ECW Multi-Year Resilience Programme

BURKINA FASO

2021-2023

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ECW Multi-Year Resilience Programme for Burkina Faso

Programme Title	Burkina Faso Multi-Year Resilience Programme
Duration	36 months (January 2021 - December 2023)
Targeting	**813,000** girls and boys aged 3–17 years-old, of whom: 430,000 are displaced persons, refugees or returnees (53%) 490,000 are girls, including adolescent girls (60%) 80,0000 are disabled (10%) 475,000 are out-of-school children (59%)

Funding Overview		
	MYRP Total Requirement	US$59.1 million
	ECW Seed Funding Investment	US$11.1 million
	Required Resources	US$48.0 million

Programme Summary

Set against a backdrop of a deteriorating health and security situation, the Ministry of National Education, Literacy and Promotion of National Languages[1] in Burkina Faso has developed a strategy to cope with this evolving context. The goal of the National Education in Emergencies Strategy 2019-2024[2] is to provide educational continuity for all vulnerable girls and boys, including adolescents and those with disabilities affected by these crises. The strategy identifies children who are impacted by four interrelated types of vulnerabilities: localised vulnerabilities (such as poverty, civil status, disability, gender etc); those who have been displaced, either internally within Burkina Faso or externally from neighbouring countries (including returnees); those affected by natural disasters/epidemics; and those impacted by conflict/security.

The Burkina Faso Multi-Year Resilience Programme (MYRP) 2021-2023 is a tool for operationalizing the National Education in Emergencies Strategy and reflects its ambitions to improve access, quality, and management of education in emergency and protracted-crises contexts. The MYRP targets 813,000 girls and boys, including adolescents in six priority regions - Boucles de Mouhoun, Centre-East, Centre-North, East, North, and Sahel. The following principles will be applied throughout all interventions:

- Ensuring the safety of students and teachers within the framework of the proposed results
- Capitalizing on opportunities in the existing system to facilitate educational continuity in all circumstances
- Institutionalizing the mechanisms of education in emergencies in order to facilitate the transition from humanitarian responses to development interventions
- Infusing ECW's programmatic priorities throughout the response

The ECW seed funds of US$ 11.1 million are aligned with the National Education in Emergencies Strategy. Out of the overall MYRP target of 813,000 girls and boys, including adolescents, ECW funding will directly target 144,000[3] (21% of the total) learners in vulnerable situations with a comprehensive package of interventions. This includes those exposed to major health and/or security challenges, of whom 87,000 (60%) are girls and adolescent girls and 14,000 (10%) are children and adolescents with disabilities. An additional 9,000 girls and boys, including adolescents, will benefit from non-formal education opportunities. ECW funding will also support the development of a number of standardized management systems and tools at the national level.

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[1] Herein after, for the purposes of brevity, referred to simply as the Ministry of Education

[2] Herein after referred to as the National Education in Emergencies Strategy

[3] A communications component to be funded by ECW will actually target 475,000 children but as this is not with a full package of direct activities the figure of 144,000 is used instead throughout this document

The overall three-year MYRP targets six priority regions. ECW seed funding will support interventions in the Centre-East and the North regions together with a third region to be identified among the four other vulnerable regions. Together this package of field-based and national-level interventions will contribute to supporting the Ministry of Education in the effective execution of the National Education in Emergencies Strategy.

A major aim of the MYRP is to support the establishment of an institutionalized system for mobilizing additional funds. A portion of ECW seed funding is allocated to supporting these efforts to raise the additional US$48.0 million needed to implement the full multi-year programme.

Programme Outcomes

Outcome 1	**ACCESS** – girls and boys aged 3–17 years benefit from an education adapted to their contexts, with standardized material, security and health conditions
Outcome 2	**QUALITY** – girls and boys aged 3–17 years receive relevant and meaningful quality education that is responsive to risks, disasters and their socio-emotional learning needs
Outcome 3	**GOVERNANCE** – the management and coordination of education in emergencies is gender-responsive and inclusive and based on national systems, standardized analyses and harmonized data
Outcome 4	**RESOURCES** – sufficient resources are mobilised to implement the strategies outlined in the multi-year programme

1. Situational and Institutional Analysis

1.1 Country Context

An increasingly resilient education system

Burkina Faso's education system is characterized by progress in terms of access and quality. This despite pressure from the demographics of the general population, over 74% of whom are aged 3–17 years-old and a quarter of whom are aged between 6–11 years old[4].

According to the data available in the 2018-19 statistical yearbook, almost all children of primary school age now attend school (98%) and nearly two thirds complete this cycle. However, among the pupils who enter post-primary education (almost half of primary school leavers), only 39% complete this cycle. The net impact is that only one in ten children manage to complete secondary education. The exceptionally low rates of access (25%) and completion (22%) at secondary education are largely the result of students repeating a school year (often multiple times) and dropping out early.

The issue of out-of-school children is therefore a major concern. The survey on out-of-school children carried out by the Ministry of Education with the financial and technical support of UNICEF in 2017 shows that there are more than 2.6 million out-of-school girls and boys, including adolescents. This equates to 51% of school-age children (48% of whom are girls) nationwide. In addition, it revealed that more than 1.7 million pupils are at risk of dropping out of school.

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[4]Source: State Report on the National Education System (RESEN), 2017 - International Institute for Educational Planning (IIEP)

Obstacles to education include poverty, lack of civil status documents, child labour, disability, distance to school, lack of interest in education at the household level, early pregnancies and marriages, over-age students, and poor development of pre-school education (only 5.2% of children attended pre-school in 2019).

In 2016, the Ministry of Education, aware of the urgent need to address and eliminate disparities and vulnerabilities within the system, developed a national education strategy designed to reform the education continuum. It is accompanied by flagship measures such as compulsory education up to the age of 16, free public basic education, the use of 'gateway classes' and the strengthening of in-service training arrangements. To help implement this integrated and multisectoral vision, the state is recruiting an additional 300 teachers and has affirmed the principle of decentralization.

Overlapping security and health risks

Burkina Faso has been facing growing security challenges since 2015, particularly in the Boucle de Mouhoun, Center-East, Center-North, East, North and Sahel regions.

In addition to armed conflicts and security threats, other natural and man-made hazards such as floods, droughts and epidemics are undermining economic, food, physical and psychosocial security. Affected communities are often forced to leave their homes, land, and livestock to move to safer areas capable of providing basic social services. In a context where the agricultural sector employs the majority of the working population, leaving home is synonymous with loss of income for the individual and the household. In some insecure areas, there is a high prevalence of severe acute malnutrition among certain communities. This is a particular problem in the East and Sahel regions where 86,000 children are under five years of age.[5]

Taking advantage of the COVID-19 crisis

The start of the national school year on 2nd October 2020 in Burkina Faso marked a return to normality for millions of students. They returned to school after six months of official school closures caused by the spread of COVID-19. Over 5.1 million students and 120,00 teachers were affected[6].

Thanks to the development of a COVID-19 Disease Response Plan, the education system provided educational continuity for many students by sharing educational content via radio, television and internet. However, this alternative education system is still in its infancy. Most students do not have connectivity - only one in five children has internet access – while distance learning content was made available for exam classes only. This has simply exacerbated inequalities that were present before the crisis. The start of the school year has facilitated the ability to take stock of, and to start to make up for, the impact of COVID-19 on the teaching-learning process during the 2019-20 school year.

The rapid management of this nationwide crisis is a reminder of the urgent need for an integrated education system. One which is better prepared and able to respond to health and security crisis situations, and which can reach all vulnerable populations.

1.2 Education Needs Overview

Six Priority Areas

In Burkina Faso, the regions most exposed to one or more risks and vulnerabilities are **Boucle de Mouhoun, Centre-East, Centre-North, East, North and Sahel**. These regions are subject to regular data collection through sector steering tools including the statistical yearbook and monitoring matrix for education sector indicators.

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[5] See the National Education in Emergencies Strategy document
[6] EDU COVID Response Plan April 2020

They also receive special monitoring, through consultations, and technical and financial support coordinated by the Education Cluster. This includes actions under the Humanitarian Response Plan and ECW's First Emergency Responses. It also includes bilateral support, for example from the European Civil Protection and Humanitarian Aid Operations (ECHO) and UNICEF. Analyses of the situation in these specific regions are produced regularly by the Education Cluster.

Amongst the six priority regions, a group of 48 priority municipalities have been identified. These municipalities are the subject of specific analyses in terms of access and quality but also governance (eg: revitalization of school management committees). The analyses show a multiplicity of security and food issues resulting in internal displacements, on top of other pre-existing or resulting physical, hygienic, economic, and psychosocial vulnerabilities. Each of these has significant impact on children's schooling.

There are approximately 4.5 million children aged 3-17 years-old in the six high-risk regions. Of over a million girls and boys aged 3-5 years old, just over 21,000 attend pre-school - a rate of only 2%. Close to 1.5 million children attend primary school, resulting in an access rate of only 70%, 28% less than the national rate. The primary completion rate is only 29% which is less than half of the overall national rate. The net result of these statistics is that more than half of 3-17-year-old girls and boys in the six high-risk regions are out of school (56%). In addition, nearly one in three adolescents (over the age of 12) in these regions have entered school late or repeated at least once.
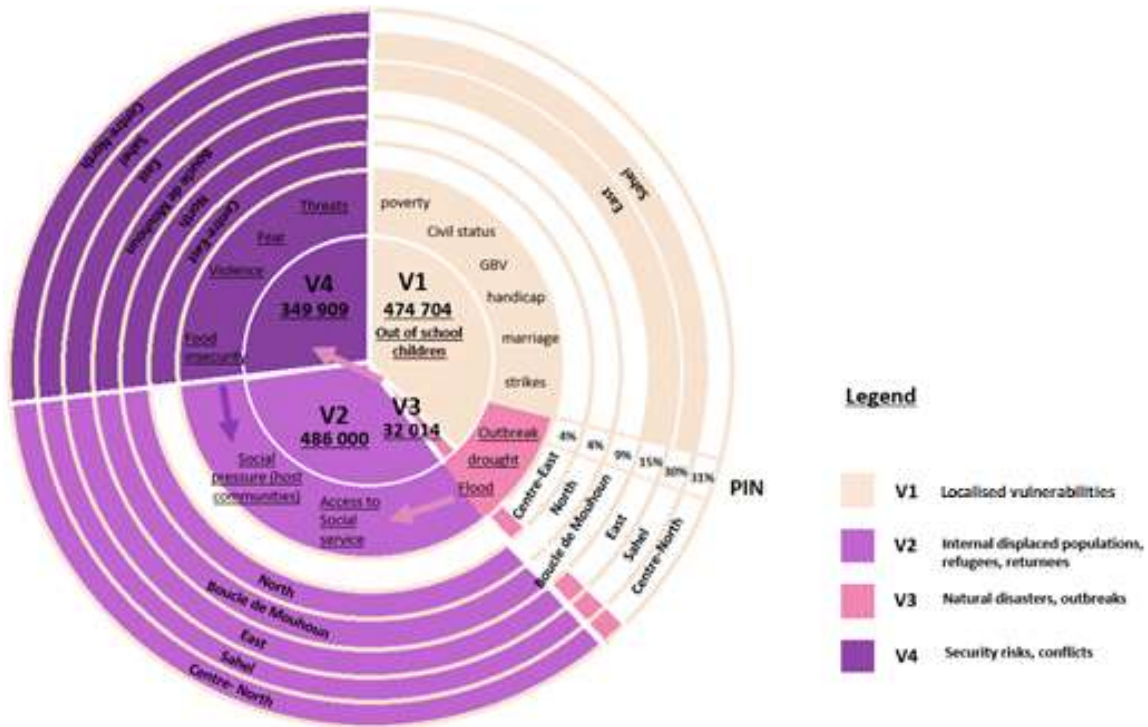
Four Types of Vulnerability

