Photo: ECW

DELIVERING COLLECTIVE EDUCATION OUTCOMES IN AFGHANISTAN

Education Cannot Wait Facilitated
Multi-Year Resilience Program
2018 -2021

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PROGRAMME INFORMATION SUMMARY

Programme Title: Education Cannot Wait (ECW) Multi-Year Programme, Afghanistan
Start Date *(indicative)*: June 2018   **End Date** *(indicative)***:** May 2021

Brief Description
There are approximately 3.7 million out-of-school-children (OOSC) in Afghanistan. Significantly, 60.0% of OOSC are girls, and in some provinces as many as 85% of girls are out-of-school. Additionally, it is estimated that 95% of children with disabilities do not attend school. There are multiple reasons for this situation, including poverty, damaged and inadequate numbers of classrooms, shortage of teachers (especially female teachers) and relevant learning and teaching resources, lack of inclusive facilities at schools, cultural norms which deprioritise education for girls and long distances to schools for many children. Continuity of education is another significant problem, with many girls and boys unable to progress from one stage of study to the next largely due to capacity limitations in the formal hub schools. All of these challenges have been exacerbated by the protracted emergency situation, combined with the prevalence of natural disasters and climate change impacts and resulting dislocation of populations. The Education Cannot Wait (ECW) Facilitated Multi-Year Programme (MYP) will target the most vulnerable displaced populations in Afghanistan, with a particular focus on girls and IDP and returnee refugee communities. Interventions will improve access to education through community based and innovative approaches; create an inclusive teaching and learning environment for emergency affected girls and boys; improve continuity of education by facilitating opportunities for students to transition to from lower to higher grades; improve the quality of learning; and create safer and more protective learning environments. The MYP links humanitarian Education in Emergencies (EiE) programming with the mid and longer-term development objectives for the sector. By effectively bridging the humanitarian-development divide the strategic intention is to: a) catalyse recovery, b) help implement Afghanistan's new Community-Based Education Policy and c) promote continuity of education. The programme will target 500,000 children annually.

Programme Outcomes:	Total resources required:		US$158,000,000
Outcome 1: Access to education for emergency-affected girls and boys is increased	**Total resources allocated:**		
Outcome 2: Conducive, child-friendly and inclusive teaching and learning environment is created for emergency-affected girls and boys.		**Partner:**	
		ECW:	$36M
Outcome 3: Continuity of education for emergency-affected girls and boys is increased.		**Donor (TBC):**	$122M
Outcome 4: Quality of learning for emergency-affected girls and boys is improved.		**Government:**	
Outcome 5: Safe and protective learning environment for emergency-affected girls and boys, especially the most marginalised, are established and strengthened		**In-Kind:**	
	Unfunded:		

Agreed by (signatures)[1]:

Government	ECW	Coordinator(s)/Grants Manager
Print Name:	Print Name:	Print Name:
Date:	Date:	Date:

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[1] Note: Adjust signatures as needed

ACRONYMS

AAP/PSEA	Affected Populations and Protection from Sexual Exploitation and Abuse
ALC	Accelerated Learning Class
AOAD	Accessibility Organizations for Afghan Disabled
AOGs	Armed Opposition Groups
ANPDF	Afghan National Peace and Development Framework
ARTF	Afghanistan Reconstruction Trust Fund
AS	Academic Supervision
AWEC	Afghan Women Education Centre
CBE	Community Based Education
CBS	Community-Based Schooling
CHF	Common Humanitarian Fund
CRC	Convention on the Right of the Child
COAR	Coordination of Afghan Relief
DED	District Education Department
DHS	Demographic Health Survey
DPG	Development Partners Group
DRM	Disaster Risk Management
ECCE	Early Childhood Care and Education
ECW	Education Cannot Wait
EiE	Education in Emergencies
EiEWG	Education in Emergencies Working Group
EIEWG SAG	Education in Emergencies Working Group Strategic Advisory Group
ELCG	Education Local Coordination Group
EMIS	Education Information Management System
EOI	Expression of Interest
EQUIP	Education Quality Improvement Programme
EQRA	Education Quality Reform in Afghanistan
ESA	Education Sector Analysis
GPE	Global Partnership for Education
GPI	Gender Parity Index
GBV	Gender-based violence
HACT	Harmonized Approach for Cash Transfer
HRP	Humanitarian Response Plan
HNO	Humanitarian Needs Overview
IASC	Inter-Agency Standing Committee
IDP	Internally Displaced Persons
INEE	Interagency Network for Education in Emergencies
INSET	In-Service Teacher Education Training
IRC	International Rescue Committee
JMYPSC	Joint Multi-Year Programme Steering Committee
JOP	Joint Operating Procedure
MBE	Mosque Based Education
MICS	Multi-Indicator Cluster Survey

MoE	Ministry of Education
MoF	Ministry of Finance
MoHE	Ministry of Higher Education
MoLSAMD	Ministry of Labour, Social Affairs, Martyrs and Disabled
MoPH	Ministry of Public Health
MoRR	Ministry of Refugees and Repatriations
MoWA	Ministry of Women's Affairs
MRRD	Ministry of Rural Rehabilitation and Development
MYP	Education Cannot Wait Facilitated Multi-Year Programme
NESP III	National Education Sector Plan (2017-21)
NPPs	National Priority Programmes
NRC	Norwegian Refugee Council
NTA	National Technical Assistance
NNS	National Nutrition Survey
OOSC	Out of School Children
PCA	Programme Cooperation Agreement
PED	Provincial Education Department
PSS	Psychosocial Support
PED	Provincial Education Directorates
PEDP	Primary Education Development Programme
PFA	Psychological First Aid
PSS	Psycho-social support
SAG	Strategic Advisory Group
SALAM	UNDPs Support Afghanistan Livelihoods and Mobility Project
SCI	Save the Children International
SMS	School Management Shuras
SDG	Sustainable Development Goals
ToT	Training of Trainers
ToC	Theory of Change
UNDP	United Nations Development Fund
UNICEF	United Nations Children's Fund
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNFPA	United Nation Population Fund
UNHCR	United Nations High Commission for Refugees
WADAN	Welfare Association for the Development of Afghanistan
WASH	Water, Sanitation and Hygiene
WB	World Bank

I. ANALYSIS OF ISSUES/CHALLENGES

General Overview
More than three decades of conflict have devastated Afghanistan's education system. Completing primary school remains a distant dream for many children, especially in rural areas as well as for girls in poor and hard-to-reach areas of the country. There has been genuine progress in rebuilding the once-shattered education system and the number of primary school students has jumped from just over one million in 2002 to more than 8.5 million to date. However, there is still some way to go before Afghan children enjoy universal access to primary education; it is estimated that between 3.2 and 3.7 million primary and lower-secondary aged children (ages 7 to 15) remain out-of-school (60% are girls),[2] drop-out rates are high, and 22 percent of children who are on the enrolment book are permanently absent in primary grades[3]. In terms of quality learning, studies show that the level of proficiency in language and mathematics for grade 6 students are equal to grade 4 students in neighbouring countries such as Iran, Azerbaijan and Kazakhstan[4]. Structural challenges, inefficient resource management and corruption further hamper the improvement of access to quality education. Despite these fragilities in the system, significant progress has been achieved for basic education for girls and boys, through close collaboration between educational staff, government, sector partners, implementing agencies and donors.

Escalating levels of conflict, return of previously displaced children[5] and forced displacement threaten a reverse of these gains in the education system. Insufficient, damaged or inaccessible physical education infrastructure has been a major impediment to education access in Afghanistan. Only 51 percent of schools have buildings[6] and according to the Ministry of Education (MoE), approximately 1,000 schools remained inactive or closed in 2016/17, many of them due to security issues.[7] School buildings in insecure areas are often used by both Armed Opposition Groups (AOGs) and government forces, and many have been destroyed beyond use. The numerous socio-political and humanitarian crises critically affect the already fragile education system. Insecurity remains a concern for parents who worry about the safety of their children while sending them to school. Educational systems are being disrupted by conflict, and overloaded by displacement, and the most vulnerable demographics from a generation of crisis-affected Afghan girls and boys miss out on primary education.

Education in Emergencies – A Humanitarian Priority
In 2017, more than 475,000 individuals were newly displaced, while 674,000 individuals fled their homes in 2016 due to the conflict situation – creating increased and significant challenges to education access. A total of 31 out of 34 provinces recorded some level of forced displacement.

In 2017 over 610,000 Afghans returned from Iran and Pakistan. This includes 60,000 registered refugees that returned from Pakistan, 100,000 undocumented returnees from Pakistan, and over 450,000 undocumented returnees from Iran. [8] This has created increased and significant challenges to education access. A total of 31 out of 34 provinces recorded some level of forced displacement and nearly 500,000 registered refugees and a similar number of undocumented Afghans returned from Pakistan[9], particularly in the Eastern, Central, Western, Southern, Northern and North-Eastern regions of the country. This crisis has been exacerbated by the influx of more than one million documented and undocumented Afghan returnees forced to return from Pakistan and Iran in 2016.

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[2] UNPD reports 2.6 million primary school aged and 984,000 lower secondary aged children being out of school, totalling 3,584,000. CSO estimates 2.3 million primary school and 854,000 lower secondary school aged children, totalling 3,154,000 – see UNICEF Out of School Children Afghanistan Report, 2018 (p.12-13). The National Education Strategic Plan (2017-2021) (NESP III) of the Ministry of Education and the 2016 Education Sector Analysis estimate there are over 3.5 million Out-of-School Children.
[3] All statistics are extracted from the 2016 Education Management Information System (EMIS) of the NESP III and the UNICEF Education Fact Sheet 2017.
[4] Australian Council for Educational Research, *Class 6 Proficiency in Afghanistan 2013: Outcomes of learning assessment of mathematical, reading and writing literacy,* ACER, Australia, 2016.
[5] In 2017 an estimated 270,000 children were either newly arriving in Afghanistan or being displaced. In 2016 the numbers were even higher. As a result of conflict and displacement 400,000 children were expected to drop out before completion of basic education. reference: Education Disrupted: Afghanistan's Children Deprived of their Rights (May, 2017), Save the Children.
[6] Ministry of Education, *NESP III*, MoE, Kabul, 2017, p. 21: 49 per cent of schools do not have buildings.
[7] ECW Mission to Afghanistan (Kabul and Jalalabad) 10-19 January 2018 (p.1)
[8] Returns to Afghanistan in 2017: Joint IOM and UNHCR Summary Report, February 2017 (to be published).
[9] Data from OCHA, IOM and UNHCR, 2016-2017.

Assessment findings indicate that over half of returnee girls and boys are currently out of school due to lack of capacity of schools to enrol additional children, lack of required documentation to facilitate enrolment,[10] cost factors, language, gender and cultural barriers.[11] This is further accentuated by the potential for conflict and discrimination by host communities where returnee and IDP populations are perceived as competing for limited resources and access to services (including education facilities).

A total of 50 percent of the returning population were estimated to be children[12] and 57% of total displaced populations are children (and 21% adult females and 22% adult males).[13] If not adequately addressed by effective education emergency preparedness and response, this situation will create a generation of children deprived of education.

Afghanistan is also highly prone to intense and recurring natural hazards such as flooding, earthquakes, snow avalanches, landslides and droughts due to its geographical location and years of environmental degradation. Climate change poses a threat to Afghanistan's natural resources, of which the majority of Afghans depend for their livelihoods. The country's low level of socio-economic development makes it extremely vulnerable to disasters, resulting in frequent loss of lives, livelihoods, and public and private property. Since 1980, disasters caused by natural hazards have affected 9 million people and caused over 20,000 fatalities in the country.[14] Furthermore, Afghanistan is one of the two remaining countries globally that still accounts polio cases.[15]

Education in Emergencies (EiE) has been receiving increased attention of stakeholders. In 2017, the EiE Working Group (EiEWG), led by the MoE and supported by its co-leads UNICEF and Save the Children as well as EiEWG members, has mobilized a total of US$12 million; US$3 million from the Common Humanitarian Funding (CHF), US$3.2 million from Education Cannot Wait (ECW), and US$5.8 from various partners, including over 2 million US$ from UNICEF. However, this still left over US$25 million unfunded by the end of 2017. As per the 2018 Humanitarian Needs Overview (HNO)/Humanitarian Response Plan (HRP), the funding requirement for EiE is US$30 million to reach 351,000 children in 120 priority districts[16.] Thus far, US$2 million had been mobilized from CHF.

A growing caseload of girls and boys, particularly those who were displaced by armed conflict, are assisted with temporary education, and enjoy a sense of normalcy and stability due to EiE operations. Although options for both direct absorption from EiE operations into public schooling, or for staged transition from EiE through community-based education or accelerated education, and then into public schooling, are outlined in ministerial policies, a key gap exists in resourcing these pathways, which link humanitarian response with development programmes, and which would help prevent a reversal of gains made in the education sector due to overloading from displacement and migration.

Development Agenda for Education in Afghanistan
Afghanistan has taken significant steps to advance the Right to Education for children. The 2004 Constitution of Afghanistan, together with the Education Law of 2008, establishes the legal framework for working in the Education Sector. The Afghan Constitution upholds free education until completion of a Bachelor's degree level as a right. The Constitution of Afghanistan makes education compulsory up to grade nine.

The current National Education Strategic Plan (NESP III, 2017-2021), led by the MoE with support from donors, development partners and civil society and aligned with National Priority Programmes

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[10] MoE has instituted a process whereby students are allowed to enroll without documentation for three months but will need to provide documentation before the end of this period.

[11] Language of instruction in Pakistan is Urdu and in Afghanistan, Dari or Pashtu

[12] UNICEF estimation on actual school-aged population based on the MoE EMIS raw data (2017).

[13] OCHA data. Figures between January 2018 and May 2018: https://www.humanitarianresponse.info/en/operations/afghanistan/idps

[14] http://www.worldbank.org/en/programs/afghanistan-disaster-risk-management-and-resilience-programme

[15] According to WHO March 2018 (http://www.who.int/features/qa/07/en/), Today, only 3 countries in the world have never stopped transmission of polio (Pakistan, Afghanistan and Nigeria

[16] The projections are based on a calculation of at least USD$ 80-100 per child.

(NPPs) as well as the Afghanistan National Peace and Development Framework (ANPDF) and Citizen's Charter[17] aims to prepare skilled and competent citizens through the education system anchored in three priority areas:

(a) *Quality and Relevance:* Ensuring learners at all levels acquire the knowledge, skills, attitudes, and values needed to be productive, healthy, and responsible citizens prepared to contribute to the welfare of society and equipped for viable employment in the national and international labour market;
(b) *Equitable Access:* Increased equitable and inclusive access to relevant, safe, and quality learning opportunities for children, youth, and adults in Afghanistan, especially women and girls; and
(c) *Efficient and Transparent Management:* Transparent, cost-effective, and efficient delivery of equitable quality education services at national and subnational levels.

Important policies include among other the Girls' Education Strategy/Policy (under development), Community Based Education (CBE) Policy, Policy on Social Mobilisation, and the Inclusive and Child Friendly Schools Policy. The Safe Schools Declaration signed in 2015 is an inter-governmental commitment to protect students, teachers, schools and universities from attack during times of armed conflict. The MoE also has agreements to cooperate with the Ministry of Public Health (MoPH) on health education and nutritional supplementation in schools, and with the Ministry of Rural Rehabilitation and Development (MRRD) on water, sanitation and hygiene in schools, including appropriate facilitates for girls to manage their menstrual hygiene. Furthermore, the MoE recognizes access to quality education as a legal right for all children. It therefore is committed to provide education opportunities for children in emergency situations based on and in line with the "INEE Minimum Standards for Education: Preparedness, Response, and Recovery". The development, implementation and monitoring of the NESP-III and other above-mentioned policies involves concentrated work and collaboration among education stakeholders, including MoE, development partners and civil society through relatively well-established in-country coordination platforms and mechanisms.

The NESP III financing framework indicates an average funding gap (including projections for off-budget aid) of 18 percent of total estimated NESP III cost. The Operational Plan for 2017-2021 provides an alternative estimate for the funding gap, based on more detailed information and indications from development partners; comparing estimates of cost with projected resources and indicating a funding gap of 7 percent.

In addition to Government's national budget, about 13.2 percent of which is allocated to education, the funding for education is provided through two large on-budget programmes. The Global Partnership for Education (GPE), for which Afghanistan became a member in 2011, with UNICEF as Supervising Entity; and the Education Quality Improvement Programme (EQUIP) funded through Afghanistan Reconstruction Trust Fund (ARTF) led by the World Bank in its second round, both of which effectively ended in 2017. The education sector also receives a significant support from external aid channelled through off-budget funding. For instance, a wide range of stakeholders, including donors, UN agencies, international and national organizations support CBE programmes in hard to reach areas.[18]

A new multi-donor programme, entitled Education Quality Reform in Afghanistan (EQRA), which will merge the next rounds of GPE, EQUIP and World Bank's IDA into a US$ 298 million pooled funding on-budget programme will start in the second half of 2018. EQRA is aligned with NESP III and its medium-term Operational Planning and Reporting Framework and will support the NESP III through developmentally oriented strategic interventions. ECW provides an important opportunity to complement initiatives such as this, bridging the gap between humanitarian funding and

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[17] The Citizens' Charter National Priority Programme will improve mechanisms for service delivery in education, health, basic rural infrastructure, and agriculture services. The aim of the Charter is to reduce poverty and break the cycle of fragility and violence, using Community Development Councils (CDCs) as the entry point for both governance and development activities at the micro-level.

[18] Hard to reach is defined here as any area that is not easily accessible for the provision of services such as education. In Afghanistan this is primarily in reference to those areas not under government control but may also include lack of access due to geography and disaster.

development focused initiatives – as detailed below (under: *ECW Multi-Year Funding – Bridging Humanitarian Response and Development Agenda, Catalysing Recovery and Humanitarian Speed with development Depth*)

Out of School Children & Girls' Education

Development progress in the Education sector, however, must be acknowledged – particularly given the overlap in terms of provinces most affected by forced displacement and conflict and those with the highest proportions of Out-of-School Children (OOSC). At least 60 percent of OOSC are reported to be girls, and in some provinces as many as 85% of girls are out-of-school (including Kandahar, Uruzgan, Helmand, Zabul, Paktika, and Wardak all at 85% female OOSC). While varying considerably, the OOSC rate for boys in these provinces is considerably lower in most cases for each of these provinces (i.e. Kandahar at 63%, Uruzgan 78%, Helmand at 48%, Zabul at 78%, Paktika at 33%, and Wardak at 33%)[19]

Figure 1: Out of School Children by Province (UNICEF, OOSC Study 2018)
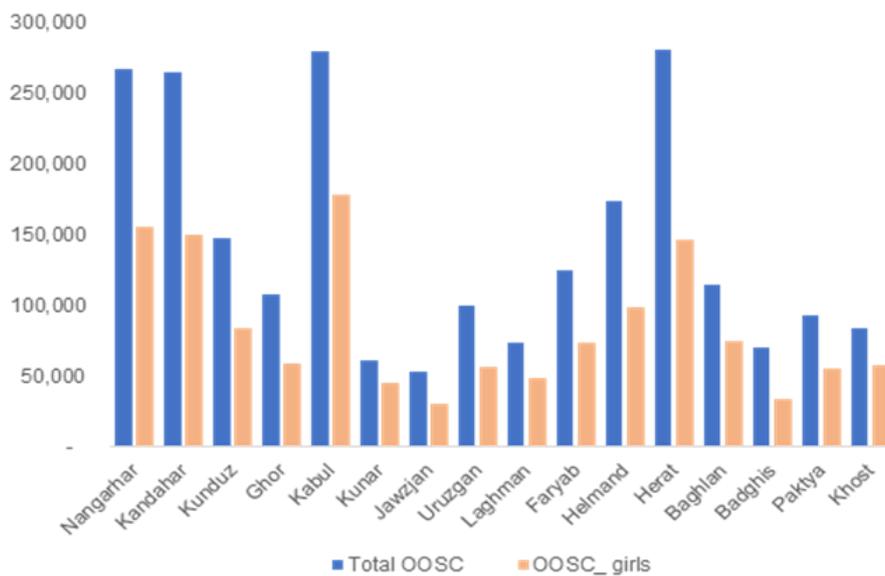
Source: UNICEF Out of School Children Afghanistan Report, 2018.

While there have been improvements, there are significant ongoing challenges related to girls' education. In 1999, no girl was enrolled at secondary level and only 9,000 girls were enrolled in primary school. By 2003, 2.4 million girls of all students were girls, and by 2013, girls' gross enrolment rose to approximately 35 percent. This momentum has, however, not been sustained, and from 2011 there has been a slight decline in girls' enrolment rates in formal schools.

Figure 2: Percentage of Female Students (Enrolment) over the years (ESA, 2001 – 2013)

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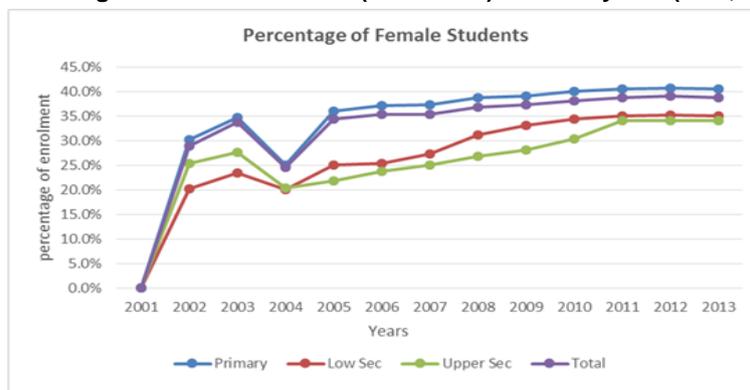
[19] UNICEF Out of School Children Afghanistan Report, 2018.

Deeply rooted cultural norms, socio-cultural factors, traditional beliefs and poverty all contribute to undermine girls' education. Significantly, girls continue to get married at an early age (17 percent are married before the age of 15 and approximately 46 percent of girls are married before the age of 18.[20]). Married adolescent girls suffer from decreased opportunities including education, lack of freedom to interact with peers, and lack of livelihood opportunities. Child marriage also results in bonded labour, sexual exploitation and intimate partner violence against adolescent brides, including sexual violence. Girls married young tend to experience several rights violations: They are less likely to be able to give informed consent, may not enjoy access to reproductive and sexual health care, and face restrictions of movement and association, and are much less likely to go to school. According to the Demographic Health Survey (DHS, 2015), early marriage was the second most reported reason for girls dropping out-of-school (19 percent), while only 3 percent of boys discontinued their education because of marriage.

Specific challenges faced by girls in accessing education in Afghanistan include distance to school, too few female teachers, poor or non-existent Water, Sanitation and Hygiene (WASH) facilities, especially gender segregated toilets, and a lack of support at home from parents who may not see girls' education as a priority. In addition to these burdens, girls face the ongoing fear of violence in an insecure environment when travelling to and from school. The proportion of schools specifically for girls is very low with only 16 percent of schools being girl's schools[21] while 49% are mixed and 36% are boys' schools (although 30% of classes are for girls, while 18% are mixed and 52% are for boys.[22]). Girls' schools are also concentrated in or close to urban areas, and rural and hard to reach areas remain poorly served. Of these, along with other schools, sanitation facilities are often inadequate.

The low number and proportion of female teachers (they represent only one third of all teachers) is an important factor for low attendance among girls (as girls are often not being allowed to be taught by male teachers, especially once they become adolescents). Moreover, only 38 percent of teachers complete the minimum teaching qualification requirements (grade 14 and above) and graduate from teacher training colleges[23].

Furthermore, malnutrition is an important factor that prevent girls form going to school, especially anaemia. According to the National Nutrition Survey (NNS, 2013), anaemia has been recognized as a major public health problem in Afghanistan. The NNS showed a high prevalence of anaemia across the age: 30.9 percent among adolescent girls and 44.9 percent among children 6-59 month. The main cause of this high prevalence of anaemia in all age groups was attributed to iron deficiency as all these population groups have high demand for iron. Anaemia in adolescence causes reduced physical and mental capacity and diminished concentration in work and educational performance, increasing their vulnerability to dropping out-of-school. Investing in prevention of anaemia during adolescence is critical for their survival, growth and development.

Children with Disabilities

Access to educational opportunities for children with special needs, including disabilities is another major challenge. The MoE has estimated the number of people with disabilities in Afghanistan at 800,000 (or 2.7 percent of the population),[24] more recent surveys have estimated numbers to be closer to three million.[25] While figures for specific population groups are limited, there have been some sample surveys undertaken. IOM, for example, conducted interviews with returnee

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[20] ALCS 2016

[21] Unless otherwise stated, all data mentioned in this section are from the ESA (Education Sector Analysis), produced by the MoE in 2016

[22] EMIS 1396 (Classes by Grade and Province)

[23] EJSR Report, MoE 2016.

[24] National Education Strategic Plan 2017-2021, Ministry of Education, Islamic Republic of Afghanistan (p. 17). Additionally, according to a survey finding accessible through https://www.sida.se/globalassets/sida/eng/partners/human-rights-based-approach/disability/rights-of-persons-with-disabilities-afghanistan.pdf) there is general prevalence rate of 2.7% for severe disabilities and 4.7% when less severe disabilities were taken into account. This translates into between 660,000 and 1.2 million persons with disabilities. One in five households is estimated to have a person with a disability.

[25] Accessibility Organizations for Afghan Disabled (AOAD) has reported survey results indicating there are 3 million persons with disabilities in Afghanistan (adults and children combined) – approximately 10% of the population.

populations coming through Torkham and Chaman (April 2018), and found 12% of the population as 'vulnerable', with 3% being in the disabled persons category.[26]

It is estimated that 95 percent of children with disabilities do not attend school,[27] largely due to a lack of a supportive school environment, this includes a lack of specialised teaching staff, and a lack of training for existing teaching staff to cater for the individual needs of all students. There is also a lack of materials available to make learning accessible to all and school facilities (both community-based outreach schools and government hub schools) as well as latrines are not fully accessible. Long travel distances to schools is another barrier, with the journey commonly being more difficult or impossible for girls and boys with disabilities; and attitudinal barriers within families, communities and institutions in relation to children with disabilities presenting further challenges. In addition, better links can be made between schools and the various support groups for people with disabilities.

Table 1: Summary of key issues/bottlenecks in the Education Sector in Afghanistan

ENABLING ENVIRONMENT

Legislation and Policy
- Several policies are outdated and require or are under revision, Female Teacher Deployment & Training, Preschool Education, Girls' Education, Primary School Examination and others.
- Afghan civil law sets the legal age of marriage to be 16 for females and 18 for males; Article 71 (subsection 1) gives a girl's marriage rights to her father or guardian before the legal age of 16, and marriages for minors under the age of 15 are not allowed under any circumstance.[2] Customary laws take precendence.

Budget and Expenditure
- The provision of education is limited by domestic revenue constraints and the MoE is highly reliant on external donor aid to fund the development of education programmes and part of its operating budget. Donors also significantly fund off-budget interventions such as CBE, with approximately 75 percent of total international expenditures on provision of education spent off-budget.
- Main budget allocations are going to development programmes, with a lack of funding for acute Education in Emergencies and limited multi-year funding opportunities, bridging the humanitairan – development divide.
- The education sector faces allegations of corruption and nepotism, a challenge cited by civil society organisations and academic sources.

