



The global fund for education in emergencies



ECW Multi-Year Resilience Programme (MYRP)

Burundi

2022 - 2024

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ECW Multi-Year Resilience Programme for Burundi

Programme Title	“Komezza Wige” Multi-Year Education Resilience Programme in Burundi	
Duration	36 months (January 2022 – December 2024)	
Girls and Boys to be Reached	300,000 children aged 3 to 18 of which: <ul style="list-style-type: none"> - 153,000 are girls (51% of the total)¹ - 30,000 are children with disabilities (10% of the total) - 30,000 are returnee and internally displaced children (10 % of the total) - 30,000 are preschool children (10 % of the total) - 210,000 children in basic education (70 %) 	
Funding Overview	MYRP Total requirement	US\$ 30,000,000
	ECW Seed Funding Investment	US\$ 12,000,000
	Required Resources	US\$ 18,000,000

Programme Summary

This Multi Year Resilience Programme (MYRP) for Burundi aims to improve the continuity of education for crisis-affected vulnerable children and adolescents, including those with disabilities and those who have been internally displaced or returned to the country. This is the first MYRP in Burundi and it responds to the effects of conflict and crisis (including climate shocks), which have left 1.9 million school-age children and adolescents out of school.

The MYRP is based on a holistic approach that promotes learning for girls, boys and adolescents, especially those at risk of dropping out of school, while improving their protection and well-being and reintegrating those who are out of school. The MYRP also aims to remove the structural barriers that prevent vulnerable children and youth from accessing quality and equitable inclusive education. Key activities include the delivery of safe, protective and resilient learning spaces for children, and support to teachers so they can deliver quality learning outcomes as well as mental health and psychosocial support. The MYRP also aims to develop schools’ and authorities’ institutional capacities to better prepare for, and respond to, crises.

The MYRP covers preschool through to basic education with 10% of the total number of children at pre-primary level, 20% at secondary level and 70% at primary level. Overall, the MYRP targets 300,000 children and adolescents (girls and boys), including children and adolescents with disabilities (who comprise 10% of the total overall). The programme is aligned with Burundi’s various national education instruments, including: the Education Transition Plan; the Humanitarian Response Plan; the Flagship Projections of the Ministry of National Education and Scientific Research²; the Strategy of the Education in Emergencies Working Group; the National Child Protection Policy; the National Gender Policy; the Refugee Reintegration Plan and the guidelines for inclusive education in Burundi. This MYRP is also aligned with and supports the efforts of the Ministry of Education to meet the needs of schoolchildren (both girls and boys) in difficult-to-access environments, including children with disabilities. The MYRP outcomes cover the nexus between development and humanitarian needs on issues around access, quality, coherence, management and resource mobilization for education during emergencies and protracted crises.

The main objective of this MYRP is that girls and boys aged 3–18 benefit from inclusive, quality and equitable education, including during emergencies. The programme has four outcomes on i) access; ii) learning outcomes; iii) system strengthening; iv) resource mobilisation.

¹ Official statistics, including those provided by the United Nations Office for the Coordination of Humanitarian Affairs (OCHA) for preparation of the humanitarian response for 2022, show that women make up 51 per cent of the population. These proportions are confirmed by the data on State-provided basic education in the Education Statistical Yearbook 2019–2020.

² Herein after referred to as the “Ministry of Education”

Interventions will include cash transfers to vulnerable families to ensure continuity of their children's education, the provision of dignity kits to adolescent girls, school meals, and the expansion and improvement of damaged learning spaces to ensure children's access to and retention in school.

The MYRP will cover the provinces of Cibitoke and Makamba, which have been prioritized because of the emergencies that have affected and continue to affect them (high rates of repatriation after conflict, natural disasters and the ensuing internal displacement). The ECW seed funds of \$12m will reach 136,336 girls and boys including adolescents of whom 51% are girls. The MYRP includes resource mobilisation activities in order to scale up to reach the full target of 300,000 children.

Programme Outcomes

Outcome 1	Access: Access to and continuity of education in a safe and protective environment for girls and boys (including children with disabilities) in contexts of crisis or fragility are improved.
Outcome 2	Quality Learning: Girls' and boys' learning outcomes (including children with disabilities) and their active participation in the learning process are improved in the school environment.
Outcome 3	System Strengthening: The education system is strengthened to prevent risks and respond to emergencies affecting girls, boys and children with disabilities
Outcome 4	Resource Mobilisation: Increased financial resources are available for the expansion of quality, inclusive, safe and equitable education services

1. Situational and Institutional Analysis

1.1. Country Context

Burundi is a country in the African Great Lakes region, bordered by the Democratic Republic of the Congo to the west, Tanzania to the east and south, and Rwanda to the north. It has experienced a cycle of chronic crises with successive periods of violence resulting in, among other things, a loss of human life and public and family property. These crises have had a negative developmental impact on all sectors of the country, especially basic social services such as education.

After a period of stability between 2005 and 2015, marked by an economic recovery (with an economic growth rate of 4.7%³ in 2014) and the return of Burundians from exile, a socio-political crisis in 2015 plunged the country into further instability and resulted in the exile of some 400,000 Burundians⁴ – more than half of them children – to Tanzania, Rwanda, the Democratic Republic of the Congo, Uganda and elsewhere.

Since 2017, the return of these Burundians has intensified, facilitated by a tripartite agreement for the voluntary repatriation of Burundian refugees concluded in August 2017 between the United Nations High Commissioner for Refugees (UNHCR) and the governments of Burundi and Tanzania. Between 2017 and April 2021, 169,098 Burundians were repatriated, of whom 56% were children and 52% were female.⁵ The provinces that have received the most returnees are Makamba (31,811), Ruyigi (31,464), Kirundo (28,151), Muyinga (25,379), Cankuzo (14,162), Rutana (12,346), Rumonge (5,346) and Cibitoke (3,781). Only 50 % of repatriated children have been reintegrated into school, and most of them are at risk of dropping out due to the difficult socio-economic conditions faced by their families.

In addition to this large return movement of Burundian refugees, the Burundian population is affected by natural disasters such as torrential rains, flooding, landslides and high winds. Close to 90% of Burundi's population lives in rural areas⁶ and is reliant on agriculture that uses traditional farming techniques, and which have been disrupted by climate change, leading to food insecurity. These impacts of climate change have been exacerbated by the socio-economic impact of COVID-19, as well as other recurrent epidemics/endemics such as cholera and malaria. At the end of June 2021, 125,339 people were recorded as internally displaced,⁷ with more than three quarters of the displacement linked to natural

³ Monetary Policy Committee Report No. 1/2014, Bank of the Republic of Burundi, February 2014

⁴ Burundi Regional Refugee Response Plan, January 2019–December 2020

⁵ <https://reliefweb.int/report/burundi/voluntary-repatriation-burundian-refugees-update-31-july-2021>

⁶ Demographic and Health Survey (DHS) 2016–2017

⁷ <https://reliefweb.int/report/burundi/voluntary-repatriation-burundi-refugees-30-april-2021>

disasters. Of the country's 18 provinces, the most affected are Bujumbura Mairie, Bujumbura, Cibitoke, Kirundo, Cankuzo and Rumonge, which together account for 80% of Internally Displaced Persons (IDPs).

These various shocks, combined with the inadequacy and pre-existing vulnerability of infrastructure, basic social services and resilience mechanisms, have forced 2.3 million people into needing humanitarian assistance in 2021, of which 700,000 are in acute humanitarian need.⁸ This represents an increase of 35% on the overall people in need and a 17% increase in acute need compared with 2020. Of those in need, 51% are female and 57% are children.

Forced population movements (following the political situation of 2015 and the effects of climate change), the destruction of classrooms and other social and economic infrastructure (such as bridges and roads), the lack of school/teaching materials and precarious food security all hinder school access and learning for Burundi's school-age population.

At the policy level, Burundi has made a wide range of efforts to socio-economically protect and reintegrate people affected by disaster, including returnees, IDPs, refugees and other people affected by emergencies. These efforts include: accession to the Geneva Convention relating to the Status of Refugees (in 1963); the establishment of a national commission for the rehabilitation of people affected by disaster (in 2002); the establishment of a law on asylum and refugee protection (in 2008); the establishment of a national commission on land and other property (in 2011, subsequently reformed in 2013 and 2019); and the establishment of a five-year national strategy for the socio-economic reintegration of people affected by disasters (2017–2021). The latter strategy mainly targets returnees, deportees, IDPs and ex-combatants but also includes host communities, with the aim of fostering social cohesion and community recovery. It recognizes that host communities are also affected by internal displacement, exile and return.

These measures resulted in an 7% increase in enrolments over the period 2015-2019. However, while all these measures have facilitated access to school for many children, the quality of education remains an issue which needs to be addressed.

1.2. Education Needs Overview

Access: The Government of Burundi has made significant efforts to increase access to schooling for children, and there is strong political will to deliver universal education. The education system reform of 2013 extended the government policy of free education to cover nine years of basic education (from age 7 to 16), in order to promote the enrolment of children from families with limited resources, including returnees, IDPs and other vulnerable families. To support delivery of this policy, Burundi has gradually increased the share of the state budget allocated to education to 20% in 2019–2020 and 19.5% in 2020–2021.