The data collection activities described above highlight the main types of vulnerabilities that impact the education of girls and boys aged 3–17 years-old in the six regions. They can be categorized as being impact by at least one, and likely several, of four identified vulnerability categories:

> **V1**: those impacted by factors which can best be described as "localised", such as poverty, civil status, disability, gender, etc.

> **V2**: those made vulnerable as a result of being displaced, either internally within Burkina Faso or externally from neighbouring countries (i.e. refugees and returnees)

> **V3**: those impacted by natural disasters/epidemics

> **V4**: those impacted by conflict and/or the poor security situation

This refined typology of vulnerabilities makes it possible to distinguish specifically vulnerable populations. For instance, displaced persons / refugees / returnees (V2) from populations who have not been displaced but are experiencing security challenges (V4). The diagram on the next page summarizes this information and provides the social and economic factors that hamper access to, and quality of, education for each typology.

- The six **outer concentric circles demonstrate** the high prevalence of vulnerability in each of the six priority regions. The East and Sahel regions are particularly affected by the four types of vulnerabilities, the Boucle de Mouhoun, the Centre-North and the North by three of them, and the Centre-East, by two.

- The **middle ring** lists the major risk factors associated with each of the vulnerabilities, upstream or downstream, and the interrelated factors between vulnerabilities. Threats, fear and violence characterize the situation of communities facing security challenges and food insecurity leads to further displacement.

- The **central circle** indicates the number of girls and boys, including adolescents, affected by these four types of vulnerabilities. The figures are based on the humanitarian needs overview from October 2020. They respond to a scenario projecting a deterioration in the situation that results in a total of 812,602 in-need children aged 3-17. The distribution of these girls and boys, including adolescents by region is indicated in the band labelled "PIN" (Persons in Need).

Priority areas, types of vulnerabilities and corresponding number of beneficiaries

Legend

- V1 — Localised vulnerabilities
- V2 — Internal displaced populations, refugees, returnees
- V3 — Natural disasters, outbreaks
- V4 — Security risks, conflicts

Thus, girls and boys, including adolescents across Burkina Faso do not have access to the same learning opportunities and conditions. Those living in the six regions most at risk are impacted by the intersecting vulnerabilities outlined above. The educational environments in these areas are not conducive to learning, schools have had to close for health or safety or other reasons. In some cases, families have had to flee their homes and therefore children have had to leave school. As an indication, over a quarter of children aged 6-11 in the country are out of school, two-thirds of whom come from the six priority regions.

It is clear through this analysis that the education needs in these six priority regions are different from those in the rest of the country. Girls and boys, including adolescents, who are out of school due to safety or health concerns, and/or because they have never accessed any form of learning, require packages of tailored responses. These need to take into account their specific vulnerabilities and the contexts in which they are living, and they must link into development efforts under the Education Sector Plan.

The National Education in Emergencies Strategy outlines what these responses should entail in order to reach this goal. The MYRP therefore provides the framework and works towards galvanizing the financing needed to implement these interventions.

1.3 Aligned Strategies and Plans[7]

Relevant strategies and plans	How the MYRP aligns
Action plan for the Strategy for the Education of Pupils in High Security Risk Areas (2019-24) *February 2019* Number of children targeted: 300,000 Amount: US$125 million	The MYRP is fully aligned with this action plan of the strategy for the education of pupils in high security risk areas. The action plan seeks to address emergency needs related to access and quality; support for families and teachers; the development of interpersonal skills; training on the Safe Schools approach; the development of education in emergencies programmes; and distance-learning content. At the same time, it aims to institutionalize education in emergencies in terms of surveillance and security systems; good management practices based on results (from databases, technical reports and annual reviews); and school projects that respond to emergency situations that arise. The MYRP uses many of the outcome indicators of the original strategy which breaks these down by region of intervention and gender.
National Education in Emergencies Strategy (2019-24)[8] *September 2020* *Three-year action plan under development* Number of children targeted: 486,000 Estimated amount: US$91 million	The National Education in Emergencies Strategy 2019-24 is the over-arching reference document. It aims to tackle issues of access and quality in a coordinated fashion. It emphasizes the management aspects of education in emergencies necessary for it to be an integral part of the education system and addresses the humanitarian-development nexus. The strategy is built around three priority axes: access, quality and governance and is steered by a Technical Secretariat for Education in Emergencies[9], positioned within the Cabinet of the Minister. The MYRP is aligned to, and fully supports, the operationalization of the strategy. The strengthening of the Technical Secretariat's capacity is supported within the framework of the MYRP, which also proposes to support the structures responsible for the steering of education in emergencies within the Ministry.
Humanitarian Response Plan 2020 *July 2020* Number of children targeted: 500,000 Funding requirements: US$ 48 million (US$15.1 million funded to date)	The Humanitarian Response Plan intervenes in five of the six regions prioritized by the MYRP. It presents targeted actions for education in emergencies in terms of: access (temporary learning spaces, distance learning, materials, renovation); quality (training in education in emergencies and the Safe Schools approach, teaching materials, remedial learning); and management at the local level (support of school management committees, sharing of good practices, referencing and early warning systems). In addition, the plan proposes sustainable solutions for moving towards the humanitarian-development coherence. These objectives are aligned with the ambitions of the National Education in Emergencies Strategy and are reflected in the MYRP to ensure that they are funded and delivered in a systemic way.
Humanitarian Needs Analysis 2021 Number of children targeted: 486,000 (status quo scenario) Estimated amount: US$49 million	The analysis of needs for 2021 shows the high probability of a deterioration of the security situation in Burkina Faso, particularly in the five regions already receiving humanitarian assistance. In addition, the analysis suggests that the Centre-East region should also be added to this group as it is unfortunately increasingly subject to security threats and challenges. The MYRP therefore addresses Scenario 2 of the analysis by targeting 816,602 girls and boys aged 3–17 years, including 487,561 girls (60%), with humanitarian needs in the six priority regions.

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[7] A more detailed analysis of these alignments can be found here:
https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:15abe40d-8d3c-486d-86e2-4a7c39352d7f
[8] This Strategy replaces the Schooling Strategy for Students in Areas with High Security Challenges 2019/2024, February 2019
[9] Herein after referred to simply as the Technical Secretariat

National Education Strategy, Strategic Basic Education Programme (PDSEB) 2012-21, Sector Plan for Education and Training (PSEF) 2017-30 Implementation programmes GPE/French Development Agency – 18/21 & 20/23 Amounts: US$33.8 million + US$21.3 million COVID-19 Response Plan GPE/AFD Fund Revised amount: US $7 million	Funds from the Global Partnership for Education support out-of-school children in the Boucle de Mouhoun and Centre-North regions as they are among the regions with the highest pupil-teacher ratios in the country. This includes the provision of educational infrastructure and equipment. The Sahel and Eastern regions are also supported with actions focussed on social mobilization and alternative education adapted to the multiple-vulnerabilities characteristic of these regions. The three priority axes outlined in the sector plan documents have been included in the MYRP in order to strengthen the cohesion between them and the National Education in Emergencies Strategy. The well-oiled and effective mechanisms employed by the sector strategy steering tools are reflected in the governance section of the MYRP. The indicators linked to the three axes of access, quality and governance that appear in the education sector results framework are also found in the MYRP results framework. Finally, the MYRP proposes a systematization of data collection in education in emergencies through the General Directorate of Studies and Sector Statistics.

MYRP Contribution and Added Value

The main contribution of the MYRP is to provide appropriate emergency education to all girls and boys aged 3–17 years-old – especially the most marginalized – using the typology of vulnerabilities outlined in the National Education in Emergencies Strategy (explained in Section 1.2 above). The MYRP can therefore be likened to a preliminary road map of the National Education in Emergencies Strategy that addresses the three axes of this strategy in a systemic way to ensure, as a first step:

- The safety of all actors in the education system, especially girls, boys and teachers, particularly female teachers, with the support of the Technical Secretariat. This will include the development of a holistic school safety system with surveillance mechanisms and risk preparation plans implemented in each school;

- Specific support for the Technical Secretariat to establish mechanisms and tools for planning including the collection and analysis of MYRP implementation results, disaggregated by sex, disability and age. This will also ensure the continued strengthening of existing monitoring and evaluation systems;

- The development of education in emergencies content for distance learning, enabling Burkina Faso educative radio and television programmes to obtain and disseminate, quality gender-informed and inclusive teaching materials and content for diverse learners; and

- Supporting educators with the regular evaluation of the teaching-learning process, as well as ensuring that teachers develop self-care skills to enhance their well-being (e.g. stress reduction techniques, etc.). These initiatives will help teachers be better support to learners, and to systematically remedy the shortcomings identified throughout the educational continuum, thereby reducing the disparities exacerbated by protracted crises.

1.4 Ensuring Humanitarian-Development Coherence

Initiatives favouring greater synergies between humanitarian and development actions in education are already underway in Burkina Faso. A partnership cooperation framework for education has been developed, with a systemic vision and accountability mechanisms for reporting, updating data and analysing progress in the field.

The issue of vulnerabilities is also addressed and analysed in the context of overall education system performance. Forty-eight priority communes in the six vulnerable regions are receiving particular attention, from all parts of the system, with the objective of improving their performance in terms of access, quality and governance. In the field of emergencies, regular mapping of vulnerable areas and data collection by education in emergencies partners (see 5W) now make it possible to quickly identify areas requiring support and the partners located in them. This education in emergencies information can then be easily shared with the wider education eco-system.