Management and Coordination
- The education system is highly centralised with sub-national levels having a limited stake in planning and budgeting.
- A lack of verified data remains a major challenge for the MoE to initiate planning, measuring, monitoring and reporting on education outcomes.
- Limited capacity and resources exist at central, provincial and district levels to coordinate, plan and respond to both development and humanitarian education needs.
- Tackling complex problems requires National and Sub-National Coordination mechanisms that can: bring all possible stakeholders together around a common agenda, with common targets and indicators. It further requires mutually reinforcing activities, constant communication, and backbone support facilitation.

Security and Political Situation
- The volatile security and political situation further exacerbates an already weak education system with negative impact on schooling of girls and boys.

SUPPLY

Availability of Essential Commodities/Inputs
- Lack of appropriate infrastructure continues to hamper education with only 51 percent of schools having buildings[28]. Additionally, poor or non-existent Water, Sanitation and Hygiene (WASH) facilities, especially gender segregated toilets, as well as a lack of boundary walls for female secondary and high schools, represent major barriers to girls' enrolment. Only 16 per cent of all schools are girls schools. The recent high influx of displaced populations has further exacerbated the absorption capacity of schools. Accessibility also remains a concern for children with disabilities.
- Distance to schools, especially in remote rural areas, is a significant barrier to accessing education, especially for girls. According to the Education Sector Analysis (ESA, 2016) "for every mile, a child has to travel to go to school, attendance rates dropped by 16 percent".
- Lack of early learning and school readiness services result in only 1 percent of children aged 36-59 months attending pre-school in Afghanistan in 2014 (Multi-Indicator Cluster Survey (MICS), 2014).

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[26] https://displacement.iom.int/system/tdf/reports/Flow%20Monitoring_Infographics_20180421_0.pdf?file=1&type=node&id=3505

[27] Accessibility Organizations for Afghan Disabled (AAOD) – cited in National Education Strategic Plan 2017-2021, Ministry of Education, Islamic Republic of Afghanistan (p. 17)

[28] Ministry of Education, *NESP III*, MoE, Kabul, 2017, p. 21. 49 per cent of schools do not have buildings.

- Lack of education solutions geared towards nomadic and migratory ways of life result in far lower attendance ratios compared to sedentary populations, with virtually no *Kuchi* girls attending primary (97 percent) or lower secondary education (98 percent).

Access to Adequately Staffed Services, Materials and Information
- Lack of qualified female teachers (only one third of teachers are women) remains a major hindrance to schooling. There are nine provinces where less than 10 percent of teachers are women. There are important disparities: while Kabul city has 74 percent female teachers, Paktika has only 1 percent. Shortage of female teachers is moreover a problem at higher grades. Girls are often not allowed to be taught by male teachers once they become adolescents, which is a major barrier to girls' education.
- Lack of teaching and learning materials, especially textbooks, age-appropriate and relevant supplementary reading and learning materials continue to impact negatively on access as well as quality of education.

DEMAND

Social Norms, Cultural Practices and Beliefs
- Negative perceptions to girls' education are widespread throughout Afghanistan, but are most prevalent in Southern and Central provinces.
- The practice of child or early marriage is another crucial barrier to girls' education. According to the Demographic Health Survey (DHS, 2015), early marriage was the second most reported reason for girls dropping out-of-school (19 percent), while only 3 percent of boys discontinued their education because of marriage.
- Social Exclusion and discrimination against returnee and internally displaced populations create further inequities to the right of education for girls and boys.
- Malnutrition and related conditions such as anaemia has a major negative impact on the ability of children to attend schools, with girls being disproportionately impacted. The NNS indicates a high prevalence of anaemia across the age: 30.9 percent among adolescent girls and 44.9 percent among children 6-59 month. Iron deficiency is a primary cause.
- Although ethnicity or language is rarely reported directly as a reason for children being out-of-school, several reports indicate students are marginalised at schools because of their ethnicity and/or the language spoken at home.
- Bullying, violence and harassment in schools, and on the way to school, constitute a demand-related barrier to school, as the potential threat is seen as a big risk to family honour. Gender based violence is a particular issue, both in-schools and for girls travelling to and from school.
- There were more than 1,000 documented attacks on schools in Afghanistan (2009-2012) – including fire, suicide bombings, remotely detonated bombs, armed attacks and abductions. In 2016, Taliban attacks on education destroyed 300 schools in only weeks.[29]
- Approximately 95 percent of children with disabilities do not attend school, largely due to a lack of a supportive school environment
- Children's attendance correlates highly with the level of education of their parents. According to the MICS (2013) "only 29 percent of children aged 13 years whose mother has no education had completed primary education, in comparison with 57 percent of those children whose mother has secondary education or higher".
- Even without official restrictions, over-age children face barriers of social stigma as well as greater opportunity costs of their labour.
- Children and families commonly remain unaware of international norms with respect to children's rights to safety, protection, development, and participation. Children and youth are only marginally engaged as participants and agents of change.

Financial barriers
- Poverty has a multitude of effects on access to education, from influencing decisions on child and early marriage to opportunity costs for education. Poverty is usually more common in rural areas than in urban Afghanistan, but almost all families and communities in Afghanistan face some degree of economic hardship.
- Although school is free in Afghanistan, families still face financial barriers in the form of ancillary costs to education. For many poor families in Afghanistan, it is not the direct costs of education, but rather indirect costs, such as the costs of school supplies, clothes (uniforms), transport and food which render education unaffordable.
- The perception that education does not necessarily increase employment opportunities has been put forth as having a negative effect on demand for education and therefore on school attendance rates.
- The opportunity cost of school (as families forego income from child labour) is the most important barrier to accessing primary school particularly for boys.
- Access to certification and enrollment documentation from abroad is a huge challenge logistically and financially not feasible, particularly for undocumented returnees who were forcibly returned without the ability to prepare

QUALITY
- Various parts of the education system (teacher training, classroom management, time on task, curriculum/textbooks, assessments/examinations, supervision and mentoring) are not working in synergy to produce quality learning outcomes.
- Quality of education is highly dependent on teachers. Despite major efforts to recruit and train teachers in Afghanistan, especially female teachers, only 38 percent meet the minimal requirements (completion of grade 14).
- Lack of qualified teachers is also resulting in low achievement of student in key subject areas like language and mathematics[30].

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[29] GPCEA Country profile: http://www.protectingeducation.org/country-profile/afghanistan
[30] ACER, *Class 6 Proficiency in Afghanistan 2013*

- The curriculum currently being imparted at various school levels is often not relevant to the daily life of children. The content of the learning curriculum is outdated, lacks standardisation and is being delivered through pedagogical teaching methods which require re-structuring. A 3-5 years curriculum reform process was initiated in 2017 and is still in process;
- Provision of education in emergencies, particularly in conflict-affected areas is overstretched by an already weak Education system. This includes among other challenges related to teaching and learning processes, classroom management, skilled teachers, and language issues for children coming from neighbouring countries.

ECW Multi-Year Funding – Bridging Humanitarian Response and the Development Agenda; Catalysing Recovery and Humanitarian Speed with development Depth

The Government of Afghanistan, represented by the MoE, welcomes a speedy multi-year ECW joint programme to address the growing immediate and medium-term needs. ECW's investment will primarily bridge the gap between emergency response and development, i.e. between the humanitarian short-term interventions (which was commendable but insufficient to enable recovery), and the more long-term on-budget programmes. Secondarily, the MYP will catalytically help improve girls' access to education, and other vulnerable groups such as but not excluded to street children and children with disabilities.

ECW's multi-year frameworks are designed to link with national plans, tailored to address immediate and urgent needs alongside recovery and development needs in a mutually reinforcing fashion. Narrowing the humanitarian-development gap requires bringing humanitarian and development actors together around the same table to jointly conduct planning and implementation. It warrants a shared set of principles, a common coordination structure, the consolidation of expertise, and a clear division of labour at the outset to ensure accountability. In this vein, ECW pursues a whole-of-system approach, and recognizes the comparative advantages of both humanitarian and development actors. This approach is in line with the World Humanitarian Summit's call for shift from funding to financing, the Multi-Year Frameworks are vehicle for catalyzing financing. This programme primarily will reach OOSC affected by emergencies but will not replace other structural requirements that will ensure that all children out of school are brought into school and remain there. In this way, the MYP will be complemented by large on-budget programmes, such as EQRA, all which feed into the NESP III and the development of a holistic OOSC strategy based upon the recommendations of the OOSC Study published in 2018 by MoE and UNICEF and in collaboration with in-country partners.

By having a three-year plan, an instrument for pooled funding is created. It allows budgeting for needs during a three-year period against a total amount required over the programming cycle period. Donors and other financing partners can then contribute against the plan in its entirety and make a three-year commitment. This in turn offers predictable funding. See Section VIII for details.

II.   STRATEGY AND THEORY OF CHANGE

The Theory of Change (ToC) responds to the key bottlenecks in the Education Sector in Afghanistan described in the situational analysis under chapter I of this proposal.

It describes the strategic inputs and activities, which are expected to lead to outputs that contribute to the overarching outcome/goal of *Improved learning and well-being of children affected by crisis in Afghanistan through access to quality, inclusive, gender sensitive and sustainable education*. At this highest level the ToC is reflecting and responding to the right of all children to basic education, as enshrined in the 1989 UN Convention of the Right of the Child (CRC), adopted by the GoA and the Afghan Constitution as well as the Sustainable Development Goals 4, 5 and 10.

It is to be noted that the ToC goal is reflective of the fact that education is a life-saving and life-sustaining intervention. As stated in the 2018 Humanitarian Needs Overview and Response Plan for Afghanistan (2018-2021) (HNO/HRP 2018-21) "Education in Emergencies (EiE) is defined by being physical and psychosocial protective; it takes children off the street where they are deeply vulnerable to abuse and exploitation and into an environment where their developmental and cognitive needs are addressed. EiE activities are not only focusing on traditional subject content,

mathematics, science and language but also on life skills and lifesaving messages."[31] This reality is central to the ToC for this programme.

The ECW Facilitated Multiyear Programme (MYP) links humanitarian EiE programming in Afghanistan (primarily responding to the impact of the conflict and forced displacement, as well as disasters and epidemics, as outlined in the HRP 2018-21, coordinated through the EiE Working Group), with the mid- and longer-term, development objectives for the sector (as outlined in the National Education Strategic Plan III). By effectively bridging the humanitarian-development divide the strategic intention is to: a) catalyse recovery, b) help implement the new Community-Based Education Policy (which also governs 'accelerated education'), endorsed by the Afghanistan Government in January 2018, and c) promote continuity of education for crisis-affected girls and boys through "humanitarian speed with development depth".

The MYP will bridge the divide between short term humanitarian responses and longer-term development objectives, helping to bridge the humanitarian-development divide. To do this, the programme will focus on those most impacted by the humanitarian crisis, specifically returnee refugees and IDPs (with a particular focus on girls) - but will take a longer-term developmental approach that incorporates transition planning, quality improvement and protection mechanisms. Key to the MYP bridging the humanitarian-development divide is:

- It's focus on CBE, as a cost effective and proven model helping ensure increased access, retention and completion rates for the most marginalized and deprived children and adolescents in Afghanistan;
- A focus on transition planning. Linked with the focus on CBE, the MYP will facilitate transition planning and associated systems and resourcing. This includes the development of transition mechanisms for students moving from community-based education to public schools, and relevant absorptive capacities and systems support. Additionally, the programme will support the longer-term transition of CBE schools to Government control, helping to ensure their functioning beyond the life of the programme;
- The adoption of a multi-year approach that will allow sufficient time to develop sustainable systems and transition mechanisms for students from CBE to formal Government schools – unlike humanitarian approaches that are more immediate and normally lack the time-frame required to achieve successful transition planning. Additionally, the multi-year approach allows for the creation of a pooled funding model whereby donors and other financing partners can contribute against the MYP plan in its entirety. This in turn offers a more predictable and coordinated funding mechanism and the ability to better plan for the achievement of strong multi-year development outcomes;
- Undertaking information gathering and planning activities that will help link together and coordinate different development and humanitarian activities with the ECW programme. This in turn will contribute to mutually reinforcing development outcomes;
- The incorporation of activities to help ensure the quality of education and learning outcomes, as well as a safe and protective learning environment – providing improvements to the learning environment that can be sustained beyond the life of the programme.

Additionally, a longer-term outcome of the MYP envisages that the increased educational reintegration of displaced people in the short-term will eventually lead to greater socio-economic reintegration and productivity, as well as (in spite of the humanitarian roots of this action) directly contributing to indicators in the Sustainable Development Goal 4 as well as potential requirements under the forthcoming Global Compact for Refugees

Geographic targets
While the intent of the MYP is to focus on all of Afghanistan, initially targets will be for eighteen of the most vulnerable provinces (phase 1), for the three-year programme period. These provinces have been selected based on a range of indicators that measure the severity of crisis impact, gender disparity, level of development, and extent of OOSC. This includes the EiE severity ranking[32] which

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[31] Humanitarian Response Plan for Afghanistan 2018-2021 (2017); p.26

[32] The EiE Severity Ranking is based on a 1 to 5 measure. For the purposes of combining different measures for ranking, the 1-5

itself covers a range of indicators covering the impact of conflict, disasters and epidemics (including returnee and IDP numbers) on education. Additionally, the following criteria has been used to determine ranking: percentage of OOSC, gender parity index (GPI)[33], and whether provinces are defined as underdeveloped[34]. Percentage of the population in informal settlements (ISET) has also been included to account for longer term/entrenched displacement that is significant in a number of provinces (e.g. Nangarhar, Kunar and Laghman, with numbers ranging between 35 and 48 percent of the population).

Figure 3: MYP – Prioritised Provinces
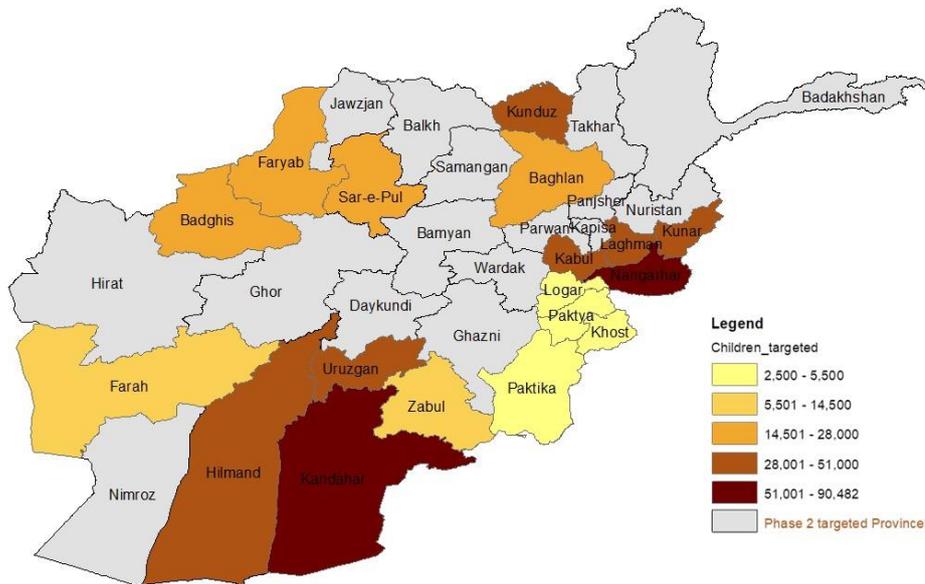
Initial interventions will utilise ECW seed funding and will concentrate on eight provinces, as detailed in Section IV, but will be scaled up to cover the 18 prioritised provinces as additional funding becomes available. Target beneficiaries will include the most vulnerable, with IDP, returnee and disaster affected populations being primary beneficiaries.[35] While the scope of this design covers 18 provinces, should sufficient funding be obtained, the Programme will be scaled up to cover remaining provinces (Phase 2), potentially making this a programme with national coverage.

Figure 4: MYP – Seed Fund targeted provinces

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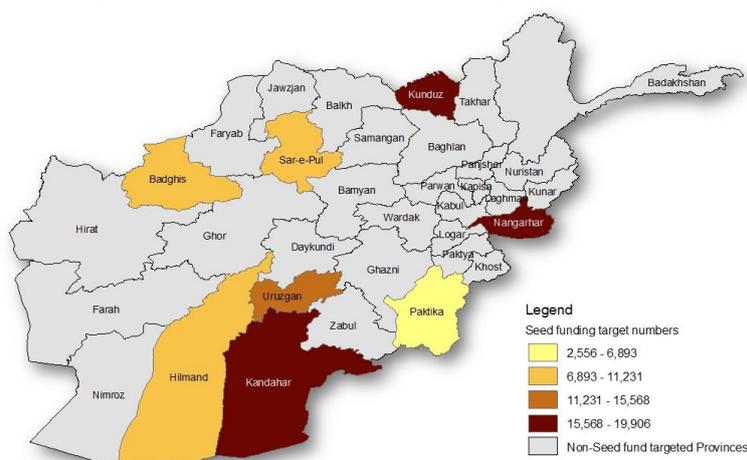
measures have been converted to percentages.

[33] GPI has been used, but converted to a gender gap percent.

[34] Listing provided by Afghanistan Ministry of Economy (MoEC) based on welfare/living conditions, l poverty levels, basic social service delivery, etc.

[35] An additional 30% of host populations has also been accounted for.

Community Based Education
Responding to the impact of the conflict, disasters, epidemics, displacement, and critical levels of out-of-school girls, the MYP fundamentally turns upon improving access to education by establishing alternative education pathways for vulnerable and marginalised groups and facilitating opportunities for students to transition to from lower to higher grades. This will primarily focus on Community Based Education (CBE), including establishing and maintaining learning opportunities, incorporating both Community-Based Schooling (CBSs), Accelerated Learning Classes (ALCs), and where relevant one-year early learning and pre-primary educational opportunities linked to CBSs and Mosque Based Education (MBE). Multi-grade teaching will also be considered where appropriate.

Community Based Education (CBE) in Afghanistan

➤ Community Based Education (CBE) offer grades 1-3 for children aged 7 to 9 through the establishment/maintenance of Community Based Schools (CBSs) as well as accelerated learning programmes for children aged 10-15 years in order to finish grades 1-6 in a span of three years through ALCs.

➤ CBE is a particularly innovative strategy in addressing the barriers faced by girls by bringing the school to their villages. For girls, education within walking distance is particularly critical, and remains essential through adolescence; girls' enrolment rates drop by about half at grade six level, with a more significant drop in rural areas due to factors that CBE tends to resolve.

➤ CBE has contributed greatly to an increase in enrolment for girls who would not normally have had the opportunity to attend school. For example, there are an estimated over 4,380 Accelerated Learning Centres (ALCs) in Afghanistan with an overall enrolment rate of 73 percent girls. This shows that these models have proven to be a successful approach in increasing access to school for disadvantaged Afghan girls.

➤ ALCs provide an opportunity to expand education access to over-aged and/or married girls and young mothers who are not normally allowed to remain in the formal school system.

➤ There are more and more cases of young married mothers who are permitted to attend ALCs due to the

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Distance Learning
Further, innovation through distance learning packages for hard-to-reach locations and communities, as well as other interventions addressing barriers of distance and insecurity between girls' and boys' homes and educational facilities, will be promoted as part of the MYP. Flexibility will be permitted within the programme for approaches to be identified and adjusted, and for relevant innovations to be implemented as these are identified or designed.

Protective Environment
The MYP will also improve the protection environment for girls and boys in Afghanistan, which is characterised by protracted armed conflict, recurrent disasters, and impoverishment. In particular, the Programme will support the operationalisation of the Oslo Safe Schools Declaration (of which Afghanistan was one of the first signatories) in terms of the protection of educational facilities and systems from growing insecurity and armed conflict, preventing or helping reopen schools that have been closed, occupied or threatened by armed actors.

Responding to the specific needs of girls and boys in Afghanistan, the MYP will integrate social mobilisation/sensitization, psychosocial support activities and life skills, all of which promote social and emotional learning, as well as undertaking activities to combat harmful practices such as child or early marriage. The Programme will maintain a strong commitment to improving child safeguarding standards within Community-Based Education, improving effective identification and referral of child protection issues, and observation of the Minimum Standards of Interagency Network for Education in Emergencies (INEE) best practice on conflict- and gender-sensitive education as well as Inter-Agency Standing Committee (IASC) Guidelines for Gender-Based Violence Interventions in Humanitarian Settings.

Continuity of Education
To improve continuity of education, the MYP will strengthen strategic and operational planning to support the transition of EiE-assisted girls and boys from lower to higher grades, including from CBEs into higher grade learning (Government Hub Schools). To promote this, the multiyear Programme will: a) strengthen relationships between national, provincial and district-level education authorities, school principals and School Management Shuras (SMS), and other stakeholders, through improved planning, monitoring, and student-centred support, and b) necessitate realistic transition plans, either through ensuring and supporting increased absorption capacities of host or hub formal hub schools, permanent continuation of community-based classes as 'outreach' classes of formal schools, or (if necessary) upgrade plans of community-based schools into formal schools.

Continuity and sustainability will also be promoted through planning and facilitating the takeover and running of CBE schools by the Government, ensuring that the long-term sustainability of these schools. Other interventions that may improve continuity, such as multi-grade teaching, will also be considered as relevant.

Inclusion and Equity
Inclusion and equity aspects are also championed through the MYP, for the vulnerable and marginalised target groups. The multiyear Programme intends to specifically improve:

1. The enrolment and transition rates specifically of displaced girls and boys, including those internally displaced by conflict and/or natural disasters, refugees, and returnees, by assisting: Through improved access to civil documentation and schooling certification or placement exams (helping students enrol into formal schools, at the right grade), and ensuring accreditation of ECW-supported alternative education; through provision of catch-up classes and Dari or Pashto language classes (where the native tongue of the beneficiary is neither). Cross-border coordination will be undertaken on issues related to curriculum/textbook for Afghan refugee schools where applicable, linkages with teacher training institutions (to facilitate diploma certification after return, to enable eligible teachers particularly females to teach in CBSs or ALCs)

2. The enrolment, survival, and completion rates, specifically of out-of-school girls and children with disabilities, partly through reducing barriers to safe water, gender-disaggregated sanitation, and menstrual hygiene management, physical access barriers, and also through improved social mobilisation and behavioural change initiatives (such as working closely with key community stakeholders and decision makers, including but not excluded to parents and teachers as well as religious leaders and School Management Shuras to increase the value of education and delay marriage, particularly for girls) as well as capacity development of teaching staff (including codes of conduct and the establishment of local mechanisms to prevent school-related violence (including gender based violence), sensitisation to disability, and identification of integrative opportunities for girls and boys with special needs within community-based education) and poverty reduction measures.

Quality Education and Learning
Lastly, the quality of the learning experience and outcomes will be robustly improved through the MYP, namely through teacher-training, development of improved pedagogical guidance and training adapted to transitional education solutions (i.e. from Education in Emergency, to community-based education [including accelerated education], to preparation for educational integration in the formal schooling sector as well as holistic development of the child as a citizen), and other geographically-relevant issues of life-saving and life-sustaining information, such as on psychosocial issues, risks associated with armed conflict and gender equality.

The MYP will include development of objective measures and monitoring mechanisms of specific learning outcomes (particularly on early grade literacy and numeracy skills) to evaluate and respond to CBE student and teacher performance in the classroom. The quality of the built environment will also be considered in all activities, to ensure that ECW-assisted learning spaces are safe, dignified, inclusive, child-friendly and conducive to learning, as will the quality of learning materials.

Theory of Change (ToC)
The overall **ToC** (visual representation below) presents the vision and multi-year change pathways that are required to achieve the expected goal. Each outcome and related outputs, activities and results are detailed in under *Results Structure* in Section III.

PROGRAMME DOCUMENT: *Afghanistan*

TOC FRAMEWORK

Goal: Improved learning and well-being of children affected by crisis in Afghanistan through access to quality, inclusive, gender sensitive and sustainable education

Outcome 1 (Access)
Access to education for emergency-affected girls and boys is increased

Outcome 2 (Equity & equality)
Conducive, child-friendly and inclusive teaching and learning environment is created for emergency-affected girls and boys.

Outcome 3 (Continuity)
Continuity of education for emergency-affected girls and boys is increased.

Outcome 4 (Learning and skills / quality)
Quality of learning for emergency-affected girls and boys is improved.

Outcome 5 (Protection)
Safe and protective learning environment for emergency-affected girls and boys, especially the most marginalised, are established and strengthened

Strategy 1
Improving education access by increasing the number of functioning learning centres (primary and early learning), distance learning delivery and addressing issues related to proximity to education facilities for boys and girls.

Strategy 2
Improving equity and equality through increased awareness of key stakeholders, developing inclusive facilities, increasing numbers of female teaching staff, and supporting girls and boys to obtain documentation and schooling certification.

Strategy 3
Establishing a continuous and sustained educational pathway through (1) beneficiary and community-level activities focusing on improved rates of transition to higher grades; and (2) strengthening coordination, planning, and information/knowledge-sharing mechanisms.

Strategy 4
Improving learning outcomes through improved teaching competencies (especially for female teachers) and improvement and contextualisation of learning materials, along with supporting accountability and systems for the measurement of learning outcomes.

Strategy 5
Mitigating protection risks, enhancing protection from insecurity and armed conflict (in line with Safe Schools Declaration) and disaster; and providing psychosocial support and life skills to targeted beneficiaries/stakeholders

There are numerous challenges to the provision of quality and inclusive education in Afghanistan, including: high numbers of OOSC (60% are girls), the majorly due to insecurity, economic circumstances and long distance to formal schools. Existing EiE initiatives are short term (one year), and formal schools have inadequate capacity to integrate out of school children due to insufficient classrooms, teachers and teaching materials. These challenges are exacerbated by the lack of female teachers and socio-cultural factors such as early marriage. Overall, EiE lacks adequate funding in the country.

Critical Assumptions: a) Political willingness and capacity to implement policies and sharpen the equity and gender focus in education plans and budgets at all levels; b). Acceptance of programmes by community, religious, local leaders and government authorities; c). Political will & capacity to prioritize Quality of Education as per the NESP-III

III.   RESULTS AND PARTNERSHIPS

RESULTS STRUCTURE

The MYP aims to achieve *"improved learning well-being of children affected by emergencies in Afghanistan through increased access to quality, inclusive, gender sensitive, child-friendly and sustainable education".* It is doing so through its mutually supportive five key outcomes and results detailed under this chapter, i.e. (1) Increased access to education, (2) Increased equity and equality, (3) Continuity and Sustainability, (4) Quality of education and learning, and (5) Protection.

All outcomes of the MYP are directly linked to the higher level results of Afghanistan's National Priority Programmes (NPP), Afghanistan's National Peace and Development Framework (ANPDF), National Education Strategic Plan (NESP III, 2017-2021), as well as Sustainable Development Goal (SDG) goal 4, 5 and 10, and the Government – One UN Mutual Accountability Framework contributing "*to prepare skilled and competent citizens through the education system to sustain Afghanistan's socioeconomic development and social cohesion".*

Furthermore, given the situation of conflict and other emergencies in the country, the MYP is in line with Afghanistan's Education in Emergencies Working Group (EiEWG) goal as outlined in UN OCHA published Humanitarian Needs Overview and Response Plan (HNO/HRP, 2017 – 2018) to provide *"…safe and equitable access to relevant and age-appropriate education opportunities for crisis-affected Afghan girls and boys"*.