The policy of free primary education following the 2013 education system reform has resulted in an increase in enrolment. Between 2015 and 2019, enrolment increased by 7% from 2,314,611 to 2,480,260 children. The gross enrolment rate increased from 79% in 2005 to 111% in 2019–2020. From an equity perspective, the enrolment parity index is 1.00⁹. However, retention remains a challenge, particularly beyond primary school, and particularly among adolescent girls in rural areas. Grade repetition is also a factor impacting on dropout rates. According to the United Nations Office for the Coordination of Humanitarian Affairs (OCHA), in 2021 more than 160,000 children aged 3 to 16, including 80,000 girls, are at risk of dropping out of school or having their education interrupted. In addition, 7,000 teachers, of whom 3,500 are women, are also affected by internal displacement, repatriation and/or natural disasters¹⁰, potentially risking future access to and quality of education. In addition, Burundian children's education access is negatively affected by low rates of birth registration, as birth certificates are a condition of enrolment.

The number of classrooms and schools has significantly increased since 2005 to enable the education system to meet the growing demand for free education. The quantity and quality of infrastructure nevertheless remains a concern. This deficit is compounded by the dilapidation or even destruction of school infrastructure as a result of climate shocks in recent years. There are an average of 76 students per class in the first three cycles of basic education.¹¹ The Education and Training Sector Development Plan, adopted in 2013, planned for the construction of 1,000 classrooms per year for five years to reduce the school infrastructure deficit, but this target has not yet been met. There is a particular lack of preschool education (3–5 years) infrastructure in the country and, as a result, the gross enrolment rate in preschool is

⁸ Humanitarian Response Plan, Burundi, March 2021

⁹ Stat. Yearbook Volume 1, 2019–2020

¹⁰ Aperçu des besoins humanitaires Burundi 2021 [Overview of Humanitarian Needs Burundi 2021] OCHA.

¹¹ Education Statistical Yearbook, 2019–2020

only 12%. Studies¹² show that a child who has attended preschool performs better in the rest of his/her education and has a better chance of completing school¹³, it is therefore likely that low levels of early childhood education have a negative impact on retention and learning outcomes at later stages.

Approximately 60% of primary schools in Burundi do not have access to clean drinking water.¹⁴ This rate is even higher in Cibitoke and Makamba provinces, where the MYRP will focus. According to the *Rapport d'Etat du Système Educatif National* (Country Status Report on the Education Sector) 2020, 34 % of primary schools do not have latrines for girls that are in good condition. The situation is more worrying in the provinces targeted by the MYRP: 51 % of primary schools in Makamba and 43 % of primary schools in Cibitoke do not have satisfactory latrines for girls. These factors are likely to affect access and retention, particularly for girls but also for children with disabilities.

The National Child Protection Policy for Burundi 2019–2023 notes that children living with disabilities, children with albinism and children belonging to the Batwa ethnic group are discriminated against and are likely to face higher barriers to access and retention. Despite the existence of an inclusive education unit with clear guidelines, there is a dearth of statistics regarding children with disabilities.

Household poverty has been worsened by the COVID-19 pandemic, and socio-cultural barriers continue to hamper the access of vulnerable children, especially girls, to education, due to out-of-pocket costs associated, for example, with transport to school and school materials.

Quality: According to the 2019 Programme for the Analysis of Education Systems (PASEC) assessment, 61% of students at the end of the third cycle of basic education are above the sufficient threshold for mathematics skills, but 72% of students at the same level do not reach the sufficient threshold for reading¹⁵. A total of 63% of students passed the ninth-grade national exam while only 35% passed the twelfth-grade exam. This is in part due to insufficient textbooks and other learning materials, but also to low levels of teacher training in pedagogy and subject knowledge. Only 30% of teachers in the first three cycles of education have an above average reading level, while 44% of teachers have an above average level in mathematics. Both qualified and unqualified teachers consider teacher training to be unsuitable, despite the existence of a policy for in-service teacher training¹⁶. Burundi does not yet have training courses for preschool teachers.

The average proportion of children having to repeat a year in the first three cycles of basic education is 29% while the dropout rate is 10%. Cibitoke and Makamba provinces are well above the national average in terms of drop-out rates. The emergencies that often affect these two provinces are an important factor in these rates. Health risks related to malnutrition, pandemics and natural disasters have significant impacts on school attendance and students' ability to complete their courses.¹⁷ The education management information system does not currently record the socio-economic background of the children who drop out early. To do this, it will be important that the MYRP establishes a baseline using household surveys.

Psychosocial well-being: Emergency situations inevitably have a negative impact on learning and mental health. Parents, children and teachers suffer stress due to loss of property, bereavement, forced displacement and separation, etc. In emergencies, children and educators are at increased risks of violence. Schools in Burundi often fail to address child protection issues. In 2019, 10% of teachers in the first three cycles of basic education stated that psychological harassment exists in schools, while just over 1% stated that sexual harassment exists¹⁸. To support children to return to school, the MYRP must include activities to reduce the distress experienced by students and teachers. A referral system for appropriate case management is needed to help redress the situation and get those affected back on track so they can pursue their studies. Support services need to be mapped and networked. Students and teachers must also be provided with training for improved resilience to the shocks caused by emergencies. Partners are also considering supporting the Ministry of Education in the development and adoption of a code of conduct for teachers, to address child protection,

¹² The Impact of Preschool Education on the Performance of Primary School Students in Guinea (Educational Research Network for West and Central Africa/ERNWACA), 2010

¹³ National strategy for preschool development in Burundi, 2018

¹⁴ Stat. Yearbook Volume 1, 2019–2020

¹⁵ PASEC 2019, Qualité des systèmes éducatifs en Afrique subsaharienne francophone

¹⁶ Rapport d'état du système éducatif national (RESEN 2020)

¹⁷ Study of the Risks and Vulnerabilities of the Burundian Education System

¹⁸ PASEC 2019, Qualité des systèmes éducatifs en Afrique subsaharienne francophone

Education sector governance structure: Since the major reform of the Burundian education system that began in 2013, basic education has been extended to be free at the point of access and for nine years in length. Formal education services include preschool education, basic education, post-basic education (general, technical and pedagogical), trades education and vocational training, as well as higher education.¹⁹ While these reforms have demonstrated political will and resulted in strong improvement in access in particular, reforms have been historically underfunded. The government continues to need support to mobilise adequate funding to realise its goal of delivering free basic education for all children.

1.3 Aligned Strategies and Plans

Relevant Plans and Strategies	How the MYRP aligns
Education Transition Plan for Burundi 2018–2021 (renewed pending the launch of the new Ten-Year Sectoral Plan).	<p><i>Strategic priority directions</i></p> <p>Access and equity in basic education - The MYRP will align with the Education Transition Plan by contributing to:</p> <ul style="list-style-type: none"> • The construction and rehabilitation of classrooms • Recruiting, allocating and redeploying teachers • Community mobilization actions to integrate children into school • Strengthening protection and referral mechanisms • Advocating for improvements to the legal framework for gender equality and inclusion <p>Quality Education – The MYRP will align with the Education Transition Plan by contributing to:</p> <ul style="list-style-type: none"> • Providing teaching materials • Supporting school networking and the organisation of remedial courses • Addressing economic and cultural barriers to accessing education • Training teachers on teaching methods and promoting aligned assessments <p>Building system resilience – The MYRP will align with the Education Transition Plan by contributing to:</p> <ul style="list-style-type: none"> • School-based disaster risk reduction activities • Implementing school meals • Establishing water, sanitation and hygiene (WASH) facilities and promoting hygiene • Establishing a mechanism to collect and share information on education during emergencies
Education in Emergencies Working Group Strategy and the Burundi Humanitarian Response Plan 2021	<p>The MYRP aligns well with the Education in Emergencies Working Group strategy and Humanitarian Response Plan, as set out in the Education Transition Plan. The Humanitarian Response Plan’s objectives in particular consist of guaranteeing children of school age (3-16 years old) affected by displacement and other shocks with equitable access to an inclusive quality education adapted to their socio-emotional needs. The MYRP will strengthen teacher pedagogical capacity adapted to emergency situations.</p>
Joint Refugee Return and Reintegration Plan 2021	<p>One of the key priorities of the Joint Refugee Return and Reintegration Plan is to ensure access to quality education for returnee children and support their retention. The MYRP will help provide catch-up and remedial opportunities to returnee children, as well as reintegrating these children into school. The MYRP will address barriers described in the Joint Refugee Return and Reintegration Plan, including insufficient classrooms, lack of school materials, and nutrition needs.</p>
National Child Protection Policy	<p>Strategic area I: Prevention of and response to situations of violation, exploitation, discrimination, abuse and neglect. The MYRP will contribute towards creating and supporting solidarity groups for vulnerable children, strengthening protection mechanisms in schools and providing psychosocial support to children affected by emergencies.</p>
National Gender Policy	<p>Specific objective 2: Strengthen equitable access to social services for women, men and adolescents. The MYRP will deliver capacity-building for teachers on education during emergencies and life skills education for children and adolescents, with a special emphasis on the</p>

¹⁹ Stat. Yearbook Volume 1, 2019–2020

	different needs of girls and boys and on the prevention of early pregnancy and sexually transmitted infections. The MYRP includes gender-responsive, sex-segregated latrine construction.
Guidelines for inclusive education	<p>The alignment of the MYRP with these guidelines will result in an integrated education–protection approach emphasising the inclusion of all children, especially those living with disabilities, children from minority groups such as Batwa, children with albinism, etc.</p> <ul style="list-style-type: none"> • Enrolling all children affected by emergencies, with particular emphasis on identifying and integrating all vulnerable children and other children who have not been enrolled in school • Protecting children through supervising and organizing activities that contribute to their psychosocial well-being and that help strengthen their resilience to various context-specific risks • Improving the quality of education by building actors’ capacities, providing school, didactic and pedagogical materials, and improving teaching and learning conditions (including school meals, school gardens, etc.).