Furthermore, the COVID-19 pandemic has been an opportunity to bring together a large number of actors and partners from the emergency and development sectors in the search for solutions to an unprecedented national health crisis. As a result, both sides have been able to make informed judgements about the usefulness and complementarity of the tools and mechanisms that exist in the two systems.

The various programmes and projects underway are all aimed at increasing the ability to support targeted populations, given the danger of the situation deteriorating in certain areas. As was highlighted by the implementation of the 2020 Humanitarian Response Plan for education and the COVID-19 response, the search for greater efficiency is now accompanied by a desire to optimize means, strengths and impacts. Adapting as much as possible to the needs of the beneficiaries will ensure that the aid delivered is sustainable. This will put an end to one-off aid packages which are often ineffective in the long term.

The National Education in Emergencies Strategy and the associated MYRP merge existing plans and initiatives into a single operational framework. The two documents seek to facilitate the coordination of actors and partners, and to establish education in emergencies programming in a sustainable way within the education system, beyond the structures and services set up to manage it.

In this sense, the education system will need to develop a consultation framework which includes key stakeholders from both the emergency and development sectors. This will include the Ministry of Education, the members of the Education Cluster and Local Education Group as well as civil society, local elected officials, unions and parents of pupils. It will also need to take an inter-sectoral approach and include the various ministries in charge of issues such as health, nutrition, water, sanitation and hygiene, protection and safety. An annual review based on a technical and financial report on the implementation of the National Education in Emergencies Strategy through the MYRP will provide a forum to strengthen these inter-sectoral humanitarian-development partnerships.

A detailed budgeted action plan for the MYRP remains to be developed (the indicative budget is shown in Annex B). This process will facilitate the validation of a single operationalization document. Thus, the MYRP will serve as the starting point and lever for coordinated financing in support of the effective and efficient implementation of the National Education in Emergencies Strategy as an integral part of the national education system. The management tools to be developed for the implementation of the MYRP will also be used by the different structures responsible for monitoring and evaluation, both for emergencies and for the education system in general.

1.5 Funding Context and Gaps for Education in Emergencies

Despite the availability of robust strategies and plans for education in emergencies (listed in section 1.3 above), the funding available covers very little of the total needs.

In 2020, barely one third of the funding needs for education in emergencies have been covered. Funding available for the period 2018-23 (US$63 million) comes through GPE, ECHO, Educate A Child, SIDA, Swiss Cooperation, and Danish Cooperation. Projecting an equal proportion of external aid between 2020 and 2023, the National Education in Emergencies Strategy shows a financial gap of 65% in relation to its projected three-year activity plan (amounting to US$91 million). The estimated size of this funding gap (US$ 59 million) has guided the development of this MYRP which aims to provide the framework necessary to mobilise the resources to fill this gap.

Among the factors that may explain the limited financial resources allocated to education in emergencies are: the lack of available data on education in emergencies; the lack of rigour in or even absence of an accountability system; and the absence of a review mechanism based on quality reporting that allows not only for financial but also technical monitoring of the implementation of the strategies.

There is a growing awareness of the importance to focus on providing education in emergencies, mainly due to the very worrying security situation throughout Burkina Faso. The impact COVID-19 has heightened this awareness even further, especially amongst parents and elected officials. It may therefore be possible to mobilize a greater number of partners in the future.

The rapid development of tools for resource mobilization and steering will guarantee the system's capacity to manage the strategy. The Technical Secretariat will then be able to inform and support current and future technical and financial partners in a transparent manner, based on annually revised objectives and results.

1.6 Stakeholder Consultation Process

This MYRP was developed through an international remote consultation in collaboration with a locally appointed Technical Committee. The process, initiated on 5th October 2020, consisted of the following activities:

- Review of all planning documents, reports, action plans, statistical data, situation analyses, studies and other materials to examine and analyse the existing situation and to propose priority outcomes within the framework of the MYRP (key reference document: National Education in Emergencies Strategy)

- Weekly meetings to discuss progress and gradually develop a theory of change adapted to the current strategies and to the needs of the sector and education in emergencies

- Interviews with sub-groups of partners to understand the interactions between them and their common and specific objectives within the framework of the National Education in Emergencies Strategy

- Validation of the theory of change and development of coordinated steering tools (results framework, action plan components, calculation of unit costs, calculation of the MYRP budget and of the ECW seed fund)

- Drafting and validation of the programme document by the Technical Committee

- Quality review of the programme document by the ECW Secretariat and the External Review Panel

- Revision of the programme document based on technical feedback from ECW

- Transmission of the final document to ECW

The interviews with the subgroups of partners allowed development actors to also express interest in terms of the technical and financial support envisaged in the implementation of the National Education in Emergencies Strategy. This was achieved by highlighting common interests with the priorities outlined in the education sector plan.

The table in the in link below shows the composition of the Technical Committee as well as the different discussion groups that were organized and that contributed to the development of this MYRP:

https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:73885a5e-788c-4b4e-a894-e540f6899c55

2. Programme Description

2.1 Theory of Change

Impact	Girls and boys aged 3 to 17 years have access to quality educational continuity, in accordance with safety, gender, inclusion and pedagogical standards established by the government											
Priority Outcomes	ACCESS: Girls and boys aged 3–17 years -- including the most marginalized -- benefit from an education tailored to their needs, with standardized material, security and health conditions				QUALITY: Girls and boys aged 3–17 years receive relevant and meaningful quality education that is responsive to risks, disasters and their socio-emotional learning needs				GOVERNANCE: The management and coordination of education in emergencies is gender-responsive, inclusive and based on national systems, standardized analyses and harmonized data			
Intermediate Outcomes	The integration into and return to school is well prepared and facilitated	Schools conform to material, security, accessibility and health standards	Pedagogical continuity is ensured, with a focus on gender-sensitive inclusive education practices	The physical and psychological well-being of children aged 3 to 17 years is protected and supported by the education system	Students' skills and holistic learning outcomes are assessed regularly; a remedial system is put in place	Educators are using gender-sensitive, inclusive EiE pedagogy	Gender sensitive, inclusive teaching programmes and materials adapted for EiE are developed and disseminated	Children develop citizenship and social and emotional learning	A National EiE Strategy communication plan is deployed	The Human Resources and Educational systems are flexible in crisis situations	The organization of the National EiE Strategy forms part of the national technical, financial and partnership coordination framework	A National School Safety System is established
Output Results	Diversification of types of teaching is promoted through the creation of flexible and alternative learning programmes	Schools are brought up to health and safety standards before they reopen	Teachers safety and wellbeing is ensured; teachers are supported to develop their skills	Internally displaced families are supported with re-housing	A remedial teaching plan is developed	Educators benefit from pedagogical support	Gender-sensitive, inclusive, flexible distance learning content is developed and disseminated	Cross-cutting competences are incorporated into learning sequences; teachers are trained and supported in integrating socio-emotional learning	Back-to-school protocol is disseminated to the entire community, with a focus on engaging society's most marginalized and under-served	Local pedagogical facilitation structures are adapting to emergency needs; training is provided to promote the use of gender, sensitive, inclusive practices	A joint review of the National EiE Strategy is organized annually	A rapid SitAn is conducted, ensuring data and analysis is disaggregated by sex, age group, and subset of vulnerabilty
	Financial assistance and administrative support for students - particularly children with disabilities and adolescent girls - is available and sufficient	Classrooms are rehabilitated and equipped to accommodate diverse learners	Alternative education opportunities exist and are well equipped	The coordination of actors in charge of health, protection, hygiene and nutrition has improved	Students engaged in distance learning receive educational and psychosocial support	A pool of identified teachers is trained to produced distance learning content	Institutions have gender sensitive, inclusive teaching materials adapted to the EiE context	Modules on citizenship, gender-based violence, and socio-emotional learning are developed and implemented	The content of educational continuity is clearly communicated to the community; outreach is conducted to ensure that messaging reaches marginalized communities	A simplified recruitment system is institutionalized for EiE educator, with a focus on recruiting and retaining female teachers	The skills of local actors are strengthened in terms of EiE, school projects, CNV, etc.	An early warning system is set up in each establishment; efforts are made to ensure the warning system is accessible to and responsive to the needs of the most marginalized
	Assignment of new teachers, particularly female teachers, to host schools is effected	Classrooms are built and equipped to accommodate diverse learners	Less well-off families receive material support; targeted cash transfers are employed to engage marginalized groups in education	Social emotional learning and psychosocial support programming is created, tailored to the needs of specific subsets of marginalised children including adolescents	Educators are supported to conduct regular assessments and address deficiencies in their classroom/alternative learning programmes	Managers and teachers are trained in EiE programmes and in the use of innovative pedagogies	EiE programmes are developed and disseminated according to gender sensitive, inclusive education and the *Safe School* approach		Protective and preventive measures are disseminated by audience and widely publicized, ensuring that messaging reaches society's most vulnerable communities	A system for monitoring teachers' requests and wellbeing enables measures adapted to EiE's needs	Central and decentralized directorates' competences in EiE planning are strengthened	All the system actors are trained in the *Safe School* approach, gender sensitivity and inclusive education practices
	Temporary recruitment of community facilitators (especially women) is in place when there is an absence of local teachers		Radio/TV and other flexible venues are used to ensure that all children and adolescents can access meaningful and relevant education; Web connectivity is installed	Socio-emotional learning and school based psychosocial support is provided as part of the standard school experience		Managers and facilitators are trained in EiE programmes and in the use of accelerated pedagogies			Communities are informed about changes in the context of vulnerability; awareness campaigns are used to shift harmful social norms preventing marginalized childiren/adolescents engagement in education	National EiE Strategy objectives are reviewed to ensure they are gender sensitive and inclusive; strategy objectives are disseminated and publicized internally and externally	The EiE-RS, DAMSSE, and DGESS are technically strengthened	A map of vulnerabilities and risk areas is updated regularly; data and analysis is disaggregated by sex, age and subset of vulnerability
			An analysis of school dropout is conducted, measures against dropout put in place, tailored to the specific needs of marginalized groups			School staff receive training in gender, inclusive education, self-care, psychosocial support for students, and gender-based violence prevention, mitigation and response.			Internal communication channels are extended to local actors in times of crisis	Females, persons with disabilitis and representatives from displaced communities are included and engaged in development of in framework and activities		

2.2 Programmatic Outcomes

2.2.1 Access	ECW Thematic Priorities: Access, Gender Equality & Continuity

Priority Outcome 1: *Girls and boys aged 3–17 years benefit from an education adapted to their contexts, with standardized material, security and health conditions*

Given the large number of girls and boys, including adolescents, who are out of school in the high-risk regions, the National Education in Emergencies Strategy and thus the MYRP give highest priority to improving access, particularly to adolescent girls and children/adolescents living with disabilities. Continuity of education can be disrupted by a multitude of interrelated and overlapping issues, particularly regarding gender and inclusion. Achieving educational continuity therefore requires first and foremost an in-depth analysis of the factors that hinder girls' and boys' schooling (internal vulnerabilities) and the implementation of measures to address school failure and dropout at the primary and secondary levels. This means coordinating such analysis and the resulting interventions in the areas of gender, disabilities, health, protection, nutrition and hygiene in collaboration with all ministries and partners (particularly NGOs) in charge of these services.