Outcome 1: Access to education for emergency-affected girls and boys is increased
The strategy to achieve Outcome 1 "*Increased access to education for emergency affected girls and boys"* is multi-pronged and includes the following intervention results, expected to contribute to an increased percentage of girls and boys enrolled in primary and pre-primary education in target locations (see also attached Logical Framework):

(a) <u>Output 1.1: Newly-established and existing primary and pre-primary learning centres are functional</u>
In a country where majority of the approximately 3.6 million out-of-school children (OOSC) are girls, successful methods need to be scaled up to ensure that girls are obtaining a basic education. Community-Based Education (CBE) is widely recognized as the most effective pathway for expanding education access for OOSC in Afghanistan, with various research and programme evaluations demonstrating that CBE is linked to children's increased enrolment, attendance, and learning, as well as reductions in gender disparity across enrolment and educational achievement. CBE has proven to be a particularly effective means of promoting educational access for girls in rural communities, where there exist substantial barriers both to the establishment of formal schools, as well as female attendance in formal education. The CBE model achieves these results through cost effective community-based approaches that brings free education closer to children. This is particularly important for girls, for whom education within walking distance is critical to mitigate risks associated with walking long distances in insecure environments.

For the MYP and in line with the revised CBE policy (January 2018), CBE will be offered in form of outreach classes of the formal school system, expanding access to education in remote and rural communities, for children who live more than three kilometres walking distance from a formal school, as well as in urban or peri-urban communities where access to education is restricted.[36]

CBE includes *(1)* ***Community Based Schools/Classes (CBSs),*** providing primary education (grade one to grade three) to children aged seven to nine; and *(2)* ***Accelerated Learning Centres (ALCs),*** targeting children aged 10-15 who have never been to, or dropped out of, school - offering the completion of the full primary education cycle (grade

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[36]   In respect to this, while CBE policy is to establish CBE schools where hub schools are more than three kilometers distant from communities, in emergency situations a shorter distance may often apply, as often relate to CBE options in urban and peri-urban areas.

one to grade six) in a span of three instead of six years. To ensure quality and consistency with education delivered through national public schools, all CBE classes will follow the required annual hours per grade level as described in the MoE policy and guidelines, and formal in-service teacher training (INSET) will be provided for teachers. Multi-grade teaching will also be considered where appropriate.

The minimum package, as per the revised CBE policy (January 2018) includes a range of set activities, including (1) Identification of sites/community needs assessment; (2) Community mobilisation; (3) Identification of teaching personnel; (4) Training of teachers; (5) Training of Trainers (ToT) to cascade INSET teacher training; (6) CBE policy training; (7) Training of implementing partner on financial and reporting procedures; (8) Distribution of teaching, learning, recreational, and school materials, including textbooks;[37] (9) Payment of teacher salaries; and (10) Academic supervision and monitoring and reporting of activities.

In respect to the above, it is to be noted that students at CBE schools do not pay school fees and are provided with all required materials and textbooks, helping to overcome obstacles to access associated with poverty - i.e. students or their families do not have to meet any direct costs associated with study, helping mitigate the impact of poverty as a barrier to education.

Early Childhood Development (ECD), is a globally proven concept to increase right-age admissions and reduce drop out of children in later years, as well as to improve their cognitive well-being. As such, *one year of community-based pre-school education* will be provided in addition to the traditional primary school education through CBSs. Early Learning Centres will be set up in proximity to existing CBSs, targeting (in the first phase) children aged five to six. Where applicable, capacity building and sensitization of teachers, parents, community members on psycho-cognitive stimulation will be undertaken in close collaboration between Education and Nutrition/Health actors.

Furthermore, alternative learning will be provided in selected areas and where applicable through *Mosque Based Education (MBE),* by supporting the development of effective, safe learning spaces, as well as training of Mullahs. This approach endeavours to achieve the much-needed engagement of mosques in support of education at the local level. Mosque-based education is broadly accepted throughout the country (many parents have only ever experience mosque-based education), and such an approach can leverage existing systems and resources for the achievement of improved educational outcomes. MBE offers substantial opportunities vis-à-vis improvements efficiency, building on widely accepted and available modes of education delivery to accelerate gains in educational access. Quality will also be ensured through the establishment and implementation of academic monitoring and support mechanisms.

Social mobilizers will play a key role in engaging with Mullahs, seeking to drive buy in across the targeted communities. Once a Mullah has agreed to participate in the programme, they will receive training in effective pedagogy (literacy and numeracy skills), child safeguarding, basic child protection and Psychological First Aid (PFA). The mosque will also receive textbooks and other teaching and learning materials, supporting in the creation of effective learning environments.

Over the long term, this approach endeavors to provide opportunities for children to complete grade three competency exams in the MBE system, and then transition to the formal school system to continue their studies.

While there is potential that boys may disproportionately benefit from MBE programming, it is to be noted that Mosque Based Education in Afghanistan is intended for both boys and girls. In some communities in Afghanistan Mosque Based and Islamic education schools are preferred by parents for education of their girls rather than general schools. Traditionally

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[37] It is to be noted that textbooks and other learning materials have undergone approval processes by key stakeholders, including the MoE, UNICEF and USAID. Nevertheless, all teaching and learning materials for use as part of the MYP will be monitored as part of the programme (and specific implanting projects) for any content that may be contentious (e.g. inciting hatred or violence to specific communities or groups), and any such content removed from materials.

most boys and girls in early ages (5-10) go to Mosque to learn reading, Quran recitation and basic Islamic studies and some continue for further education.[38] MBE represents a good entry point for girl's education in some communities where formal school do not function well due to insecurity. MBE based approaches will, however, be carefully monitored throughout the programme in respect to gender equity.

The distributed approach to access expansion limits the risks posed by overreliance on any single mode of education delivery, while also promoting improved efficiencies by relying on existing institutions to expand the total educational capacity of the country.

(b) Output 1.2: New distance learning opportunities targeting hard-to-reach locations are set up and functional
While the CBE model has proven successful, there remain challenges in ensuring coverage of remote and hard-to-reach areas. The MYP will therefore seek to develop and implement innovative approaches to increased educational access, including distance learning initiatives. This will include the development and roll-out distance learning packages for hard-to-reach locations and communities (e.g. radio education programmes, self-learning materials); developing and implementing testing arrangements for distance students; and working with government to progress arrangements for recognition of distance study. This intervention is expected to contribute to maximum coverage for very hard to reach locations and groups and will provide an opportunity to scale up successful models. As distance learning has not been applied consistently across the country to date, models adopted will need to be robustly measured, and lessons learned captured, to influence future initiatives and scalability. Additionally, distance education models may also be utilised to help improve continuity of education for girls and boys who have not been able to transition from the CBE to Government Hub Schools (linked to Output 3.1)

(c) Output 1.3: Safe transport options are provided for girls and boys to ensure their access to education facilities
While CBE will make education more accessible to girls and boys by bringing learning opportunities closer to their communities, not all children will be able to easily access facilities; this is particularly true for girls, who face myriad protection challenges walking long distances in an insecure environment, as well as children with disabilities and special needs who can face a range of additional challenges in travelling to school. The MYP will therefore progress the design, development and implementation of appropriate and sustainable interventions to address proximity issues (e.g. community transport, establishment of community safety net measures etc.)

Specific interventions are expected to result in:
1. 460,000 boys and girls benefitting from 15,500 established/maintained functioning primary and pre-primary level learning centres (e.g. CBSs, ALCs, mosques, pre-schools) in target communities.
2. 40,000 boys and girls benefitting from distance learning programmes targeting hard-to-reach areas.
3. **40,000 girls and boys benefit from community-solutions related to travel to and from school.**

Outcome 2: Conducive, child-friendly and inclusive teaching and learning environment enabled for emergency affected girls and boys.
The strategy to achieve outcome 2 "*Conducive and inclusive teaching and learning environment enabled for emergency affected girls and boys*" aims at ensuring an overall conducive teaching and learning environment, as well as an improved teaching and learning environment through gender, special needs and disability inclusion and addressing other impactful issues for groups with disparities in access to education.

(a) Output 2.1: Awareness and skills of key stakeholders in relation to gender, disability inclusion and negative socio-cultural practices (such as early or child marriage) are increased

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[38] Information provided by Afghanistan Ministry of Education, May 2018.

This intervention strategy will focus on social and behavioural change communication, including awareness raising and sensitization of key stakeholders (e.g. teachers, parents, students, key community members and decision makers, religious leaders, School Management Shuras) on issues related to gender, disability, youth and adolescents, along with other activities such as enrolment campaigns. Significant socio-cultural and gender norms and barriers to education to girls, such as early and child marriage will be a particular focus. Teachers will also be trained in these areas, with a further focus on approaches to the teaching of children with different types of disabilities.

(b) <u>Output 2.2: Teaching staff, with a focus on female teachers, are identified, recruited and employed</u>
CBE teaching staff will be identified and recruited, with prioritisation measures established and put in place for the recruitment of female teachers. This will be done in line with civil service commission procedures for the recruitment of teachers. Additionally, where female teaching staff do not have a grade 12 diploma, they will be provided with additional education and training; one core mechanism for upskilling these teachers will comprise encouraging female teachers to attend courses in nearby hub-schools. Steps will be taken to include these staff on the roster for Tashkeel (structure/permanent) teachers. The training of girl graduates to become teachers will also be encouraged through the CBE model. In this, local recruitment of teaching staff is undertaken (with females being prioritised), with most of those recruited expected to be CBE graduates. Training (INSET) is also provided (linked to Output 4.1), and other activities to support capacity building including advocating with Government to provide opportunities for girls without year 12 to obtain this through remote/distance study (linked to Output 1.2).

(c) <u>Output 2.3: Inclusive facilities and innovative approaches are provided for girls and boys.</u>
This includes the establishment/maintenance of gender- and disability-inclusive infrastructure and facilities, including gender-separated WASH facilities for girls and boys and provision of dignity/hygiene kits. Additionally, the MYP will facilitate the identification and implementation of innovative approaches to support gender and disability inclusion (e.g. incentive programmes; female community extenders for social mobilisation and community transport (linked to Output 1.3). Other strategies to support inclusion of students with disabilities will be developed – for example, peer to peer support with self-care, the provision of appropriate assistive devices to support learning, and support arrangements for teachers (e.g. use of a teacher aid) to enable children with disabilities to participate, be accepted and benefit from being at school.

Innovative or proven approaches that will also be developed to help address the impact of poverty as a significant barrier to education access, especially for girls and children with special needs and disabilities. This may include the use of cash transfers in pilot locations, as an important complement to direct education investments, increasing income security, and reducing the burden on children, particularly girls, to contribute to family income, enabling them to participate in school. In addition to this, linkages will be built, and planning undertaken, with other programmes and projects (and associated agencies) to ensure complementarity and coordination in directly addressing education needs, but also addressing associated barriers to education due to poverty and harmful sociocultural practices such as child marriage. (linked to Output 3.2).

(d) <u>Output 2.4: Displaced girls and boys are supported to obtain documentation and schooling certification</u>
To address challenges for students with missing documentation (such as refugee returnees who have not been able to obtain schooling documentation from neighbouring countries), solutions will be identified and implemented, such as the running of placement exams for girls and boys who cannot otherwise prove their grade level, therefore helping them enrol into formal schools at the appropriate level. Currently the MoE has established a process that allows students to enrol for three months without documentation at all schools, and advocacy will be undertaken with schools and the Government to ensure that girls and boys are allowed this opportunity where needed, to advocate for them where a longer time is required, and to support schools in this process.

Cross border coordination will be undertaken to address issues related to curriculum/textbooks; linkages with teacher training institutions will be established to help facilitate diploma certification after return, seeking to enable eligible returnees, particularly females, to join CBSs and ALCs as teachers. Supplementary classes will also be provided to students where support is needed - e.g. catch up classes, and Dari or Pashto language classes (where the native tongue of the beneficiary is neither).

Specific interventions are expected to result in:
1. 52,000 teachers and other stakeholders with improved awareness and teaching skills in relation to gender and disability inclusion and other significant impactful issues (including early or child marriage) through training and awareness raising activities.
2. 460,000 girls and boys benefiting from the recruitment of female teachers in CBSs, ALCs, and Early Learning Centres.
3. Improved education opportunities for girls through the development of innovative approaches to improve girls' inclusion (e.g. incentive programmes, female community extenders for social mobilisation); 276,000 girls and children with disabilities benefitting from the development of inclusive facilities and components (e.g. gender sensitive WASH in school-communities, hygiene training, provision of assistive devices, etc.) at CBSs, ALCs, Early Learning and formal schools.
4. Enhanced education opportunities for 92,000 emergency-affected girls and boys disadvantaged by language, lack of civil documentation and schooling certification (e.g. refugees, asylum seekers, returnees and IDPs)

Outcome 3: Increased continuity of education for emergency-affected girls and boys
The strategy to achieve outcome 3 "*Increased continuity of education for emergency-affected girls and boys*" endeavour to achieve the desired impacts through two complementary activity types: the first relates to beneficiary- and community-level activities, focussing on improved rates of transition to higher grades; and the second focuses on strengthening coordination, planning, and information/knowledge-sharing mechanisms between key educational stakeholders. This approach is intended to ensure that all challenges (both systemic and community-level) are addressed effectively; failure to address either set of challenges will very likely minimise the overall impact of the programme. Specific intervention results are outlined below:

(a) Output 3.1 Strategic planning to ensure transition of students to higher grades is improved
Interventions under this output aim at achieving a continuous and sustained educational pathway for girls and boys, i.e. ensuring smooth transitioning to higher grades within the national formal public-school system after completion of their schooling provided in CBSs, ALCs, Early Learning Centres and Community-Based Mosques. This will include transition planning (including for students moving from CBE/ALP outreach classes to formal hub-schools) to be undertaken with all key stakeholders. These activities, combined with a sound evidence base (as developed under Output 3.2.) will strengthen strategic and operational planning to support this transition, helping to ensure that formal hub schools are aware of, and start preparing well in advance, for expected student intake numbers. Additionally, support will be provided to formal schools to increase capacity. CBE classes/schools will be upgraded to formal primary schools where formal hub-school is too far from CBE and transition planning and advocacy will be undertaken with the MoE for transition of CBE classes/schools to Government control. Additionally, advocacy initiatives will be undertaken, including lobbying for allocation of new teaching positions for formal hub-schools to support transition; and lobbying for construction of new school buildings where CBEs are to be upgraded to formal primary school. These activities will be a major contributor to improved continuity for students.

(b) Output 3.2 Evidence-based knowledge management and multi-stakeholder coordination mechanisms are in place and functional at national and sub-national levels
These interventions will undertake to build on existing coordination mechanisms between key high-level stakeholders. A collective impact approach will identify the stakeholder base, develop consensus around key goals, targets and indicators, and align mutually reinforcing activities. Linkages will be built, and planning undertaken, to complement other programmes and projects (and associated agencies) to ensure effective coordination and promote efficiency in addressing education needs; interventions will also seek to address associated barriers to education due to poverty, harmful sociocultural practices such as child marriage,

etc. Programmes to be coordinated with include: USAID's large-scale textbook printing initiative; the new (multi-donor) Education Quality Reform in Afghanistan (EQRA) programme; and projects with wider poverty alleviation goals such as the World Bank Citizens Charter project and UNDP's Support Afghanistan Livelihoods and Mobility (SALAM) project; as well as those projects aligned with Government of Afghanistan's Afghanistan National Development Strategy (ANDS). Implementing agencies will also be expected to align MYP projects with their other activities wherever possible in order to complement and support the goal of the programme. A Learning Group will also be established, with meetings and other forums set up to ensure the sharing of information between MYP implementing partners.

Specific activities will include the creation of an information and knowledge sharing platform and strengthening of the EMIS to include data collection for OOSC, especially real time monitoring of those affected by emergencies (including school closures), facilitating review of progress achieved under the MYP by location, partner, nationwide and allow action-oriented programming and taking of corrective actions where needed. This component will also include targeted high-level advocacy and capacity building for evidence-based strategic development, policymaking, and programme management. This strengthened focus on evidence will build on improved data management (collection, analysis, use of data). As part of systems strengthening, special focus will be placed on ensuring stakeholder capacity to plan and prepare for growing pupil numbers at higher levels of education – linking with Output 3.1.

Specific interventions will result in:
1. 500,000 girls and boys benefit from an improved continuous and sustained educational pathway for, encompassing pre-primary to primary school through to higher grades in public schools,
2. Information and knowledge management systems (including monitoring systems) and coordination mechanisms developed covering 18 provinces that facilitate evidence based EiE programming.

Outcome 4: Quality of learning for emergency-affected girls and boys is improved

The strategy to achieve outcome 4 "*Improved quality of learning and life skills for emergency-affected girls and boys"* is to improve learning outcomes through improved teaching competencies and the improvement and contextualisation of learning materials, along with supporting accountability and systems for the measurement of learning outcomes. This will be done through three main key intervention strategic results as outlined below:

(a) Output 4.1: Teaching competency for teaching staff, especially female teachers, is enhanced.
Interventions under this strategic result will contribute to enhanced teaching competencies of teaching staff, particularly for but not excluded to, female teachers in CBSs, ALCs, Early Learning Centres and Community-Based Mosques. This will include the development of training plans and running and scaling up of teacher trainings to address skills gaps and improve teaching and learning processes. Training will focus on building the skills of teachers in learner-centred pedagogy, teaching them to apply a variety of teaching strategies to promote improved learning outcomes. Gender-responsive pedagogy (including non-violent discipline) training will also be a training focus. Additionally, specific activities will target hub-school teachers, principals and Academic supervisors to facilitate and contribute to a smooth transition process of students from outreach classes to these national formal/public schools. This will be achieved through training, orientation and planning sessions related to student transition planning and associated guidelines and processes (linked to output 3.2). Teaching staff will also learn skills in how to support children with different types of disabilities to learn in the school environment.

(b) Output 4.2: Teaching and learning materials adapted for context-specific pedagogy
While the national curriculum for students and teachers will be applied in CBSs and ALCs, the emergency-focus of these activities demands the development and adaptation of additional context-specific, emergency-related teaching materials and modules. This can include, but is not limited to, multi-grade teaching, teaching in overcrowded classrooms,

psychosocial training materials for teachers, as well as teaching and learning materials related to peace-education and life skills, hygiene education, disaster risk reduction and awareness of epidemics such as polio eradication, etc. Activities will include, in the first phase of the MYP, the review, development and adaptation of existing/new teaching and learning materials (year 1) followed by implementation and dissemination in the second and third years, taking into account the specificities of the various local contexts. In respect to this, training on the adapting/contextualisation of materials will be provided. Attention will also be given to ensuring that the learning materials are appropriate as possible for students with different types of disabilities.

(c) <u>Output 4.3: Accountability and systems for the measurement of learning outcomes strengthened</u>
For the first time in Afghanistan's history a draft National Assessment Framework for Afghanistan (NAFA) has been adopted by the MoE in 2017, including class-room based/formative assessments. While the operationalisation of this framework is a work in progress, in line with the ongoing Curriculum Reform process, the MYP will undertake the following activities: Development of an improved accountability system at local, regional and national levels for the strengthened measurement of learning achievements; undertaking context-specific assessments related to early grade reading, numeracy assessments; monitoring and measuring the learning outcomes of students and supporting the MoE in the conduct of formal exams as per the current curriculum.

Specific interventions will result in:
1. Improved teaching competencies for 20,000 teaching staff (especially female teachers) in CBSs, ALCs, Early Learning Centres, and Mosques and hub schools.
2. Teaching and learning materials are adapted for context specific and emergency and resilience related pedagogy to improve learning outcomes.
3. Improved measurement of student progress at 15,500 education facilities through the development of accountability and measurement systems for learning outcomes.

Outcome 5: Safe and protective learning environment for emergency-affected girls and boys, especially the most marginalised, are established and strengthened

The strategy to achieve outcome 5 "*Safe and protective learning environment for emergency-affected girls and boys, especially the most marginalised, are established and strengthened"* is to mitigate protection risks and reduce risks posed by insecurity and armed conflict (in line with Safe Schools Declaration), disasters and epidemics, as well as providing psychosocial support and life skills to targeted beneficiaries/stakeholders. Opportunities to strengthen traditional community coping mechanisms will also be pursued – to seek to build good practices and replicate these where possible.

A particular focus will be given to the provision of Life Skills Education at both CBE and hub schools. While cross-cutting each of the below outputs, it is deemed important enough to include a separate output (5.4). A participatory and peer to peer approach will be adopted, allowing girls and boys to gain confidence, and equipping them with skills to achieve better outcomes in their lives.

This outcome will be achieved through four main interventions as outlined below:

(a) <u>Output 5.1: Protection risks related to conflict and violence are mitigated</u>
Afghanistan having signed the Safe Schools Declaration in 2015, has undertaken to "Protect Education against Attack". This includes the implementation of a Monitoring and Reporting Mechanism (MRM), tracking grave violations of children's rights in armed conflict. Activities under this strategic result will include promoting schools as zones of peace, advocacy, while monitoring and reporting on child safeguarding standards within community-based education. It will also include assessment of the impacts of physical and humiliating punishment (PHP), sexual and gender-based violence (SBGV), and peer violence (including physical and emotional violence, bullying, child marriage, and adolescent recruitment into armed groups. School-based prevention strategies will draw from whole-school reform, teacher and child training activities, outreach and advocacy.

Community-based self-protection mechanisms such as focal points in charge of timely reporting on security-related threats to students and schools (including damaged infrastructures exposing children and teachers to threats to physical wellbeing, presence of armed actors in proximity of schools, etc.) will also be established. Additionally, the use of community volunteers to accompany children to school, as a means of minimising protection risks, will be prioritised (linked to Output 1.3).

As part of this component, efforts will be made to provide training to key stakeholders on: Protecting Education from Attack; the Safe Schools Declaration; the CRC; the INEE Minimum Standards; IASC Guidelines for Gender-Based Violence Interventions in Humanitarian Settings[39] and the Global Coalition to Protect Education from Attack (GCPEA). These initiatives will undertake to teach stakeholders the content of these conventions and agreements, as well as what the individual rights and responsibilities are of each stakeholder group.

(b) <u>Output 5.2: Safety and resilience of students, teachers, communities and education facilities are strengthened (in relation to natural and man-made hazards - including, flood, earthquake, fire, epidemics, drought).</u> Afghanistan, having endorsed *Institutionalising the Comprehensive School Safety Framework into the Ministry of Education,* will be further encouraged to become a champion country in the Worldwide Initiative for Safe Schools. Building on proven approaches disaster risk reduction and climate change adaptation (including the comprehensive school safety framework), as well as on violence reduction, activities will focus on assessing and reducing the impact of hazards and threats of all kinds on education, strengthening resilience and social cohesion at school and community level for all children.

Activities will include: school-based multi-hazard risk assessment, child participatory hazard and risk mapping around schools and community; youth and student dialogues (linked to schools as zones peace); integration of multi-hazard risk reduction and response preparedness plans into school-based management processes (incl. using evidence-based standard operating procedures for responding to disasters and emergencies in schools); identification and implementation of practical risk reduction and environmental awareness measures in and around school, and planning for educational continuity and alternate modes of instruction in case school attendance is not safe. Opportunities to strengthen traditional community coping mechanisms will also be identified pursued wherever possible – to seek to build good practices and replicate these.

Safe school construction will be strengthened through promotion of Benchmarks and Standards for school construction, provision of guidance for best practices in community-based construction into Dari and Pashto, and promotion of school construction as an educational opportunity for students, communities, and construction workers in risk prone areas.[40] An inclusive lens will be applied to all activities to help ensure accessibility for children with disabilities.

(c) <u>Output 5.3: Capacities of teachers to provide psychosocial first aid, and to detect and refer children in need of psychosocial support and refer children in need of psychosocial support are improved</u>
In order to contribute to the safety and well-being of all students, as well as the continuity of their education and sustainability of programme outcomes, intervention activities under this output will focus on the conduct of psychosocial trainings for teachers, for them to be better able to detect and refer children in need of psychosocial support in coordination with relevant child protection actors. Activities will include the training of teachers in providing psychosocial support to boys and girls; additional training will be provided in child safeguarding, basic child protection, and Psychological First Aid (PFA).

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[39] https://interagencystandingcommittee.org/gender-and-humanitarian-action-0/documents-public/guidelines-gender-based-violence-interventions-7

[40] The MYP programme will not include civil works, but safe school construction will be promoted in relation to school construction undertaken by the Government or other organisations.

(d) <u>Output 5.4 Adolescent girls and boys and female and male youth are provided with Life Skills Education</u>

Adolescents account for approximately 26% of the total population, with the vast majority of the mostly rural population living in a complex environment, where teachers rarely complete the minimum teaching qualification requirements, and hazards and conflict negatively impact adolescents' rights, disproportionately affecting poor communities and eroding development gains. Adolescent girls are commonly exposed to Child Marriage, while adolescent boys are forced into Child Labour or Child Recruitment to armed groups, with serious consequences on their health and wellbeing; boys and (most especially) girls are often not able to pursue their education and gender inequality contributes to significant health impacts (adolescent maternal deaths are estimated at 531 for every 100,000 births and 31 percent of adolescent girls are reported being anaemic, leaving them in an unhealthy state to give birth, resulting in increased numbers of children born stunted or severely underdeveloped at birth). Girls with disabilities face even greater challenges and are often excluded from opportunities to develop life skills and more likely to be vulnerable to poor health and situations of violence. Key strategies will be adopted to engage with adolescent girls and boys, including adolescents with disabilities, primarily through the creation of a cadre of peer-to-peer life-skills trainers. Life skills training will include: child rights, household safety planning, and standard operating procedures for disasters and emergencies in schools. Adolescent participation in safe platforms is also crucial to enabling adolescents to demand their rights, in particular to education and social protection.

Specific interventions will result in:
1. Budgeted action plans to operationalise the comprehensive school safety framework, and the safe schools' declaration is in place, validated and implemented.
2. Strengthened measures to protect education from attack are implemented at national and located levels.
3. Improved capacities of 20,000 teachers to deliver psychological first aid, and to detect children in need of psychosocial support
4. 10,000 youth and adolescents with improved life skills including child rights, family safety planning, and standard operating procedures for disasters and emergencies in schools.

RESOURCES REQUIRED TO ACHIEVE THE EXPECTED RESULTS

Resources required to achieve expected results (based on ToC)
Looking at the Education Sector in Afghanistan at large, the NESP III financing framework indicates an average funding gap (including projections for off-budget aid) of 18 percent of total estimated NESP III cost. The Operational Plan for 2017-2021 provides an alternative estimate for the funding gap, based on more detailed information and indications from development partners; comparing estimates of cost with projected resources.

While there has been strong mobilisation of resources for EiE in Afghanistan, there was a gap of over US$25 million unfunded by the end of 2017. (See Section I).

In terms of human resources, there is a major gap across the country in the education system, i.e. teachers, infrastructure, education technical personnel. This requires more capacity development in the sector and strengthening of the system, especially in remote and emergency affected areas. Through the partnership with Civil Societies and NGOs and engagement with other stakeholders and communities the MYP can not only ensure an adequate emergency preparedness and response, but also support the system and build the capacity of the sector to link the immediate response needs with mid- and longer-term interventions, linking up and bridging the gap to development. If resources are not mobilised immediately the situation will get worse and the risk of children being deprived and not accessing their right to education will increase.

As described under the general overview of Chapter II of this proposal, ECW's investment will primarily bridge the gap between emergency response and development, i.e. between the humanitarian short-term interventions and the more long-term on-budget programmes. In order to be able to deliver results described under this MYP a total estimated amount of 150 million USD would be needed for an estimated direct target group of 500,000 children over the span of a three-year period. With ECW seed funding available in the amount of at least 12 million USD as a start per year, a two-phased approach is envisaged, i.e. starting implementation in selected/targeted

intervention areas based on seed-funds available (see Section IV for location details and targets), while at the same time conducting a large scale advocacy and fund-raising campaign to reach the needed amount of 150 million USD; given the scalable framework, geographic coverage will be increased gradually as funds become available.

