)</p>	<p><i>Global:</i> Klls</p> <p><i>Country Case Studies:</i> Klls</p> <ul style="list-style-type: none"> • Government • International partners • Grantees

Annex B Interview respondents

Name	Position	Organisation	Date interviewed
Elisa Radisone	Senior Knowledge Management Advisor	Save the Children, GEC	24 March 2021
Linda Jones	Senior Advisor EiE, Education	UNICEF HQ	24 March 2021
Dean Brooks	Director	INEE	24 March 2021
Altan Butt	Focal point for ECW (School Feeding Division)	WFP	25 March 2021
Annelies Ollieuz Kaela Glass	Global Education Manager (AO) NRC Institutional Partnership Advisor (KG)	NRC	29 March 2021
Michael Renvillard Anita Anastacio	Initiatives Lead Director, Global Programme	LEGO Foundation	30 March 2021
Maria Agnese Giordano	GEC Coordinator	UNICEF	1 April 2021
Graham Lang Eddie Dutton	Chief of Education Manager, EiE	ECW	1 April 2021 16 June 2021
Benjamin Hill Emma Wagner Stephen Gannon Mary Ada Greer	Global EiE Advisor Head of Education Policy and Advocacy Donor Advisor (ECW) EiE Advisor	Save the Children	6 April 2021
Padraig Power	Chief Finance and Operations Officer	GPE	6 April 2021
Marco Grazia	EiE Technical Unit	World Vision International	7 April 2021
Ramya Madhavan	Global Head of Education	Street Child	7 April 2021

Annina Mattsson	Director of Programmes	Dubai Cares	7 April 2021
Kerstin Holst	Director, EiE Desk, Education	UNESCO	8 April 2021
Michael Corlin	Head of Finance and Administration	ECW	8 April 2021
Peter Simms Kate Janson Elizabeth Lory Jessica Capasso	Senior Education Advisor Emergencies Team Programme Manager, Emergencies Director Humanitarian Assistance	Plan Canada	12 April 2021
Jennifer Sklar Jeffrey Dow	Education Technical Advisor at IRC Education Technical Advisor – Asia	IRC	12 April 2021
George Thangwa	Regional Africa Director	Refugee Education Trust	13 April 2021
Zeinab Adam Yoshiyuki Oshima Rachel Besley	Governance Team	ECW	13 April 2021
Nasser Faqih Madge Thomas Veronique Mistycki	Resource Mobilisation Team	ECW	13 April 2021
Kent Page Anouk Desgroseilliers	Advocacy Comms Team	ECW	14 April 2021
Randi Gramshaug Andreas Thomassen	Education and Global Health Education Section	Ministry for Foreign Affairs Norway (Norad)	14 April 2021
Christian Stoff Maurits Spoelder	M&E and Reporting Team	ECW	15 April 2021 16 June 2021
Yasmine Sherif	Director	ECW	15 April 2021

Line Baago-Rasmussen	Chief Technical Advisor Education and Gender Equality	Ministry of Foreign Affairs of Denmark (Danida)	15 April 2021
Heike Kuhn Kathrin Schmid	Head of Division, Education Advisor on EiE	Federal Ministry for Economic Cooperation and Development of Germany (BMZ) GIZ	15 April 2021
Leanna Marr Ashley Henderson	Director, Office of Education Education Programme Specialist	USAID	16 April 2021
Annica Floren	Deputy Head of Unit Culture, Education and Health	European Commission	16 April 2021 (email response)
Eddie Dutton Manan Kotak Mario Spiezio	Program Team	ECW	20 April 2021
Michelle May Jihane Latrous	MHPSS Gender	ECW	20 April 2021
Emily Gray Alicia Herbert	Education Advisor (Girls’ Education, Climate Change, and Fragile and Conflict- Affected States) and Senior Responsible Owner for the ECW Global Fund Senior Social Development Advisor	UK Foreign, Commonwealth and Development Office	20 April 2021
Rebecca Telford	Chief, Education Section	UNHCR	28 April 2021
Dina N. Abu- Ghaida	Lead Education Economist	World Bank	28 April 2021
Sue Wiebe Zahra Boodhwani	Chief of Education Manager, Emergency Education	Global Affairs Canada	29 April 2021
Ayse Kocak	Cluster Lead and MYRP Grantee (Colombia)	Save the Children Consultant	3 May 2021

Graham Lang Eddie Dutton	Chief of Education and Nigeria Country Lead Manager, Emergency Education	ECW	4 May 2021
Ali Zulfiqar	Head of Education	Save the Children (based in Abuja)	4 May 2021
Ana Maira Rodriguez Andres Aragon Alvarez	Education Specialist Grupo Interagencial sobre Flujos Migratorios Mixtos (GIFMM), working with IP partner on MYRP	UNICEF, Colombia	5 May 2021
Zeinab Adam	ECW Colombia MYRP Country Lead	ECW	5 May 2021
Amani Bwami Passy Robyn Savage Paola Ripamonti	Sector Coordinator Education Specialist, Access and EiE Education Manager	UNICEF Nigeria	6 May 2021
Justin van Fleet	Office of the United Nations Special Envoy for Global Education	United Nations	6 May 2021