The activities to be implemented under this outcome therefore aim to ensure educational continuity, even in the most challenging of circumstances. Education will be provided to girls and boys, including adolescents, from the very beginning of a crisis to promote and protect their physical and psychological well-being. The establishment of safe learning conditions according to the Safe Schools approach, which facilitates integration into host schools and/or a return to the classroom will be a key strategy. Packages of interventions will therefore be tailored to the specific needs of girls, boys, adolescent girls, adolescent boys and subsets of vulnerable groups (e.g. girls married off by their parents, child labourers, children/adolescents with cognitive disabilities, displaced children/adolescents, etc.). Potential activities include:

- Preparing for integration into host schools or for the reopening of schools. This will include constructing, renovating and adapting facilities according to the context and bringing learning environments up to satisfactory accessibility, health and safety standards including adequate provision of water, sanitation and hygiene facilities.

- Establishing safe and accessible temporary learning spaces while waiting for schools to reopen or for integration into a host school. The physical environments in the temporary learning spaces will be adapted to the age, abilities and skill level of each child and adolescent. For pre-school aged children dedicated spaces will be set aside for them and their parents in order to provide welcoming environments in which to support the development of their cognitive faculties and motor skills. For adolescents over 16, apprenticeships in trades that are reflective of the current job market will be promoted. Where possible, "trade centres" will be established.

- Providing psychological, material and/or financial support to the most deprived families and under-served girls and boys. Likewise, providing psychological, material, and/or financial support to teachers – particularly female teachers. Financial assistance for integration and/or return will be important for families whose limited means lead to children generating financial revenue to sustain the household.

- Supporting meaningful and relevant distance learning in the event of school closures. Lessons tailored to each developmental age group will be conducted remotely via radio and television -- or for those with internet connections, via the web. Teachers and education authorities will be supported to pro-actively work with families to ensure the conditions exist at household level to ensure that the most under-served, particularly adolescent girls and children/adolescents with disabilities, have access to meaningful and accessible relevant distance education. This will include providing psychologically safe and appealing learning spaces, acceptable working conditions for instructors and provision of appropriate and accessible learning materials for diverse learners.

- Re-opening and/or integrating girls and boys, including adolescents, into host community schools will require recruiting community facilitators (especially women) and/or creating additional positions. Recovery plans will be developed and implemented in each establishment (including the health watch

and surveillance plan and remedial education plans). This will require training staff in gender-sensitive, inclusive teaching practices and implementing the safe schools approach to help facilitate integration of children into host community schools and the return of children into classrooms.

- Promoting alternative forms of education (Franco-Arab schools, informal education) and technical and vocational training.

This outcome on access requires the most funding from the MYRP overall and from the ECW seed funding compared to the other outcomes.

2.2.2 Quality	*ECW Thematic Priorities: Quality, Gender Equality and Protection*

Priority Outcome 2: Girls and boys aged 3–17 years receive quality education that is responsive to risks, disasters and their socio-emotional learning needs

In addition to reading, writing and mathematics, social and emotional learning is an important element of education in emergencies programming. This ensures that girls and boys, including adolescents, develop life-saving and sustaining skills in self-awareness, interpersonal communication, conflict resolution and critical thinking. Mental health and psychosocial support (MHPSS) interventions will be provided to promote and protect the holistic well-being of all girls and boys – including the most marginalized. Proposed interventions include:

- Individual children and adolescents who have mental health or child protection needs that cannot be fully addressed by the school will be identified and/or referred to health and/or child protection. This requires that all school staff receive training in referral mechanisms and procedures. Similarly, there may be a specific focal point at each school who is responsible for case management of such cases.

- Teacher training on psychosocial support, psychological first aid and teaching practices that protect and promote student well-being. Likewise, teachers will require training in tending to their own self-care and well-being. This training may include teaching teachers stress reduction techniques such as mindfulness, and organization skills, providing assertiveness classes, and/or supportive mentorships and/or peer support groups

- Structured, skills-based group psychosocial support and/or socio-emotional learning sessions, facilitated by capable and trained child protection and/or education actors. Students who attend these non-specialized groups are likely to have similar profiles and should be grouped by subset of vulnerability, sex and age. The curriculum will be adapted and tailored to meet the needs of each sex, age and vulnerability group.

- The MYRP will also undertake awareness-raising campaigns on the themes of inclusion, gender, child protection, MHPSS and gender-based violence. These will aim to reduce stigma and educate people about the services available to help vulnerable people to decrease the incidence of these problems.

- Curricula and teaching materials will be developed and adapted to education in emergencies and validated at the national level by the General Directorate of Educational Research and Pedagogical Innovation. This will include distance learning content developed in collaboration with the General Directorate of Pedagogical Supervision and Initial and Continued Training and the Directorate of Information Systems.

- Managers and educators will receive training in education in emergencies programmes and innovative pedagogies; educators will also receive pedagogical support, all of which will ensure the effective and proper use of education in emergencies programmes throughout the educational continuum.

- A regular assessment of learning, especially on basic reading and numeracy skills and social and emotional learning will be conducted by educators. Based on these assessments a remediation system will be put in place. It will also facilitate the development of an accelerated remedial plan at the point of integration into the host schools for internally displaced persons, or when returning to the classroom for others.

In terms of quality, ECW seed funds will prioritise the training of managers and educators on innovative pedagogies and psychosocial support for children. Seed funding will also cover the development of education in emergencies distance-learning content in collaboration with the project to set up the educative radio-television media channel. Finally, the seed funding will support an evaluation of the teaching-learning process, particularly when developing accelerated remedial plans for integration into host schools or return to the classroom.

2.2.3 Governance	*ECW Thematic Priorities: Quality, Access and Protection*

Priority Outcome 3: *The management and coordination of education in emergencies is gender-responsive and inclusive and based on national systems, standardized analyses and harmonized data*

The governance component of the MYRP will enable the National Education in Emergencies Strategy to be better linked to the education system as a whole. In a coordinated manner, the MYRP will strengthen the capacities of all structures and actors to manage education in emergencies, while supporting existing systems to become more flexible. Potential activities in support of these aims include:

- Establishing a national school safety system at all levels. This is one of the basic principles of the MYRP - aiming to guarantee the physical and psychosocial safety of girls and boys, including adolescents, and teachers, and more broadly of the entire educational community. More specifically, this system requires the regular updating of a mapping of vulnerabilities and risk areas. All actors in the system need to be trained in the Safe Schools approach and each establishment needs to systematically prepare and implement a risk preparation plan, factoring in issues related to disability and accessibility. Finally, an analysis of the situation based on a standardized methodology needs to be conducted at the national level.

- The development of steering mechanisms for the National Education in Emergencies Strategy within the Ministry of Education to enable the transition from emergency response to development interventions. The aim is to support the capacity building of the Technical Secretariat and the directorates of the Ministry in charge of aspects of the implementation and monitoring of the National Education in Emergencies Strategy. For example, the General Directorate of Studies and Sector Statistics for issues relating to data collection and the resulting education in emergencies database. This will also help facilitate the integration of education in emergencies, gender-sensitive and inclusive teaching practices into the institutionalized learning assessment system. The Technical Secretariat will benefit from increased staff capacity. These staff will support the establishment of the national school safety system, which will capitalize on the successful experiences of Safe School schemes already implemented in some regions. They will also take charge of all the technical and statistical aspects of the monitoring and evaluation of the National Education in Emergencies Strategy. This will include the development of the budgeted action plan and coordinated monitoring and evaluation plan as well as the collection of data to monitor implementation. These staff will also oversee the organization of the annual sectoral review, which includes the development of a technical and financial report on the implementation of the National Education in Emergencies Strategy.

- Supporting the strengthening of capacity of school management committees and local actors in developing and managing relevant school projects and supporting school staff to employ gender-sensitive inclusive teaching methods. This will provide the local dimension that the nexus seeks to establish - adapting to situations and building on them over the long term.

- Integrating education in emergencies into human resource and educational management systems. The MYRP will integrate flexibility into both areas by taking the needs and well-being of teachers into account in the National Education in Emergencies Strategy. This could involve meeting certain demands and proposing incentives adapted to the context or facilitating the rapid recruitment of community representatives in the short term and the hiring of new teachers (particularly female teachers) in the long term. It could also entail revitalizing pedagogical leadership structures by opening them up to community facilitators and proposing training content better adapted to the specific needs of education in emergencies.

- The development and deployment of an internal and external communication plan make it possible to popularize and extend ownership of the National Education in Emergencies Strategy objectives from the central to the decentralized level. It will also allow for better transmission of information about the implementation of the strategy by opening internal information channels to the different actors at local levels. The communications plan will ensure that all information related to educational continuity, for example, integration into host schools or information about safety, health or pedagogical practices, is adapted to the different audiences and disseminated through the right media in a timely manner.

ECW seed funds will prioritise strengthening the capacities of the Technical Secretariat as well as the establishment of the national school safety system.

2.3 Gender Equality and Inclusion

Issues of gender and inclusive education are addressed in a cross-cutting manner throughout the MYRP, particularly in through the access and quality components.

Girls' education
490,000 out of 813,000 beneficiaries of the MYRP will be girls including adolescent girls (60% of the total target population). Fifty-two per cent of the budget will be devoted specifically to actions aimed at improving access and quality for girls, including adolescent girls. Activities may include engaging the education system to transform social norms, the provision of cash transfers and gender-sensitive training for school staff. Conditions in learning facilities will also be enhanced through for example the construction of separate and accessible latrines and the provision of hygiene products. Diversified learning programmes will be promoted, for example through flexible alternative learning programmes for girls at both the primary and secondary level. Girls, including adolescent girls, will be engaged in the design and implementation process to ensure that their needs are adequately reflected in course content, teaching approaches and monitoring of such programmes.