The Programme will be scaled up or down based on funds received. The model chosen for this is one where initial ECW seed funds will be used to fund a percentage of identified need in a smaller number of the most prioritised provinces (as detailed in section IV), rather than spreading very thinly across many provinces. As further funding is received, target numbers will be increased in the initial target provinces and additional provinces will be added for implementation, expanding horizontally across the country by province to meet the needs of all targeted beneficiaries (See Table 3).

Because the expected ECW seed funding amounts are apportioned by year (of USD12 million/year) the option of maximising initial coverage by front loading all (or a higher proportion of) seed funding to year one, and to rely on additional donor funding in subsequent years, is not an option. Seed funding will therefore be spread over the 3 years of the programme, with additional donor funding added to this as it is obtained.

Figure 5: Programme Scale-Up
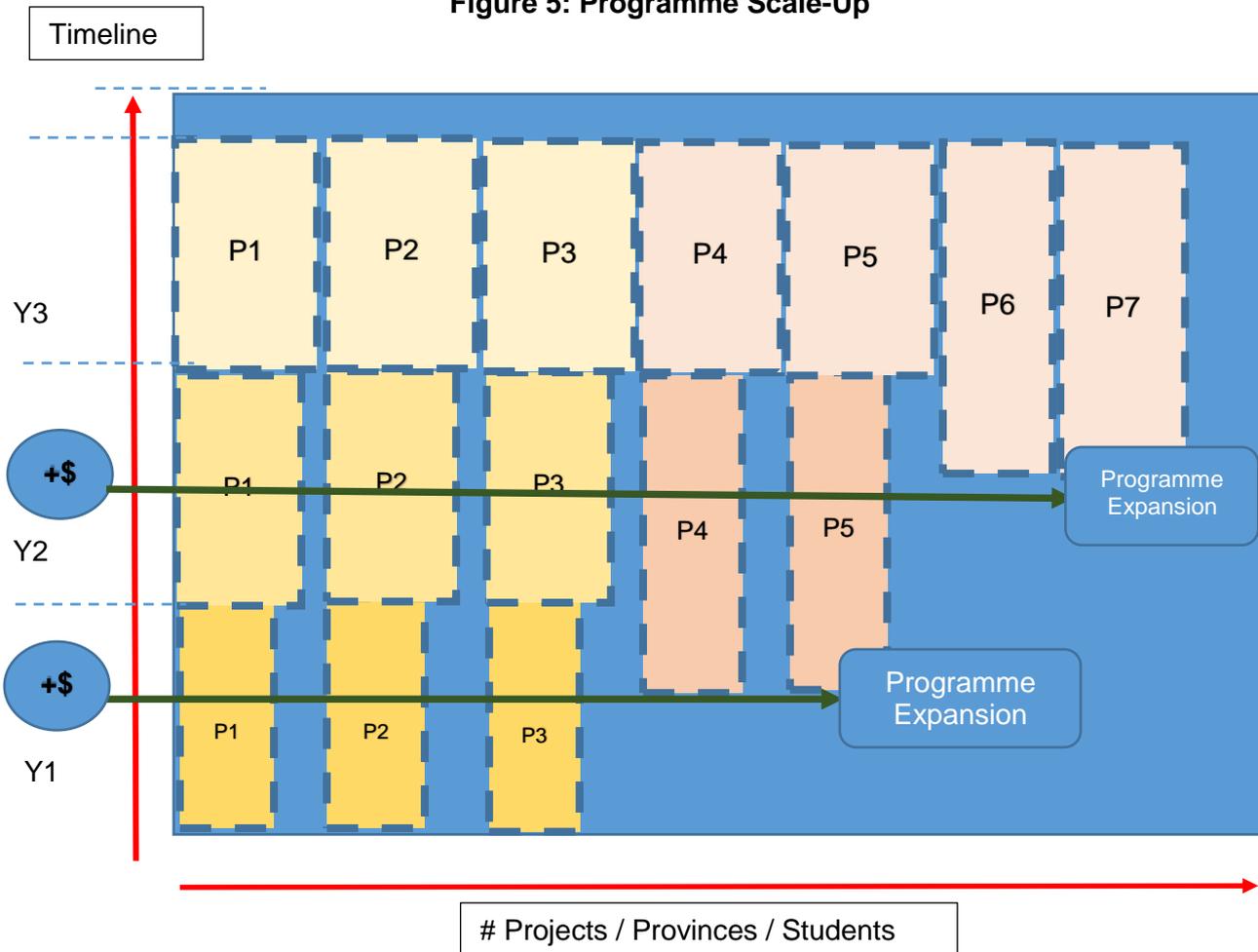
PARTNERSHIPS

A participatory and consultative joint partnership model is proposed for the implementation of the MYP. The partnership model for the Programme relies on existing coordination mechanism in Afghanistan. The model allows for the ability to plan and respond collaboratively to education needs, with a particular emphasis on enabling humanitarian and development actors to work together on shared objectives. The purpose of the framework is to maximize efficiency, reduce duplication and ensure greater accountability, effectiveness and reach of crisis intervention to development work.

The Partnership approach has enabled a space for significantly enhanced joint needs identification and response monitoring, ultimately leading to improved targeting and gap filling. The partnerships

approach inside Afghanistan has also resulted in great strides towards the implementation of the linkages between humanitarian and development across the country and has kick-started a joint effort to tackle critical access and protection challenges that cannot be addressed from one stakeholder alone (i.e. hard to reach area of non-government control areas).

In Afghanistan, joint planning and discussions within the education sector, under the leadership of the MoE, has been a vital step forward in ensuring strategic coherence between humanitarian and development action. Below is a broad list of key stakeholders that the MYP will in one or another way build partnerships with to achieve results. For the detailed description of roles and responsibilities of the governance and management bodies as well as key coordination platforms within the MYP refer to chapter 8 on Governance and Management Arrangements.

Table 2 – Key Stakeholders in Education

Stakeholder Category	Stakeholders	Roles
National Government	MoE, MoF, MoHE, MoLSAMD, MoPH, MoWA, MoF, MoRR, MRRD, ANDMA	Decision Makers/Gov't Funding
Local Government	Provincial and District Education Directorates Provincial Departments of Economy	Decision Makers/ Implementer supporters Monitoring/Oversight
Donors	Australia, Finland, Global Affairs Canada, JICA, Norway, SDC, USAID	Strategic Oversight/Funding
International Organizations	IOM, OCHA, OHCHR, UNAMA, UNESCO, UNFPA, UNICEF, UNOPS, UNHCR, WFP, WHO, World Bank	Partnership/ Policy/Funding/Implementers/Advocacy Monitoring and Reporting
NGOs	Local and International NGOs	Partnership/Implementers/Advocacy
Civil Society	Community Leaders	Participants and Decision Makers
Targeted Communities	Recipients of the Education programme and their families	Decision Makers/Participants
Service Provider Consortia	Telecommunications Firms, Mobile Money Agents	Partnership/Mobile banking for provision of salaries
Retailers	Associations, Producers, Logistics providers, Retailers	Partnership/Participants in procurement
Media	Radio networks that reach into rural areas (e.g. VoA, RFE, BBC, RTA), telcos (Roshan, MTN, Etisalat, AWCC), and popular national television channels (e.g. Yak TV, RTA, TOLO, Shamshad)	Communications to stakeholders of the programme; and the rights of children and other relevant issues. Potential participation of media networks in distance learning activities will also be explored.

RISKS AND ASSUMPTIONS

Changes in the security situation is the key risk and challenge in the country, particularly in project target areas which are hard to reach or under non-government control. Though most likely not across the entire programme area, this is a high probability and could result in a severe impact where armed groups target local partners and aid workers and potentially make direct attacks on educations facilities and communities. Such attacks would affect the access, safety and mobility of stakeholders (including students and communities). This may result in the displacement of target groups, staff and project consultants, and an inability to transport goods and supplies on time (such as textbooks and teaching and learning material) and a reduction in implementation capacity.

These security related threats and risks can be mitigated by engaging in, and being informed by, regular security assessments, staff training as well as compliance with security requirements. Steps will also be taken to engage all stakeholder, including those from non-government-controlled areas, returnees, IDPs and host communities, in the development of the programme. Such measures will also help to manage tensions than can arise between different groups in terms of access to the programme and other services. At all times the programme, in agreement with the local population, will seek to reach the most vulnerable people and will be guided by the principle of 'do no harm'.

Where possible the programme will promote appropriate measures to reduce a lack of social cohesion by, for example, facilitating dialogue between students and with community elders and religious leaders.

Other high probability risks include a lack of access to adequate warehousing facilities, that children drop out of formal education to attend community-based outreach education and tensions between organisations and local education authorities over resource allocation. These and other lower level risks together with the respective mitigating measures are set out in the attached risk matrix (see Annex 2).

Child safeguarding risks are of further importance for this programme, given the focus on children as target beneficiaries. A detailed child safeguarding risk has been prepared for the identification of specific risks and mitigation measures. This is included here as Annex 3.

STAKEHOLDER ENGAGEMENT

Initial Scoping Mission

This MYP has been consolidated following an ECW scoping mission by the ECW Director, ECW Senior Advisor and ECW Gender Focal Point, which took place in January 2018. The visit of the mission to Afghanistan included extensive consultations with humanitarian and development key education stakeholders as well as community members in Kabul and the East of the country (Jalalabad). The mission members were represented in the sectoral group in discussions with the Humanitarian Coordinator and other stakeholders on prioritization, resource mobilization and advocacy; this was initiated some discussion on developing/updating agreed response needs, strategies and action plans for the sector and ensuring that these are adequately reflected in overall country strategies, such as the Humanitarian Needs Overview (HNO)/Humanitarian Response Plan (HRP) and National Education Strategic Plan – 3 (NESP III);

Meetings to discuss and understand education needs in the country were held with the following key partners and stakeholders:

- Government: Acting Minister of Education, Governor of Jalalabad
- Communities: School Management Shuras of four schools and learning centres, female and male students as well as parents and teachers.
- Civil Society and NGOs: International NGOs, such as IRC, NRC, Save the Children, War Child UK, and national NGOs such as WADAN, Coordination for Afghan Relief (CoAR), and the Afghan Women Education Center (AWEC) - all members of the EiEWG
- UN Organisations: Meeting with the Humanitarian/Resident Coordinator/DSRG, the UN Country Team, Heads of UN Agencies (UNICEF, UNHCR, UNESCO, UNDP, IOM, UNFPA), the UN Country Team Gender Working Group
- The World Bank and GPE (through UNICEF as Supervising Entity for GPE – currently in phase out/grace period)
- Bilateral donor partners (Canada, DFID, Sweden and USAID)

Joint Multi-Year Proposal

Based on the above as well as based on consultations with the ECW Secretariat and its members, the ECW Secretariat reached out to Afghanistan with the request to draft an initial joint proposal for such a possible multi-year funding mechanism. Initial timeline for submission of a zero-draft joint proposal was set for end of April 2018, allowing on the ground partner consultations to take place.

Consultative Process

- End of February, the submission deadline for a joint zero draft proposal was pre-poned to 21 March 2018, with planned submission of a final proposal by mid-April 2018 – in order to keep the tight deadline a Task Force was put in place comprised of the EiEWG Strategic Advisory Group (SAG) under the leadership of the MoE and with the support of the EiE WG co-leads; in addition the grant managing entity for EQRA and CBE WG co-leads as well as the Development Partners Group (DPG) were reached out for feedback (see figure below outlining the proposal writing process in its planning stages).
- After discussion with various stakeholder groups, the interim taskforce drafted the proposal for MYP. The initial MYP zero-draft proposal received more than 15 feedback items from various

donors, humanitarian and development partners, UN and Ministry of education after sharing with the wider group which. Most of this feedback was, where applicable and possible, incorporated into the draft. The feedback received from the stakeholders/partners in the draft proposal mostly related to lessons learned from past activities and revising strategies accordingly for MYP at design stage; i.e. exit or transition strategy for the sectoral group, strengthen the link between outreach classes (CBE/ALC) to formal education system, priority on girl's education, capacity development, etc.

- Subsequent feedback rounds took place, and a wide range of further revisions made based on a wide range of comments received. A no objection round was conducted prior to finalizing and submitting the proposal on 14 April 2018.

Figure 6: Timelines MYP Planning Process

Final proposal submission to ECW (14th April)

Following the feedback from ECW the proposal will be further developed and consultation with DPG, MoE and EiEWG SAG for further amendment (8-10 April)

Feedback on initial draft submission will be received from ECW after (21 March - 5th April)

Initial proposal submission to ECW (21 March)

Final Consolidatation of feedback from the wider group and stakeholders (20 March)

Draft design Proposal will be provided to wider DPG including MoE, EiEWG SAG, World Bank and NGOs partners for review and input. (18-19 March)

Development of full 1st draft of proposal : Design workshop with EiEWG SAG members represented (11 & 12 March)

Target Groups

This MYP aims at reaching an estimated 500,000 students annually (Pre-Primary to School Age children, 3-18 years including 65% girls (an estimated 10% of whom are children with disabilities),[41] 17,000 teachers (65% female teachers). The target groups have been identified based on the current situation in the country, with returnee refugee, internally displaced and disaster affected populations being the primary focus.[42] The main objective of this Programme will be to enhance education supply to address increased needs created by emergencies (main focus on conflict, but not excluding disasters, epidemics), while alleviating barriers that prevent emergency affected children including those in host communities and particularly girls, from accessing education and children with disabilities. This inclusive approach will both help to ensure the local acceptance of the Programme and support the social integration among the population.

The MYP will uphold a "Do No Harm" approach throughout planning and implementation stages and will strive to ensure the safety and security of target groups and nearby communities. This MYP will follow the INEE minimum standards for Education contextualization regarding community participation, coordination and analysis. The MYP will bring education as close as possible to beneficiary caseloads as per community need, and will ensure that all activities are undertaken in accordance with relevant safety and protection standards. Girls' protection needs will particularly be taken into consideration programme implementation.

The table below gives an overview of Direct and indirect target groups aimed at within this multi-year Programme:

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[41] Accessibility Organizations for Afghan Disabled (AOAD) has reported survey results indicating there are 3 million persons with disabilities in Afghanistan (adults and children combined) – approximately 10% of the population.

[42] Additionally, an additional 30% for host populations has been assumed and included in targets.

Table 3: Target Groups MYP (2018 – 2021)

Direct Target Groups	Children	500,000 girls and boys (5-18 years) annually, comprising 65% girls and 35% boys, will benefit from improved access to quality education. Emergency affected populations will be the primary focus, including returnee refugees, IDPs and disaster affected.
	Teachers	17,000 teachers (65% female teachers) will be recruited and trained.
	School Management Shuras (SMS) and Community Development Councils (CDCs)	3,500 Shura and CDC for the hub schools will benefit from training sessions on social mobilization, gender sensitivity and for various activities under the project.
Indirect Target Groups	Adolescents	Around 50,000 adolescents (65% girls) in the targeted communities will benefit from psychosocial support activities and awareness related to child protection (child marriage) through community and Shura members.
	Adults	The total population of about 1.2 million including adults in the targeted provinces will benefit from awareness raising through social cohesion activities.

Accountability Framework

Accountability to affected populations is an active commitment that humanitarian and development workers must take into account. As part of the MYP it will be the responsibility of each implementing partner to engage communities and be accountable to those it is serving. Each partner must seek to operationalize accountability frameworks through community engagement, particularly through information provision, participation and feedback components. It is the role of the MYP Grant Management Agency to ensure partners and projects are effectively mainstreaming accountability into the MYP ECW framework. As a common mechanism, effective education response is based on active community participation - processes and activities that empower communities to engage in decision-making processes and take action on education issues. Community involvement and ownership enhance accountability, strengthen the mobilisation of local resources and support the maintenance of education services in the long term. Participation facilitates the identification of education issues and ways to address them within local contexts. In this way, community participation in assessment, planning, implementation management and monitoring helps to ensure that education responses are appropriate and effective. The monitoring of community perceptions, the identification of communication channels and providing feedback to communities will be integral to the programme. This will also support existing feedback/complaint mechanisms.

Whilst international commitments will be adhered to as defined by the IASC Task Team on Accountability to Affected Populations and Protection from Sexual Exploitation and Abuse (AAP/PSEA). Within Afghanistan, this will involve working within existing Government structures through the Citizens Charter which is promoting accountability. Furthermore, the humanitarian community is establishing a community engagement working group and defining its PSEA reporting structures. To complement existing measures, an inter-agency call-centre, which functions as a countrywide, toll-free humanitarian/development helpline is in the process of being launched. Once launched, the centre will act as a two-way communication point, through which people can access information on assistance and register complaints, also on education. Simultaneously, the centre will share information with partners on reported needs and urgent priorities to help align the response to reflect the actual needs of affected populations. The centre will not replace or duplicate existing accountability mechanisms but will be designed to complement current accountability structures within Afghanistan and in turn be an integral part of the MYP accountability to affected populations framework.

KNOWLEDGE

Throughout this project, a variety of information and knowledge products will be generated, aiming at facilitating planning process and action-oriented programming throughout the span of the MYP. This includes but is not limited to the following:

- Context analysis of education sector undertaken (e.g. 2014 Education Sector Planning Assessment in Afghanistan), and related stakeholders will be updated to ensure that existing policies and structures are respected, strengthened, and built upon.
- Needs assessment with school communities in target areas will be carried out which will help informing prioritisation and evidence-based planning.
- Specific research and needs assessment will be undertaken in relation to disabled children and education in Afghanistan, to address significant information gaps. This will be done as a first step in designing appropriate interventions and addressing access issues for disabled children.
- A database will be established to track the progress in the implementation of the MYP and linkages will be made with existing MoE data platforms such as the Education Management Information System (EMIS) to ensure sustainability.
- Information Management products such as dashboards and snapshots will be produced to visualize the progress of the MYP.
- Periodic monitoring will be conducted, and findings will be discussed at implementing partners and steering committee levels
- A Mid-term and end-term evaluation will be planned as per the MYP.
- Advocacy products such as human-interest stories, high level stakeholder engagement will be ensured through this Programme
- Selected research helping to inform the programme as well as planning and implementation processes will be undertaken and coordinated by the Financial and Programme Management Unit in collaboration with key stakeholders of this Programme.
- Available guidance materials to support capacity-building in school safety will be selected for translation into Dari and Pashto and used to support development of measured competencies in disaster risk reduction and climate change adaptation, and school safety.
- Knowledge and approaches to social and behavioural change will be advanced through several proposed initiatives, to be determined during inception stage. This may include qualitative barrier analysis that explores "doers" versus "non-doers" (undertaken primarily focus group discussions and key informant interviews); and/or Ethnographic study on comparative communities (including the identification of positive deviants).

In addition, as part of the MYP, external communications will play a pivotal role in ensuring that the conditions of OOSC in Afghanistan are well known. External communications, advocacy and information sharing will highlight the condition of children in Afghanistan.

Targeted visibility activities, utilising traditional and new media, will help increase awareness of children's issues in Afghanistan. An array of awareness, information and knowledge activities will target partners, media, the public, communities and parents.

Finally, advocacy will target authorities and national/international media to promote access to education for all, especially for girls. Human interest stories and documentation activities will be conducted to increase the visibility of the achievements of the MYP.

SUSTAINABILITY AND SCALING UP

Sustainability

The Programme has been designed to create the conditions that will ensure that benefits continue beyond the life of the Programme and that ownership is being promoted for those benefitting from the programme interventions. More specifically, sustainability of the action is ensured through:
- *Strengthening multi-stakeholder coordination mechanisms:* At national and provincial level, consensus around common agenda, targets and indicators, mutually reinforcing activities will be strengthened through facilitation of congoing communication.
- *Alignment with national priorities:* The programme is consistent with and build upon the national OOSC strategy as well as other related government efforts at national and local levels.
- *Improving education systems:* The approach to school exclusion goes beyond building or rehabilitating schools, providing textbook and other materials and getting more children to enrol in schools. While these are important, the Programme's approach also includes reforming the education system, promoting stronger school-community linkages and

improving the quality of school curricula and teachers, which are more complex processes but guarantee the well-being of the child and sustainability.

- *Promoting ownership by beneficiaries:* The Programme has been developed in coordination with the MoE and other education partners, and large part of it will be implemented by local education authorities, NGOs and communities. Capacity building is the key component of the programme and thus it promotes local ownership by beneficiaries.
- *A holistic view of children* (of their care, survival, development, protection, and participation), promoting inter-sectoral approaches needed to produce long term results.

The Education in Emergencies Working Group (EiEWG) provides overall guidance to all partners in the Education in Emergencies sector in Afghanistan based on the Humanitarian Needs Overview (HNO) and the Humanitarian Response Plan (HRP) and facilitates Afghanistan EiE analysis, planning and coordination. The EiEWG in Afghanistan functions as a formal working group operating at national and provincial levels, led by the MoE with UNICEF and Save the Children (SCI) as co-leads at the national level and PEDs with the support of UNICEF and SCI and selected NGOs at provincial levels.

The EiE WG brings together civil societies, NGOs, UN agencies, donors, and other development partners under the shared goal of ensuring predictable, well-coordinated and equitable provision of education for children affected by humanitarian crises. School safety and EiE has also been included in the National Education Sector Plan (NESP III, 2017 - 2021). Hence this programme will strengthen coordination mechanisms with the MoE, Donors and Development partners at national and sub national level to link these children to continue their learning through CBE or formal education after end of this three years' Programme. This also ensures that EiE is well integrated in the education sector planning and that there is an opportunity to link emergencies and development interventions at up- and downstream levels.

By providing continued access to education opportunities for displaced and crisis-affected girls and boys alongside capacity building opportunities for education personnel and partners in education interventions, this programme provides a foundation for re-integration into formalized education opportunities after the end of the crisis, as well as the potential for future educators created through the capacity building trainings of local stakeholders.

To ensure sustainability partners will also work to build national and local government institutional capacity in all programme areas. Using a capacity-gap analysis undertaken at different government levels, the Programme supports government-led reforms and improved alignment with results. This is achieved by providing human, material and financial resources, and transfer of knowledge through training, on-the-job skills transfer, inter-country/South-South cooperation and technical assistance. For example, focus on training and technical assistance to capacitate government institutions and improve service provision; strengthening supply chain management; piloting models for scaling up, with attention to quality assurance; and using national and sub-national systems.

To guarantee continuation of development activities in a fragile context and to build on experiences across different programmes, ECW partner fully integrates security risk management into planning, implementation and monitoring for partners to better understand and reduce security risks. This results in motivated partners, improved service delivery and effective coverage.

In addition, it is important to note that ECW partners are strongly committed to increasing the environmental sustainability of its programming.

Finally, advocacy with donors to increase funding for the ECW programme will be important to increasing financial sustainability. These activities will be coordinated by the MYP Grant Management Agency for the programme and reinforced by other key stakeholders including the ECW and Programme Steering Committee.

Scaling Up
Since the MYP will capitalize on existing structures, regular coordination meetings at national, provincial and district levels will be held for integrated programme implementation (see the section

on governance). It is critical to liaise with MoE, Provincial Education Directorates (PEDs) and District Education Departments (DEDs) along with government agencies related to Water, Sanitation & Hygiene (WASH), child protection, health and nutrition in this process. The ECW steering committee at national level will oversee work related to development and scaling up the Programme including its linkages between humanitarian needs and development.

Capacity building of local partners is a key contribution towards the sustainability of the humanitarian and development civil society/NGOs actors in Afghanistan. The MYP will encourage partners to submit a proposal as a consortium or in a group form to include organizations (civil society or NGOs) who have different expertise and geographic coverage. The lead agency to manage the consortium/group along with submission of copies of Memorandum of Understanding with the grant managing agency and the Ministry of Education will ensure that proposed in interventions have clear targets, location, and standardized cost and include a transition plan after end of the project. The partners will ensure that through their expertise the capacity building undertaken through this Programme contributes also to system strengthening and coordination on the ground. Experience, research and lessons learned related to implementation in the target prioritised provinces in initial delivery locations will be utilised for further planning and expansion to additional provinces.

Exit/Transition strategy

Sector partners in Afghanistan support the development of capacities to ensure strong ownership of the results of humanitarian and development partnerships by Government entities with the capability to sustain the outcomes. Within the education sector, this is facilitated by an emphasis on transitional leadership by MoE in all NESP III coordination structures and working groups. The Government directs, and sector partners' support, the development of all education tools to support the NESP III objectives. These include the CBE and Pre-school/Early Childhood Care and Education (ECCE) policies, the development of an OOSC and Girls' Education policy and strategy, and revised curriculum materials and assessment guidelines. All IPs will follow the CBE Policy in establishment of CBE and recruitment of teachers to ensure adherence to government standards.

Whilst there will be a continued need for capacity development within the Education sector, support via National Technical Assistance (NTA) is now focused on specific initiatives (such as curriculum; learning assessment; planning and information management) to be in line with overall sector priorities including EiE. The gradual transfer of capacity, including from NTAs to Ministry staff is also part of the exit strategy to ensure the sustainability of programmes and to ensure education personnel have the capacity to function efficiently and effectively with limited outside support in the long run.

IV. PROGRAMME MANAGEMENT & TARGET LOCATIONS

COST EFFICIENCY AND EFFECTIVENESS

As a part of operational cost analysis in EiE intervention, EiEWG in 2017 developed a minimum standard cost for teaching and learning kits (students, teachers, classroom etc.), teacher's incentives for EiE community-based education and formal education for effective and cost-effective response. EiEWG also agreed with criteria of programmatic cost (70%) and operational cost (30%) under the review committee of key proposals under Common Humanitarian Fund (CHF) and Education Cannot Wait (ECW) later stage this was a standard for all EiE partners to follow.

TARGET LOCATIONS

As detailed in Section II (ToC), initially targets will be for eighteen of the most vulnerable provinces (phase 1) – with this being the focus of the proposal. It is, however, intended that interventions be scaled up to cover all remaining provinces based on funding amounts raised (aiming at reaching all 34 provinces in the country - Phase 2) – as shown in the tables below.

The 18 provinces that form the basis of this proposal, have been prioritised based on a number of key criteria, including the EiE severity ranking used for the 2018 Humanitarian Needs Overview (HNO), OOSC percentage taken from the OOSC school study, gender parity index (GPI), categorisation (or not) of provinces as underdeveloped and percentage of the population in informal

settlements (ISET) – see Table 4 below. The Phase Two target provinces are based on the same criteria, as detailed in Table 5.