The MYRP’s Added Value

The MYRP’s alignment with each national plan/strategy and added value is detailed in the table above, but it is worth noting that the implementation of these plans and strategies is often hampered by a lack of resources. The funding which will be mobilized by the MYRP will therefore be crucial in supporting the education sector to effectively implement these plans and strategies. The MYRP will be used as an advocacy tool for mobilizing resources from other donors for further bilateral or multilateral cooperation. The MYRP’s added value also lies in the fact that it addresses the nexus between emergency and development. It therefore reconciles the need for an emergency response with medium-/long-term initiatives.

1.4 Ensuring Humanitarian-Development Coherence

The technical and financial partners in the education sector in Burundi meet in a single coordination group known as the Education Sector Group. The Education Sector Group is chaired by the Ministry of Education, which provides guidance to all stakeholders in the sector, with UNICEF acting as co-lead for these partners. To facilitate thematic reflections and optimize effectiveness, the Education Sector Group is subdivided into thematic groups, including the Education in Emergencies Working Group, also coordinated by the Ministry of Education with UNICEF as co-lead. Through this Ministry and with the support of its partners, the Government of Burundi is therefore highly committed to coordinating both humanitarian and development initiatives in the sector, in order to ensure that these initiatives are coherent and meet the real needs of children and the education system.

At the provincial level, there is a committee responsible for reviewing educational issues; both those related to sector development and those arising in times of crisis or disaster. These committees are chaired by the provincial governor. Furthermore, at the community level, each school has a school management committee, which is chaired by a parent of one of the students and has the school principal as its secretary. The government’s involvement in designing and coordinating the response is therefore not limited to the central level, but also extends to the community level. Government ownership and oversight across humanitarian and development programming and policy supports coherence across these areas.

The MYRP will strengthen the capacities and resources of actors at each level of the system, especially at the community level, in order to make them more resilient and proactive in the face of current and likely future shocks, in order to address issues at the nexus of Burundi’s humanitarian and development needs. MYRP support aims to ensure that the needs of returnee, internally displaced and other disaster-affected children are taken into account and that a multi-year response is put in place. The MYRP will also advocate for the specific needs of these groups of children to be integrated into development plans and strategies, in order to address both crisis-related issues and long-term development issues.

As the MYRP will be implemented by various development and humanitarian actors, regular discussions will be held to ensure that advocacy for the mainstreaming of disaster risk reduction into development plans and strategies is given prominence. As it is not possible to prevent all emergencies, the MYRP will also put mechanisms in place to ensure that education continues even in times of emergency, by strengthening the resilience of the whole system – including at teacher, pupil, school, government and community levels. The MYRP will initially focus on assessing risks, raising

awareness and building strong linkages between structures to maximize the capacity for rapid response and recovery from a crisis.

Finally, the MYRP will represent a valuable funding tool to address both humanitarian and longer-term development needs in Burundi. By establishing a multi-year plan that allows for a range of needed interventions, aligned with existing programmes and strategies, the MYRP creates a platform for more predictable financing to the sector.

1.5 Funding Context and Funding Gaps for Education in Emergencies

The basic education reform undertaken in 2013 has led to a rapid increase in school enrolments, especially since 2015. This increase has been accompanied by an improvement in school coverage at all levels. However, these reforms have created enormous needs in terms of facilities and human resources. The sector requires more and safer learning spaces to accommodate the number of out of school children who have enrolled, as well as to cope with the surge of returnee and internally displaced children who are accessing their right to attend basic education. In response, the education system also requires a greater number of teachers, with improved capacity to respond to the increased number of learners and their different needs, as well as changes to the teaching curriculum. Further needs have been generated by the emergencies that have repeatedly shaken the sector, especially recurrent natural disasters that have damaged classrooms and teaching facilities, requiring investment in infrastructure rehabilitation and disaster risk mitigation.

The largest share of education funding comes from the state budget, which has gradually increased since 2013 to reach 20% of the state budget in 2019-20 and 19.5% in 2020-21. Between 2015 and 2019, the state budget allocated to education grew by an annual average of 1.4%²⁰. This increase was driven largely by the increased budget passed for teacher salaries, which alone accounted for an average of 73% of the budgets passed between 2014–2015 and 2018–2019.²¹

In terms of aid for education, the Common Fund for Education was the main funding mechanism for external partners prior to 2015. With the politico-security crisis of 2015 and the ensuing freezing of international cooperation for Burundi, this mechanism ceased to be effective. The rest of the financing for this fund was subsequently entrusted to UNICEF as administrator through the Programme to Support the Consolidation of Basic Education.

It should be noted that for a long time the Education in Emergencies sector has been underfunded in Burundi. However, since 2020, with the start of the COVID-19 pandemic and the devastating effects of climate change, there has been an improved focus on mobilising resources to support education, led by actors such as the Humanitarian Country Team and the Education Sector Group. Actors such as the Global Partnership for Education have granted Burundi funding to education, including fast-track grants totalling US\$ 16.3 million, managed by UNICEF for learning continuity during emergencies and \$25.6m through the Twige Neza programme managed by the French Development Agency. The European Union announced funding of EUR 1 million focused on education in emergencies to ensure the continuity of learning for hundreds of thousands of Burundian children, and the provision of remedial courses, school supplies, health infrastructure, psychosocial support and improved infrastructure following climate shocks. Other donors such as the World Bank have also supported and continue to support the education sector, including during emergencies, in particular with support for school supplies, school meals in areas most affected by emergencies, teacher training and support for the evaluation and adaptation of sectoral policies and strategies to strengthen children's access to inclusive quality education, etc. The MYRP has been developed to ensure alignment with these programmes and the strategic direction of wider funding, both geographically and thematically.

Although the government and its partners in Burundi are highly committed to supporting education, the resources currently available are far below the level needed to meet the urgent needs as stated in section 1.2 of this proposal. The Education and Training Sector Development Plan,²² for example, planned for the construction of 1,000 safety-standard-compliant classrooms per year. The resources currently available allow for the construction of only around half this number. The education sector is therefore requesting US\$12 million in funding from ECW, as well as support from ECW and other strategic donor partners to mobilize further funding.

Resource mobilisation is therefore also a key aspect of this MYRP, captured under Outcome 4. In the development of this MYRP, donors were widely consulted in order to ensure that programme priorities were aligned with donor and

²⁰ Rapport d'état du système éducatif national (RESEN 2020)

²¹ Status Report on the National Education System 2020

²² Education and Training Sector Development Plan

Government strategic objectives and to lay the groundwork for leveraging additional funding for the MYRP in future. ECW seed funds for the programme will be catalytic for resource mobilisation, demonstrating 'proof of concept' through delivery of priority activities. Based on interventions delivered with seed funding, the MYRP grantees, Education in Emergencies Working Group and other MYRP stakeholders will continue to advocate with donors present in the country who could contribute to fully funding the MYRP in the future.

1.6 Stakeholder Consultation Process

Since the first contact with ECW in February 2021, all members of the education sector have been informed of the process of developing this programme proposal. The areas of intervention, the grantee selection and the MYRP Steering Committee were arranged through a transparent selection process. The Education in Emergencies Working Group played the lead role in facilitating the elaboration of this MYRP, which was drafted with the support of selected grantees working closely with ECW and wider stakeholders throughout development, decision-making, and the establishment of governance arrangements. Organizations working in the field of child protection, disability, family and community development as well as psychosocial support were consulted via focus groups.

Between March and April 2021, the Education in Emergencies Working Group obtained agreement from all participants (including ECW) to select grantees using a consensus-based (rather than competitive) approach. Two grantees were selected, based on criteria agreed by the Education in Emergencies Working Group: these grantees are World Vision International and UNICEF (see section 5.2 for further details on the grantee selection process). A draft proposal of the MYRP, developed by the grantees with stakeholder consultation, was produced and shared with members of the Education in Emergencies Working Group and analysed in a meeting in September 2021.

Once sub-grantees were selected (see section on grantee selection process) sub-grantees were also involved in MYRP development by participating in co-creation sessions held through the Education in Emergencies Working Group. The selected sub-grantees are War Child Holland and the Jesuit Refugee Service, which will be implementing partners with UNICEF, and Right To Play and Relief and Resilience through Education in Transition, which will be implementing partners with World Vision International Burundi. Sub-grantees have also been advised to work with local civil society organizations in developing and delivering interventions.

