ECW Multi-Year Resilience Programme Democratic Republic of Congo

2021-2023

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ECW Multi-Year Resilience Programme - Democratic Republic of Congo

Programme Title	Education Cannot Wait multi-year resilience programme for the Democratic Republic of the Congo (DRC)	
Duration	36 Months	
Targeting	200,000 children and adolescents (52% female, 15% with disabilities)	
Funding Overview	**MYRP Total Requirement**	US$ 67.5 M
	ECW Seed Funding Investment	US$ 22.2 M
	Required Resources	US$ 45.3 M

Programme Summary

The Democratic Republic of the Congo (DRC) is facing large-scale, complex, protracted crises, some of which happen on a recurring basis. For decades, these successive crises have intensified humanitarian needs and increased the vulnerability of the population. The population is impacted by violence, conflict, food insecurity and natural disasters, including recurrent flooding, and multiple epidemics including cholera, 11 outbreaks of the Ebola virus, and COVID-19. All these crises affect millions of school-aged children and adolescents (girls and boys).

This Multi-Year Resilience Programme (MYRP) was developed through a participatory, inclusive and transparent process guided by a working group comprising stakeholders from the humanitarian and development fields. Following several regional and national workshops, the working group selected three target provinces for the MYRP: Tanganyika, Ituri and Kasaï Central, based on the following prioritization criteria:

- Provinces most affected by movements of the population - Internally Displaced Persons (IDPs), returnees and deported refugee children - over the past 18 months and children from host households.
- Provinces facing both population displacement and other crises, including epidemics (cholera, Ebola and COVID-19), refugee influxes and food insecurity.
- The desire to have a geographic focus for greater programme impact (in terms of efficiency and practicality) with flexibility in programme implementation.

The overall objective of the MYRP is to provide uninterrupted access to quality education in a safe and protective environment for children and adolescents (girls and boys) affected by the various crises in the DRC. Significant emphasis is placed on ensuring linkages between humanitarian and development efforts. The overall MYRP targets just over 200,000 children and adolescents. Out of this total, ECW seed funding will reach approximately 68,000 children and adolescents aged 5–17 years, 61% of whom are girls. These include children from IDP, returnee and refugee populations and children with disabilities (15% of the total). Other populations/groups will also be targeted including indigenous people, former child soldiers, victims of gender-based violence, unaccompanied children, children from host communities, and other vulnerable children and adolescents. Adults, including teachers, inspectors and members of parents' committees and school management committees, are also target groups.

The plans and strategies that make up this framework come from both the humanitarian and development sectors. They are aligned with the national normative framework of DRC, including the Sector Strategy for Education and Training, the Humanitarian Response Plan, the DRC Education Cluster Strategy and the International Minimum Standards for Education in Emergencies.

The total funding requirement for the DRC MYRP is US$67.5 million of which ECW seed funding covers approximately 32% of the total needs. The remaining US$45.3 million will be mobilized through a robust strategy that places emphasis on leveraging existing and new resource from within the country and potential new partners like those in the private sector.

Programme and Resource Mobilization Outcomes	
Outcome 1	Children affected by crises have equitable access to education in an improved and inclusive learning environment
Outcome 2	Improved retention of crisis-affected girls and boys
Outcome 3	Improved quality of inclusive and gender-sensitive education
Outcome 4	Improved and learning-orientated local, provincial and central governance systems
Outcome 5	Safe and more protective learning environments
Outcome 6	The necessary resources and products are available for the implementation of the MYRP

1. Situational and Institutional Analysis

1.1 Country Context

Despite its vast natural resources, the DRC faces extreme poverty, precarious socio-economic conditions, vulnerability to external shocks and a lack of essential infrastructure. Many of these problems can be attributed to internal conflicts and those in neighbouring countries such as South Sudan, the Central African Republic and Burundi. The situation is further aggravated by epidemics and natural disasters, all of which present school-aged children and adolescents in the DRC a particularly challenging situation.