Table 4: Phase 1 – First Priority Province/Intervention Area (Selection Criteria and Ranking)

| | Provinces | Less Developed Province (LDP)[g] | Out of School Children (OOSC)[e] | | | % absent[f] | EiE Severity Ranking[d] | Index (GPI) | | Informal Settlement (ISET)[a] % of Population | EiE Severity, Gender Gap %, ISET % of pop. & OOSC % and LDP weighting | Target numbers[#] | EQRA overlap |
			% of male OOSC	% of female OOSC	Average % OOSC			GPI[c]	Gender Gap percent*				
1	Uruzgan	Y	78%	85%	81%	13%	80%	0.18	82%	6.8%	270%	33,982	Y
2	Nangarhar		33%	63%	48%	29%	100%	0.53	47%	47.9%	243%	90,482	Y
3	Kandahar		63%	85%	74%	19%	80%	0.34	66%	6.4%	226%	63,211	Y
4	Paktika	Y	33%	85%	59%	16%	60%	0.17	83%	2.8%	225%	2,557	
5	Helmand		48%	85%	66%	15%	80%	0.27	73%	2.2%	221%	25,505	Y
6	Khost		33%	78%	55%	31%	100%	0.41	59%	5.7%	220%	5,563	
7	Badghis	Y	48%	63%	55%	28%	60%	0.39	61%	2.0%	198%	20,376	
8	Zabul	Y	78%	85%	81%	32%	20%	0.29	71%	1.2%	193%	10,242	
9	Kunduz		33%	63%	48%	29%	100%	0.60	40%	3.5%	192%	51,676	Y
10	Kunar	Y	25%	63%	44%	29%	40%	0.53	47%	36.5%	187%	37,073	
11	Farah	Y	63%	78%	70%	23%	40%	0.54	46%	11.2%	187%	14,508	
12	Sar-e-Pul	Y	63%	63%	63%	15%	60%	0.75	25%	6.5%	174%	15,069	
13	Kabul		25%	33%	29%	18%	100%	0.58	42%	2.0%	173%	37,576	Y
14	Baghlan		33%	63%	48%	26%	80%	0.59	41%	1.7%	171%	22,075	Y
15	Logar		25%	78%	51%	25%	40%	0.37	63%	15.3%	170%	5,292	
16	Paktya		33%	85%	59%	26%	40%	0.39	61%	6.1%	166%	2,557	
17	Laghman		33%	63%	48%	23%	40%	0.61	39%	35.1%	162%	33,959	
18	Faryab		33%	63%	48%	6%	80%	0.72	28%	3.4%	159%	28,363	Y

References and notes for this table are the same as for Table 5 (Phase 2 Provinces) and are included at the bottom of Table 5

Table 5: Phase 2 – Second Priority Province/Intervention Areas (Selection Criteria and Ranking)

| | Provinces | Less Developed Province (LDP)[g] | Out of School Children (OOSC)[e] | | | % absent[f] | EiE Severity Ranking[d] | Index (GPI) | | Informal Settlement (ISET)[a] % of Population | EiE Severity, Gender Gap %, ISET % of pop. & OOSC % and LDP weighting | Target numbers[#] | EQRA overlap |
			% of male OOSC	% of female OOSC	Average % OOSC			GPI[c]	Gender Gap percent*				
19	Herat		48%	48%	48%	22%	80%	0.83	17%	9.1%	154%	22,974	Y
20	Ghor	Y	48%	63%	55%	21%	40%	0.63	37%	0.6%	153%	13,217	
21	Nimroz	Y	48%	48%	48%	33%	40%	0.65	35%	6.9%	149%	8,674	
22	Wardak		33%	85%	59%	26%	20%	0.36	64%	1.7%	144%	3,541	
23	Jawzjan		33%	48%	40%	30%	60%	0.66	34%	3.5%	137%	11,524	
24	Samangan	Y	48%	63%	55%	28%	20%	0.70	30%	9.1%	134%	3,287	
25	Balkh		33%	48%	40%	22%	60%	0.79	21%	11.5%	133%	17,045	
26	Nuristan	Y	63%	78%	70%	2%	0%	0.66	34%	6.9%	131%	888	
27	Takhar		25%	48%	36%	28%	60%	0.75	25%	1.8%	123%	15,766	
28	Badakhshan		25%	33%	29%	24%	60%	0.82	18%	3.2%	110%	12,912	
29	Ghazni		25%	48%	36%	27%	20%	0.50	50%	0.9%	107%	9,699	
30	Parwan		25%	63%	44%	20%	20%	0.59	41%	1.3%	106%	2,921	
31	Kapisa		25%	33%	29%	24%	20%	0.49	51%	0.9%	101%	4,694	
32	Daikundi	Y	33%	33%	33%	34%	0%	0.86	14%	5.9%	72%	3,968	
33	Bamyan	Y	25%	33%	29%	32%	0%	0.86	14%	2.1%	65%	1,602	
34	Panjshir		25%	33%	29%	20%	0%	0.75	25%	1.5%	55%	1,715	

a. Informal settlement data taken from OCHA& REACH data Informal Settlement Profiling 2017 (p. VII):
http://www.reachresourcecentre.info/system/files/resource-documents/reach_afg_factsheets_booklet_informal_settlement_profiling_november2017.pdf

* Gender gap percent is the difference between gender parity (GPI of 1) and actual GPI, stated as a percentage.

 # Target numbers include EiE working group estimations of crisis affected children, with an additional 30% added to account for host community populations and additional 15.9% for pre-primary and distance learning.

b. populaton data from: Afghanistan Central Statistics Organistaion: http://cso.gov.af/en/page/demography-and-socile-statistics/demograph-statistics/3897111

c. Gender Parity Index Figures provided by Afghanistan Ministry of Education

d. EiE Severity Ranking is taken from the Afghanistan EiE Working Group

e. OOSC figures taken from the Afghanistan Out of School Children Report, UNICEF 2017.

f. Percent absent figures provided by Afghanistan Ministry of Education.

g. As provided by Afghanistan MoE. 20% weighting applied for this criteria being met.

Notes:

Seed Funding Prioritisation

For the first stage of the programme, which will utilise the initial seed funding amount from ECW (US$12 million per year, over three years), a further prioritisation of provinces has been undertaken. This includes Uruzgan, Nangarhar, Kandahar, Paktika and Helmand, as the five already at the top of the priority list, as well as the inclusion of Badghis, Kunduz and Sar-e-Pul in order to provide more equitable geographic distribution and a good representation less developed and developed provinces (and also as each of these provinces also meet the criteria of being on the longer Phase 1 priority list). Targets have also been adjusted for each of these provinces to fit within the seed funding allocation but will be increased to the full targets as additional funding becomes available.

Table 6: Initial Implementation (Seed Funding) stage - Province/Intervention Areas and Adjusted Targets

Provinces	Less Developed Province (LDP)[g]	Out of School Children (OOSC)[e]			% absent[f]	EiE Severity Ranking[d]	(GPI)		Informal Settlement (ISET)[a] % of Population	EiE Severity, Gender Gap %, ISET % of pop. & OOSC % and LDP weighting	Adjusted target numbers (seed funding)	EQRA overlap
		% of male OOSC	% of female OOSC	Average % OOSC			GPI[c]	Gender Gap percent*				
Uruzgan	Y	78%	85%	81%	13%	80%	0.18	82%	6.8%	270%	11,894	Y
Nangarhar		33%	63%	48%	29%	100%	0.53	47%	47.9%	243%	19,906	Y
Kandahar		63%	85%	74%	19%	80%	0.34	66%	6.4%	226%	17,067	Y
Paktika	Y	33%	85%	59%	16%	60%	0.17	83%	2.8%	225%	2,557	
Helmand		48%	85%	66%	15%	80%	0.27	73%	2.2%	221%	10,967	Y
Badghis	Y	48%	63%	55%	28%	60%	0.39	61%	2.0%	198%	10,596	
Kunduz		33%	63%	48%	29%	100%	0.60	40%	3.5%	192%	16,536	Y
Sar-e-Pul	Y	63%	63%	63%	15%	60%	0.75	25%	6.5%	174%	10,398	

Priority provinces and overlap with other initiatives

Additional to the criteria outlined above, existing and future projects have been considered in the selection and rankings of locations, with the multi-donor trust fund education programme, Education Quality Reform in Afghanistan (EQRA), being focused on in particular due to its size (US$298 million over 4 years) and scope, and the consequent potential for overlap with the MYP.

Overlaying EQRA target provinces with those identified as a priority for this Programme, it was found that nine of the EQRA Phase 1 provinces overlap. However, of these it has been determined that the targets set under EQRA are relatively low in comparison to total number of OOSC to be reached (12% of OOSC is the highest provincial target, see the Figure 5 and Table 6 below). Because of this the MYP will also include EQRA targeted provinces where need remains significant along with non-EQRA targeted provinces. This provides an opportunity to address significant unmet need, but also to develop complementarity between the programmes to achieve greater overall impact.

In taking this approach, rigorous mechanisms will be put in place to avoid overlap and duplication in implementation - both for the EQRA programme, and in relation to other programmes and projects in the target provinces. This will include careful mapping of target districts for each of the respective programmes (and other related programmes), and careful coordination in planning and implementation. This will not only avoid any unwarranted overlaps but will also provide opportunities for the respective programmes to complement each other and through this provide improved outcomes – i.e. overlapping in mutually reinforcing ways (linked to Output 3.2).

Figure 7: # of OOSC and Coverage of OOSC (EQRA, MYP)

Legend: ■ Total OOSC   ■ EQRA target   ■ Total ECW Target

(Provinces: Nangarhar, Kandahar, Kunduz, Kabul, Uruzgan, Faryab, Helmand, Herat, Baghlan)
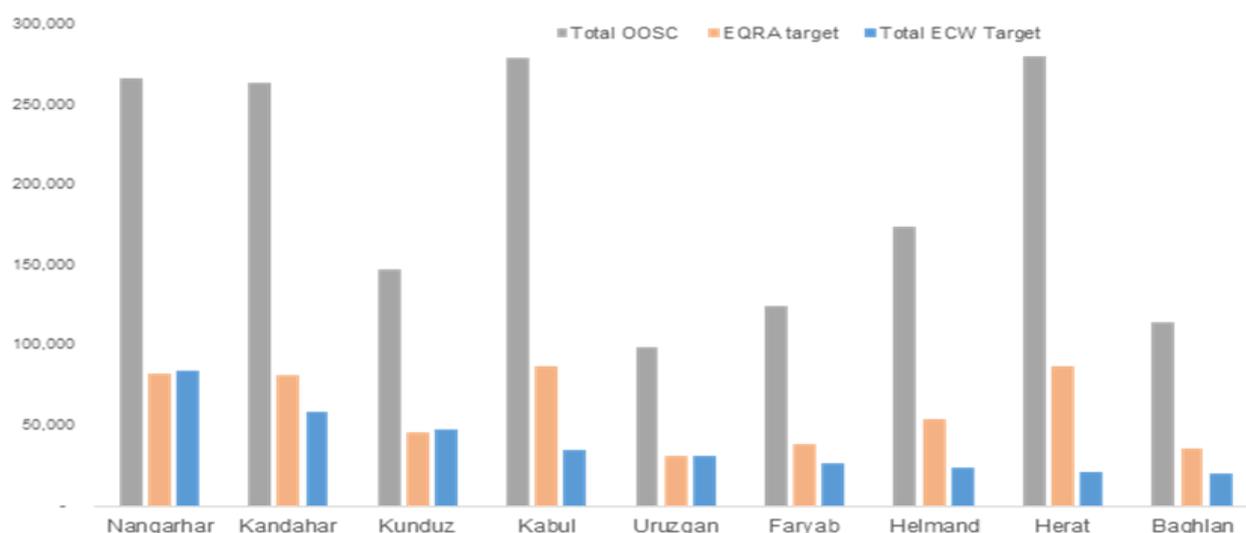
Table 7: # of OOSC and Coverage of OOSC (EQRA, MYP)

Region	Province	Total OOSC	% of girls out of school	% of EQRA targeted OOSC	EQRA target	ECW Target	Total target (EQRA+ECW)	% targeted OOSC
Eastern	Nangarhar	266,411	63%	12%	82,815	84,074	166,889	63%
Southern	Kandahar	264,069	85%	12%	82,087	58,734	140,821	53%
North Eastern	Kunduz	147,972	63%	7%	45,998	48,017	94,015	64%
Western	Ghor	107,827	63%	-	-	12,281	12,281	11%
Capital	Kabul	279,720	33%	12%	86,952	34,915	121,868	44%
Eastern	Kunar	61,267	63%	-	-	34,447	34,447	56%
Northern	Jawzjan	53,391	63%	-	-	10,708	10,708	20%
Southern	Uruzgan	99,228	85%	4%	30,846	31,575	62,421	63%
Eastern	Laghman	73,822	63%	-	-	31,553	31,553	43%
Northern	Faryab	124,845	63%	6%	38,809	26,354	65,163	52%
Southern	Helmand	174,063	85%	8%	54,108	23,699	77,808	45%
Western	Herat	280,067	48%	12%	87,060	21,347	108,407	39%
North Eastern	Baghlan	114,630	63%	5%	35,633	20,512	56,146	49%
Western	Badghis	70,201	63%	-	-	18,934	18,934	27%
South Eastern	Paktia	92,596	85%	-	-	4,825	4,825	5%
South Eastern	Khost	83,307	78%	-	-	5,170	5,170	6%
	Sub-total					**433,779**		
	Pre-primary target [1]					72,297		
	Total	**2,540,663**	**1,514,721**		**544,309**	**506,076**	**1,042,483**	**41%**

[1] The pre- primary education target is calculated on a ratio of 1:6 against the primary target

Target Beneficiaries

Target beneficiaries will include the most vulnerable crisis affected populations in Afghanistan, with IDP, returnee and disaster affected populations being primary targets. This will include a particular focus on out-of-school girls and inclusion of children with a disability and ensuring that existing gaps in service delivery are being met. Individual project designs from implementing partners will be required to include appropriate assessments in the selection of districts and communities to ensure appropriate identification of beneficiaries at local levels, and put plans in place to ensure disaggregated beneficiary targets are met.

Assessments and beneficiary selection may be undertaken using assessment tools by developed by implementing partners, but will also incorporate the use of existing data and tools where appropriate. For example, the MoE has developed a tool for mapping service delivery (schools) at

district level and for identifying areas with gaps in service delivery or having difficulty in accessing education services; as well as a tool for the identification of OOSC at the community level. Implementing partners will be able to access these tools and use them jointly with CDCs, School Shuras and PEDs to identify communities having difficulty in accessing formal schools and to identify OOSC by various criteria (including age, gender, if attended school in the past, disability status, IDP/local resident, reasons for being out of school, and what should be done to facilitate their enrolment).

V. RESULTS FRAMEWORK[43]

MANDATORY ECW CORE INDICATORS

The following indicators are mandatory (as applicable), as core ECW indicators will be aggregated from all countries at the global level. Please refer to ECW's indicator guidance for grantees for the methodology of computation of ECW indicators e.g. ways to compute beneficiaries.

Indicator	Sub-Grantees	Local actors	# of local actors at midterm	# of local actors at close
Please list each of your organization's sub-grantees and indicate whether they will be further sub-granting to any local organizations	tbc*	tbc	tbc	Tbc

* Sub grantees will be determined through a competitive bidding process

FORMAL EDUCATION: Number of girls, boys, and youth in school or equivalent non-school based settings, including pre-primary education, reached with ECW assistance.	Baseline & Targets[44]		Pre-Primary		Primary		Secondary		Total		
			F	M	F	M	F	M	F	M	Total
	Total[45]	Baseline	0	0	0	0	0	0	0	0	0
		Year 1 target	39,000	21,000	260,000	140,000			299,000	161,000	460,000
		Year 2 target	39,000	21,000	286,000	154,000			325,000	175,000	500,000
		Year 3 target	39,000	21,000	286,000	154,000			325,000	175,000	500,000
	Children with disabilities[46]	Baseline	0	0	0	0	0	0	0	0	0
		Year 1 target	TBD	TBD	TBD	TBD	0	0	TBD	TBD	TBD

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[43] Make sure that indicators are S.M.A.R.T. (Specific, Measurable, Attainable, Relevant and Time-bound), provide accurate baselines and targets underpinned by reliable evidence and data, and avoid acronyms so that external audience clearly understand the results of the project.

[44] Baseline to be set as zero under the assumption that the programme will be targeting both OOSC and existing students, specific data will be provided as part of project proposal and specific provinces and district identified.

[45] This total target is covering Pre-primary, primary, education as well as distance learning programme children.

[46] TBD is indication that data on children with disabilities is lacking, further scoping and further data collection will be undertaking as part of the project to address this.

				Pre-Primary		Primary		Secondary		Total		
				F	M	F	M	F	M	F	M	Total
Impact	FORMAL EDUCATION: Number of girls, boys, and youth in school or equivalent non-school based settings, including pre-primary education, reached with ECW assistance	Total	Baseline			0	0	0	0	0	0	0
			Year 1 target	39,000	21,000	260,000	140,000			299,000	161,000	460,000
			Year 2 target	39,000	21,000	286,000	154,000			325,000	175,000	500,000
			Year 3 target	39,000	21,000	286,000	154,000			325,000	175,000	500,000
		Children with disabilities [47]	Baseline	0	0	0	0			0	0	0
			Year 1 target	0	0	0	0			0	0	0
			Year 2 target	TBD	TBD	TBD	TBD			TBD	TBD	TBD
			Year 3 target	TBD	TBD	TBD	TBD			TBD	TBD	TBD
		Returnees /Refugees	Baseline	TBD	TBD	TBD	TBD			TBD	TBD	TBD
			Year 1 target	0	0	0	0			0	0	0
			Year 2 target	13,000	8,000	78,000	52,000	0	0	91,000	60,000	151,000
			Year 3 target	13,000	8,000	78,000	52,000	0	0	91,000	60,000	151,000
		IDPs	Baseline									
			Year 1 target									
			Year 2 target	17,000	10,000	74,000	55,000	0	0	91,000	65,000	156,000
			Year 3 target	17,000	10,000	100,000	69,000	0	0	117,000	79,000	196,000
		Host populations	Baseline	17,000	10,000	100,000	69,000	0	0	117,000	79,000	196,000
			Year 1 target									
			Year 2 target	13,400	8,600	78,100	52,900	0	0	91,000	61,000	153,000
			Year 3 target	13,400	8,600	78,100	52,900	0	0	91,000	61,000	153,000
		Other affected populations	Baseline	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
			Year 1 target	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
			Year 2 target	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
			Year 3 target	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
	NONFORMAL EDUCATION:[i] Number of children and youth in school or equivalent non-school based settings, including pre-primary education,	Total	Baseline									
			Year 1 target									
			Year 2 target									
			Year 3 target									
		Children with disabilities	Baseline									
			Year 1 target									
			Year 2 target									
			Year 3 target									
		Refugees	Baseline									
			Year 1 target									

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[47] TBD is indication that data on children with disabilities is lacking, further scoping and further data collection will be undertaking as part of the project to address this.

reached with ECW assistance[48]		Year 2 target										
		Year 3 target										
	IDPs	Baseline										
		Year 1 target										
		Year 2 target										
		Year 3 target										
	Host populations	Baseline										
		Year 1 target										
		Year 2 target										
		Year 3 target										
	Other affected population	Baseline										
		Year 1 target										
		Year 2 target										
		Year 3 target										

Type	Indicator			Pre-Primary		Primary		Secondary		Total		
				F	M	F	M	F	M	F	M	Total
Output	# of children and youth receiving <u>individual</u> learning materials (e.g., textbooks, notebooks, etc.)	Total	Baseline	0	0	0	0			0	0	0
			Year 1 target	39,000	21,000	260,000	140,000			299,000	161,000	460,000
			Year 2 target	39,000	21,000	286,000	154,000			325,000	175,000	500,000
			Year 3 target	39,000	21,000	286,000	154,000			325,000	175,000	500,000
		Children with disabilities[49]	Baseline	0	0	0	0			0	0	0
			Year 1 target	TBD	TBD	TBD	TBD			TBD	TBD	TBD
			Year 2 target	TBD	TBD	TBD	TBD			TBD	TBD	TBD
			Year 3 target	TBD	TBD	TBD	TBD			TBD	TBD	TBD
		Returnees /Refugee	Baseline	0	0	0	0			0	0	0
			Year 1 target	13,000	8,000	78,000	52,000	0	0	91,000	60,000	151,000
			Year 2 target	13,000	8,000	78,000	52,000	0	0	91,000	60,000	151,000
			Year 3 target	13,000	8,000	78,000	52,000	0	0	91,000	60,000	151,000
		IDP	Baseline									
			Year 1 target	17,000	10,000	74,000	55,000	0	0	91,000	65,000	156,000
			Year 2 target	17,000	10,000	100,000	69,000	0	0	117,000	79,000	196,000
			Year 3 target	17,000	10,000	100,000	69,000	0	0	117,000	79,000	196,000
		Host populations	Baseline									
			Year 1 target	13,400	8,600	78,100	52,900	0	0	91,000	61,000	153,000
			Year 2 target	13,400	8,600	78,100	52,900	0	0	91,000	61,000	153,000
			Year 3 target	13,400	8,600	78,100	52,900	0	0	91,000	61,000	153,000
		Other affected	Baseline									
			Year 1 target									

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[48] Through this MYP, we will not cover the Non-Formal Education as in Afghanistan CBE/ALC and distance learning is considered part of formal education as outreach programme

[49] TBD is indication that data on children with disabilities is lacking, further scoping and further data collection will be undertaking as part of the project to address this.

			F	M	Total
population s	Year 2 target				
	Year 3 target				
# of teachers or education administrators trained, disaggregated by sex (disaggregated by disability)			F	M	Total
	Baseline		0	0	0
	Year 1 target		8,400	5,600	14,000
	Year 2 target		8,400	5,600	14,000
	Year 3 target		8,400	5,600	14,000
# of teachers recruited or financially supported, disaggregated by sex (disaggregated by disability)	Baseline		0	0	0
	Year 1 target		8,400	5,600	14,000
	Year 2 target		8,400	5,600	14,000
	Year 3 target		8,400	5,600	14,000
# of gender-sensitive and disability inclusive WASH facilities rehabilitated		Baseline			0
		Year 1 target			2,500
		Year 2 target			2,500
		Year 3 target			2,500
# of accessible school environments (e.g. through infrastructures, equipment e.g. desks or classroom materials)					Total
		Baseline			0
		Year 1 target			3,500
		Year 2 target			3,500
		Year 3 target			3,500

[1] Through this MYP, we will not cover the Non-Formal Education as in Afghanistan CBE/ALC and distance learning is considered part of formal education as outreach programme.

PROJECT-SPECIFIC RESULTS

Note: timelines assume a six-week inception stage required for the selection of implementing partners (through a competitive process) and establishment of programme staffing and set-up, development of detailed project management plans and other arrangements. Dates indicated below may therefore shift depending on timing of the programme approval and release of seed funds.

EXPECTED RESULTS	INDICATORS	DATA SOURCE	BASELINE		TARGETS: frequency of data collection				DATA COLLECTION METHODS & RISKS
			Value	Year	Year 1 (July 2018-June 2019)	Year 2 (July 2019-June 2020)	Year 3 (July 2020 to June 2021)	FINAL	
Impact: Improved learning and well-being of emergency-affected girls and boys in Afghanistan	**1.0 Total number of children and youth in learning centres, including pre-primary, primary and lower-secondary education, reached with MYP**	EiE 4Ws/EMIS	0					500,000 (325,000 girls; 175000 boys)	**For all indicators:** this will be developed as part of the development of a monitoring and evaluation plan for the program during inception stage.
	2.0 Increase in percentage of targeted children showing improved score in numeracy, literacy and resilience (resilience index to be developed/defined)	Survey	To be established	2018	0	+5% year-on-year	+15% year-on-year	10% from baseline	
Outcome 1: Access to education for emergency-affected girls and boys is increased	**1.1: Number of out-of-school children accessing pre-primary and primary education through supported programme initiatives**	EiE 4Ws	180,000	2017				460,000	
Output 1.1: Newly-established and existing pre-primary and primary learning centres are functional	1.1.1: # of existing and/or new pre-primary and primary learning spaces (temporary and semi-permanent) functioning/operating	EiE 4Ws	5,760	2017	8,300	4,100	4,100	16,500	
	1.1.2: # of children enrolled/attending the pre-primary and primary learning centres, disaggregated by sex	EiE 4Ws	180000 (91,800 girls; 81,900 boys)	2017				460000 (300,000 girls; 160,00 boys)	
Output 1.2: New distance learning opportunities targeting hard-to-reach locations are	1.2.1: # of girls and boys who participate in testing after attending distance education services in hard to reach locations	TBD *(needs assessment to be conducted at the onset of the programme)*						40,000 (26,000 girls; 14,000 boys)	

EXPECTED RESULTS	INDICATORS	DATA SOURCE	BASELINE		TARGETS: frequency of data collection				DATA COLLECTION METHODS & RISKS
			Value	Year	Year 1 (July 2018-June 2019)	Year 2 (July 2019-June 2020)	Year 3 (July 2020 to June 2021)	FINAL	
set up and functional	1.2.2: # of distance learning programmes and modalities deployed	TBD	TBD	TBD	0	0	5	5	Review of documentation and tools being utilised
Output 1.3. Safe transport options are provided for girls and boys to ensure their access to education facilities	1.3.1: # of girls and boys provided with transport to education facilities	TBD						40,000 (26,000 girls; 14,000 boys)	
	1.3.2: % of girls and boys provided with transport support with targeted rates of attendance (>75% of school days attended in an academic year)	*TBD*			>90%	>90%	>90%	>90%	
Outcome 2: Child-friendly and inclusive learning environments are created'	**2.1 % of observed, trained teachers (disaggregated by sex) achieving minimum standards in instruction within relevant areas focus.** [50]	TBD (Baseline to established			>60%	>65%	>70%	>70%	
Output 2.1: Awareness and skills of key stakeholders in relation to gender, disability inclusion and negative socio-cultural practices (such as early or child marriage) are increased	2.1.1: # of women and men reached with gender sensitivity and disability inclusion awareness raising initiatives.	TBD			52,500	52,500	52,500	157,500	
	2.1.2 # of male and female teaching staff (denominator – the participants for the sessions) with increased knowledge of the key topics	4Ws	5,830	2017				14,000 (9,100 female; 4,900 male)	
	2.1.2: Number of female and male teaching staff trained on gender sensitive and disability inclusive approaches	EiE 4Ws	5,830	2017				14,000 (9,100 female; 4,900 male)	

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[50] programme staff will undertake structured observations during regular field visits

EXPECTED RESULTS	INDICATORS	DATA SOURCE	BASELINE		TARGETS: frequency of data collection				DATA COLLECTION METHODS & RISKS
			Value	Year	Year 1 (July 2018-June 2019)	Year 2 (July 2019-June 2020)	Year 3 (July 2020 to June 2021)	FINAL	
Output 2.2: Teaching staff, with a focus on female teachers, are recruited and deployed	2.2.1: # of teachers recruited and deployed within the supported programmes	EiE 4Ws	0	0				14,000 (9100 female; 4900 male)	
	2.2.2: Female teachers as a percentage of the total active CBS teaching force within the supported programmes.	EiE 4Ws	56%	2017	>65%	>65%	>65%	65%	
Output 2.3: Inclusive facilities and innovative approaches are provided for girls and boys, including for children with disabilities	2.3.1: # of students receiving support classes – (e.g. catch up classes in Dari or Pashto language where the native tongue of the beneficiary is neither).	EiE 4Ws	9,060	2017	92,000	92,000	92,000	276,000 (179,400 girls; 96600 boys)	
Output 2.4: Displaced girls and boys are supported to obtain documentation and schooling certification	2.4.1: # of girls and boys supported to obtain the appropriate documentation	TBD	TBD	0	92,000	92,000	92,000	276,000 (179,400 girls; 96600 boys)	
Outcome 3: Continuity of education for emergency affected girls and boys is increased	**3.1 Increase in % of enrolled boys/girls successfully transitioned to formal schools.**	TBD	0%	0	+10% year-on-year (using baseline as comparator)	+10% year-on-year	+10% year-on-year	30% from baseline	
Output 3.1: Strategic planning to ensure transition of students to higher grades is improved	3.1.1: Percentage of CBEs transitioned to formal schools	TBD			3,500	3,500	3,500	10,500	