The beneficiary population was also consulted, during field visits in Cibitoke and Makamba provinces in September 2021. Visits were made to schools that had suffered landslides in Mugina commune, and the team also visited a school in Nyanza-Lac threatened by the rising waters of Lake Tanganyika. Semi-structured interviews were conducted with the provincial education authorities, school management and the Directorate of the Education Commune.

2. Programme Description

2.1 Theory of Change

Outcome 1	Outcome 2	Outcome 3
<p>Access: Access to and continuity of education in a safe and protective environment for girls and boys (including children with special needs) in contexts of crisis or fragility are improved.</p>	<p>Quality Learning: Girls' and boys' learning outcomes (including children with special needs) and their active participation in the learning process are improved in the school environment.</p>	<p>System Strengthening: The education system is strengthened to prevent risks and respond to emergencies affecting girls, boys and children with special needs</p>
Outputs	Outputs	Outputs
<p><i>Output 1.1: Girls and boys aged 3–18 (including children with special needs) have adequate, shock-resistant learning and hygiene spaces that ensure access and continuity during emergencies.</i></p>	<p><i>Output 2.1: Teachers have teaching skills and tools adapted to children's needs (girls, boys and children with special needs), including during emergencies.</i></p>	<p><i>Output 3.1: The education system's legal and regulatory framework is sensitive to equal opportunities for emergency-affected girls, boys and children with disabilities.</i></p>
<p><i>Output 1.2: The right to education (access and continuity) is promoted among families, communities and children.</i></p>	<p><i>Output 2.2: Children (girls, boys and children with special needs) who have missed part of their education have access to catch-up opportunities to improve their performance.</i></p>	<p><i>Output 3.2: Disaster risk reduction is mainstreamed in school curricula by education offices and implemented at the school level.</i></p>
<p><i>Output 1.3: Children from the most economically vulnerable families gain access to education through financial, material and/or food support.</i></p>	<p><i>Output 2.3: Learning assessments take place regularly.</i></p>	<p><i>Output 3.3: The education system has a mechanism for collecting and sharing information on education during emergencies to enable informed decision-making.</i></p>
<p><i>Output 1.4: Children from among host communities, internally displaced children and returnee children have easy access to civil registration documents, giving them easier access to education.</i></p>	<p><i>Output 2.4: Girls and boys, including children with disabilities, receive mental health and psychosocial support and life skills</i></p>	<p><i>Output 3.4: There is better cooperation between school governance structures (school management committees, commune education directorates, provincial education directorates) and child protection structures (child protection structures at different levels, family and community development centres at different levels) with the aim of preventing and responding to emergencies through a multisectoral approach adapted to the needs of girls, boys and children with special needs.</i></p>
<p><i>Output 1.5: Girls, boys, children with special needs and teachers are protected both in school and on the way to school.</i></p>		
<p>Outcome 4: Effective resource mobilisation results in improved availability of education resources, and national stakeholders are empowered to support the design, implementation, and management of associated projects</p>		

A more detailed Theory of Change (in French) which explains the rationale behind these linkages can be found here: <https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:ea584280-2408-418e-92d1-2395b3262b4d>

2.2 Programmatic Outcomes

Outcome 1: Access to and continuity of education in a safe and protective environment for girls and boys (including children with disabilities) in contexts of crisis or fragility are improved.

ECW Thematic Priorities: Access and Continuity

In order to achieve this objective, the following interventions will be implemented:

- Learning spaces will be improved through the rehabilitation and construction of classrooms, the provision of Water, Sanitation and Hygiene (WASH) facilities and the promotion of hygiene practices.
- Awareness will be raised among families and communities of the stereotypes that act as a barrier to education. Families and communities will be supported to reintegrate out-of-school children, particularly girls, into school. These awareness-raising activities will be carried out through the celebration of key dates including the day of the African Child, Teacher's Day, the Sixteen Days of Activism and International Women's Day etc.
- Families of children affected by emergencies will receive cash transfers to meet their children's needs. Cash transfers will be designed based on terms accepted by the community, with care taken to ensure that transfers do not create or deepen gender inequalities. In delivering cash transfers, grantees will prioritise families headed by women. Women's associations will be involved in targeting of beneficiaries.
- Families will be included in income-generating opportunities to build household resilience.
- Children affected by emergencies will be provided with school meals to encourage their attendance and ability to concentrate at school, and thus reduce dropout rates. The school feeding programme will be delivered in close collaboration with the World Food Programme to ensure the quality of the food, and to ensure that the MYRP's approaches are in line with international best practice.
- Children whose births have not been registered (and their families) will be helped to receive birth certificates to facilitate their reintegration into school (since this document is a condition for enrolling children in school).
- Protection mechanisms will be put in place and strengthened in schools. These mechanisms will include reporting and complaint mechanisms involving communal structures (Commune Education Directorates and family and community development centres).

Outcome 2: Girls' and boys' learning outcomes (including children with disabilities) and their active participation in the learning process are improved in the school environment

ECW Thematic Priorities: Equity and Gender Equality

In order to achieve this objective, the following interventions will be implemented:

- Teachers will be equipped with adequate teaching materials and trained on topics that will enhance their technical and pedagogical skills, including during emergencies. This training will also be extended to educational support staff to facilitate their role in monitoring how the training is implemented. This training will include pedagogical training in delivering differentiated teaching for different groups, including children with disabilities and gender-sensitive support for girls.
- Following the life cycle approach (3 to 18 years), children (girls, boys and children with disabilities) who have had their learning interrupted will be included in catch-up opportunities tailored to their needs.
- School networks will be supported to improve their assessment practices, in particular by making them more regular and adapted to the needs of children.
- Children and adolescents, including children with disabilities, will be equipped with adequate learning tools and life skills to support their resilience in emergencies.
- Teachers will be trained in the direct provision of psychosocial support and life skills teaching. Teachers will pass on these skills including through recreational activities and by using the reflect-connect-apply methodology.
- Students, particularly adolescent girls and children with disabilities, will be provided with sufficient and appropriate psychosocial support.
- Teachers will be trained to identify psychosocial, socio-emotional and mental health needs, and will be trained in how to refer students to appropriate providers where needed. This training will cover issues related to child protection, gender-based violence and mental and physical health.
- Students will also be taught entrepreneurial skills and 21st century skills, inspired by the UNICEF-supported project "Skills for Girls" and "Creatable". In addition to giving girls negotiation skills, these projects will also improve their financial independence, an important element in the empowerment of girls and women.

- Teachers trained in mental health and psychosocial support, social-emotional learning and life skills will act as focal points within schools. Trained teachers will be put in contact with psychosocial leads in the Centers for Family and Community Development, who will continue monitoring even after the project.
- Teachers' own psychosocial needs will also be identified and addressed through targeted activities and support.

Outcome 3: The education system is strengthened to prevent risks and respond to emergencies affecting girls, boys and children with disabilities.

ECW Thematic Priorities: Access, Equity and Gender Equality and Continuity

In order to achieve this objective, the following interventions will be implemented:

- The programme will advocate for the effective integration of disaster risk reduction into school curricula.
- Teachers and other educational support staff will be trained to effectively implement disaster risk reduction at the school level.
- Frameworks for reflecting on the legal provisions that may form a barrier to education access (for girls and boys, as well as children with disabilities) will be organized, and advocacy actions will be supported to improve the legal framework for education.
- A mechanism will be developed for collecting and sharing information on the education system during emergencies, to inform decision-making. This mechanism will allow for the capture of real time data not provided through the education management and information system, in particular regarding:
 - returnee girls and boys
 - internally displaced persons
 - violence in schools (including gender-based violence)
 - classrooms damaged by disasters and climate shocks
- Collaboration between school governance structures (school management committees, Commune Education Directorates and provincial education directorates) and child protection structures (child protection committees at different levels, family and community development centres at different levels) will be strengthened. This will allow for a multisectoral approach tailored to the needs of girls, boys and children with disabilities that effectively mitigates risks and responds to emergencies.

Outcome 4: Resource Mobilisation: Increased financial resources are available for the expansion of quality, inclusive, safe and equitable education services

ECW Thematic Priorities: Continuity; Equity and Gender Equality; Quality

The MYRP will be a major contributor to expanding and improving learning opportunities for girls and boys, including adolescents. This will initially be achieved through seed funding from ECW. However, the overall financial requirements of the programme exceed the seed funding amount by US\$ 18 million. The need to mobilize resources is therefore critical and will be an important focus of the MYRP.