Gender-based violence
With regard to prevention, mitigation and response to gender-based violence, comprehensive training and codes of conduct will be provided to all staff working with children and adolescents. The introduction of citizenship lessons and cross-curricular skills will facilitate discussions and debates about gender-based violence in schools. Skills based social emotional learning will equip girls and boys, including adolescents, with the skills necessary to shift norms around gender-based violence. These skills include assertiveness, interpersonal communication, conflict resolution, critical thinking, empathy, self-awareness and stress reduction. Psychosocial support and psychological first aid training for school staff will enable teachers and other school staff to prevent, identify and remedy acts of gender-based violence. Additionally, families and communities will be engaged to shift the harmful social norms that enable gender-based violence to persist. Of the total MYRP budget, 9% will be spent on gender-based violence prevention, mitigation and response.

Children and adolescents with disabilities
Over 81,000 of the girls and boys targeted have a disability, representing 10% of the total target population. Nine per cent of the access and quality budget will be devoted to addressing their needs. In particular, measures to improve their access to school and a process of social mobilization will be undertaken. The latter is particularly important to improve access as socialization of people with disabilities is taboo in some communities. Additionally, teachers and all education staff will be provided with training on inclusive education practices, as well as adapting instructional approaches for diverse learners. Access for children and adolescents with physical disabilities will also be improved by the establishment, through construction or adaptation, of universally accessible environments including water and sanitation facilities; roads to school and entrances; classrooms; and school yards, as well as the provision of special desks, and assistive technology. Finally, the availability of materials and appropriate pedagogical adaptation (learning materials, adapted exams, sports activities etc) will allow for the integration and increased success of the students concerned. A dual approach will be applied: retrofitting of existing structures to make them accessible while new structures, teaching methods and materials will be designed from the outset to be universally accessible.

2.4 Prioritizing the Most Vulnerable

Out-of-school children
The systemic challenge of out-of-school children is now an integral part of the National Education in Emergencies Strategy and is the top priority to be addressed by the MYRP in the high-risk regions. The MYRP will monitor an estimated 475,000 children who are out of school due to internal vulnerabilities in the Centre-East and North regions. These children represent 59% of all girls and boys, including adolescents, targeted by the programme. Out-of-school children in the four other priority regions of the MYRP are already the subject of other targeted actions, including those funded by the Global Partnership for Education. These actions are currently being implemented as part of the Sector Plan for Education in: Boucle `de Mouhoun and Centre-North (in terms of access - buildings, equipment); and East and Sahel in terms of demand (awareness-raising and social mobilization actions and alternative education provision).

Displaced children
The MYRP takes into account the specific needs related to each of the vulnerabilities by proposing, for example, to set up temporary and accessible learning spaces and to prepare for the integration of displaced populations into host schools. Specific and accessible curricula and contents will be developed independently, as well as appropriate training in their use, according to different forms of innovative pedagogy. Recruitment of community facilitators is also favoured on a short-term basis pending the return of teachers or hiring of new teachers, as required, particularly in temporary learning spaces and the host schools.

Children who face natural disasters, epidemics or security challenges and who have remained in their communities
These girls and boys, including adolescents, will be targeted through providing accessible distance learning. This aims to ensure continuity in situations where their education has been interrupted by temporary health or security conditions and where a return to the classroom at a later stage can be envisaged. Monitoring by teachers and the provision of material, psychosocial, pedagogical, and administrative assistance to families, children and educators is planned within the framework of the proposed actions. Through this and the development and implementation of remedial plans, the MYRP aims to reduce the disparities observed throughout the educational continuum. This includes at the point of integration into host schools and/or return to the classroom. MHPSS for learners and educators is also planned as part of these proposed actions. Finally, the financial, pedagogical and administrative needs of educators will also be taken into account. This will be achieved through a more effective recruitment system – particularly when it comes to the recruitment and retention of female teachers and teachers with disabilities. This will be complemented by material and financial support to monitor educational continuity and pedagogical support to detect and address any difficulties that may arise throughout the education cycle.

Assistance for those most in need
A series of actions targeting the most vulnerable are planned within the framework of the MYRP. This will include, for example: a coordinated package of basic social services (health, nutrition, water, sanitation, hygiene); material and financial assistance; support in obtaining civil status documents; and rehousing to help the most disadvantaged families integrate or return their children to school. A regularly updated vulnerabilities map will allow for the inclusion of new vulnerabilities that may appear over time, the rapid analysis of the situation, and the proposal of relevant solutions.

The youngest learners
Pre-school enrolment rates are very low in Burkina Faso - 4% nationally and just 2% on average in the six high-risk regions targeted by the MYRP. This leaves about 970,000 children aged 3–5 years in the six targeted regions without any form of early stimulation and psychosocial support other than from the family and the immediate community. The MYRP allocates 10% of the budget for the access and quality outcomes to target these young learners. Overall, the physical and psychosocial well-being of young children and their mothers will be prioritized. Temporary care will be provided, where possible, for children and their parents to relieve caregivers and also give them tools to support their children's early development and motor skills.

3. Leveraging Resources to Scale-up MYRP Results

3.1 Resource Mobilization and Advocacy

The estimated total amount of the Burkina Faso MYRP is US$59.1 million over three years 2021-2023, of which US$11.1 million, or roughly 20%, will be provided in seed funding from ECW. A total of US $ 48 million will therefore have to be leveraged to ensure programme scale up.

To meet this funding target, the resource mobilization approach will be two-fold:

Secure and align funding for education in emergencies and protracted crises

Discussions on the preparation of this programme document identified several potential donors who are interested in supplementing ECW's technical and financial contributions. These include the French Development Agency (AFD), GPE, Canada, the Japan International Cooperation Agency, the Swedish International Development Cooperation Agency, Austria and the Netherlands. The latter would be willing, for example, to finance training activities which will not be covered by ECW seed funds. AFD could support certain Ministry entities (such as the General Directorate of Educational Research and Pedagogical Innovation, General Directorate of Pedagogical Supervision and Initial and Continued Training) to strengthen their skills in terms of managing and undertaking training for education in emergencies. Canada, meanwhile, suggests the establishment of routine structured sector reviews and would be keen to support the Technical Secretariat in this regard.

It is important to note (as outlined in the section below) that there are already several existing/up-coming funding streams which have been taken into account in the development of the MYRP. This amounts to approximately US$31.7m and thus the actual gap, in terms of mobilising new funding is approximately US$16.3m.

The Technical Secretariat will lead and further develop partnerships with prospective donors during the inception phase of the MYRP. The resource mobilization approach will be refined and operationalized through, for instance, the development of tailored engagement plans for main target donors. The success of resource mobilization efforts will require a stronger articulation between the MYRP and the Strategy and Action Plan for the Education of Pupils in High Security Risk Areas. This will ensure complementarity and provide a unified and coherent investment framework for donors and partners.

Ensure funding sustainability for education in emergencies and protracted crises

The MYRP will develop a sustainable resource mobilization mechanism within the Technical Secretariat for education in emergencies. This will entail validating a procedural manual which will outlines the roles and responsibilities of the MYRP and the National Education in Emergencies Strategy and thus how additional funds will be mobilised and then channelled.

The fourth outcome in the results framework of the MYRP is specifically dedicated to this resource mobilization mechanism. Funds are earmarked for the recruitment of an expert within the Technical Secretariat who will oversee the development of necessary mechanisms and tools. The indicators for monitoring this specific result are (i) the number of new partners (technical and/or financial); and (ii) the funding gap of the MYRP over the three years of implementation and, by extension, the National Education in Emergencies Strategy.

Some planning tools, including the integration of activities outlined in the Action Plan of the Strategy for the Education of Pupils in High Security Risk Areas, have already been drafted. They have been used, for example, to calculate the budget for the MYRP. Moving forward, these tools will help the Technical Secretariat to report to potential partners to guide them in their decision-making processes as they allocate funding towards the National Education in Emergencies Strategy through the MYRP.

3.2 ECW Seed Fund Scale-Up Strategy

ECW seed funds will cover 18% of the beneficiaries targeted by the MYRP, namely 144,000 of the 813,000 most vulnerable girls and boys, including adolescents identified in the 2021 needs analysis. ECW seed funding is split across the three outcomes as follows: Access – 63%; Quality – 23%; Governance – 14%. The activities supported by this seed funding will be the first to be carried out as part of the operationalisation of the National Education in Emergencies Strategy. There are thus 669,000 girls and boys, including adolescents, that need to be reached using other funds.

As explained above, it is important to prioritize geographic regions as well as to tailor the holistic package of interventions according to each vulnerable group and context. The preferred scenario is that ECW seed funds prioritise 124,000 beneficiaries in the Centre-East and North regions and cover an additional 20,000 beneficiaries in a third region (to be determined). The rationale for this choice is based on the programmatic priority outcome focussing on increasing **access**, particularly for out-of-school girls and boys, including adolescents. The other four high-risk regions are already covering this outcome through existing/upcoming financing/interventions from other partners. Focusing on the Centre-East and North regions will thus complement these efforts to ensure all out-of-school girls and boys, including adolescents, can be reached across the six priority regions.

The MYRP funding gap is outlined in the table below:

Total MYRP Funding Requirements	$	**59,076,165**
ECW Seed Funding	$	11,100,000
Funding aligned/leveraged from other donors/projects	$	31,700,000
Overall funding gap	$	**16,276,165**

Thus, the financial gap amounts to US$16,276,165, or 28% of the total MYRP budget. If the same percentages of financing for the ECW seed funds across the three outcomes are applied to this gap, then this results in the following analysis:

Outcome	% of overall budget	Amount required	Unit cost per beneficiary	Number of beneficiaries
Access	63	$10,253,984	$72 *(average)*	226,058
Quality	23	$3,743,518		
Governance	14	$2,278,663		
TOTALS	100	**$16,276,165**		

Mobilising this additional $16.3m at an average unit cost of $72 to reach approximately 226,000 additional learners can therefore be achieved through offering potential donors a number of options including:

- Unearmarked contributions – to be used across any of the outcomes in any of the target regions
- Earmarked contributions – either by thematic outcome (access, quality and governance) and/or by geographic area

The preference is of course for unearmarked funding as this provides partners with the most flexibility in terms of fund allocation and usage. Priority will be given to an integrated implementation of activities by geographical area and sustained coordination with other donors and implementing partners.

3.3 Communications and Visibility Plans

The communications plan is one of the specific outcomes envisaged under the MYRP. Details of the proposed plan are outlined in Section 2.2 under the third outcome under governance.