The education system in the DRC faces an unprecedented situation at a time when it was already struggling to manage the impact of other crises. The COVID-19 epidemic has had a severe impact on education. Following the closure of schools as a preventive measure, around 27 million pupils have had their schooling interrupted. This is in addition to an estimated 15 to 23 million school-aged children and adolescents who were out of school before the COVID-19 crisis. Further, while the introduction of free primary education has given all children the opportunity to go to school, it has had the effect of depleting resources and causing overcrowding in the classroom.

For more than six months, these vulnerable girls and boys have had no access to the safe spaces provided by schools, putting them at risk of dropout in the long term. Lack of activity and guidance from adults (teachers and parents) creates increased exposure to various risks, including COVID-19 infection, forced recruitment, forced labour, child marriage and early pregnancy, violence, exploitation and abuse of various forms. Among the most affected and most at-risk populations are children and adolescents aged 3 to 17 years old and their teachers. People in rural areas who are living in poverty and are affected by conflict are also considered as particularly vulnerable.

The glaring lack of statistical data is another factor limiting the capacity of the government and its technical and financial partners to support effective planning and responses. For example, the most recent population census in the DRC was in 1984. For the education sector, the 2017/2018 statistical yearbook is the first that reflects the 26 new provinces resulting from the 2015 administrative reorganization. However, the most recent officially validated yearbook is only from 2014/2015 and covers the 11 previous provinces. These documents do not capture data related to Education in Emergencies (EiE). The scale and recurring nature of crises, and the lack of mechanisms to collect real-time data on crises, has a detrimental impact on the effectiveness and quality of the response.

Critically to the education sector, in 2009, the government developed a policy as part of the *National Strategy on the Use of National Languages* policy initiative, which states that no single language will be used in education. Instead, each of the four national languages – Lingala, Kiswahili, Chiluba and Kikongo – must be used in years one to four of primary school in the geographical area where each language is most spoken. The language policy initiative aligns with early years education research that highlights that mother tongue-based instruction is essential to improving learning outcomes.[1]

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[1] https://unesdoc.unesco.org/ark:/48223/pf0000212270

1.2 Education Needs Overview

The DRC's education sector remains severely affected by successive humanitarian crises affecting the access, continuity, quality and learning conditions of school-age children and adolescents. Even for children who do manage to access education, many of them do not manage, from the start of primary school, to master the fundamentals of reading and mathematics. Moreover, its heavy reliance on external aid calls into question the sustainability of long-term actions. And yet, according to an assessment carried out by Save the Children in 2019 in five provinces, education was the number one priority for children in over half of the focus groups surveyed.

Poverty represents the most significant barrier to education, aggravated by repeated displacements and epidemics such as Ebola and COVID-19. According to the World Bank (2020), almost 64% of the population live below the national poverty line representing a significant hurdle to inclusive education access. This said, the introduction of free primary education has given many children the opportunity to go to school. However, it has also exhausted resources and led to overcrowding in the classroom while the number of teachers has not been increased to cope with the sharp increase in enrolment. The education system is facing a particularly difficult challenge in absorbing high school-age students, especially girls. According to the Ministry's 2017-18 statistical report, the demand for education is made more challenging considering the relative size of the school age population. As a result:

- Only 5% of children have access to pre-school education with girls receiving more access than boys.
- The gross enrolment rate in grade 1 of primary school is high (124%), even in crisis-affected areas except for Tanganyika (76%). This is exacerbated by the phenomenon of late entry into primary school - 44% of enrolments exceed the official age of entry
- At primary level, the gross admission rate for boys is 142% compared to 134% for girls.
- At secondary level, there are more boys than girls and the completion rate of boys is higher

Drop-out and enrolment – Children and adolescents in areas affected by the COVID-19 epidemic face several additional barriers to education. These include poverty caused by family illness, health risks, and the stress caused by fear and the loss of loved ones. Together, these increase the risk of drop-out. Crisis-affected provinces have lower admissions rates than the national average. IDP children have significantly higher rates of non-enrolment than children from host communities in the same provinces. As a result, there are more out-of-school children and adolescents in provinces impacted by high numbers of displaced people, particularly Tanganyika (38%), Ituri (35%) and Kasai Central (42%) provinces.