The MYRP will deliver a clearly planned and implemented advocacy and resource mobilisation strategy targeting Government and donors to improve commitments to education and education resourcing. All MYRP stakeholders will be encouraged and supported to mobilize resources for the full implementation of MYRP activities, including advocacy to donors and philanthropic organisations. However, grantees will be primarily responsible for delivering against the advocacy and resource mobilisation strategy. Key activities will likely include:

- Ongoing alignment of MYRP plans with wider programmes and strategies
- Mapping prospective donors
- Identifying key fora and moments for advocacy and fundraising
- Ongoing identification of gaps in funding to support advocacy
- Communicating evidence and lessons learned

2.3 Gender Equity and Inclusion

This theme is addressed by the various cross-cutting programme objectives. In addition, under Outcome 3 (System Strengthening), there is a specific result related to gender and inclusion - the programme will advocate for improvements in the legal and regulatory framework governing the Burundian education system to ensure equal opportunities for girls, boys and children with disabilities who are affected by emergencies. In summary, the MYRP's approach to gender equality and inclusion will be as follows:

Gender equity

While significant progress has been made in the area of gender parity in basic education, the MYRP will continue to raise awareness among parents and teachers of the need for the equitable enrolment of girls and boys, including during emergencies. The parity index is currently 1, but this figure conceals geographic disparities, particularly in rural areas including populations targeted under this MYRP. Burundian culture divides tasks (e.g. housework) inequitably between girls and boys, which results in girls often finding it difficult to have enough time to do their homework, or even to attend school. Through life skills education, the MYRP will raise girls' and boys' awareness of the importance of equitable participation in work within the family so that girls and boys have equal access to development opportunities through school.

The MYRP will also take into account the specific needs of girls and boys, in particular by providing dignity kits to disadvantaged adolescent girls to enable them to continue their schooling when they are menstruating, and also by promoting separate latrines for girls and boys. All the training sessions organized for teachers and school management structures will incorporate sensitisation to gender equality and the different needs of girls and boys. In terms of target populations, the MYRP has been designed to allow for equitable participation of girls and boys (51% girls to 49% boys), and women and men.

In addition to other forms of abuse against children, the MYRP will pay particular attention to gender-based violence to ensure that girls are, like boys, protected from abuse that could interrupt their schooling. Codes of conduct will therefore be put in place and signed by education stakeholders and the project implementation team. In addition to the code of conduct, the MYRP will establish a complaints management system. This will allow the safe reporting of cases, without risk of reprisals. Specialised services will conduct in depth investigations of any reports of violations of the code of conduct. In addition, advocacy will be carried out to ensure that the legal framework for education is improved to remove all barriers to the equitable enrolment of girls and boys.

The MYRP will put in place a package of structured interventions for mental health and psychosocial support (MHPSS). This will include training for teachers on how to meet the MHPSS needs of different groups, differentiated by vulnerability factors such as age, disability and gender. Interventions will include the provision of counselling session and support groups, and effective mental health referral systems. These interventions will make use of the culturally appropriate mechanism of 'school aunts and fathers' who are trained to listen to and counsel children with emotional and other protection issues, such as gender-based violence. These school aunts and fathers will be trained in the early detection and management of specific psychosocial cases by psychologists and experts specializing in MHPSS. Support groups will also be set up to support teachers themselves with mental health and psychosocial needs. The women's forum, female members of solidarity groups and family and community development centres will be involved in MYRP activities at all levels, especially by working with grantee organisations.

Inclusion

As highlighted in previous sections, a significant number of girls, boys, returnee children, internally displaced children and other vulnerable children (living with disabilities or from very poor families) still do not have access to school. These children will be the focus of beneficiary targeting.

To enable returnee and internally displaced children to resume and continue their studies on an equal footing with other children, refresher courses will be organized for them, and school materials will be provided as necessary. Some schools in the most affected areas will also benefit from school meal programmes so that children from families most affected by the economic impact of emergencies can continue to study. At the same time, their families will be included in economic opportunities to increase their autonomy and enable continuity of education after the end of the programme.

With regard to children living with disabilities, the MYRP anticipates, among other things:

- Improving the physical learning environment, including by providing ramps into classrooms and latrines, and adapting latrines for easy use by children with limited mobility
- Supporting the Ministry of Education to establish integrated schools for children with disabilities
- Raising community awareness of the rights of children with disabilities and the importance of their schooling
- Supporting the inclusive education unit to establish a database on children with disabilities who attend school
- Providing teaching and learning materials adapted to learners with disabilities
- Involving organizations specializing in the education of children with disabilities (including children with visual impairments, physical handicaps, limited motor skills, hearing impairments and children with albinism) to facilitate referral to specialized centres/schools. *L'Union des Personnes Handicapées du Burundi* (the Burundian Union of Disabled Persons) was consulted and provided inputs into the design of this MYRP. These organisations will collaborate with grantees and implementing partners to deliver activities related to children with disabilities.

2.4 Prioritizing the Most Disadvantaged

The MYRP will focus on responses that emphasize the recovery of the most disadvantaged families and improvements in the resilience of affected families and schools, using an inclusive and participatory approach that places beneficiaries at the heart of activities.

- Children and adolescents not in school (including pre-school): According to the *Rapport de l'étude sur les enfants et adolescent(e)s en dehors de l'école (EADE) au Burundi* (Report of the Study on Out-of-school Children and Adolescents in Burundi - November 2020), 1.9 million children and adolescents of school age (i.e. more than 38 % of school-age children and adolescents) are out of school. Of these, 0.9 million are of pre-school age. The MYRP will place particular emphasis on (re)integrating out-of-school children into school, by helping to remove whatever barriers exist (some of which are further emphasized below).
- Returnee and internally displaced children: These children are a special category because they have to adapt to a new environment after years in exile or after natural disasters have driven them out of their original environment. In addition to the other services that the MYRP will provide to affected children, it will provide returnee and internally displaced children with opportunities to adapt to the educational programmes of their host communities.
- Children with disabilities: These children have differing needs, including access (adapted physical space and learning materials), protection from stigma, and psychosocial well-being services. The MYRP will raise community awareness of the rights related to the education of children in general and children with disabilities in particular. It will also support the government's efforts to establish integrated schools that include children with disabilities in the regular curriculum using appropriate teaching materials, and to collect reliable data on children living with disabilities.
- Batwa children: Although there has been a positive change following several initiatives by the government and its partners to include Batwa children in the school system, there are still signs that these children are stigmatized in schools and communities, and this discourages some from continuing their studies. In addition, Batwa families' economic situation is generally highly unstable, which is a barrier to their children's schooling. The MYRP will respond by including these families in income-generating opportunities and raising schools' and communities' awareness of inclusion.
- Children with albinism: Like Batwa children and children with disabilities, children with albinism are also often stigmatized. They are furthermore vulnerable from a health point of view and need considerable treatment both at school and at home. Teachers and parents will be made aware of the special care required for children with albinism to protect them from the risk of disease and to facilitate their participation in educational activities. Community and school awareness-raising will incorporate messages about the inclusion of this category of children.

- Children whose births are not registered: A birth certificate is an essential document in Burundi. Access to free medical care in public health facilities (available for children under 5 years of age) and enrolment in school are conditional on possessing a birth certificate. On concluding one's studies, this document is necessary for a diploma to be issued. The MYRP will help identify unregistered children and support them through the registration process until a birth certificate is obtained. In addition to being necessary for educational and health purposes, registering a child gives them the right to nationality, identity and inheritance rights.
- Child survivors of sexual and gender-based violence: This category of children, comprising mainly adolescent girls of childbearing age, often faces a dual problem. They are: 1) physically and psychologically affected by the crime (injuries, unwanted pregnancies, sexually transmitted diseases, psychosocial distress; and 2) very often excluded from the formal education system when they fall pregnant. It is often difficult for them to reintegrate into school due to certain legal requirements. The MYRP will help mitigate these difficulties through advocacy and psychosocial support.
- Children and teachers with mental health and psychosocial needs: The prevalence of mental health issues among teachers and children is increased as a result of conflict and crisis and their impacts – which are likely to be different for different groups. These mental health impacts can have a negative effect on children's ability to regularly attend school and to learn, and teachers' ability to teach. The MYRP will therefore deliver a range of mental health and psychosocial support interventions to both groups, in order to lift these barriers to attendance and learning.

3. Leveraging Resources to Scale-Up MYRP Results

3.1 Resource Mobilization and Advocacy

The planned budget of the MYRP over three years is US\$30 million, of which US\$12 million or 40 % of the total will be provided in seed funding by ECW. A total of US\$ 18 million must therefore be leveraged to allow the programme to scale up to reach the target of 300,000 children in total. Efforts to mobilize resources to supplement ECW's contribution have been initiated by the Education in Emergencies Working Group and will continue by grantees and other stakeholders. To meet the funding target, the resource mobilisation approach will be two-fold:

1) **Ensure alignment of objectives with the education in emergencies sector, wider humanitarian and development sector and the priorities of stakeholders**

To ensure alignment with wider programmes and objectives, the MYRP development process has been highly consultative. In March 2021, the Education in Emergencies Working Group facilitated meetings between a number of donors (the European Union delegation, the French Embassy, the German Embassy, the French Development Agency and the Belgian Development Agency) and the ECW team that was on a scoping mission to Burundi to develop this MYRP. These meetings provided these funding partners with essential information on the MYRP process and offered an opportunity to request financial contributions to complement ECW's funding. This MYRP was shared with the technical and financial partners and other United Nations donors, and inputs from these donors have been incorporated into the document. The draft of this MYRP was also presented to key members of the Humanitarian Country Team including the Office of the United Nations Resident Coordinator in Burundi and OCHA. In order to avoid geographic or thematic duplication with existing programmes, a matrix of interventions, sites and beneficiaries will be developed.