Communication and visibility will be essential to support resource mobilization and to ensure the continued alignment of MYRP interventions and activities with other existing emergency education programs. A complete communication and visibility plan will be developed during the inception phase of activities implemented with ECW seed funds. Visibility activities will include the dissemination of regular newsletters and the sharing of monitoring and evaluation data to inform and improve the work of other education programmes.

Organizations receiving seed funds will disseminate information about their activities through their networks and contribute to ECW communications as requested. This may be on a regular, planned basis as well as ad-hoc requests from the ECW Secretariat. Recipient organizations and contractors (if applicable) will ensure that the use of personal stories and photos conforms to UNICEF principles and ethical guidelines for reporting on children. All partners will ensure that the written consent of parents or guardians is obtained before a child participates in communication and visibility work, and that children and young people participate in decision-making regarding their involvement in campaigns and research. Parents and caregivers will be informed that they can withdraw their consent at any time. External visitors and journalists will be informed and required to sign the policies and codes of conduct of implementing partners on child protection.

4. Monitoring, Evaluation, Accountability and Learning

4.1 Monitoring and Evaluation Plan

The implementation of the MYRP will require effective coordination by the Technical Secretariat together with the support from financial and technical partners to maximise the efficiency of resources. This will also entail adhering to agreed operational protocols including how interventions will be monitored.

The Technical Secretariat, together with beneficiaries and implementing partners[10] of ECW seed funding, will play a key role in the establishment of the MYRP coordination, monitoring and evaluation system. The implementation modalities including information regarding partners, locations and scheduling will need to be agreed and validated from the outset. This will ensure that all interventions are initiated, organised and carried out in a coordinated fashion and accompanied by adequate management tools. A technical committee will analyse the technical and financial proposals of beneficiaries and their implementing partners when they apply for ECW seed funding. It will be important that this committee has the necessary capacity to be able to undertake these evaluations.

In addition, the Technical Secretariat will rapidly develop a detailed, costed implementation plan for the MYRP which clearly articulates the inter-relationships between the strategies and associated interventions. This implementation plan will serve as the comprehensive blueprint to guide ECW beneficiaries and their implementing partners as they deploy to the field. It will also be used as a tool to advocate with partners so that they prioritize and allocate funding efficiently towards the achievement of the overall results.

The first technical and financial report on the implementation of the ECW-funded part of the MYRP will generate information which can be used to adjust the programme as necessary to enhance its efficiency and impact. The first year of implementation will be especially important to identify priority activities to be funded and to implement as priorities in the following year. Thus, the monitoring of this implementation of interventions in the target areas and the documenting of the lessons learned will be critical. The annual programme implementation review will

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[10] For the purposes of this programme "beneficiaries" are organisations that receive funding directly from ECW. "Implementing partners" are organisations which carry out the actual work. Beneficiaries can also implement directly themselves.

be the opportunity to validate this report and agree on refinements to be made to the programme for the subsequent year. The aim is that this annual review will form part of the broader sector review process.

To achieve this, a monitoring and evaluating expert will be recruited to work within the Technical Secretariat as part of the team in charge monitoring the National Education in Emergencies Strategy. This team in turn liaises with the General Directorate of Statistical Studies, which is responsible for monitoring and evaluating the national education strategy. This will therefore also contribute to improving humanitarian-development coherence in the education sector by integrating the monitoring of education in emergencies into these wider, systemic and system-wide processes. One of the first tasks of the expert will be to develop a comprehensive monitoring and evaluation plan for the National Education in Emergencies Strategy that will also suffice for the MYRP.

An associated operational and procedural manual will outline the reporting documents of the monitoring and evaluation system. This will detail the tools, procedures and schedules to be applied/followed as well as the roles and responsibilities of each respective entity in the monitoring National Education in Emergencies Strategy and MYRP. The mechanisms for the annual reviews and for the mid-term and final evaluations of the ECW-financed part of the MYRP will be validated by the donor and the Technical Secretariat.

ECW is financing a regional Central Sahel MYRP during the same three-year period of implementation. The regional MYRP will have the purpose of accelerating delivery of country MYRPs in areas of common priority between the three Central Sahel Countries (Burkina Faso, Mali and Niger). The regional MYRP will focus on 1) supporting country level resource mobilization; 2) collective learning and exchange; and 3) strengthening data and evidence. It is envisioned that there will be close collaboration between the regional coordination mechanism and the three country MYRPs. This will be further defined during the initial inception phase of implementation.

4.2 Learning Outcome Measurements

Support for teachers and community leaders to undertake continuous assessments will be conducted both face-to-face and at distance. The assessments themselves will focus on basic reading and numeracy skills, and social and emotional learning. Support will also include the implementation of corresponding remedial measures, particularly when integrating students into host schools or when they are returning to the classroom. For example, a catch-up plan will be developed and implemented during the first days back at school to help those students accelerate their learning. This will help to bridge the gaps identified and even out the learning disparities that have been created among students and between regions.

Continuous learning evaluations will be achieved, to the extent possible given the challenges around accessing students, by the establishment of a specific education in emergencies component for measuring learning outcomes within the existing evaluation system.

The educational policy on monitoring and evaluation, overseen by the General Directorate of Studies and Sector Statistics, includes the regular administration of standardized learning assessment tests. This was initiated in 2001 and initially covered all levels of the primary cycle on an annual basis. It has evolved over the years and is now biannual and no longer covers all levels. The current national assessment of learning outcomes measures the performance of students at the mid-point of their primary cycle (in 3rd Grade) and at the end of the primary cycle in French, mathematics and observational sciences. The results are linked to intra and extra-curricular variables and compared with those of the 2006 and 2012 surveys for the same classes.

The inclusion of education in emergencies in the standardized assessment process requires, among other things, the adaptation of survey tools. This will include the modalities through which students are learning, and in which context, such as in temporary learning spaces, via distance learning and other alternative pedagogical approaches. It will also necessitate the development of data collection tools which are adapted to crisis situations. For example, using approaches such as online tests and questionnaires and taking tests at home according to the recommended accessibility safety and health standards etc. Socio-emotional skills and mother tongue languages will be part of the subjects to be assessed in addition to mathematics, French and observation sciences which are already part of this system.

5. Implementation Arrangements

5.1 Governance Structure of the MYRP

As the MYRP is essentially operationalising the National Education in Emergencies Strategy, it is crucial that the management and implementation arrangements are situated with the existing structures in Burkina Faso rather than creating parallel or duplicate systems.

- **The Ministry of National Education, Literacy and Promotion of National Languages** is responsible for the provision of all public education services nationwide. As the MYRP has been endorsed by the Ministry, the strategies and associated priorities align with the National Education in Emergencies Strategy and will be continually guided by this national framework. The governance structures in place for the National Education in Emergencies Strategy will therefore apply equally to the MYRP. The roles of the various directorates and services have been identified based on the outcomes of the MYRP, a diagram of which (in French) can be found via this link: https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:feeda061-e292-47db-a8b7-7c0f8229624a

- The existing **Technical Secretariat** is the linchpin for the planning, implementation monitoring and evaluation of the MYRP. It will work with partners, including the Grantees to coordinate the development of a more detailed implementation plan for the first year of the multi-year programme. This will ensure that interventions funded by ECW seed funds and those of other donor partners already identified (as outlined in Section3 3.1 and 3.2 above) in the high-risk regions adhere to the National Education in Emergencies Strategy. It will also maximise cost-efficiencies and avoid duplication of efforts, reinforce sustainability of actions, and ensure a cohesive, harmonised approach overall.

- The **Education Cluster** will continue to play a central role, supporting the Ministry and its partners in working in emergency contexts to meet regularly, exchange information, collect data and mobilise and help organisations to access new funding opportunities. The Education Cluster will also jointly organize an annual review of education in emergencies to facilitate the analysis of progress of the system based on technical and financial analysis. As outlined in Section 4.1 above, the aim is that this will subsequently feed into the broader sector review process.

- **Other education stakeholders** including civil society, unions, local elected officials, parents of students, education partners in development and ministries in charge of health, nutrition, protection, water, sanitation, hygiene will also form part of the governance structure. These constituents meet in thematic groups throughout the year and feed into the Education Cluster. They will participate in the annual review to share their experiences and propose solutions to improve programmatic performance and ensure that they are an integral part of the design, implementation, monitoring and feedback loop.

- The **ECW Grantee(s)** will coordinate technical implementation of interventions for the results for which they are responsible, and in the regions where they will deploy the programme. The grantees and the Technical Secretariat will meet on a regular basis and a reporting system will be set up as part of the development of the implementation plan. This will allow specific monitoring of the ECW seed funding within the framework and actions of the National Education in Emergencies Strategy. Grantees will report to the ECW Secretariat in line with conditions set out in the grant agreements.

- Coordinated by the Technical Secretariat, **implementing partners** will be selected in an open and transparent manner by the ECW Grantees using their specific partnership agreement processes. Specific efforts will be made by the Grantees, in collaboration with the Technical Secretariat, to select the most efficient and effective local partners, to deliver the agreed strategies, especially in the hardest to reach zones in the priority regions. The Grantees will work with the Technical Secretariat to agree on the most effective coordination mechanisms to select, manage and oversee these efforts.

5.2 Grantee Selection Process

The development of the MYRP began in early October 2020 with the creation of the MYRP Development Committee who oversaw the process and ensured alignment with the National Education in Emergencies Strategy and other relevant documents. In parallel, a separate ECW Grantee Selection Committee was created composed of the following members:

- Ministry of Education, represented by the Technical EiE Secretariat (*President of the Committee*)
- Secretary General, General Directorate of General Formal Education
- Cabinet of the Minister of Education
- Permanent Secretariat of Basic education strategic development programme
- ECHO
- Swiss Cooperation
- Embassy of Canada

This Selection Committee, supported by the ECW Secretariat, determined a schedule for applications of expressions of interest as well as the criteria upon which these would be assessed. A summary of the steps is outlined in the table below:

Date	Action
11th November	Timeline, criteria and process communicated to Education Cluster members
16th November	Deadline for expressions of interest
17–18th November	Evaluation of expressions of interest
23rd November	Publication of the provisional list of evaluations
23rd – 25th November	Management of complaints / clarifications
25th November	Publication of the final list of organisations requested to submit full applications
27th November	Invitation from Education Cluster to selected organisations to submit full applications
2nd December	Deadline for the submission of complete applications
3rd – 7th December	Evaluations of the complete applications
7th December	Publication of the provisional list of evaluations
8th – 9th December	Management of complaints / clarifications
9th December	Publication of the final list of organisations selected to be grantees

By the 16th November, ten expressions of interest had been received. Following the evaluations by the Selection Committee seven of these were invited to submit complete applications by the 2nd December. During the 23rd-25th November period, the Selection Committee received one verbal complaint which was immediately addressed to the satisfaction of the organization concerned. By the 2nd December, seven complete applications had been received. These were subsequently evaluated by the Selection Committee and preliminary results were published on the 7th December as planned. A meeting of the Selection Committee, together with a representative of the ECW Secretariat was held on Wednesday 9th December to discuss complaints and requests for clarifications. One request for clarification was received and the Selection Committee subsequently responded in writing to the satisfaction of the organisation concerned. The final results were then validated by the Selection Committee and communicated to Education Cluster members. The result of the process is that **UNICEF** and **Enfants du Monde** have been selected as the Grantees.