Annex C Details of in-country resource mobilisation exercise

Data collection and validation of the global databases

The process involved a first step of reviewing and downloading data from the IATI and FTS global databases for all education programmes with a value over US\$ 1 million across the 10 original MYRP countries listed below. A spreadsheet containing these data on programmes was shared with in-country focal persons (programmatic and resource mobilisation staff). The grantees and country partners were asked to do the following:

- Review the list for completeness and accuracy, which might result in the addition of lines for programmes that are missing from the global database or the validation of incorrect registered programmes. This covers programmes that began in the three years prior to the MYRP that have lifespans that continued beyond the start of the MYRP, but only funds disbursed after the start of the MYRP were counted (or the best estimation thereof).
- Check and report active alignment of existing resources in-country with the MYRP. Programmes and their associated funding are scored considering three areas: 1) target group alignment; 2) engagement with MYRP mechanisms; and 3) alignment with strategy. These scores were entered in the shared backing spreadsheet.
- Report on funds that have been mobilised beyond the ECW seed funding at country level (referred to as 'leveraged' funds). This consists of both existing funding that has been redirected towards the MYRP as well as any new funding coming into the country. (Note that this exercise does not differentiate between funding that has been redirected from other existing sources in-country to the MYRP and funding that is entirely new to the country and was not available in-country prior to the MYRP.)

The programmatic-focused staff team from each country were central to establishing the linkages and interactions of the MYRP with other programmes using the rubric, while the resource mobilisation country team supplied information on seed funds mobilised and leveraged funds.

MYRP countries included in the study:

1. Afghanistan
2. Bangladesh
3. CAR
4. Chad
5. Ethiopia
6. Palestine
7. Somalia
8. South Sudan
9. Syria

10. Uganda

Determining programme alignment with the MYRP target group and leveraged funding

OPM scheduled virtual interviews with each country’s grantee and MYRP actors to establish the outcome of the validation exercise in respect of the data from the global databases that was shared. Conversations were held to determine the degree of alignment of resources with the MYRP for the two domains, as well as funds that had been leveraged to support the MYRP. Interviews also addressed the justification of the scores allocated using the rubric, which were shared ahead of the meetings.

These interviews were followed by emails and calls to obtain data or clarify any issues that could not be resolved just by reviewing the necessary documentation. During these conversations, partners and grantees pointed out that some programmes have components that are not strategically aligned. For such programmes, where the scores vary for different components, partners made their best effort to estimate the proportion of the programme to which each score applies (by financial expenditure). This was a relatively uncommon issue, particularly related to target group alignment where some components of a programme cover geographies or groups that are not captured by the MYRP, while other components *do* focus on MYRP target groups (e.g. a programme that distributes textbooks to all regions in a particular country, including those not covered by the MYRP, were divided accordingly and the aligned component scored).

Each programme is scored on three domains according to the rubric shown in Table 8. The scoring criteria are also dependent on the MYRP and coordination mechanisms in each country. For example, in Afghanistan, the MYRP is limited to CBE, which can only be provided for children satisfying a set of criteria (e.g. remoteness). Hence, the target group is all those who qualify for CBE. In other countries, such as Uganda, Ethiopia, and Chad, conflict-affected populations are particularly concentrated in some districts, so these districts help to define the target groups.

Similarly, strategic alignment is dependent on the activities identified in the MYRP (for a score of 2). Programmes that are not aligned with the MYRP target groups do not need to be rated against the other criteria.

Table 8 Rubric on alignment

Score	Target group alignment	Engagement with MYRP mechanisms	Alignment with strategy
0	There is NEITHER: (a) targeting towards affected populations identified in the MYRP (particularly in the situation analysis) nor; (b) targeting towards geographic regions where affected populations are particularly concentrated. For situations where affected populations are	The programme did not engage with MYRP committees or mechanisms during planning or implementation.	The programme is not aligned with the strategy: it does not address the higher-level outcomes identified in the ToC.

Score	Target group alignment	Engagement with MYRP mechanisms	Alignment with strategy
	<p>widely dispersed and served through the national education system, sector support may be counted as target group-aligned. For programmes with some components that are aligned with the target group and others that are not, only the value of the aligned components should be counted.</p>		
1	<p>There is EITHER: (a) targeting towards affected populations identified in the MYRP (particularly in the situation analysis) OR; (b) targeting towards geographic regions where affected populations are particularly concentrated.</p>	<p>The programme engaged with MYRP committees or mechanisms during planning or implementation, but engagement was limited and they did not adopt standardised mechanisms designed by MYRP bodies (e.g. reporting and monitoring), where applicable. For pre-existing programmes, there is an additional criterion that the programme must have been adjusted in part as a result of the engagement with the MYRP.</p>	<p>The programme addresses the high-level outcomes identified in the MYRP. However, it does not operate primarily through the activities and scale-up priorities described in the MYRP.</p>
2	<p>[This score is binary so no programmes will be scored 2].</p>	<p>The programme engaged with MYRP committees or mechanisms during planning or implementation. The engagement was in line with the expectations of MYRP bodies and/or they adopted standardised mechanisms designed by MYRP bodies (e.g. reporting and monitoring), where applicable.</p>	<p>The programme addresses the high-level outcomes identified in the MYRP. It also operates primarily through the activities and scale-up priorities described in the MYRP.</p>

Other considerations noted during the scoring included that all programmes that serve the MYRP target group were scored a 1, and programmes that focused on districts and regions where the target group are particularly concentrated also scored a 1. On the other hand, where programmes have components that are not target group-aligned (e.g. building schools in non-focus districts) these were noted, and their value was found (where possible).