EXPECTED RESULTS	INDICATORS	DATA SOURCE	BASELINE		TARGETS: frequency of data collection				DATA COLLECTION METHODS & RISKS
			Value	Year	Year 1 (July 2018-June 2019)	Year 2 (July 2019-June 2020)	Year 3 (July 2020 to June 2021)	FINAL	
Output 3.2: Evidence-based knowledge management and multi-stakeholder coordination mechanisms are in place and functional at national and sub-national levels	3.2.1: Existence of evidence -based knowledge management systems (including monitoring systems & EMIS)	EiE WG	Yes (4Ws and tools)	2017	Yes (expanded tools and knowledge base)	Yes (expanded tools and knowledge base)	Yes (expanded tools and knowledge base)	Yes (expanded tools and knowledge base)	
Outcome 4: Quality of learning for emergency-affected girls and boys is improved	**4.1 Percentage of newly established learning centres equipped with minimum teaching & learning materials.**	EiE 4Ws	>90%	2017	>90%	>90%	>90%	>90%	
	4.2 % of observed, trained teachers (disaggregated by sex) achieving minimum standards in instruction within relevant areas focus. [51]	TBD Baseline to established			>60%	>65%	>70%	>70%	
Output 4.1: Teaching competencies of teaching staff, especially female teachers, are enhanced	4.1.1: Number of female and male teachers oriented on improving learning outcomes in an emergency context	EiE 4Ws	5,830	2017	14,000	8,000	8,500	30,500 (19,825 female; 10675 male)	
	4.1.2: # of Mullahs trained in teaching skills and basic numeracy and literacy	NA	0	0	1,400	800	800	3,000	
Output 4.2: Teaching and learning materials are adapted for context-specific pedagogy	4.2.1: # Learning Centres receiving contextualized teaching and learning material	TBD			12,000	13,000	14,000	14,000	

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[51] programme staff will undertake structured observations during regular field visits

EXPECTED RESULTS	INDICATORS	DATA SOURCE	BASELINE		TARGETS: frequency of data collection				DATA COLLECTION METHODS & RISKS
			Value	Year	Year 1 (July 2018-June 2019)	Year 2 (July 2019-June 2020)	Year 3 (July 2020 to June 2021)	FINAL	
Output 4.3: Accountability and systems for the measurement of learning outcomes are strengthened	4.3.1 % of observed, trained teachers (disaggregated by sex) achieving minimum standards in instruction within relevant areas focus. [52]	TBD (Baseline to be established)			>60%	>65%	>70%	>70%	
Outcome 5: Safe and protective learning environment for emergency-affected girls and boys, especially the most marginalised, are established	**5.2 # of schools with school based multi-hazard preparedness plans, incorporating risk reduction and environmental awareness and life skills**	0			3,500	3,500	3,500	10,500	
Output 5.1: Protection risks related to conflict and violence are mitigated	5.1.1: Number of CBSs with a functional protection reporting mechanism	0			8,300	4,100	4,100	16,500	
Output 5.2: Safety and resilience of students, teachers, communities and education facilities are strengthened	5.2.1 # of schools with school based multi-hazard preparedness plans, incorporating risk reduction and environmental awareness and life skills	0			3,500	3,500	3,500	10,500	
Output 5.3: Capacities of teachers to detect and refer children in need of	5.3.1: # of teachers trained on identification and referral of boys/girls with psychosocial support needs	TBD			14,000	8,000	8,500	30,500 (19,825 female; 10675 male)	

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[52] programme staff will undertake structured observations during regular field visits

EXPECTED RESULTS	INDICATORS	DATA SOURCE	BASELINE		TARGETS: frequency of data collection				DATA COLLECTION METHODS & RISKS
			Value	Year	Year 1	Year 2	Year 3	FINAL	
					(July 2018-June 2019)	(July 2019-June 2020)	(July 2020 to June 2021)		
psychosocial support are improved	5.3.2: # of teachers with improved knowledge on identification/referral procedures for boys and girls with psychological support needs	TBD			14,000	8,000	8,500	30,500 (19,825 female; 10675 male)	
Output 5.4: Adolescent girls and boys and female and male youth are provided with Life Skills Education	5.4.1: # of adolescent boys and girls, and male and female trained on Life Skills Education	TBD			10,000	10,000	10,000	30,000 (19500 girls; 10500 boys)	
	5.4.2: % of adolescent boys and girls, and male and female with improved knowledge on life skills	TBD			10,000	10,000	10,000	30,000 (19500 girls; 10500 boys)	

ANCILLARY MONITORING INDICATORS

Indicator	Methodological Brief	Tools
Survival rates for Targeted Schools	Monitors will be instructed to incorporate into teacher surveys two questions seeking to establish the quantity of students that left their classes and the quantity of students who joined during the preceding academic year (monitoring visits are generally undertaken at the end of academic years); with these two pieces of information, we can create an estimate of the total survival rate for the programme, and validate the information submitted through the broader EMIS systems discussed above.	Teacher surveys, Student Surveys; Key Informant Interviews and focus group discussions with relevant informed stakeholders.
Transition Rates	Work will be undertaken to ensure monitors incorporate questions in surveys for teachers, pupils, and parents to establish not only broad rates of transition, but also reasons why children may or may not be undertaking to do so.	Teacher surveys, Student Surveys; Key Informant Interviews and focus group discussions with relevant informed stakeholders.
Completion Rates	Using the above survival statistics, it will be possible to also calculate an estimated completion rate across the entire programme, again validating the outputs of the supported EMIS systems.	Teacher surveys, Student Surveys; Key Informant Interviews and focus group discussions with relevant informed stakeholders.

These findings will be incorporated in ongoing monitoring reports, allowing for insights into not only the indicators, but also the reasons underpinning relative performance in each, drawing on additional qualitative findings emerging from the monitoring activities, as well as from broader engagements with the project.

VI.   MONITORING AND EVALUATION

Monitoring and evaluation Implementation of activities will be closely monitored through a detailed monitoring plan, which will clearly state who will be responsible for which activity at which time. Progress towards improvement of access to education and learning achievements of children will be measured against the indicators in the result matrix within a set schedule. To track enrolment and retention of OOSC, partners will be working closely with the Department of Planning and Evaluation within the MoE, strengthening their overall capacity in collection, analysis and use of OOSC data.

Mid-term evaluation and impact evaluations will be carried out through a multi-stakeholder process to assess adherence to the project agreement and assess whether the project has delivered within the agreed framework respectively, and whether the project has achieved positive impact on children rights and wellbeing. Additionally, baseline data (where not already available) will be collected during programme inception stages, and budget has been allocated to this.

The monitoring and evaluation plan as well as the evaluation design will be developed in close collaboration with stakeholders, including the MoE and Provincial Education Departments (PEDs). Joint field visits with national education officials as well as with local education and authorities, NGOs and community representatives will be organised respectively annually and on a biannual basis. The process of working with all partners to design and carry out monitoring and evaluation activities will be an important capacity development exercise. It will also strengthen the partnership and provide a basis for analysis and identification of corrective action required and the role of each partner in these future actions. The aim is to promote a shared stake in both the process and outcome of the partnership. The monitoring plan will be overseen by the country-level led ECW Technical and Steering Committees and updated regularly.

Semi-annual and annual progress reports will be submitted highlighting the progress of project implementation, project results, best practices and lessons learned, and the course corrections needed to address problems and plans for the next six months. The schedule and the template of the programmatic and financial reporting requirements to ECW will be as per standard reporting agreed with ECW. Third party monitoring and evaluation will be part of the M&E approach, particularly in hard-to-reach areas.

Furthermore, partners will explore innovative community-based monitoring and evaluation system to enable them and beneficiaries to better collect, analyse and act on OOSC data in real-time and in a more cost-effective manner. The introduction of innovative data collection methods will enable efficient and effective tracking of OOSC at school/community levels.

For the monitoring of activities where movements are restricted for security reasons, a mechanism of Third Party Monitoring will be established. This mechanism will allow to access hard to reach areas and get real time information and data from communities and local actors on the ground.

MONITORING PLAN

Monitoring Activity	Purpose	Frequency	Expected Action
Track results progress	Progress data against the results indicators in the RRF will be collected and analysed to assess the progress of the programme in achieving the agreed outputs.	Quarterly, or in the frequency required for each indicator.	Slower than expected progress will be addressed by programme management.
Monitor and Manage Risk	Identify specific risks that may threaten achievement of intended results. Identify and monitor risk management actions using a risk log. Audits will be conducted in accordance with Audit policy to manage financial risk.	Quarterly	Risks are identified by programme management and actions are taken to manage risk. The risk log is actively maintained to keep track of identified risks and actions taken.
Learn	Knowledge, good practices and lessons will be captured regularly, as well as actively sourced from other projects and partners and integrated back into the project.	Annually	Relevant lessons are captured by the programme team and used to inform management decisions.
Annual Programme Quality Assurance	The quality of the programme will be assessed against Quality standards to identify programme strengths and weaknesses and to inform management decision making to improve the project.	Annually	Areas of strength and weakness will be reviewed by programme management and used to inform decisions to improve programme performance.
Review and Make Course Corrections	Internal review of data and evidence from all monitoring actions to inform decision making.	Bi-annually	Performance data, risks, lessons and quality will be discussed by the programme board and used to make course corrections.
Programme Report	A progress report will be presented to the Programme Steering Committee/Board and key stakeholders, consisting of progress data showing the results achieved against pre-defined annual targets at the output level, the annual programme quality rating summary, an updated risk long with mitigation measures, and any evaluation or review reports prepared over the period.	Every 6 months, at the end of the calendar year, and at the end of the programme (final report)	
Programme Review (Steering Committee Programme Board)	The project's governance mechanism (i.e., programme steering committee/ board) will hold regular programme reviews to assess the performance of the programme against planned indicators and review the Multi-Year Work Plan to ensure realistic budgeting over the life of the project. In the project's final year, the Programme Board shall hold an end-of programme review to capture lessons learned and discuss opportunities for scaling up and to socialize programme results and lessons learned with relevant audiences.	Specify frequency (i.e., at least annually)	Any quality concerns or slower than expected progress should be discussed by the programme board and management actions agreed to address the issues identified.

EVALUATION PLAN

Evaluation Title	Partners	Related Strategic Plan Output	Outcome (s)	Planned Completion Date	Key Evaluation Stakeholders	Cost and Source of Funding
Mid-Term Evaluation[1]	Grant Management Agency	*	*	Mid-year of Programme	Implementing Partners, Government and Donors	Covered in Programme budget
End of programme Impact Evaluation	Grant Management Agency	*	All outcomes	End year of Programme	Implementing Partners, Government and Donors	Covered in Programme budget

To be decided as part of the development of an evaluation plan, undertaken by the MYP Grant Management Agency as part of the design of the programme.

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[1] MY programmes must be evaluated midway through the programme. Baseline survey will also be undertaken during programme inception and has been costed in the budget.

VII. MULTI-YEAR WORK PLAN AND BUDGET[53]

Full Programme Budget *(subject to review and adjustment)*

EXPECTED OUTPUTS	PLANNED ACTIVITIES (Suggested)	Unit	Unit cost	No. Units			Planned Budget by Year			Notes/Assumptions
				Y1	Y2	Y3	2018-19	2019-20	2020-21	
Output 1.1: New ly-established and existing pre-primary and primary learning centres are functional	1.1.1 Activity: Establish pre-primary and primary temporary learning spaces, including CBS, ALC and ECD classes	Temporary Learning Space	2400	4,650	465	465	$ 11,160,000	$ 1,116,000	$ 1,116,000	Total learning spaces = 15,500 for Y1. 30% to be provided/built as new @ 3,400 each. 10% additional for each Y2 & Y3
	1.1.2 Activity: Minor rehabilitation and improvement of selected existing learning spaces (primary & pre-primary)	Refurbished Learning Space	1100	3,617	3,617	3,617	$ 3,978,333	$ 3,978,333	$ 3,978,333	Total learning spaces = 15,500. 70% to be refurbished at $1,100 each, spread evenly over 3 years. (includes w interisation for northern provinces). 10% additional for year 3
	1.1.3 Activity: Provide teaching and learning materials, including classroom kits, teacher kits, ECD kits and school bags	Lumpsum	n/a	1	1	1	$ 10,704,660	$ 10,704,660	$ 10,704,660	ECD kit=$161; Teachers kit=$30; Classroom kit=$150; Student kit=15; School bag=$1.5. 15% of freight and transportation cost
	Sub-Total for Output 1						$ 25,842,993	$ 15,798,993	$ 15,798,993	
Output 1.2: New distance learning opportunities targeting hard-to-reach locations are set up and functional	1.2.1 Activity: Develop, roll-out, monitor and assess distance learning modalities and packages	Lumpsum	3,200,000	1	1	1	$ 200,000	$ 3,200,000	$ 3,200,000	
	Sub-Total for Output 1.2						$ 200,000	$ 3,200,000	$ 3,200,000	
Output 1.3: Transport options are provided for girls and boys to ensure their access to education facilities	1.3.1 Activity: Develop and roll-out transport initiatives, including various options such as safety nets (group w alking to schools), development of school community plans for arrangement of different transport means and etc.	Student	50	0	23,100	25,410	$ 60,000	$ 1,155,000	$ 1,270,500	5% of total primary and pre-primary in years 2 & 3 (initiatives developed in Y1)
	Sub-Total for Output 1.3						$ 60,000	$ 1,155,000	$ 1,270,500	
Output 2.1: Aw areness and skills of key stakeholders in relation to gender, disability inclusion and negative socio-cultural practices (such as early or child marriage) are increased	2.1.1 Activity: Conduct sensitisation and social mobilisation campaigns for parents, community leaders and religious leaders on the importance of (girls) education and sending children to school	Community member	30	52,500	52,500	52,500	$ 1,575,000	$ 1,575,000	$ 1,575,000	ToT (cascading training) for 15 Shura members per community
	Sub-Total for Output 2.1						$ 1,575,000	$ 1,575,000	$ 1,575,000	
Output 2.2: Teaching staff, w ith a focus on female teachers, are recruited and deployed	2.2.1 Activity: Support w ith the recruitment of teaching staff w ith focus on female (primary & pre-primary) including payment of salaries	Teachers	1200	14,000	14,000	14,000	$ 16,800,000	$ 16,800,000	$ 16,800,000	
	Sub-Total for Output 2.2						$ 16,800,000	$ 16,800,000	$ 16,800,000	
Output 2.3: Inclusive facilities and innovative approaches are provided for girls and boys, including for children w ith disabilities	2.3.1 Activity: Promote WASH in learning centres (pre-primary & primary) through hardw are (temporary facilities) and softw are (hygiene education and MHM)	Lumpsum	4,623,000	1	1	1	$ 1,541,000	$ 1,541,000	$ 1,541,000	Temporary gender segregated latrines=$200; Hygiene kits=$60; Softw are component of WASH=5% of total activity cost
	2.3.2 Activity: Promote inclusive, child-friendly and gender-responsive environment in learning centres (pre-primary and primary)	Student	50	8,400	9,240	10,164	$ 420,000	$ 462,000	$ 508,200	Assumed 2% of total students w ill need assistive equipment/devices
	2.3.4 Activity: Conduct additional support and catch-up classes for IDP and returnee refugee girls and boys	Extra teaching fee/10 months	200	2,587	2,587	2,587	$ 517,333	$ 517,333	$ 517,333	
	Sub-Total for Output 2.3						$ 2,478,333	$ 2,520,333	$ 2,566,533	
Output 2.4 Displaced girls and boys are supported to obtain documentation and schooling certification	2.4.1 Activity: Implement solutions for identification and supporting girls and boys w ho require documentation and school certification	Student	3	84,000	92,400	101,640	$ 252,000	$ 277,200	$ 304,920	20% of students assumed. $3 per student to cover support costs
	Sub-Total for Output 2.4						$ 252,000	$ 277,200	$ 304,920	

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[53] Changes to a programme budget affecting the scope (outputs), completion date, or total estimated programme costs require a formal budget revision that must be signed by the programme board. In other cases, the ECW programme manager alone may sign the revision provided the other signatories have no objection. This procedure may be applied for example when the purpose of the revision is only to re-phase activities among years

Output	Activity	Unit	Unit cost	Yr1	Yr2	Yr3	Year 1	Year 2	Year 3	Notes
Output 3.1 Strategic planning to ensure transition of students to higher grades is improved	3.1.1 Activity: Support the development and implementation of budgeted school-community action plans to increase retention and transition rates in learning centres	Hub-School	100	3,500	3,500	3,500	$ 350,000	$ 350,000	$ 350,000	
	Sub-Total for Output 3.1						$ 350,000	$ 350,000	$ 350,000	
Output 3.2 Evidence-based know ledge management and coordination mechanisms for the implementing partners are functional	3.2.1 Activity: Develop and maintain an information and know ledge base and products, conduct needs assessment to inform programme planning, implementation, monitoring and reports	Lumpsum	100,000	1	1	1	$ 100,000	$ 100,000	$ 50,000	
	3.2.2 Activity: Strengthen existing coordination and policy advocacy efforts at national and subnational levels to ensure coherence and synergy throughout the programme and boost fund-raising efforts	Lumpsum	20,000	1	1	1	$ 20,000	$ 20,000	$ 20,000	
	3.2.3 Activity: Undertake targeted capacity development for stakeholder (partners, Government, PEDs, DEDs, communities and others)	Lumpsum	40,000	1	1	1	$ 40,000	$ 40,000	$ 40,000	
	Sub-Total for Output 3.2						$ 160,000	$ 160,000	$ 110,000	
Output 4.1 Teaching competencies of teaching staff, especially female teachers, are enhanced	4.1.1 Activity: Conduct teacher-trainings to improving teaching competencies and achieving minimum standards in instruction w ithin relevant focus area (INSET, gender responsive pedagogy, inclusive education, DRR and etc.)	Teachers	300	14,000	7,000	7,000	$ 4,200,000	$ 2,100,000	$ 2,100,000	7 day training for all teachers in year 1. 50% in each of years 2 & 3. Will include gender and disability, DRR and etc. training (see output 2.1)
	4.1.2 Activity: Conduct training for Mullahs/ religious leaders in basic pedagogy, numeracy and literacy and importance of girls' education	Mullahs	100	1,400	700	700	$ -	$ 70,000	$ 70,000	Assumed numbers w ill be 10% of teacher numbers. All trained in year 1, and 50% in each of years 2 & 3
	Sub-Total for Output 4.1						$ 4,200,000	$ 2,170,000	$ 2,170,000	
Output 4.2 Teaching and learning materials are adapted for context-specific pedagogy	4.2.1 Activity: Develop learning materials (content) to ensure suitability for specific learning environments (such as multi grade teaching, classroom management, life-skills, i.e. gender, hygiene education, DRR and resilience building)	Each location (based on hub schools)	75	3,500	1,750	0	$ 262,500	$ 131,250	$ 50,000	
	Sub-Total for Output 4.2						$ 262,500	$ 131,250	$ 50,000	
Output 4.3 Accountability and systems for the measurement of learning outcomes are strengthened	4.3.1 Activity: Undertake context specific assessments related to early grade reading and numeracy competencies, resilience	School	100	3,500	3,500	3,500	$ 350,000	$ 350,000	$ 350,000	Sample of schools accounted for
	Sub-Total for Output 4.3						350,000.00	350,000.00	350,000.00	

Output / Category	Activity	Unit	Unit cost	Y1	Y2	Y3	$ Year 1	$ Year 2	$ Year 3	Notes
Output 5.1 Protection risks related to conflict and violence are mitigated	5.1.1 Activity: Develop and implement functional protection reporting and referral mechanisms	CBS and hub schools	10	0	14,000	14,000	$ -	$ 140,000	$ 140,000	
	Sub-Total for Output 5.1						**$ -**	**$ 140,000**	**$ 140,000**	
Output 5.2 Safety and resilience of students, teachers, communities and education facilities are strengthened	5.2.1 Activity: Develop and implement comprehensive school-safety programmes and initiatives (school preparedness plans, hazard and risk mapping, mine risk education, teacher-trainings, drills, non-structural mitigation and etc.)	Lumpsum	n/a	1	1	1	$ 500,000	$ 1,000,000	$ 1,000,000	Hub-schools are expected to cover attached CBEs
	Sub-Total for Output 5.2						**$ 500,000**	**$ 1,000,000**	**$ 1,000,000**	
Output 5.3 Capacities of teachers to detect and refer children in need of psychosocial support are improved	5.3.1 Activity: Conduct training for teachers in provision of basic psychosocial support for emergency affected girls and boys	Lumpsum	n/a	1	1	1	$ 250,000	$ 250,000	$ 250,000	
	5.3.3 Activity: Provide recreational kits	Kit	150	2,300	2,300	2,300	$ 345,000	$ 345,000	$ 345,000	
	Sub-Total for Output 5.3						**$ 595,000**	**$ 595,000**	**$ 595,000**	
Output 5.4 Adolescent girls and boys and female and male youth are provided with Life	5.4.1 Activity: Roll out life skills based education programmes and initiatives for adolescents and youth	Activities	3000	100	100	100	$ 300,000	$ 300,000	$ 300,000	For each training 30 adolescents will be targeted x 100 sessions
	Sub-Total for Output 5.4						**$ 300,000**	**$ 300,000**	**$ 300,000**	
Monitoring & Evaluation	Overall monitoring and evaluation (M&E) expenditures (3%)						$ 1,617,775	$ 1,395,683	1,397,428	set at 3% of budget (not inc. overheads and coordination unit costs). Set at 1% for evaluation and 1% for monitoring and 1% for baseline collection where required.
	Sub-Total for M&E						**$ 1,617,775**	**$ 1,395,683**	**$ 1,397,428**	
Management and Coordination Costs	Overall Program Manager (P4 level, - International)	12 months	280,000	1	1	1	$ 280,000	$ 280,000	$ 280,000	
	Program Specialist (NoC level, - National)	12 months	120,000	1	1	1	$ 120,000	$ 120,000	$ 120,000	
	Information and Knowledge Management Specialist (P3, level - International)	12 months	230,000	1	1	1	$ 230,000	$ 230,000	$ 230,000	
	External Technical Support to guide and consult the MYP	12 months	150,000	1	1	1	$ 150,000	$ 150,000	$ 150,000	
	HACT Implementation and Follow-up	Lumpsum/Year	350,000	1	1	1	$ 350,000	$ 350,000	$ 350,000	
	Cross-sectoral Support to Programme Implementation	Lumpsum/Year		1	1	1	$ 355,837	$ 427,469	$ 427,469	
	Sub-Total for Management and Coordination						**$ 1,485,837**	**$ 1,557,469**	**$ 1,557,469**	
Subtotal for Programme:							**$ 57,029,438**	**$ 49,475,929**	**$ 49,535,844**	
Program overheads*	Grant Management recovery costs - Seed fund modality (1 year) (applicable to seed funding only)	Year					$ 911,313	$ -	$ -	8% recovery (year 1 only)
	Grant Management recovery costs - Pooled modality: year 1 (not including seed funding) & years 2 & 3 (all budget)	Year						$ 494,759.29	$ 495,358.44	1% recovery each year (not counting the 7% covered in year 1 by seed funding modality)
	Sub-Total for Program overheads						**$ 911,313**	**$ 494,759**	**$ 495,358**	
TOTAL						Total:	**$ 57,940,752**	**$ 49,970,688**	**$ 50,031,203**	**$ 157,942,643**

Implementing partner overheads (ICR) not included in this line. These overheads are calculated as part of programme costs, included within each output, and will be determined upon selection of partners. Beneficiary numbers may require adjustment based on this.

Seed Funding Budget *(subject to review and adjustment)*

EXPECTED OUTPUTS	PLANNED ACTIVITIES (Suggested)	Unit	Unit cost	No. Units			Planned Budget by Year			Notes/Assumptions
				Y1	Y2	Y3	2018-19	2019-20	2020-21	
Output 1.1: Newly-established and existing pre-primary and primary learning centres are functional	1.1.1 Activity: Establish pre-primary and primary temporary learning spaces, including CBS, ALC and ECD classes	Temporary Learning Space	2,400	700	250	250	$ 1,680,000	$ 600,000	$ 600,000	
	1.1.2 Activity: Minor rehabilitation and improvement of selected existing learning spaces (primary & pre-primary)	Refurbished Learning Space	1,100	362	723	723	$ 390,000	$ 800,000	$ 800,000	
	1.1.3 Activity: Provide teaching and learning materials, including classroom kits, teacher kits, ECD kits and school bags	Lumpsum	-	-	-	-	$ 1,700,000	$ 2,000,000	$ 2,000,000	
	Sub-Total for Output 1						$ 3,770,000	$ 3,400,000	$ 3,400,000	
Output 1.2: New distance learning opportunities targeting hard-to-reach locations are set up and functional	1.2.1 Activity: Develop, roll-out, monitor and assess distance learning modalities and packages	Lumpsum	2,048,000		1	1	$ 200,000	$ 924,000	$ 924,000	
	Sub-Total for Output 1.2						$ 200,000	$ 924,000	$ 924,000	
Output 1.3: Transport options are provided for girls and boys to ensure their access to education facilities	1.3.1 Activity: Develop and roll-out transport initiatives, including various options such as safety nets (group walking to schools), development of school community plans for arrangement of different transport means and etc.	Student	50	0	4,620	5,082	$ 60,000	$ 200,000	$ 200,000	Approximate 5% of total primary and pre-primary in years 2 & 3 (initiatives developed in Y1)
	Sub-Total for Output 1.3						$ 60,000	$ 200,000	$ 200,000	
Output 2.1: Awareness and skills of key stakeholders in relation to gender, disability inclusion and negative socio-cultural practices (such as early or child marriage) are increased	2.1.1 Activity: Conduct sensitisation and social mobilisation campaigns for parents, community leaders and religious leaders on the importance of (girls) education and sending children to school	Community member	30	10,500	10,500	10,500	$ 315,000	$ 315,000	$ 315,000	
	Sub-Total for Output 2.1						$ 315,000	$ 315,000	$ 315,000	
Output 2.2: Teaching staff, with a focus on female teachers, are recruited and deployed	2.2.1 Activity: Support with the recruitment of teaching staff with focus on female (primary & pre-primary) including payment of salaries	Teachers	1,200	2,800	2,800	2,800	$ 3,360,000	$ 3,360,000	$ 3,360,000	
	Sub-Total for Output 2.2						$ 3,360,000	$ 3,360,000	$ 3,360,000	
Output 2.3: Inclusive facilities and innovative approaches are provided for girls and boys, including for children with disabilities	2.3.1 Activity: Promote WASH in learning centres (pre-primary & primary) through hardware (temporary facilities) and software (hygiene education and MHM)	Lumpsum	924,600	1	1	1	$ 308,200	$ 308,200	$ 308,200	Temporary gender segregated latrines=$200; Hygiene kits=$60; Software component of WASH= Estimated 5% of total activity cost
	2.3.2 Activity: Promote inclusive, child-friendly and gender-responsive environment in learning centres (pre-primary and primary)	Student	50	0	1,848	2,033	$ -	$ 101,640	$ 101,640	Assumed 2% of total students will need assistive equipment/devices
	2.3.4 Activity: Conduct additional support and catch-up classes for IDP and returnee refugee girls and boys	Extra teaching fee/10 months	200	517	517	517	$ 103,467	$ 103,467	$ 103,467	
	Sub-Total for Output 2.3						$ 411,667	$ 513,307	$ 513,307	
Output 2.4 Displaced girls and boys are supported to obtain documentation and schooling certification	2.4.1 Activity: Implement solutions for identification and supporting girls and boys who require documentation and school certification	Student	3	16,800	18,480	20,328	$ 50,400	$ 50,400	$ 50,400	20% of students assumed. $3 per student to cover support costs
	Sub-Total for Output 2.4						$ 50,400	$ 50,400	$ 50,400	