Although the selection process outlined was relatively condensed (due to the timeframes imposed by the ECW Secretariat), it was open and transparent, and all efforts were made to avoid any conflicts of interest. The selected Grantees commit to delivering ECW-funded activities through localised implementation arrangements, working closely with national NGOs and national government entities, seeking to strengthen national capacities to address education in emergency needs.

A detailed set of documents, outlining all the steps, communications, assessments matrices and the final grantee selection report is available in request from the Mrs. NEYA DOMBWA Angeline a_dneya@yahoo.fr

5.3 Risk and Child Safeguarding

Child Safeguarding

Both Grantees have adopted and apply child safeguarding policies to their operations and programmes - *Policy on Conduct Promoting the Protection and Safeguarding of Children* 2016 (UNICEF) and the *Child Protection Policy* 2010 (Enfants du Monde). The Grantees will ensure that their staff, volunteers and associates will be aware of and adhere to their child safeguarding (CSG) requirements, including through applying a code of conduct and disciplinary sanctions linked to employment/appointment contracts. To ensure management of risks of harm to children, the Grantees will develop a safeguarding risk assessment and management plan in conjunction with implementing partners and their CSG focal points, which will be periodically reviewed. This will include identification of activity and site-specific risks and measures, for example protocols to safeguard children with disabilities.

Each of the Grantees has well-established incident reporting mechanisms in place. They will work with stakeholders to identify ways to establish or strengthen existing reporting and referral mechanisms to receive incident notifications and programme-related feedback from any person, including staff, beneficiaries, community members and other aid workers. A MYRP-specific protocol will be developed to guide in the management of CSG incident notifications. This will include a clear framework on investigative practice, confidentiality and data privacy.

The Grantees will be responsible for ensuring that all implementing partners (IPs) have necessary CSG measures in place, including a CSG policy, code of conduct, disciplinary sanctions linked to employment contracts, reporting and referral mechanisms, CSG training for staff, volunteers and associates and investigative capacity, and that enhanced risk mitigation measures are used when volunteers are involved in MYRP activities. Requirements will be clearly articulated in agreements with sub-grantees, contractors and suppliers.

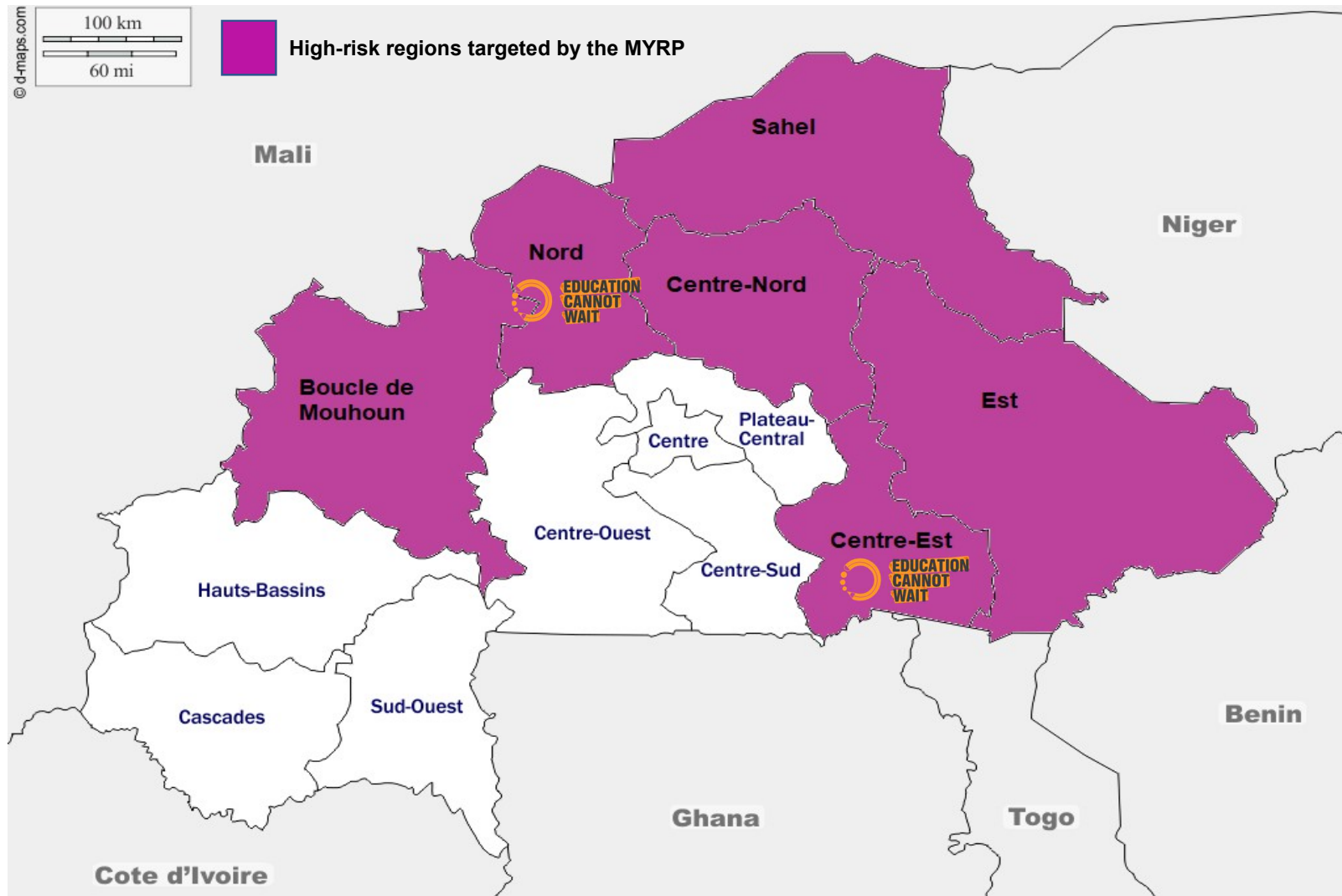**Protection from Sexual Exploitation and Abuse (PSEA) and Sexual Harassment**

UNICEF and Enfants du Monde take a zero-tolerance approach to the sexual exploitation and abuse, and sexual harassment, of any person. In 2019 UNICEF adopted its *Strategy to Prevent and Respond to Sexual Exploitation and Abuse and Sexual Harassment*. Implementation of this Strategy is supported through a robust regulatory framework.

All UNICEF civil society IPs are required to undergo a PSEA assessment under UNICEF's 2020 PSEA assessment regime. Enfants du Monde also requires IPs to demonstrate compliance with its PSEA specifications. The Grantees will ensure that IPs have adopted and apply all necessary policies and procedures to protect children, adolescents and adults (including the IP's staff and associates) from sexual exploitation and abuse, and sexual harassment. This will include ensuring access to incident reporting mechanisms, affording protection to individuals under whistleblower policies, and referral of survivors to appropriate services in line with the UN Victim Assistance Protocol. The Grantees will support IPs with investigative practice as needed.

Mapping of appropriate referral services and strengthening of reporting mechanisms will be undertaken in conjunction with the Protection Cluster and PSEA network members to support a survivor-informed response to incident notifications. Staff, volunteers and associates of the Grantees and the IPs will be trained on the Inter-Agency Standing Committee (IASC) guidelines on GBV and community outreach on PSEA will be undertaken. Further details are included in the risk assessment matrix in Annex D and will be incorporated into a MYRP-specific safeguarding risk assessment and mitigation plan.

Appendix A: MYRP Scale-up Map

Appendix B: MYRP Programme and ECW Seed Fund Budget

Overall MYRP Budget				
	Year 1	Year 2	Year 3	Total
PROGRAMME COSTS				
Outcome 1: ACCESS – girls and boys aged 3–17 years benefit from an education adapted to their contexts, with standardized material, security and health conditions	$ 11,917,860	$ 9,534,288	$ 8,515,871	$ 29,968,019
Outcome 2: QUALITY – girls and boys aged 3–17 years receive relevant and meaningful quality education that is responsive to risks, disasters and their socio-emotional learning needs	$ 2,654,886	$ 2,123,909	$ 1,913,420	$ 6,692,214
Outcome 3: GOVERNANCE – the management and coordination of education in emergencies is gender-responsive and inclusive and based on national systems, standardized analyses and harmonized data	$ 3,552,999	$ 2,842,400	$ 2,499,000	$ 8,894,399
Outcome 4: RESOURCES – sufficient resources are mobilised to implement the strategies outlined in the multi-year programme	$ 183,000	$ 146,000	$ 125,843	$ 454,843
Sub-total Programme Costs	$ 18,308,745	$ 14,646,596	$ 13,054,134	$ 46,009,474
OPERATIONAL COSTS				
Sub-total Operational Costs	$ 3,661,749	$ 2,929,319	$ 2,610,827	$ 9,201,895
Total Programme and Operational Costs	$ 21,970,494	$ 17,575,915	$ 15,664,960	$ 55,211,369
Indirect (7%)	$ 1,537,935	$ 1,230,314	$ 1,096,547	$ 3,864,796
Grand Total	$ 23,508,428	$ 18,806,229	$ 16,761,507	$ 59,076,165