Annex D Checklist for coherence with global humanitarian–development frameworks

EQ 2.1 How coherent are the MYRPs with global humanitarian–development frameworks, such as the Grand Bargain Commitments, New Way of Working, SDG 4, and Global Compact for Refugees etc.?

The following checklist⁴⁸ can be used to assess whether MYRPs are aligned, complement, and are not contradicting existing global humanitarian–development frameworks.

Principle	Supporting detail for judgement	YES	NO	Comments
National leadership and international support to coordination	Governments assume a leadership role for education planning and response. Where government capacity is constrained, the MYRP supports education authorities and reinforces the government’s coordination capacity, building on and strengthening existing coordination structures to support better integration of coordination across the humanitarian–development nexus.			
Alignment with national and local	MYRP planning and response is aligned with and reinforces existing country education plans and national and local systems, promotes country ownership and nationally identified priorities, and strengthens capacity for nationally-led response where needed.			

⁴⁸ These principles were developed as part of the ECW Partners Project *Global Analysis Framework: Strengthening coordinated education planning and response in crises* (ODI, May 2020) and adapted for the MYRP evaluation (OPM, 2021). This is a consolidated list that has been built drawing on a variety of existing principles and standards, including those within the New Way of Working, Grand Bargain, Global Compact on Refugees, United Nations SDGs, the Core Humanitarian Standard, the Principles of Partnership, and the Oslo Principles, or the Consolidated Principles for Education in Emergencies and Protracted Crises. The list reflects the GEC’s Principles of Strategy Development (2017), the INEE Minimum Standards (2010), and the principles of the GPE, which uphold the Paris Declaration on Aid Effectiveness (2005), the Accra Agenda for Action (2008), and the Busan Partnership for Effective Development Cooperation (2011). Finally, the list also encompasses principles of the ReHoPE initiative in Uganda, which guides a transformative strategy for bridging humanitarian and development approaches and actors across the nexus, ranging from protection, assistance, and relief to development.

education plans and systems				
Harmonisation across the humanitarian–development nexus	The MYRP transcends the humanitarian–development divide by shaping a common approach to the identified needs through joint analysis, collective outcomes, and multi-year timeframes so as to reduce duplication, mitigate inefficiencies, and ultimately reduce people’s risks and vulnerabilities and increase their resilience. MYRP planning and response builds on comparative advantages, with stakeholders complementing each other’s roles, contributions, and capacities across the humanitarian–development nexus while respecting each partner’s mandate, obligations, and independence.			
Results-oriented collective outcomes	MYRP planning and response are results-oriented, based on commonly agreed and measurable collective outcomes to reduce people’s needs, risks, and vulnerabilities, and to increase their resilience.			
Inclusivity and inclusive partnerships	The MYRP project engages national and local government authorities, donors, civil society, teachers, United Nations agencies, NGOs, philanthropy/foundations, the private sector, and affected communities across the programme cycle, linking across sectors and the humanitarian–development nexus as needed. Partnerships uphold the Principles of Partnership: equality, transparency, complementarity, a results-oriented approach, and responsibility.			
Localisation and supporting local capacity	MYRP planning and response includes support and funding for local and national responders (‘as locally as possible’) and incorporates and builds upon local capacity, enhancing self-reliance and facilitating a transition from humanitarian assistance to development activities.			
Transparency and accountability	Transparent mechanisms for sharing information, including financial transparency, exist within the coordination structure and MYRP processes, across coordination groups and for the beneficiary population. While individual stakeholders have their own mandates, all agree to accountability in MYRP design and implementation, including being transparent about data collection, and the use of data to inform planning and the results of education			

	planning and response. Moreover, there is mutual commitment by stakeholders to the agreed MYRP strategy.			
Data and evidence	The MYRP is based on data and evidence, and the process for defining the scope and prioritisation of response activities is driven by a robust analysis of needs, which feeds into a shared strategy regarding the allocation of resources, the division of labour, and information-sharing. Information and knowledge management systems build on and enhance, rather than duplicate, national EMISs.			
Resource mobilisation	Inclusive, transparent, and coordinated approaches to financing, including facilitating local partners' access to resources, are undertaken in order to secure timely, predictable, and multi-year funding. Emergency financing arrangements are harmonised with longer-term arrangements to support sustainable development.			
Equity and a rights-based approach	MYRP planning and response prioritise the equitable and inclusive provision of education across a range of levels and types of education.			