Output	Activity	Unit	Unit Cost	Y1	Y2	Y3	Year 1	Year 2	Year 3	Notes
Output 3.1 Strategic planning to ensure transition of students to higher grades is improved	3.1.1 Activity: Support the development and implementation of budgeted school-community action plans to increase retention and transition rates in learning centres	Hub -School	100	700	700	700	$ 70,000	$ 70,000	$ 70,000	
	Sub-Total for Output 3.1						$ 70,000	$ 70,000	$ 70,000	
Output 3.2 Evidence-based know ledge management and coordination mechanisms for the implementing partners are functional	3.2.1 Activity: Develop and maintain an information and know ledge base and products, conduct needs assessment to inform programme planning, implementation, monitoring and reports	Lumpsum	150,000	1	1		$ 50,000	$ 50,000	$ 50,000	
	3.2.2 Activity: Strengthen existing coordination and policy advocacy efforts at national and subnational levels to ensure coherence and synergy throughout the programme and boost fund-raising efforts	Lumpsum	10,000	1	1	1	$ 10,000	$ 10,000	$ 10,000	
	3.2.3 Activity: Undertake targeted capacity development for stakeholder (partners, Government, PEDs, DEDs, communities and others)	Lumpsum	40,000	1	1	1	$ 40,000	$ 40,000	$ 40,000	
	Sub-Total for Output 3.2						$ 100,000	$ 100,000	$ 100,000	
Output 4.1 Teaching competencies of teaching staff, especially female teachers, are enhanced	4.1.1 Activity: Conduct teacher-trainings to improving teaching competencies and achieving minimum standards in instruction w ithin relevant focus area (INSET, gender responsive pedagogy, inclusive education, DRR and etc.)	Teachers	300	2,800	1,400	1,400	$ 840,000	$ 420,000	$ 420,000	7 day training for all teachers in year 1 (adapted to emergency). Estimated 50% in each of years 2 & 3. Will include gender and disability, DRR and etc. training (see output 2.1)
	4.1.2 Activity: Conduct training for Mullahs/ religious leaders in basic pedagogy, numeracy and literacy and importance of girls' education	Mullahs	100	0	100	100	$ -	$ 10,000	$ 10,000	
	Sub-Total for Output 4.1						$ 840,000	$ 430,000	$ 430,000	
Output 4.2 Teaching and learning materials are adapted for context-specific pedagogy	4.2.1 Activity: Develop and selected roll-out learning materials (content) to ensure suitability for specific learning environments (such as multi grade teaching, classroom management, life-skills, i.e. gender, hygiene education, DRR and resilience building)	Lumpsum	100,000	n/a	n/a	n/a	$ -	$ 50,000	$ 50,000	
	Sub-Total for Output 4.2						$ -	$ 50,000	$ 50,000	
Output 4.3 Accountability and systems for the measurement of learning outcomes are strengthened	4.3.1 Activity: Undertake context specific assessments related to early grade reading and numeracy competencies, resilience	Schools	100	700	700	700	$ 70,000	$ 70,000	$ 70,000	Sample of schools accounted for
	Sub-Total for Output 4.3						70,000.00	70,000.00	70,000.00	

Output	Activity	Unit	Unit cost				Year 1 $	Year 2 $	Year 3 $	Comments
Output 5.1 Protection risks related to conflict and violence are mitigated	5.1.1 Activity: Develop and implement functional protection reporting and referral mechanisms	CBS and Hub-Schools	10	0	2,800	2,800	$ -	$ 28,000	$ 28,000	
	Sub-Total for Output 5.1						$ -	$ 28,000	$ 28,000	
Output 5.2 Safety and resilience of students, teachers, communities and education facilities are strengthened	5.2.1 Activity: Develop and implement comprehensive school-safety programmes and initiatives (school preparedness plans, hazard and risk mapping, mine risk education, teacher-trainings, drills, non-structural mitigation and etc.)	Lumpsum	350	0	700	700	$ 150,000	$ 400,000	$ 400,000	Hub-schools are expected to cover attached CBEs
	Sub-Total for Output 5.2						$ 150,000	$ 400,000	$ 400,000	
Output 5.3 Capacities of teachers to detect and refer children in need of psychosocial support are improved	5.3.1 Activity: Conduct training for teachers in provision of basic psychosocial support for emergency affected girls and boys	Lumpsum					$ 100,000	$ 100,000	$ 100,000	
	5.3.3 Activity: Provide recreational kits	Kits	150	400	400	400	$ 60,000	$ 60,000	$ 60,000	
	Sub-Total for Output 5.3						$ 160,000	$ 70,000	$ 70,000	
Output 5.4 Adolescent girls and boys and female and male youth are provided with Life Skills Education	5.4.1 Activity: Roll out life skills based education programmes and initiatives for adolescents and youth	Activities	3,000.00	20	20	20	$ 60,000	$ 100,000	$ 100,000	For each training 30 adolescents will be targeted x 100 sessions
	Sub-Total for Output 5.4						$ 60,000	$ 100,000	$ 100,000	
Monitoring & Evaluation	Overall monitoring and evaluation (M&E) expenditures (3%)						$ 288,512	$ 302,421	$ 302,421	set at 3% of budget (not inc. overheads and coordination unit costs). Set at 1% for evaluation and 1% for monitoring and 1% for baseline collection where required.
	Sub-Total for M&E						$ 288,512	$ 302,421	$ 302,421	
Management and Coordination Costs	Overall Program Manager (P4 level, - International)	12 months	280,000.00	1	1	1	$ 280,000	$ 280,000	$ 280,000	
	Program Specialist (NoC level, - National)	12 months	120,000.00	1	1	1	$ 120,000	$ 120,000	$ 120,000	
	Information and Knowledge Management Specialist (P3, level - International)	12 months	230,000.00	1	1	1	$ 230,000	$ 230,000	$ 230,000	
	External Technical Support to guide and consult the MYP	12 months	150,000.00	1	1	1	$ 150,000	$ 150,000	$ 150,000	
	HACT Implementation and Follow-up						$ 350,000	$ 350,000	$ 350,000	
	Cross-sectoral Support to Programme Implementation	Lumpsum/Year					$ 355,837	$ 427,469	$ 427,469	
	Sub-Total for Management and						$ 1,485,837	$ 1,557,469	$ 1,557,469	
Subtotal for Programme:							$ 11,391,415	$ 11,940,597	$ 11,940,597	
Program overheads*	Grant Management recovery costs - Seed fund modality (1 year) (applicable to seed funding only)	Year					$ 911,313.24	$ -	$ -	8% recovery (year 1 only)
	Grant Management recovery costs - Pooled modality: year 1 (not including seed funding) & years 2 & 3 (all budget)	Year					$ -	$ 119,405.97	$ 119,405.97	1% recovery each year (not counting the 7% covered in year 1 by seed funding modality)
	Sub-Total for Program overheads						$ 911,313	$ 119,406	$ 119,406	
TOTAL					Total:		$ 12,302,729	$ 12,060,003	$ 12,060,003	$ 36,422,735

Implementing partner overheads (ICR) not included in this line. These overheads are calculated as part of programme costs, included within each output, and will be determined upon selection of partners. Beneficiary numbers may require adjustment based on this.

Governance Structure

The following section outlines the proposed structure of governance and management. The below table sets out the roles and responsibilities for each body with respect to governing and managing the programme. Governance and management arrangements are structured in a way to ensure inclusive participation of relevant stakeholders holding decision-making authority within the programme.

Figure 7: Proposed Governance Structure
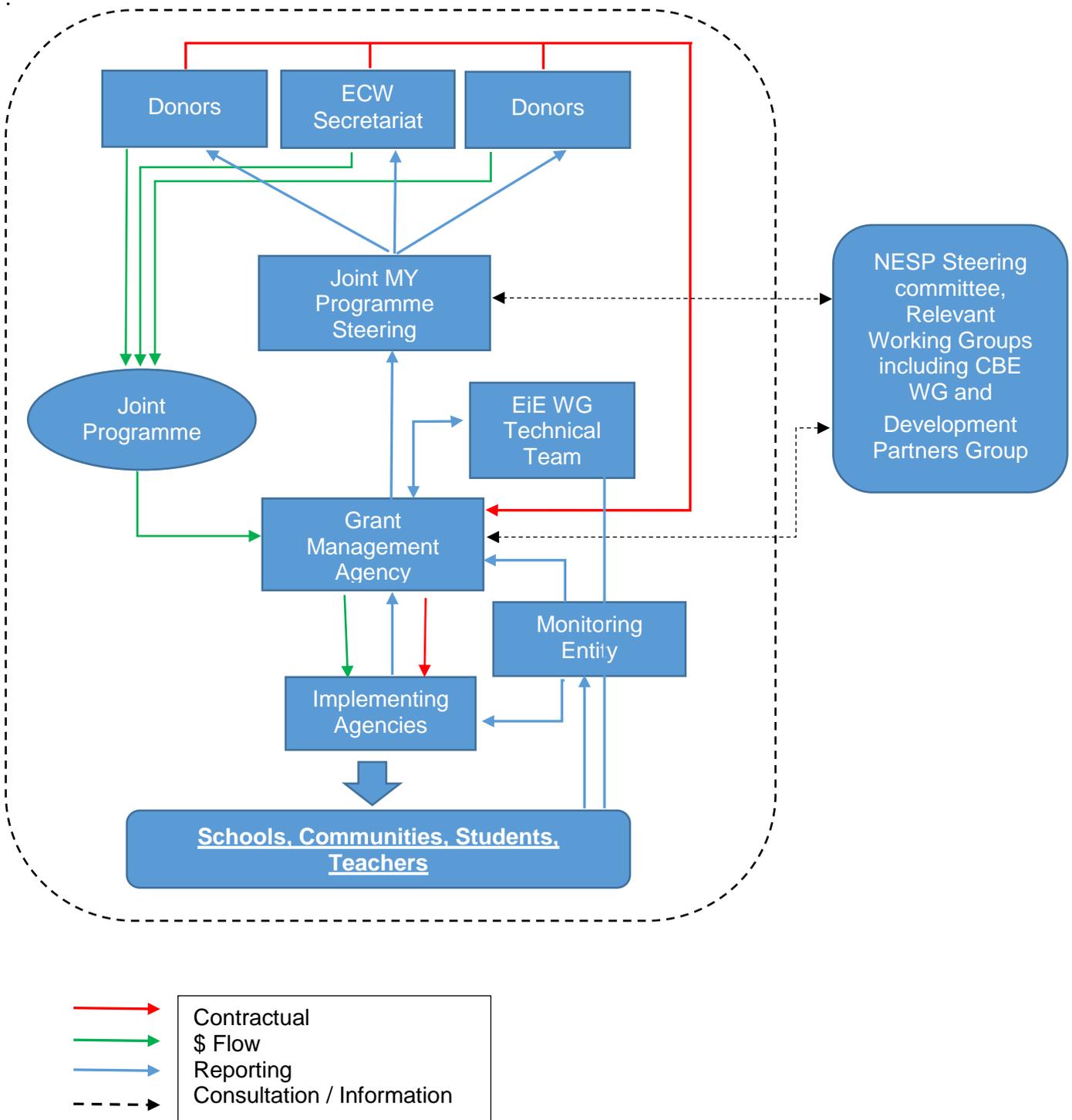
Table 8: Proposed MYP Organigram

Governance Body	Roles and Responsibilities
ECW Secretariat (HQ) and other Donors	The ECW Secretariat and other Donors provide the initial seed funds and will play a critical role in advocating for further resource contributions from other donors to reach the funding target of the multi-year programme. During the implementation phase, ECW will provide political advocacy, strategic oversight and technical guidance in order to produce agreed results with multi-year programme. The ECW Secretariat will also provide: Technical assistance and knowledge sharing; and an oversight and quality assurance role with regards to programmatic implementation. Additionally, ECW in consultation and agreement with other donors will be responsible for approving any major changes/adjustments to the programme that are proposed by the Joint MY Programme Steering Committee; reviewing high level reports on progress of the programme; and approving utilisation of additional donor funding. Donors will sign a contract with the Grant management Agency allowing them to deposit their financial contribution into the Joint Programme Account.
Joint Multi-Year Programme Steering Committee (JMYPSC) (Members MoE, Education Co-leads, UN, Donors, Civil Society (INGO & NNGO)	In order to ensure coordination between humanitarian and development partners, the in-country Steering Committee is an in-country high-level oversight entity for the multi-year programme composed of high-level MoE, UNICEF, Save the Children and DPG representatives including WB at the heads of agency level. The primary responsibility of the Steering Committee is the provision of overall strategic guidance with a view to promoting coherence and effectiveness within the multi-year programme. Based on the recommendation of the technical committee, the Steering Committee endorses the selection of the Implementing Partners. The Steering Committee also leads the policy advocacy and resource mobilization efforts for the multi-year programme in the country. MYP Steering Committee will report to the ECW Secretariat on bi-annual basis to ensure accountability for the results and money spent. In the case of conducting programme evaluations, the Steering Committee will serve as the Evaluation Management Team to endorse the evaluation design, results and management response as advised by the Technical Team.
EiE WG Technical Team	To avoid duplication and ensure consistency, the Technical Team is an in-country review and advisory committee consisting of EiEWG SAG with the addition of (at least) 2 DPG representatives who have a significant contribution to the education sector in Afghanistan including large on-budget programmes. The EiE WG Technical Team reviews the applications/proposal for selection of implementing partners and makes a recommendation to the Grant Management Agency and the Steering Committee for endorsement During the implementation phase, the technical team will help ensure coherence of implementing partners' interventions in accordance with the multi-year programme and liaise directly with the Grant Management Agency., the EiE-WG Technical Committee ensures the standardization of approaches in different education interventions for cost efficiency and effectiveness. This may include common assessment tools, capacity development efforts and teaching and learning materials among others. The EiE WG Technical team will also provide guidance to development of project-specific M&E Plans and reporting mechanisms in consultation with the MYP Grant Management Agency and monitoring entity. In case of conducting programme evaluations, the EiE WG Technical team will serve as the Evaluation Reference Group.
MYP Grant Management Agency	The Grant Management Agency is accountable for overall effective and efficient programmatic oversight, and fiduciary management and financial disbursement and reporting. It is responsible for administrative management of the multi-year programme; receiving donor contributions; disbursement of funds to implementing partner in line with the UN Harmonized Approach to Cash Transfers (HACT); consolidation of periodic and final financial reports and statements; and conducting external audits. The Grant management Agency will sign contracts with the contributing donors, allowing them to deposit their financial contributions in the joint programme account. It is recommended that this role will be undertaken for a period of an initial 3 years to ensure consistency and cost-effectiveness purposes. The Agency will also be responsible for overall programmatic coordination of the multi-year programme. In this regard, it will undertake among other the following tasks: Overall coordination of implementing partners; compilation of annual work plans, and consolidation of programmatic reports; monitoring of implementing partners and reporting back to the Steering Committee. This will also include costing for undertaking cross programme activities related to advocacy, capacity and systems development, information management, monitoring and coordination and accountability (as detailed below).
MYP Implementing Partners (some from EiEWG members' organization or development sector)	The selected implementing partners (INGO, NGOs, civil societies) assume full programmatic and financial accountability for funds disbursed by the Grant Management Agency. They will directly implement the activities within Programme Cooperation Agreements (PCA) signed with the Grant Management Agency (for SEED funds, UNICEF) and contribute to the achievement of common targets within the multi-year programme. The Implementing partners will implement programme on the basis of cooperation agreements as per requirements of the Grant Management Agency as specified in inception phase once joint pooled fund has been established. The Implementing Partners will conduct field-level monitoring and provide reports as stipulated by the respective cooperation agreements and based on the agreed project-specific results and M&E frameworks.

Governance Body	Roles and Responsibilities
NESP steering committee and the Development Partners Group	Both these entities are existing bodies that are engaged in, fund or oversee the development activities & programmes. In order to have a good coordination and a strong link between emergency, transition and development these entities are consulted and kept informed of the programme design and progress. This ensures complementarity and alignment. Note that many of the members of these entities are in fact represented at various levels of the governance structure as donor, MoE, member of the JMYPSC or on the EIE WG / SAG. A formal line is therefore not required.
Monitoring Entity	In consultation between the EiE WG / SAG, the JMYPSC and Grant management Agency a third party will be engaged to monitor the progress and quality of the actual programme implementation

Programme Management and Coordination

The MYP will be managed through the governance structure detailed in Table 7. Terms of Reference (ToRs), member selection, and arrangements for each entity under the governance structure will be completed and validated within a month of the approval of this proposal.

For the seed and any additional funding from donors in year one, UNICEF, will receive and disburse funds as per its financial modalities and implementation models. The funds will be dispersed to implementing partners through Programme Cooperation Agreements (PCA). This is to ensure expediency of implementation and delivery of results whilst the formal setting up of a pool fund arrangement are put in place. It has been recommended from ECW Secretariat to allow for a period of maximum 6 months for the 'pooled-funding mechanism' and associated structures of Management Agency to be established (however, this would be accelerated during the inception stage of the programme upon firm commitment of funding from donors)

The ECW has committed to provide the initial seed funds of US$12 million per annum for three years and will continue to play a critical role in advocating for additional contributions from other donors to reach the funding target of the multi-year programme.

The programme recognizes the importance of efficient implementation but also the importance of having an open and transparent process for implementation and specifically related to the selection of partners. To adequately balance these priorities and acknowledging the strain on partners and programme-support during the phases of the emergency the following modalities have been proposed. These can be updated depending on the nature of the response, funding received and upon endorsement from the Steering Committee.

Ensuring Transparent Governance

- The MYP was developed through a highly consultative process. This off-budget programme has been developed under the NESP umbrella in line with the national priorities within the education sector. The MoE is represented under the governance structure through membership on the steering committee and EiE WG technical team to ensure full alignment to MoE priorities.
- All programme agreements will outline commitment to the results framework and budget allocations
- Only the Joint Multi Year Programme Steering Committee has the authority to approve changes to the results framework and budget allocations
- The EIE WG **technical team** will support the steering committee and make recommendations to aid decision-making
- Implementing partners will be selected through a transparent and competitive process guided the MYP Grant Management Agency. Terms of reference will be approved by the steering committee. The contracting of implementing partners will be then approved and requested to the joint fund to disburse funds minimum twice a year.
- A transparent communication strategy will ensure public availability of key documents including web-based materials

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Implementing Partner selection

- Calls for proposals and expressions of interest (EOIs) will be coordinated by the grant management agency through the ECW SAG+ and for approval to the Steering Committee.[54]
- The details, and corresponding partnership selection processes, for the EOIs and or RFPs and proposal stage will be discussed and agreed upon at forthcoming SAG+ meetings.
- UNICEF, as the management agency for SEED funding will use its internal contracting and procurement procedures to disburse the funds

Pooled Funding

Thereafter and within this structure, new donors can sign on and contribute to the Joint Multi Year Programme. The Grant Management Agency will manage and coordinate programme finances, fiduciary and programme implementation and monitoring, and to undertake other key cross-program activities for any future receipt of funds. Contributing donors, including the ECW Secretariat will sign contracts with the grant Management Agency and deposit their financial contributions into the pooled account. Contributing donors will than receive reports through the structure explained in figure Seven.

The rationale behind the approach of a Joint Multi Year Programme pool fund is to reduce transaction costs between the donor and implementing partner and provide support across a range of education transitional services under one strategic plan –Joint MYP. Specific activities to be undertaken will include:

Fiduciary Management and Financial Disbursement and Reporting for the Joint MYP. The pooled fund Management Agency is responsible for:

- Receiving donor contributions;
- Disbursement of funds to implementing partner in line with the UN Harmonized Approach to Cash Transfers (HACT), and approval for funds release by the MYP Steering Committee;
- Ensuring that Grant implementation complies with: (i) the MYP proposal; (ii) the applicable ECW & Donor policies and guidelines for the specific grant; (iii) the grant agent organization's or agency's own policies and procedures;
- Undertaking Fiduciary oversight and independent programmatic oversight and audit processes, responsibilities to be defined in TOR;
- Monitoring the Joint MYP implementation at both the entity and sub-recipient levels and reviewing entity and sub-recipients' financial and programme reports for completeness and technical soundness;
- Reviewing and consolidation of periodic and final financial reports and statements;
- Conducting external audits;
- Contracting implementing partners.

Programme coordination and cross-cutting activities:

The Grant Management Agency is responsible to coordinate and follow up on implementation of the programme in close coordination and consultation with and the EIE WG technical team, as well as undertaking cross cutting programme activities – including leading on advocacy and information and knowledge management and capacity development components of the programme (falling under Outputs 3.1 and 3.2).

Specific roles include:

- Facilitating competitive selection process for the allocation of grants to implementing partners – in conjunction with the Technical Committee and MYP Steering Committee (where final decisions will lay),

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[54] Criteria for selection has been outlined under the Implementing Partners Section below.

- Monitoring progress of projects with implementing partners (including annual targets), and coordinating evaluation (in coordination with independent Monitoring Entity)
- Ensuring that implementing partners follow the agreed reporting process, (semi-annual and annual progress reports, and final reporting), and consolidating reported results for the MYP Steering Committee with donors and ECW Secretariat,
- Monitoring programme level risks, and ensuring appropriate risk management measures by implementing partners – including child safeguarding risks,
- Coordinating programme scale-up with existing or new partners based on funding received,
- Organising meetings and reporting to the MYP Steering Committee, ECW and other Donors.
- Organising annual and mid-year programme reviews and preparing programmatic evidence-papers for decision-making at steering committee level.

Cross-cutting activities
- Leading the building of evidence-based knowledge management systems and mechanisms to ensure coordination between MYP and other programmes and activities (Output 3.2) and working with implementing partners to ensure systems and consistent approaches are in place for effective transition planning for CBE students into Government hub schools (Output 3.1)
- Coordinating cross-programme advocacy and lobbying activities, in conjunction with all donors, MYP Steering Committee and implementing partners. This will include, advocating with Government to support identified resource gaps preventing transition of CBE students to Government hub schools (under Output 3.1); and advocating for legislation change to reduce barriers to education (e.g. raising the legal marriage age for girls) (under Output 3.2).
- Coordinating and undertaking advocacy with donors to increase funding for, and to expand, the ECW programme, in conjunction with key Programme stakeholders including the Steering Committee and ECW.
- Compiling, synthesising research and learning activities undertaken by implementing partners, as well as directly undertaking relevant cross programme research to promote relevant learning that contributes to the programme goal.
- Working with implementing partners to establish a programme wide accountability to affected populations framework

Initial scoping mission of ECW Secretariat, partner consultations during the development of the Joint MYP, have suggested UNICEF initially assume the grant management role to ensure expediency as well as rigorous process for the programme. Thereafter a decision will be taken within the Joint MYP Steering Committee if a further change or selection of an agency to perform the role of Grant Management Agency and to manage the pool-fund arrangements is required.

Mitigation of Conflict of Interest
The Grant Management Agency is initially committing to a role of management and coordination and as such will not take on a direct programmatic implementation role through receipt of Joint Multi Year Programme funds. Any conflict of interest that may arise from this role will be mitigated by putting in place a clear control mechanism and firewall between the different roles.

Any agency undertaking the role of the MYP Grant Management Agency (including the fiduciary and programme coordination sub-roles) will not at the same time be an agency implementing a project under the Joint MYP.

Implementing partners
Implementation will be undertaken by "implementing partners" who will design projects meeting defined criteria and requirements of the programme and will obtain grant funding through a competitive bidding process (see Grant Allocations section below). A partnership or consortium approach will be encouraged, with weight being given in the assessment of proposals to strong partnerships arrangements that maximise coordination and complementarity between agencies, with multiple partners bringing their respective strengths to larger implementing partnerships. This

will help ensure a strong role for a wide range of partners in implementation, including local and international NGOs, and Civil Society Organisations.

As part of any partnership or consortium arrangement, a single (HACT-assessed) agency must act as lead.

Each partnership or consortium will implement individual projects over a three-year implementation period according to approved designs, and requirements of the Joint MYP.

Suggested criteria for IP selection:
- Partners must adhere to HACT rules and regulations as stipulated in guidance in Annex 4
- Afghan registered NGO
- Aligns with the Umbrella ECW multi-year proposal 5 strategic priorities (Outcomes) of MYP
- Advances the Afghanistan Education in Emergencies Working Group priorities for crisis-affected children and youth with regular membership and reporting into EiE WG framework
- Proven Education in Emergencies and education development experience in Afghanistan (attach list of projects, when and where implemented), with experience implementing projects having a budget of US$1 million or more;
- Priority will be given to partners who are operational on the ground and those who have received any one-year emergency funding (CHF, ECW etc.) that needs to be sustained and adapted to the MYP based upon a call for proposals;
- Weighting on partnership or consortium approach – annual overall budget of more than 1 Million USD$ per year (example: Attach audit report); lead agency can sub-contract to as many partners as necessary as long as cost-effective and covering expertise needed to achieve deliverables as outlined in umbrella proposal. Agreeing to submit MoU between lead agencies and sub-contracting partners;
- MoU with Ministry of Education
- Proven programme and financial management - this will require submission of financial and monitoring records;
- Geographic presence to cover at least 1 province (at least more extensively within the partnership or consortium);
- Able to report against ECW core indicators (please refer to ECW's MYP Results Framework and Indicators for additional information);
- Able to demonstrate appropriate and sufficient expertise related to gender and disability inclusion within partnership groupings;
- Experience delivering programmes in insecure environments and demonstrable ability to manage significant security and conflict related risks.
- Agree to report within the hierarchy designed in the Joint Multi Year proposal (MYP) and expected to take an active role as needed on policy and advocacy role with the MYP Grant Management Agency. Need and ability to coordinate and consult with existing government structures where applicable and based work based on national education policies and standards.
- Proposals will ensure that projects are not duplicating target beneficiaries or activities in specific locations under other national projects or programmes - especially the Education Quality Reform Afghanistan (EQRA) project.
- Proposals will target beneficiaries identified through a detailed assessment process undertaken by implementing partners, ensuring that beneficiary selection and targeting is in line with the Joint MYP design, including a specific targeting of conflict and emergency affected children.
- Proposals will describe what innovative approaches will be undertaken in respect to distance learning and transport (Outputs 1.2 and 1.3)

The MYP Pooled Fund Mechanism will be designed in a cost-effective manner, ensuring minimum transaction costs and have in-built governance and coordination mechanisms in support of aid

efficiency and effectiveness in the Education Sector in Afghanistan. However, it is recognised that IPs may need to complement Joint MYP funding with their own resources and/or CHF in line with the Joint-MYP through bi-lateral agreements. In this case the IP must ensure coordination with the Grant Management Agency and EiE WG technical team. This will include reporting in line with the ECW-MYP and IPs will be accountable as such.

IX.   LEGAL CONTEXT AND RISK MANAGEMENT

LEGAL CONTEXT STANDARD CLAUSES

Recognizing the complex multi-risk programming environment, the ECW Programme for Afghanistan combines sustainable development programming with risk-informed planning, emergency preparedness and humanitarian response, including contingency planning. Security and access are the main risks to programme implementation. Security risk management has been integrated into planning, implementation and monitoring for partners to better understand and reduce security risks. Security analysis in programme development builds on best practices from other implemented programmes in Afghanistan. Localized community acceptance strategies also enable negotiated access with local authorities and Anti-Government Elements in previously difficult-to-reach communities.

In addition, community engagement through local influencers and community structures improves access to basic services such as the School Management Shuras (SMS) who play a key role in linking communities and schools and ensure community awareness for education especially for girls.