2) **Advocate for increased funding to education in emergencies and protracted crises, based on evidence of what works**

MYRP grantees will continue to work with the Humanitarian Country Team to ensure that the need for additional funding for MYRP implementation remains in their advocacy plans. In addition, the grantees will submit the MYRP during the consolidated appeals process for donors present in the country, as well as during personalized visits that stakeholders will make to bilateral or multilateral donors working in the field of education in general and education in emergencies in particular. Resource mobilization efforts will be maintained throughout the MYRP implementation process. In addition, a MYRP Steering Committee will be established, which will include a number of donor

representatives. This will enable an ongoing dialogue with donors on the MYRP and to draw on their support in identifying available funding opportunities, and their advocacy with other donors, both in Burundi and internationally.

Through the Steering Committee and other coordination frameworks such as the Education Sector Group, grantees will regularly share information on implementation status and income and expenditure with donors and stakeholders. Communication and visibility tools will also be developed for the MYRP to publicize the programme's achievements and impact as well as its ongoing needs, in order to make the need for funding clear and evidence-based. In close collaboration with the ECW Secretariat, which has pledged to help mobilize resources for this MYRP, the grantees and other members of the Education in Emergencies Working Group will research all external funding opportunities and respond to calls for proposals, bearing in mind the current gaps in MYRP funding. Grantees will also work through their existing funding networks to gradually raise the necessary budget and will further encourage sub-grantees to do the same. Although the capacity to mobilize funding will not be a strict requirement when selecting sub-grantees, it will be an asset, especially for international organizations.

3.2 ECW Seed Fund Scale-up Strategy

This MYRP will cost a total of US\$ 30 million and will be implemented in Cibitoke and Makamba provinces. The Education in Emergencies Working Group has recommended that these two provinces are a focus throughout the entire MYRP and that, as additional funding is obtained, the package of responses be increased within the same provinces, with the possibility of adding another province.

When this MYRP was submitted to the ECW, a number of activities that could be carried out with the ECW seed funds were selected and budgeted for, with targets commensurate with the available budget. If additional funding is obtained, the grantees will submit proposals to the MYRP Steering Committee for the new funds to be allocated to activities, taking into account donors' guidelines. Proposals approved by the MYRP Steering Committee will then be submitted to the Education in Emergencies Working Group for validation. Once the proposal has been validated by the working group, a new budget and a new results framework will be produced for this funding, although this framework will be integrated as far as possible into the overall MYRP results framework.

4. Monitoring, Evaluation and Learning

4.1 Monitoring, Evaluation and Joint Reporting

Monitoring will be conducted against specific project objectives using relevant SMART indicators. The grantees and sub-grantees will develop a common monitoring system to measure results and impact. Performance and impact indicators have already been established in the programme's theory of change, which are linked to the indicators used by grantees as part of their programmes. The performance indicators respond to activities and outcomes such as teachers trained, students benefiting from remedial education and rehabilitation of school structures, etc. These indicators allow the grantees to measure the programme over time and assess whether key milestones have been achieved. The programme will also use UNICEF and World Vision's Integrated Monitoring and Evaluation Plans. This is a mandatory planning and management tool for monitoring, evaluation and research initiatives, and is reviewed quarterly and amended if necessary. The MYRP will conduct semi-annual, annual and mid-term reviews, intended to analyse successes and failures, and compare achievements against planned results. Regular field visits will also be carried out jointly and with stakeholders, to ensure the proper use of resources.

In terms of the mechanism for collecting these programme data, UNICEF will draw on its rapid data-collection tools such as U-Report and ONA²³ to collect the data quickly and efficiently. The lessons emerging from the analysis of these monitoring and evaluation results will feed into implementation.

²³ Swahili, meaning "Look!" or "See!"

A MYRP Technical Committee will be established to ensure the coherence of all responses and will organize regular partner feedback on the state of play in programme implementation. This regular feedback will bring together all stakeholders via a learning workshop. Annual reviews will be carried out to measure and adjust progress, objectives and approaches, as well as to increase stakeholder engagement. These annual reviews will take place as part of the larger sector review process.

UNICEF and World Vision International will report on programme progress through joint quarterly reports, including financial implementation. These reports will also be presented at the meetings of the Education in Emergencies Working Group and the Education Sector Group.

An external body will conduct a formative assessment after no more than two and a half years of MYRP implementation. This evaluation will provide information on progress in the programme's learning and assess its added value to provide guidance in terms of future programming, as well as recommendations relevant to advocacy for resource mobilization.

Promotional materials will be developed with the ECW logo and the logos of partners involved in the process. National and international events such as the day of the African Child (16/6), the International Day of Girls (11/10) the International Day of the Teacher (5/10) will be opportunities for communication and visibility.

Grantees have internal control mechanisms for financial management, procurement, recruitment and administration. Grantees must also conduct due diligence with regards to their downstream partners. For example, UNICEF uses a system called HACT which is a rigorous financial control system that anticipates and manages risk. Training sessions on these tools are organised at partners' locations to ensure proper use of resources. World Vision uses the GEMS systems for financial transaction and a control centre for expenditure certification. All supplies go through ProVision, a mechanism for following supplies, and a mechanism called OurPeople for fair and transparent recruitment.

4.2 Learning Outcome Measurement

An assessment of reading and writing will be administered at the start and end of the learning support activities to assess the target group's skills before and after the intervention. The test will focus on basic reading and writing skills in the language of instruction (Kirundi) in grade 2, namely: knowledge of letters; vocabulary; phonological skills; listening comprehension; number of words read per minute; and familiarity with the written word. Learners' socio-economic and psychosocial background will also be taken into account when measuring progress.

A reading and writing test was chosen (rather than a potentially complex global assessment) because of the need to have an indicator of learning levels, rather than a comprehensive assessment of learning. This test will enable teachers and other local support staff to check progress made in the children's language skills development and, if necessary, propose catch-up measures. The tests will be administered by educational consultants and, for each class/learning space involved, a sample of 20 children will be tested: 10 girls and 10 boys. The test takes 20 minutes per child.

From grades 2 to 6 of schooling, in addition to basic reading and writing skills, a mathematics test will be administered. This test will be conducted in the same way as the Programme for the Analysis of Education Systems (PASEC) assessment.²⁴

The programme will also assess the quality of socio-emotional support: life skills will be assessed through games aimed at identifying the target group's skills including self-awareness, perseverance, motivation, empathy, social and relational skills, communication skills, good listening skills, self-esteem and respect.

²⁴ CONFEMEN Programme for the Analysis of Education Systems, 2015.

5. Implementation Arrangements

5.1 Governance Structure of the MYRP

Governance of the MYRP will be provided by a Steering Committee, a Technical Committee, a Sub-Grantee Selection Committee and the Education in Emergencies Working Group. Terms of Reference for all these bodies will be developed to clarify each one's roles and responsibilities.

- **The Steering Committee** is a consultative body that will make high-level decisions related to MYRP implementation. Its role is that of strategic steering, supporting the implementing partners to mobilize financial resources with which to complement the ECW seed funds, as well as arbitrating in the event of collaboration challenges between the implementing partners. It will provide guidance for better achievement of the MYRP objectives. The Steering Committee will be composed of seven members, made up of representatives from the grantee organizations (UNICEF and World Vision International), the Ministry of Education, the Humanitarian Country Team, the lead organization for gender, and donors. Meetings of the Steering Committee will be held once every six months but may also be held whenever necessary. In all cases, the coordination mechanism will be adapted on the basis of consultations with the ECW Executive Secretariat and other interested donors.
- **The MYRP Technical Committee** is the programme's day-to-day management body. It will be composed of six people from the two grantee organizations and the implementing partners. It will ensure that the programme is being implemented according to the Steering Committee's guidelines and in compliance with the rules agreed with the donors. It will be co-chaired by the two grantee organizations and will meet monthly. The Technical Committee will report quarterly to the Steering Committee and is responsible for consulting with stakeholders throughout the programme and taking their input into account. It will need to maintain regular communication with the ECW Executive Secretariat and other MYRP funding partners. The Technical Committee will work closely with the Emergencies Unit of the Ministry of Education, especially for coordination and advocacy aspects, and may invite it to meetings as necessary.
- **The Education in Emergencies Working Group** is a framework for coordinating education during emergencies in the country. It is led by the Ministry of Education, with UNICEF as co-lead, being the lead technical and financial partner in the sector. As the MYRP is part of the national strategy for education during emergencies, it is crucial that the Education in Emergencies Working Group plays its role in monitoring the programme's alignment with national strategies and policies and in ensuring that agreed procedures are followed. With this in mind, the entire process of developing the MYRP and selecting grantees and implementing partners was discussed within and validated by the Education in Emergencies Working Group. This MYRP was endorsed by the Education in Emergencies Working Group after a long process of co-creation, resulting in its signing off by the most senior member of the Education in Emergencies Working Group, namely the Minister for National Education and Scientific Research. This co-creation went beyond the Education in Emergencies Working Group and involved the gender-based violence sector in particular. The Education in Emergencies Working Group's monitoring role will continue throughout MYRP implementation. To facilitate this monitoring, the Technical Committee will regularly share implementation progress with this working group, through regular monthly meetings or specific sessions on the MYRP.
- **Implementing partners:** Each of the two consortia delivering the seed-funded programme will be led by one of the two grantees (UNICEF and World Vision International). Each grantee will coordinate the technical implementation of the responses related to the results for which it is responsible. Coordination between the two consortia will take place through the MYRP Technical Committee, whose members come from the two consortia and in which the Emergencies Unit of the Ministry of Education will be able to participate whenever necessary. A reporting system will be put in place when drawing up the implementation plan. The funding agreement will set out the implementing partners' reporting responsibilities in relation to ECW and other MYRP funding partners.
- **Ad hoc committees for selecting implementing partners:** The selection of the two principal grantees was made through a general meeting of the Education in Emergencies Working Group (and unanimously agreed by the members of this body). An ad hoc selection committee was established to select implementing partners (sub-grantees of MYRP funding) in line with criteria agreed by all those present at the Education in Emergencies Working Group meeting on 22 September 2021. The role of the ad hoc selection committee was limited to receiving tenders from the

applicant organizations/agencies, analysing them and drafting a selection report. The report was forwarded to members of the Education Sector Group. Chaired by the Permanent Secretary to the Ministry of Education, the selection committee was composed of seven people: two from the ministry, two from World Vision International Burundi and three from UNICEF. Additional implementing partners may be selected during the implementation process, as needs arise and new donor commitments are made. In all cases, the selection committee works strictly on the basis of criteria defined and validated by the Education in Emergencies Working Group.