ECW Seed Fund Budget				
	Year 1	**Year 2**	**Year 3**	**TOITALS**
PROGRAMME COSTS				
Outcome 1: ACCESS – girls and boys aged 3–17 years benefit from an education adapted to their contexts, with standardized material, security and health conditions	$ 2,187,620	$ 1,750,096	$ 1,531,334	$ 5,469,049
Intermediate Outcome 1.1: The physical and psychological well-being of children aged 3 to 17 years is protected and supported by the education system	$ 513,392	$ 410,713	$ 359,374	$ 1,283,480
Intermediate Outcome 1.2: Pedagogical continuity is ensured, with a focus on gender-sensitive inclusive education practices	$ 547,618	$ 438,094	$ 383,333	$ 1,369,045
Intermediate Outcome 1.3: Schools conform to material, security, accesibility and health standards	$ 570,435	$ 456,348	$ 399,305	$ 1,426,088
Intermediate Outcome 1.4: The integration into and return to school is well prepared and facilitated	$ 556,175	$ 444,940	$ 389,322	$ 1,390,436
Outcome 2: QUALITY – girls and boys aged 3–17 years receive relevant and meaningful quality education that is responsive to risks, disasters and their socio-emotional learning needs	$ 798,655	$ 638,924	$ 559,058	$ 1,996,637
Intermediate Outcome 2.1: Children develop citizenship and social and emotional learning skills	$ 44,535	$ 35,628	$ 31,174	$ 111,337
Intermediate Outcome 2.2: Gender sensitive, inclusive teaching programmes and materials adapted for EiE are developed and disseminated	$ 207,828	$ 166,263	$ 145,480	$ 519,571
Intermediate Outcome 2.3: Educators are using gender-sensitive, inclusive EiE pedagogy	$ 249,394	$ 199,515	$ 174,576	$ 623,485
Intermediate Outcome 2.4: Students' skills and holistic learning outcomes are assessed regularly; a remedial system is put in place	$ 296,898	$ 237,518	$ 207,828	$ 742,244
Outcome 3: GOVERNANCE – the management and coordination of education in emergencies is gender-responsive and inclusive and based on national systems, standardized analyses and harmonized data	$ 455,060	$ 364,048	$ 318,542	$ 1,137,651
Intermediate Outcome 3.1: A National School Safety System is established	$ 159,826	$ 127,861	$ 111,878	$ 399,565
Intermediate Outcome 3.2: The management of the National EiE Strategy forms part of the national technical, financial and partnership coordination framework	$ 179,804	$ 143,843	$ 125,863	$ 449,511
Intermediate Outcome 3.3: The Human Resources and Educational systems are flexible in crisis situations	$ 53,275	$ 42,620	$ 37,293	$ 133,188
Intermediate Outcome 3.4: A National EiE Strategy communication plan is deployed	$ 62,154	$ 49,724	$ 43,508	$ 155,386
Outcome 4: RESOURCES – sufficient resources are mobilised to implement the strategies outlined in the multi-year programme	$ 31,077	$ 24,862	$ 21,754	$ 77,694
Intermediate Outcome 4.1: A resource mobilisation mechanism is developed within the Technical EiE Secretariat	$ 31,077	$ 24,862	$ 21,754	$ 77,694
Sub-total Programme Costs	$ 3,472,412	$ 2,777,930	$ 2,430,689	$ 8,681,031
OPERATIONAL COSTS				
Sub-total Operational Costs	677,120	541,696	473,984	1,692,801
Total Programme and Operational Costs	4,149,533	3,319,626	2,904,673	10,373,832
Indirect (7%)	290,467	232,374	203,327	726,168
Grand Total	**4,440,000**	**3,552,000**	**3,108,000**	**11,100,000**

Appendix C: Results Framework

Level	Result statement	Indicator	Baseline	Target	Source of verification	Disaggregation
OUTCOME 1	**ACCESS – girls and boys aged 3–17 years benefit from an education adapted to their contexts, with standardized material, security and health conditions**	Net Attendance Rate	TBD	100%	monitoring by grantees - data collected by Technical EiE Secretariat	gender, level of education (pre-primary/primary/lower secondary/secondary), refugees/IDP, formal/non formal education, disabilities
Intermediate Outcome 1.1	The physical and psychological well-being of girls and boys aged 3 to 17 years is protected and supported by the education system	% of vulnerable girls and boys aged 3 to 17 targeted by the ECW seed funding that improve their (i) physical and (ii) psychological wellbeing	TBD	100%	monitoring by grantees - data collected by Technical EiE Secretariat	gender, level of education (pre-primary/primary/lower secondary/secondary), refugees/IDP, formal/non formal education, disabilities
Intermediate Outcome 1.2	Pedagogical continuity is ensured, with a focus on gender-sensitive inclusive education practices	% of vulnerable girls and boys aged 3 to 17 targeted by the ECW seed funding that (i) profit from pedagogical continuity in TLS, (ii) are reached by distance education offers, (iii) receive education in their first language in TLS	TBD	80%	monitoring by grantees - data collected by Technical EiE Secretariat	gender, level of education (pre-primary/primary/lower secondary/secondary), refugees/IDP, formal/non formal education, disabilities
Intermediate Outcome 1.3	Schools conform to material, security, accesibility and health standards	# of schools/TLS supported by ECW seed funding that are in line with national/international standards in safety, hygiene, accessibility, sanitation and equipment	TBD	80%	monitoring by grantees - data collected by Technical EiE Secretariat	type of education structure, region, district
Intermediate Outcome 1.4	The integration into and return to school is well prepared and facilitated	# of formerly out-of-school children who enter a school or TLS; # of schools who reopen after temporaty closure	TBD	TBD	monitoring by grantees - data collected by Technical EiE Secretariat	type of education structure, region, district
OUTCOME 2	**QUALITY – girls and boys aged 3–17 years receive relevant and meaningful quality education that is responsive to risks, disasters and their socio-emotional learning needs**	Proportion of boys and girls and young people supported by ECW (a) in Grades 2 or 3; and (b) at the end of lower secondary education and (c) at the end of secondary education who achieve at least a minimum proficiency level in (i) reading, (ii) math, and (iii) social and emotional learning (SEL).	TBD	40%	monitoring by grantees - data collected by Technical EiE Secretariat	gender, level of education (pre-primary/primary/lower secondary/secondary), refugees/IDP, formal/non formal education, disabilities
Intermediate Outcome 2.1	Children develop citizenship and social and emotional learning skills	% of ECW-supported learning centers offering curricula that offer SEL/life skills instruction that covers 3 thematic areas: self-awareness, interpersonal skills, thinking skills	TBD	100%	monitoring by grantees - data collected by Technical EiE Secretariat	type of education structure, region, district
Intermediate Outcome 2.2	Gender sensitive, inclusive teaching programmes and materials adapted for EiE are developed and disseminated	Number of schools/TLS that use gender sensitive and inclusive teaching programmes and material	TBD	TBD	monitoring by grantees - data collected by Technical EiE Secretariat	type of education structure, region, district
Intermediate Outcome 2.3	Educators are using gender-sensitive, inclusive EiE pedagogy	Number of teachers / facilitators that demonstrate increased knowledge on gender-related topics or inclusion	TBD	TBD	monitoring by grantees - data collected by Technical EiE Secretariat	type of education structure, region, district
Intermediate Outcome 2.4	Students' skills and holistic learning outcomes are assessed regularly; a remedial system is put in place	% of teachers/facilitators who put in place remediation activities based on regular holistic assessment of learning outcomes (more than 3 per school year)	TBD	TBD	monitoring by grantees - data collected by Technical EiE Secretariat	type of education structure, level of education
OUTCOME 3	**GOVERNANCE – the management and coordination of education in emergencies is gender-responsive and inclusive and based on national systems, standardized analyses and harmonized data**	Annual evaluation reports of education in emergency actions	0	1 per year	monitoring by grantees - data collected by Technical EiE Secretariat	N/A
Intermediate Outcome 3.1	A National School Safety System is established	# of schools/TLS that have put in place a school safety system	TBD	TBD	monitoring by grantees - data collected by Technical EiE Secretariat	type of education structure, region, district
Intermediate Outcome 3.2	The implementation of the National EiE Strategy forms part of the national education technical, financial and partnership coordination framework	% of MYPR monitoring and evaluation tools that are aligned with the M&E tools of the education sector plan	TBD	TBD	monitoring by Technical EiE Secretariat	N/A
Intermediate Outcome 3.3	The Human Resources and Educational systems are flexible in crisis situations	# of new HR rules and regulations in place that are specifically targeting teachers and educators in education in emergencies	TBD	TBD	monitoring by Technical EiE Secretariat	N/A
Intermediate Outcome 3.4	A National EiE Strategy communication plan is deployed	Level of implementation of the communication plan	0	100%	monitoring by Technical EiE Secretariat	N/A
OUTCOME 4	**RESOURCES – sufficient resources are mobilised to implement the strategies outlined in the multi-year programme**	Level of additional funding available	0	100%	monitoring by Technical EiE Secretariat	N/A
Intermediate Outcome 4.1	A resource mobilisation mechanism is developed within the Technical EiE Secretariat	Level of implementation of the resource mobilisation mechanism	0	100%	monitoring by Technical EiE Secretariat	N/A

Numbers of Children and Adolescents to be reached with ECW seed funds

	FORMAL EDUCATION						NON-FORMAL EDUCATION						TOTAL		
	Pre-Primary		Primary		Secondary		Pre-Primary age		Primary age		Secondary age		Grand Total		
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	Total
Girls and boys, including adolescents, with disabilities	2,018	1,346	3,475	2,317	2,652	1,768	129	86	222	148	169	113	8,666	5,777	14,443
Migrant and refugees	201	134	345	230	264	176	13	9	22	15	17	11	861	574	1,436
IDPs	10,497	6,998	18,074	12,049	13,792	9,195	670	447	1,154	769	880	587	45,067	30,045	75112
Other non-displaced children affected by emergencies (incl. host communities)	9,487	6,325	16,334	10,889	12,464	8,309	606	404	1,043	695	796	530	40,729	27,153	67,882
Total	20,185	13,457	34,754	23,169	26,520	17,680	1,288	859	2,218	1,479	1,693	1,128	86,657	57,772	144,429
Other children affected by internal vulnerabilities (host communities)	66,343	44,228	114,227	76,151	87,164	58,109	4,235	2,823	7,291	4,861	5,564	3,709	284,822	189,882	474,704

Please note: The figure of 144,429 is the number of girls and boys who will be reached in the priority regions to be targeted by ECW funds with the main package of interventions. A communications campaign is also planned which will reach a much higher number but as this is only via messaging and not more direct support, it was decided this would give an inaccurate picture of beneficiaries. The figure of 474,704 is shown here to illustrate this point.

Appendix D: Risk Assessment Matrix

An overall risk assessment matrix has been developed and is accessible via the link below. During the inception phase, the Grantees will revise the overall risk assessment matrix as needed. The ECW Secretariat will also review risk assessment matrices that are tailored to each Grantee's operations and programmatic responsibilities. All risk assessment matrices will be periodically reviewed and updated as needed for the duration of the MYRP. The ECW Secretariat holds detailed information about each Grantee's child safeguarding and PSEA policies and procedures.

https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:24573903-269e-4d6a-afe2-74d6ceac1afb