In an effort to mitigate risks related to cash transfers and in line with overall UN efforts to simplify and harmonised rules and procedures among agencies, the Harmonised Approach to Cash Transfers (HACT), the common operational framework for transferring cash to government and non-government implementing partners, is a requirement set by the ECW Secretariat for the Implementation of this Programme. Cash transfer modalities, the size and frequency of disbursements, and the scope and frequency of assurance activities will be adapted in the course of programme implementation based on the findings of programme and expenditure monitoring and reporting, and audits.

RISK MANAGEMENT STANDARD CLAUSES

Recognizing the complex multi-risk programming environment, the ECW Programme for Afghanistan combines sustainable development programming with risk-informed planning, emergency preparedness and humanitarian response, including contingency planning. Security and access is one of the main risks to programme implementation. Security risk management has been integrated into planning, implementation and monitoring for partners to better understand and reduce security risks. Localized community acceptance strategies also enable negotiated access with local authorities and Anti-Government Elements in previously difficult-to-reach communities.

In addition, community engagement through local influencers and community structures improves access to basic services. For example, the community-based school model was instrumental in providing access to education among marginalized girls and boys in remote locations.

In an effort to mitigate risks related to cash transfers and in line with overall UN efforts to simplify and harmonised rules and procedures among agencies, the Harmonised Approach to Cash Transfers (HACT), the common operational framework for transferring cash to government and non-government implementing partners, is a requirement set by the ECW Secretariat for the Implementation of this Programme. Cash transfer modalities, the size and frequency of disbursements, and the scope and frequency of assurance activities will be adapted in the course of programme implementation based on the findings of programme and expenditure monitoring and reporting, and audits.

X. ANNEXES

ANNEX 1: Programme Quality Assurance Report (template)

1. Programme Quality Assurance Report

Afghanistan
Education in Emergencies Working Group (EiEWG)
گروپ کاری تعلیم و تربیه در شرایط اضطراری، افغانستان

	Donor:
	Teacher's name and Phone #:
	Teacher's qualification:
Basic Initial Monitoring Tool for Education in Emergency (EiE) Projects	**Grade/Class:**
Date:	**Monitoring team members:**
Location (Province/District/Village/PD#)	**Number of students in the attendance:**
Implementing Organisation:	**Number of students present in class:**

No.	Key Questions/Areas	Status	Challenges and Actions

		Yes	Partly	No	Major Constraints/Issues	Corrective Actions	Remarks
1	**Emotional and Psychosocial Protection**						
	Method: Interview with Principal/Teacher(s)						
1.1	Are students approximately between 6 - 10 years' age?						
1.2	If students are in wide age-range; are there separate classes for girls?						
1.3	Are you able to identify students who exhibit signs of abuse or trauma?						
1.4	Do you give psychosocial support? How?						

	Method: Observations						
2	**Physical Safety**	🟩	🟨	🟥			
	Method: Interview with Principal/Teacher(s)						
2.1	Do you take students' attendance every day?						
2.2	Are the physical structures and environment safe for children?						
2.3	Do students have access to toilet and hand washing facilities?						
2.4	Are the toilets gender-separated?						

2.5	Do students have access to drinking water?						
2.6	Does the classroom have a good condition (enough light, door, window, mats)?						
	Method: Observations						
3	**Teaching and Learning**						
	Method: Interview with Principal/Teacher(s). Probing questions for students						
3.1	Did the teacher meet the minimum qualification criteria (when recruited)?						
3.2	Have the teachers been trained?						

3.3	Are the teachers receiving on-going feedback?						
3.4	Have textbooks and learning kits been distributed?						
3.5	Are the students and teachers using the learning and teaching items supplied?						
3.6	Are you asking questions from students to ensure they understand and comprehend the lessons?						
3.7	Does the teacher have and use the Progress Sheet?						
	Method: Observations						

4	**Parents and Community**	🟩	🟨	🟥			
	Method: Interview with Principal/Shura representatives						
4.1	Is there a Shura?						
4.2	Do you support/train the Shura?						
4.3	Do you have a log book (visiting classroom registry book)						
	Teacher's suggestions:						
	Notes:						

ANNEX 2: Risk Analysis

Risk table:

GROSS RISK					RESIDUAL RISK			
Risk Area	Probability	Impact	Overall risk rating	Mitigation Measures	Probability	Impact	Overall risk rating	Risk Owner
Context								
Changes in the security situation, particularly in programme areas, targeting local partners, aid workers, which affects the safety/mobility/ displacement of beneficiaries/staff/ project consultants and results in them being unable to participate in the project; being unable to transport goods and supplies on time (such as textbooks and learning material), and implementation capacity. This includes the risk of targeted attacks on education (schools) and communities. (this includes a potential worsening of the security situation associated with the elections in October)	Likely	Major	High	• Flexible mechanisms to deliver education to children will be introduced as part of the programme to ensure the ability to continue providing services in the event of further deterioration security. This includes provision of distance or non- formal education. • Closely monitor the security situation in coordination with partners and relevant stakeholders and conduct security assessments. Ensure that staff members and teachers/ education personnel are trained in safety and security best practices, including risk education. • If or when the local security situation deteriorates: a) Immediately inform the MoE/ECW Steering Committee on the situation; b) Coordinate with partners and hibernate/suspend the operations if necessary; c) Examine the possibilities of adopting different modalities to implement the project such as training communities, parents and children on how to use the material at home. All important documents will be saved as soft copies, so that they will not get lost due to conflict. • Communicate with donors to accept flexibility and support relocation of activities to safer spaces whenever needed. • A conflict analysis was carried by UNICEF & will be updated in 2018. This has informed programme design. • Community-based self-protection mechanisms such as focal points in charge of timely reporting on security-related threats to students and schools (including damaged infrastructures exposing children and teachers to threats to physical wellbeing, presence of armed actors in proximity of schools, etc.) will be established. (Output 5.1). • Safety and resilience will be strengthened through school-based multi-hazard risk assessment, child participatory hazard and risk mapping around schools and community; youth and student dialogues (linked to schools as zones	Likely	Moderate	Medium	Education Partners Steering Committee

GROSS RISK					RESIDUAL RISK			
Risk Area	Probability	Impact	Overall risk rating	Mitigation Measures	Probability	Impact	Overall risk rating	Risk Owner
				peace); integration of multi-hazard risk reduction and response preparedness plans into school-based management processes (incl. using evidence-based standard operating procedures for responding to disasters and emergencies in schools); identification and implementation of practical risk reduction and environmental awareness measures in and around school • Training to key stakeholders on: Protecting Education from Attack; the Safe Schools Declaration; the CRC; the INEE Minimum Standards; IASC Guidelines for Gender-Based Violence Interventions in Humanitarian Settings and the Global Coalition to Protect Education from Attack (GCPEA). (Output 5.1)				
Interference of armed groups/forces, including confiscation of sensitive materials (laptops, phones).	Possible	Moderate	Medium	• In order to ensure that armed groups/forces do not get involved in programming, education partners will engage with relevant stakeholders and make sure that the local authorities/communities are aware of and value the projects thus providing adequate access and space for the project activities.	Unlikely	Moderate	Low	Education Partners
Earthquake or flood directly or indirectly affecting the programme and communities (noting that not all project areas are flood/earthquake prone areas)	Possible	Moderate	Medium	• Assessment of project locations to analyse likely risk and to identify mitigating measures • Contingency plans in place by implementing agencies to support preparedness for humanitarian response	Possible	Minor	Low	Partners PDMC (provincial disaster management committees)
Impact of large numbers of returnees or IDPs on education systems; and associated risk that schools in the programme areas will be overwhelmed by large movements of people	Likely	Major	High	• Programme has a significant focus on increasing access to education, and associated increase in availability of places • Transition planning activities will help ensure formal Government schools are better prepared for incorporation of students from CBE schools. •	Possible	Moderate	Medium	Education Partners MoE/PED/DED
Delivery								
A lack of warehousing in Provinces/Districts	Likely	Major	High	• Supplies provided shortly ahead of distribution to minimize the storage period.	Likely	Minor	Medium	Education Partners
Risk of children dropping out of formal education to	Likely	Moderate	High	• Liaise with Education authorities on the data base of OOSC, and children registered in formal and non-formal education.	Possible	Moderate	Medium	MoE/PED/DED

GROSS RISK					RESIDUAL RISK			
Risk Area	Probability	Impact	Overall risk rating	Mitigation Measures	Probability	Impact	Overall risk rating	Risk Owner
attend non-formal education				• When rolling out community-based education (CBSs), ensure that families and community members: are aware of these programmes, are encouraged to only direct children to non-formal education as a priority if formal schools is not nearby. • Programme / project interventions to monitor and plan for transition will improve understanding of movement of students, and improve ability to				Education Partners
Insufficient safety and health standards at schools, including risk of not having enough WASH facilities for boys and girls (this might cause lack of privacy to the children).	Possible	Major	Medium	• Sector/EiEWG agree minimum standards with members and gain commitment from local authorities. • Work in collaboration with WASH Cluster who will establish WASH facilities in schools. • Conduct programme activities to improve WASH facilities in schools	Unlikely	Moderate	Low	MoE/PED/DED Education – WASH Partners Education Actors
Limited number of (female) teacher/ education personnel beneficiaries in the programme, which might cause inter-community tension and pressure on implementing staff	Possible	Moderate	Medium	• Set clear-cut selection criteria on teachers' recruitment process and inform the community of limited resources and the selection criteria.	Unlikely	Moderate	Low	MoE/PED/DED Education Partners Steering Committee/ EiEWG
Tension/competition over salary/incentive due to different scales, interruption of payments, etc. including increased risk of teachers/education personnel leaving formal schools to work in non-formal education	Possible	Major	Medium	• Offer salaries that are in line and comparable with MoE school teacher salaries standards.	Unlikely	Major	Medium	MoE/PED/DED Steering Committee / EIEWG
Safeguarding *(Note: separate child safeguarding risk assessment is included as Annex 3)*								
Risk of long distance and young children walking alone to access to Schools/Community Based Education. They might get lost, lose interest in	Likely	Moderate	Medium	• Security/safety training for organization, students and school staff • Establish Community based schools (CBS), Accelerated Learning Centres (ALCs) and Early Learning opportunities within the neighbourhoods whereby children will be dropped to the centre by their parents.	Unlikely	Moderate	Low	Education Partners MoE/PED/DED Education Actors

Risk Area	Probability	Impact	Overall risk rating	Mitigation Measures	Probability	Impact	Overall risk rating	Risk Owner
learning, or drop out of education				• Develop safe transport interventions as part of the programme/projects				
Resistance to gender mainstreaming from male leadership structures.	Possible	Moderate	Medium	• Projects will benefit all members of the community and will always seek prior agreement and active involvement of the traditional leadership structure. • Programme activities which engage women will be endorsed by community and religious leaders to gain support from male community members to reduce the likelihood of resistance to these activities.	Unlikely	Moderate	Low	Education partners Education Actors
The host community (including traditional members) rejects the presence of partners or the project because the host communities feel unequally treated or threatened/stigmatized, disapprove of activities implemented, or other reasons.	Possible	Moderate	Medium	• Partners will disseminate information about programme within the community and will also organize community events to build acceptance and provide services, in coordination with local authorities including School Management Shuras.	Unlikely	Moderate	Low	Education Actors Education Partners
Increased risk of inter-community tension due to inequality of services/opportunities provided.	Possible	Moderate	Medium	• Work with targeted beneficiaries who will benefit from the intervention and through partners ensure that the most vulnerable, including host communities, Returnees and IDPs are served.	Unlikely	Moderate	Low	Education Partners Education Actors
Tensions between organizations and local education authorities over resource allocation and control; and direction/contents of policies, strategies and plans	Likely	Moderate	Medium	• Joint operating principals (JOPs) will be adhered to, including do-no-harm between humanitarian community and local authorities; • Programme / project interventions include specific interventions to help ensure careful coordination between different organisations / stakeholders.	Possible	Moderate	Medium	Steering Committee /MoE/PED/DED and EiEWG Education Partners Education Actors
Risk of contentious content being used in learning and teaching materials (e.g. content that is hateful to specific communities or groups and incites violence.	Possible	Moderate	Medium	• materials such as textbooks are already existing and have been previously approved by key stakeholders including UNICEF, MoE and USAID • All materials will be monitored and reviewed to ensure that contentious content is not being used.	Unlikely	Moderate	Low	Education Partners Education Actors

GROSS RISK					RESIDUAL RISK			
Risk Area	Probability	Impact	Overall risk rating	Mitigation Measures	Probability	Impact	Overall risk rating	Risk Owner
				• Implementing partners will be required to ensure that contentious materials are not produced				
Operational								
Ability to meet donor demands and expectations in a difficult / insecure operating environment	Possible	Moderate	Medium	• Donor regularly informed of difficulties of Afghanistan context that may lead to delays or disruptions to the projects. • Very clear and agreed programme governance structure put in place to ensure clear lines of accountability and communication • Programme coordination staff will be hired and in place to ensure monitoring and reporting activities take place on a regular basis, and that all parties are kept informed of progress; and that planning takes place to address any unforeseen delays.	Unlikely	Moderate	Low	Steering Committee/MoE/EiEWG Education partners
Lack of proper monitoring of effective/efficient programmes	Possible	Moderate	Medium	• Remote monitoring/follow up mechanisms are established (interviews/calls on a bi-weekly basis with field teams via mobile phones/ Skype (for training, mentoring and updates); regular meetings with Partner Staff; beneficiary lists (signed by partner and local education authorities), and other accountability documentation emailed to NGOs/INGOs; communication material from partners providing evidence of activities in action; finished products and beneficiary feedback; calls to random sample of beneficiaries and to local authorities/School Management Shuras. • Programme coordination staff hired and in place to ensure monitoring and reporting activities take place on a regular basis, and that all parties are kept informed of progress; and that planning takes place to address any unforeseen delays.	Unlikely	Moderate	Low	MoE/PED/DED and Education Partners
Fiduciary								
Corruption as a fiduciary risk (sub-project level (procurement, recruitment, salaries, etc.) as well as on programme level	Possible	Major	Medium	• Implementing partners thoroughly vetted before receiving any funding and regularly audited throughout the project • Clear and transparent financial systems applied at both programme and project levels. • Rigorous financial reporting, monitoring and auditing processes applied across the programme • HACT assessment will be required for lead implementing partners	Unlikely	Major	Medium	Grant management agency (program level); Lead implementing agencies (project level)

GROSS RISK					RESIDUAL RISK			
Risk Area	Probability	Impact	Overall risk rating	Mitigation Measures	Probability	Impact	Overall risk rating	Risk Owner
Weak partner financial systems	Possible	Moderate	Medium	• UNICEF/ HACT procedures in place • Spot checks, programmatic visits are conducted by programme staff/independent agencies/MoE/PED/DED	Unlikely	Moderate	Low	Steering Committee/MoE/EiEWG
Mismanagement of funds by small NGOs partners	Possible	Major	Medium	• Capacity building of Education Partners alongside INGOs and work in partnership with INGOs or big NGOs • Regular monitoring undertaken as part of the programme and projects	Unlikely	Major	Medium	Steering Committee/MoE/EiEWG and Education partners

Risk management tool - Guidelines

1. The risk matrix allows risks to be clearly identified, how they will be managed and who is responsible to monitor and report on them. The risks should be discussed and updated quarterly to reflect the changing context and maturity of the programme. The Grant Agent is responsible to ensure the risk matrix is updated following discussions and for monitoring the mitigation actions that are agreed.

2. The risk assessment should include the following content, at minimum:
   • An assessment of inherent / gross risks on an impact-likelihood scale;
   • Key risk mitigation actions (treat, transfer, tolerate, take more, terminate) and controls;
   • An assessment of the residual risk after the mitigation actions and controls are in place;
   • Assigned risk owners and risk managers

3. Risks are considered through five categories:
   • Context: The operating context can affect the implementation of programmes. Risks to consider include political developments, the economic situation and environmental factors.
   • Delivery: Risks relate to delivery of the programme of work including those associated with the partner and its supply chain, to beneficiaries as well as the performance of the programme.
   • Safeguarding: An important aspect of delivery risk is to 'avoid doing harm'. Risks to consider can include those potentially impacting on social exclusion.
   • Operational: These relate to the capacity and capability to manage the programme.
   • Fiduciary: Fiduciary risks relate to the funds not being used for the intended purposes and/or not being properly accounted for

4. Risk Consequence, Probability and Overall Risk Rating

The risk matrix accounts for risk likelihood (1-5 rating) and risk consequence (1-5 rating), as indicated below. The Overall Risk Rating is calculated as per the following guidance table:

LIKELIHOOD	CONSEQUENCE				
	Insignificant (1)	Minor (2)	Moderate (3)	Major (4)	Extreme (5)
Rare (1)	Low	Low	Low	Low	Low
Unlikely (2)	Low	Low	Low	Medium	Medium
Possible (3)	Low	Low	Medium	Medium	Medium
Likely (4)	Low	Medium	Medium	High	High
Almost certain (5)	Low	Medium	Medium	High	Extreme

5. Residual Risk
Residual is defined here as the risk that remains after action has been taken to manage or mitigate it.

ANNEX 3: Child Safeguarding Risk Assessment

Child Safeguarding Risk Assessment for safe programming

Separate risk assessments must be completed by the implementing partner during proposal development and signed off by Child Safeguarding Advisors (or equivalent) before the proposals are submitted for final approval. Use the table and guidance notes below to identify child safeguarding risks and develop mitigation strategies.

Below are examples of **activities or factors** which have the potential to raise the level of risk in regard to a child or may possibly result in harm to a child involved in our programmes or activities (please note this is not an exhaustive list):

Personnel involved in project activity	Children and Young People
• Staff will have ongoing and direct contact with children • Sub-grantees who will be working with families and children • Consultants will be visiting children in programme locations i.e. school • Independent researchers required to interview vulnerable children • Young people will be recruited as peer mentors/leaders to work with younger children • Reliable police checks are hard to obtain if not impossible • Staff or volunteers recruited quickly for immediate deployment • Staff or volunteers not trained in identifying and responding to child protection concerns and not provided with local referral/reporting information • Staff or volunteers not trained in Child Safeguarding policy/standards	• Children are without parental/caregiver supervision • Very young children will attend the activity • Project will be working with children who have been in detention, who are or have been refugees or displaced • Children with a disability will be participating • The project will be working with children who might have been abused, subject to violence, or have experienced past trauma/conflict/disasters • The project is working with marginalised/disadvantaged children • Children and young people involved in the project not made aware of how they can raise a concern for their safety or wellbeing
Activity	Partners
• Project requires staff to spend one to one time with children • Staff will be accompanying young people to a conference/event • Project includes child and youth participation activities • Project involves use of social media or online activities by children • The project will involve staff/volunteers transporting children • Programme requires visiting children and families in homes • Staff will be required to handle sensitive information about children in the programme	• Partner has minimal child safeguarding measures and/or does not have a child safeguarding policy currently in place • Partner personnel will be working directly with children • Partner is a government agency/university • Use of physical and/or humiliating punishment by partner organisation personnel • Partner personnel are not aware of how to report misconduct of personnel in relation to children • Partner lacks resources or capacity to implement child safeguarding measures

Marketing/Communication/Media	Use of Images of Children
• External journalists and photographers will be in contact with children in the project • Fundraising event open to members of the public including families and children • Project involves consulting with children as part of research or situational analysis • Young people to be trained as advocates/campaigners • Children/young people will be interviewed and filmed by media • Supporters/donors will be visiting children involved in project	• Photos will be taken of young children in the programme for website promotion • Images of children will be taken during an emergency (conflict, natural disaster) • Images taken at child's school or village for donor reports and fundraising materials which may contain identifying information • Project/activity using images of children taken 5 years ago • Use of images created by other Save member • Young people will be filmed and interviewed as part of the project
Local systems and community	**Location**
• Community not aware how to contact Save the Children if there are any concerns about the programme or staff/volunteers/visitors • Community not aware of Save the Children's Code of Conduct for staff/volunteers • Lack of enacted and/or enforced child protection and criminal laws or weak child protection systems (formal and informal – community based CP mechanisms)	• Contractors such as builders will be on site when children are present • Location close to water, traffic, limited shade, animals • The building has a number of closed or poorly visible spaces • Project operating in remote locations or open/public locations • Presence of child sex tourism, child sex trafficking or children forced to be soldiers

When a partner is identifying specific child safeguarding risks in their project, also include any risks to compliance with the child safeguarding standards within their own organisation:

These standards may include:

- Documented child safeguarding recruitment and screening is completed for all personnel (staff, volunteers, consultants, partners);
- Documented reporting process concerning the safety or wellbeing of a child is in place, including personnel misconduct in relation to a child (internal and external child safeguarding reports);
- All personnel attend induction/training on Child Safeguarding Policy, Code of Conduct, reporting and other measures with attendance recorded;
- All personnel signed Code of Conduct;
- A child friendly reporting/complaints handling process is implemented as part of the project.

This matrix is used to determine the risk level of the risk factors identified:

	CONSEQUENCE				
LIKELIHOOD	Insignificant (1)	Minor (2)	Moderate (3)	Major (4)	Extreme (5)
Rare (1)	Low	Low	Low	Low	Low
Unlikely (2)	Low	Low	Low	Medium	Medium
Possible (3)	Low	Low	Medium	Medium	Medium
Likely (4)	Low	Medium	Medium	High	High
Almost certain (5)	Low	Medium	Medium	High	Extreme

CHILD SAFEGUARDING RISK ASSESSMENT

Programme Name: Education Cannot Wait Multiyear Programme, Afghanistan
Project duration: 3 years. (expected: July 2018– June 2021)
Location: Afghanistan (multiple provinces)

Activity/Factor *(e.g. children will be travelling to and from project activity)*	Child Safeguarding Risk(s) Identified *(e.g. children are unaccompanied)*	Level (Extreme/High/ Medium/Low)	Mitigation Strategy/Action(s)	Person(s) responsible & Timeline/frequency for monitoring risk
Teaching and other staff will have contact with children on the grounds of community-based schools (CBSs) and other educational facilities, possibly with limited supervision.	Staff could act inappropriately towards children (verbally, physically, emotionally, neglect) and abuse their position of trust. Teachers may not always give appropriate oversight/ supervision based on trust	Likelihood – Possible Consequence – Major/Extreme <u>Level = Medium</u>	• It will be a requirement for all implementing agencies to provide teaching, and any other staff or volunteers having direct contact with children with child safe guarding training (part of inductions and ongoing training). • Schools will provide group (rather than individual) spaces for teaching and other interactions between teaching staff and students. • Teaching staff schedules will be arranged to avoid 1-on-1 lessons. • Programme requirements will include staff being vetted appropriately, and responsible for child safe guarding reporting. This will include them being recruited using Child Safe organisation guidelines and steps (including questions in interviews to respond to a safeguarding scenario and signing code of conduct).	The senior management of the implementing organisation. At the beginning of the programme and thereafter quarterly
Children (especially girls and children with disabilities) will travel	The children will be discriminated against.	Likelihood – Likely	• The programme focus on Community Based Education (CBE) will limit travel distances, bringing	Project Staff

to and from school in often insecure environments	The children may be prone to more violations.	Consequence – Major Level = Major	education opportunities closer to children and their communities • Where distances are long, implementing partners will design, develop and implement appropriate interventions to address proximity issues (e.g. community transport, establishment of community safety net measures etc.) – see programme output 1.3 • Design special measures to ensure protection of disabled children; which may include being accompanied to school, where distances are long. • Ensure community awareness on the providing care and support to disabled children.	This must be done at the beginning of the project.
Programme will involve children who may be vulnerable due to disability or special needs	Children with specific disabilities may have limitations communicating with adults; projects might not provide opportunities for children to share information about previous issues or abuse, staff may not understand how to identify child abuse or risk factors.	Likelihood – Possible Consequence – Moderate Level = Medium	• It will be required that project staff be trained on child safe-guarding and reporting procedures to be able to respond appropriately to potential abuse of children uncovered in the project. • Ensure that all staff connected are made aware of child protection issues, including how to identify signs of different forms of abuse and respond to allegations. • Ensure recruitment of the special needs education teachers, who understand the children's situation and mode of communication.	Project staff. At the beginning of the programme and continuous during the project implementation.
There is likely to be documentation and promotion of activities using media, reports, and social media associated with the programme.	Children's images and information risk being made available, or identifying factors revealed in photos and other documents.	Likelihood – Unlikely Consequence – Moderate Level = Low/likely	• Establish required criteria for all implementing partners relating to the use of the collection and use of images of children (to be included in contract agreements, and covered under project monitoring activities) • Ensure all programme, and implementing partner, staff are aware of policies on using images of children – including all media and social media materials • It will be a requirement that all parents/caregivers will be asked for permission (consent forms) for images of children to be used in material.	Project Staff. At the start of the project and regular monitoring.

			• All partners involved in implementation, who may be involved in promoting the progress of the programme and related projects, will be assessed for CP policies and standards. • Training of the media houses on child media reporting.	
Children targeted in projects will often be in remote locations, and local child protection mechanisms and systems may not be strong or clear in these communities.	Children, parents and teaching staff (and others involved in the programme) in the target areas may not be aware of how to report incidents, and some incidents may not be properly reported.	Likelihood – Likely Consequence – Moderate Level = Medium	• Teachers, other staff will be made aware of programme reporting methods (e.g. hotline), and access to these communication methods will be promoted in the programme. Established reporting mechanisms / methods will be required to be established by implementing partners. • Children will be made aware that they can raise concerns about their safety. • Community mechanisms established to report safety concerns about children	Project Staff This will be done on a regular basis
Implementing partner staff have contact with children	Partners will be required to implement specific projects and to ensure children are safe, and their child safeguarding systems and practices may not be sufficiently rigorous.	Likelihood – Unlikely Consequences – Major Level = Medium	• Partners will be assessed for their own child protection policies • Partners will be required to ensure mitigation steps are taken where risks to children are identified as part of projects – e.g. if children are moving from their home community. • All staff connected with the programme will be provided with thorough training on recommended ECW SAG+ Code of Conduct (in local language). • All breaches will be effectively responded to as per policy. • Ensure all project staff sign up to the code of conduct to ensure child safe guarding • Ensure complaints mechanisms are designed and developed at all levels of the project cycle to enhance children safety.	Senior Management of the implementing partners. This should be at the beginning of the project.
Protection risks for children posed by insecurity and armed conflict, disasters and epidemics.	Children attending community-based schools and taking part in other program activities will be at risk from armed conflict,		• Outcome 5 of the programme is: Safe and protective learning environments for emergency-affected girls and boys, especially the most marginalised, are established. As part of this, implementing partners will design projects that address protection risks related to conflict and	Implementing partners

| | disasters and epidemics | | violence, strengthen safely and resilience of students, teachers, communities and education facilities; provide referral support for children in need of psychosocial support; and provide life skills education for adolescents and youth.

• As part of the above, the following will be undertaken to help mitigate the risk of conflict and violence: child participatory hazard and risk mapping around schools and community; mine risk education; youth and student dialogues (linked to schools as zones peace); the development of school based multi-hazard preparedness plans (e.g. emergency drills); the inclusion of practical risk reduction and environmental awareness measures in school and extra-curricular learning materials and life skills (e.g. early warning, first aid, knowledge on climate and energy; school/community safety plans) and safe school construction (including promotion of building codes) in risk prone areas.

• Community based solutions should be designed to protect children, especially in areas controlled by Armed Opposition Groups.

• Safe corridors must be negotiated with parties to the conflict, in case of engagement to ensure protection of children. | |

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i Through this MYP, we will not cover the Non-Formal Education as in Afghanistan CBE/ALC and distance learning is considered part of formal education as outreach program.

ANNEX 4: HACT Overview

See attached.