5.2 Grantee Selection Process

Since the first exchanges with ECW, the Burundi Education in Emergencies Working Group recommended an efficient MYRP development process, while remaining committed to principles of transparency and inclusiveness. The Working Group and the ECW team (on a mission to Burundi in March 2021) therefore agreed to the use of a consensus-based approach to select grantees. This approach allowed for the efficient and high-quality development of the MYRP by expert partners in an environment with limited sectoral capacity, as selected grantees were primarily responsible for drafting the MYRP, supported by other members from the sector.

At the general meeting of the Education in Emergencies Working Group held on 8 April 2021, the participants unanimously opted for MYRP grantees to be agreed by consensus. They also agreed to select only two grantees. The grantees were agreed by consensus during the 28 April 2021 Education in Emergencies Working Group meeting. The working group's members established the criteria to be considered in the selection process. The following conditions thus had to be met by any grantee:

- be a United Nations agency or international non-governmental organization (NGO)
- have a valid cooperation agreement with the Government of Burundi in the field of education
- be an active member of the education in emergencies sector
- have sufficient experience of managing consortia
- have sufficient experience of managing multisectoral programmes
- have managed a budget of at least one half of the total programme budget (participants expected our overall programme to be US\$30 million)
- have a solid basis in the chosen area of response
- demonstrate a willingness to be a grantee by stating this to the meeting immediately

Before selecting the grantees, the participants first voted in favour of one grantee being a United Nations organization and the other being an international NGO. United Nations organizations thus had to choose one of their own organisations to put forward, and local and international NGOs likewise had to choose an international NGO to be a grantee. UNICEF was designated the grantee on behalf of the United Nations organizations. On behalf of the NGOs, only World Vision International expressed an interest in being a grantee, and this was unanimously approved by the national and international NGOs present. World Vision International and UNICEF will each manage approximately US\$ 6million of seed funds (50% each).

An ad hoc selection committee was established to select implementing partners (sub-grantees of MYRP funding). During a meeting in September 2021, the principal grantees, under the aegis of the Ministry of Education, made a call for expressions of interest for the selection of the sub-grantees, based on a competitive process and selection criteria defined by the Education in Emergencies Working Group. The proposal document was submitted to the technical and financial partners on 6th October 2021, during a meeting of the Education Sector Group chaired by the Minister of National Education and Scientific Research. Following this competitive process, four sub-grantees were selected:

- War Child Holland and the Jesuit Refugee Service, which will be implementing partners with UNICEF; and
- Right To Play and Relief and Resilience through Education in Transition, which will be implementing partners with World Vision International Burundi.

5.3 Child Safeguarding & PSEA/PSH

Protection from sexual exploitation and abuse (PSEA) and child protection are at the heart of the MYRP. Both grantees (UNICEF and World Vision International) are highly sensitive to these issues and have put PSEA and child protection mechanisms in place that will be maintained and strengthened throughout MYRP implementation and beyond to ensure that the programme and implementation team do not cause harm to children. All MYRP implementing partners will also need to be assessed on PSEA and demonstrate a low level of risk.

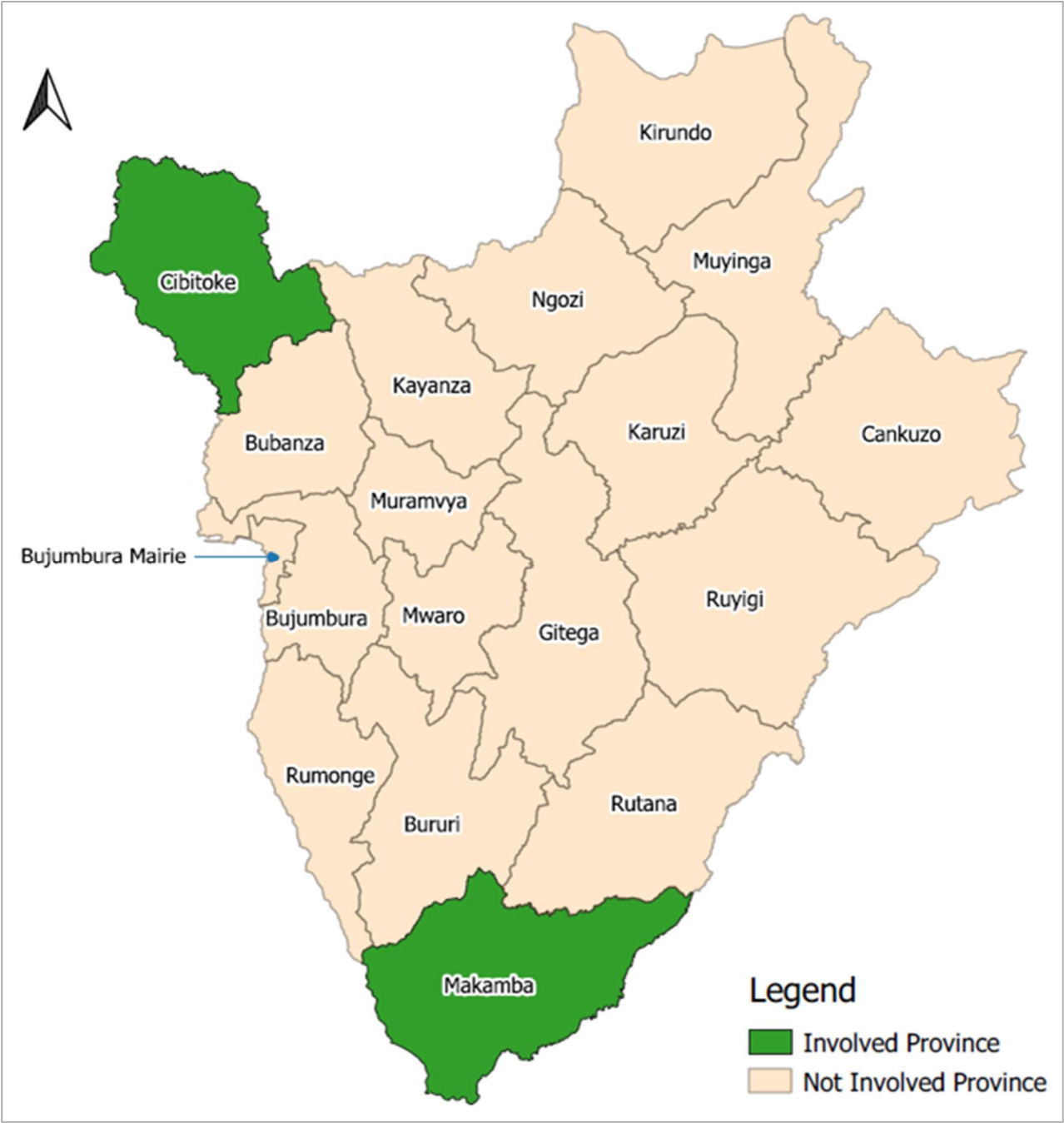
Protection and sexual exploitation and abuse risk prevention actions are organized in the following areas: programme content, operations, staff. Some of the key risks that children may face while participating in MYRP activities and the mitigation actions planned by the programme are summarized in the following table:

CHILD PROTECTION		
Area	Anticipated risks	Mitigation actions
Programme	Elements of the programme may be offensive to the local culture, causing the children who participate to be viewed negatively by the community.	The programme has been presented to various stakeholders and their feedback has been taken into account in the final version. This assessment of programme integration into the local culture will continue throughout implementation with the beneficiaries and local facilitators, and necessary adjustments will be made.
	Sounds and images may be taken and published without the informed consent of the identifiable beneficiaries represented therein.	Ensure that all implementing partners have child protection policies in place and that all staff are trained in safeguarding children and have signed up to the code of conduct.
Stories that children tell facilitators in confidence may be published on the internet by mistake.		
Operations	Children may be invited to join an MYRP activity during school-time and miss classes.	Consult local structures' schedules (schools, health care centres, administration, etc.) before planning activities with beneficiaries, especially children.
	Parents participating in MYRP activities a long way from their home may leave their children home alone, unsupervised, or children traveling long distances to the activity sites risk catching COVID-19 or being abused on the way there or back.	Ensure that activities with beneficiaries take place close to their homes or schools and that those with children do not leave them home alone. For large-scale activities that require children to travel away from their homes, ensure that chaperones are available. Also ensure that handwashing facilities or hydroalcoholic hand gels are available at the activity site.
	Activities may be organized in unsafe areas (areas crossed by vehicle routes, areas with unprotected holes, areas with unprotected electrical installations, etc.)	Train activity facilitators on child protection during field activities and help them develop a checklist of minimum requirements before an activity with children can take place.
	The process of targeting beneficiaries may not be inclusive and may leave out certain groups of children who lack visibility: children from minorities (Batwa),	Involve community structures, including children's and women's representatives, in determining the criteria and methods for selecting beneficiaries and validating beneficiary lists, ensuring that they understand the importance of including marginalized groups of children.

	returnee children, internally displaced children, children with albinism, children with disabilities, child survivors of sexual and gender-based violence, etc.	
Staff	An employee of an implementing partner organization could use children as domestic workers.	Ensure that all beneficiaries, especially children, know their rights and how to safely report cases of exploitation, sexual abuse and violations of child protection policies.
	Children may be beaten ('disciplined') by the facilitators of MYRP activities.	
PSEA		
Area	Anticipated risks	Mitigation actions
Staff	Beneficiaries (students, teachers and support staff) may be forced to have sex or marry an MYRP staff member/volunteer/service provider in exchange for money or assistance.	Develop/revise and implement the PSEA policies of all implementing partners, including a simple and accessible reporting mechanism for all (staff and beneficiaries).
		Organize training on PSEA for all MYRP implementing partners and ensure that all partners understand the issues and adhere to the PSEA requirements.
		Provide the necessary support to survivors.

6. Annexes

Annex A: Map



Annex B: MYRP and Seed Fund Budgets

MYRP Overall Budget

PROGRAMME COSTS	2022	2023	2024	TOTAL
Outcome 1 - Access: Access to and continuity of education in a safe and protective environment for girls and boys (including children with special needs) in contexts of crisis or fragility are improved.	\$ 4,444,397	\$ 5,993,057	\$ 3,826,617	\$ 14,264,070
Outcome 2 - Quality Learning: Girls' and boys' learning outcomes (including children with special needs) and their active participation in the learning process are improved in the school environment.	\$ 1,255,579	\$ 2,532,421	\$ 1,441,723	\$ 5,229,724
Outcome 3 - System Strengthening: The education system is strengthened to prevent risks and respond to emergencies affecting girls, boys and children with special needs	\$ 472,523	\$ 1,423,323	\$ 431,766	\$ 2,327,613
Outcome 4 - Resource Mobilisation: Increased financial resources are available for the expansion of quality, inclusive, safe and equitable education services	\$ 209,500	\$ 132,000	\$ 267,000	\$ 608,500
Sub-total for programme costs	\$ 6,381,999	\$ 10,080,801	\$ 5,967,106	\$ 22,429,907
OPERATIONAL COSTS	2022	2023	2024	TOTAL
Sub-total for operational costs	\$ 1,869,159	\$ 1,869,159	\$ 1,869,159	\$ 5,607,477
Total for Programme and Operational costs	\$ 8,251,158	\$ 11,949,960	\$ 7,836,265	\$ 28,037,384
Programme Support costs (7%)	\$ 577,581	\$ 836,497	\$ 548,539	\$ 1,962,617
GRAND TOTAL	\$ 8,828,739	\$ 12,786,457	\$ 8,384,804	\$ 30,000,000

ECW Seed Fund Budget

PROGRAMME COSTS	2022	2023	2024	TOTAL
Outcome 1 - Access: Access to and continuity of education in a safe and protective environment for girls and boys (including children with special needs) in contexts of crisis or fragility are improved.	\$ 1,928,642	\$ 2,384,595	\$ 1,656,282	\$ 5,969,519
Output 1.1: Girls and boys aged 3–18 (including children with special needs) have adequate, shock-resistant learning and hygiene spaces that ensure access and continuity during emergencies.	\$ 239,200	\$ 372,800	\$ 249,000	\$ 861,000
Output 1.2: The right to education (access and continuity) is promoted among families, communities and children.	\$ 175,720	\$ 235,720	\$ 145,720	\$ 557,160
Output 1.3: Children from the most economically vulnerable families gain access to education through financial, material and/or food support.	\$ 854,385	\$ 1,069,138	\$ 643,258	\$ 2,566,781
Output 1.4: Children from among host communities, internally displaced children and returnee children have easy access to civil registration documents, giving them easier access to education.	\$ 255,104	\$ 255,104	\$ 255,104	\$ 765,312
Output 1.5: Girls, boys, children with special needs and teachers are protected both in school and on the way to school.	\$ 93,133	\$ 26,333	\$ 6,200	\$ 125,666
Output 1.6: More girls and boys aged 3 to 5 years, including children with special needs, have access to preschool education.	\$ 311,100	\$ 425,500	\$ 357,000	\$ 1,093,600
Outcome 2 - Quality Learning: Girls' and boys' learning outcomes (including children with special needs) and their active participation in the learning process are improved in the school environment.	\$ 581,407	\$ 833,061	\$ 361,695	\$ 1,776,162
Output 2.1: Teachers have teaching skills and tools adapted to children's needs (girls, boys and children with special needs), including during emergencies.	\$ 349,560	\$ 665,574	\$ 302,008	\$ 1,317,142
Output 2.2: Children (girls, boys and children with special needs) who have missed part of their education have access to catch-up opportunities to improve their performance.	\$ 16,667	\$ 16,667	\$ 16,667	\$ 50,000
Output 2.3: Learning assessments take place regularly.	\$ 26,400			\$ 26,400
Produit 2.4 : Girls and boys, including children with disabilities, receive mental health and psychosocial support and life skills	\$ 188,780	\$ 150,820	\$ 43,020	\$ 382,620
Outcome 3 - System Strengthening: The education system is strengthened to prevent risks and respond to emergencies affecting girls, boys and children with special needs	\$ 168,689	\$ 679,756	\$ 108,222	\$ 956,667
Output 3.1: The education system's legal and regulatory framework is sensitive to equal opportunities for emergency-affected girls, boys and children with disabilities.	\$ 11,667	\$ 11,667	\$ 6,667	\$ 30,000
Output 3.2: Disaster risk reduction is mainstreamed in school curricula by education offices and implemented at the school level.	\$ 44,222	\$ 87,422	\$ 34,222	\$ 165,867
Output 3.3: The education system has a mechanism for collecting and sharing information on education during emergencies to enable informed decision-making.	\$ 112,800	\$ 554,000	\$ 54,000	\$ 720,800
Output 3.4: There is better cooperation between school governance and child protection structures with the aim of preventing and responding to emergencies through a multisectoral approach adapted to the needs of girls, boys and children with disabilities	\$ -	\$ 26,667	\$ 13,333	\$ 40,000
Outcome 4 - Resource Mobilisation: Increased financial resources are available for the expansion of quality, inclusive, safe and equitable education services	\$ 322,504	\$ 242,004	\$ 371,935	\$ 936,443
Output 4.1: An advocacy and consultation strategy is in place and implemented, targeting Government and donors to improve commitments to education and education resourcing, underpinned by high quality evidence	\$ 322,504	\$ 242,004	\$ 371,935	\$ 936,443
Sub-total for programme costs	\$ 3,001,242	\$ 4,139,416	\$ 2,498,134	\$ 9,638,791
OPERATIONAL COSTS	2022	2023	2024	TOTAL
Sub-total for operational costs	\$ 523,364	\$ 523,364	\$ 523,364	\$ 1,570,093
Total for Programme and Operational costs	\$ 3,526,628	\$ 4,664,803	\$ 3,023,522	\$ 11,208,884
Programme Support costs (7%)	\$ 246,864	\$ 326,536	\$ 211,647	\$ 784,622
GRAND TOTAL	\$ 3,773,492	\$ 4,991,339	\$ 3,235,169	\$ 12,000,000

UNICEF (50%): \$6,000,000
World Vision International (50%): \$6,000,000

Annex C: Results Framework

To access the Results Framework, please click the following link:

<https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:09fe3b4e-bd49-4f19-a44d-56f3005f6d4a>

To access the number of children and adolescents reached, please click the following link:

<https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:3fad584c-97e9-457e-9a99-379839972c49>

Please note that percentage figures in brackets in the totals in these tables refer to the percentage of girls.

Annex D: Gender and Age-Marker report

To access the Gender with Age Marker Report, please click the following link:

<https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:a730f997-216f-499e-b5a0-3020412db9e8>

Annex E: Risk Matrix

To access the risk assessment matrices for the MYRP and each grantee, please click on the following links:

Full MYRP:

<https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:24eb0925-fae1-4523-a6ae-77fff843826e>

World Vision International:

<https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:4292e6e6-df82-4436-82f7-d33341b695d7>

UNICEF:

<https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:4274b765-6954-4241-872c-3fcf9a29c49f>