Refugee children and adolescents – as of April 2020, 527,176 refugees and 4,252 asylum seekers were registered in the DRC. Of these only 25% live in camps as most have been integrated into host communities. Of this total, approximately 63% (230,000) are children and adolescents aged 3-17. In general, refugees attend schools in host communities. They study with local children even though the capacity to host additional learners in these schools is very low. The challenge is exacerbated as a large proportion of Congolese refugees and displaced people have needs related to food insecurity and malnutrition which can present an additional barrier to education.

Attacks on schools increased over the period 2013-17. In areas where armed groups operate, children and adolescents remain at risk of being recruited by armed groups. Compared to 2016, the number of verified cases of children and adolescents recruited by armed groups doubled in 2017 with 1,049 children including 128 girls. One third of these children and adolescents were under the age of 15 at the time of being enlisted. More than half of these cases were detected in North Kivu (52%), followed by Greater Kasai (37%). The rapid needs assessment carried out with UNESCO support in October 2019 in the provinces of Ituri, North Kivu, South Kivu, Tanganyika, and Kasai highlight several recurring problems. These include school infrastructure destroyed during armed conflict, occupation of schools by armed groups or displaced persons, a lack of benches and desks as a result of occupations, and the generally poor condition of school buildings.

Teaching workforce – in the DRC, women make up only about 11% of the teaching staff. While here is a high representation of women teachers at the pre-primary level (91%), the number drops sharply at the primary level (29%) and even further in secondary (12%). Major problems associated with the teaching profession in the DRC stem from demotivation among teachers (lack of integration into the state education budget, poor salaries, poor command of French, late payments, lack of career prospects, etc.). In addition, insecurity, forced displacement of teachers and overcrowded classrooms after the arrival of displaced/returnee children and youth (girls and boys)

are demotivating for teachers in conflict areas. Supervision of schools is also made difficult by distance, lack of transport and insecurity. Only 46% of teachers received training during the 2018/2019 academic year and 25% of them expressed regret at having become teachers.

Gender is a moderate factor for children 6 to 11 years old, with girls slightly more likely to be excluded from education than boys (28% for girls, compared to 26% for boys). The gender gap becomes much larger for 12 and 13-year-olds as girls account for 60% of out-of-school children. Due to late entry to primary school and the frequency of repetitions, most 12- and 13-year-old girls do not complete primary school. In the technical and vocational education and training sector, girls remain under-represented with girls accounting for only 34% of those enrolled. Girls are mainly involved in the commercial and dressmaking sectors and rarely exceed five per cent in other sectors. Over 46% of students drop out of education before the end of primary school. The completion rate is drastically different for boys who complete Grade 5 at a rate of 81% compared to that of girls which is only 70%. A glaring lack of separate latrines for girls is a serious factor limiting their access to school.

The reasons behind **school exclusion** based on gender are numerous and complex. Financial barriers often lead to a preference for educating boys particularly when the opportunity cost is compounded by security problems. There is also the distance to and from school and the poor physical conditions of the school, both of which impact safety and hygiene and generally impact girls more than boys. Girls are also subjected to marriage and early pregnancy, practices that are reinforced by certain cultural norms including 'toxic masculinity' rooted in traditional stereotypes that allows men to treat women as objects. Women are the primary caregivers for the sick and elderly which also makes them more likely to be exposed to infectious viruses such as Ebola. In South-Kivu Province, underage girls associated with armed groups are, according to local customs and culture, considered wives and therefore as women, despite their age.

Most of the perpetrators of gender-based violence committed against children and adolescents aged 11 to 18 are identified as civilians (81%), followed by the armed forces (13%). At school, one in five girls is pressured by teachers to perform sexual favours in exchange for better grades. Although these acts are punishable by law, gender-based violence committed by teachers is not systematically reported because schools are in too great a need for teachers. Indeed, girls are more likely to be exposed to different types of gender-based violence at school, including rape and abduction. In addition, the stigma attached to rape victims prevents girls who have experienced rape from returning to school, increasing their drop-out rate. Girls who have been recruited by armed groups are rejected by their own families and communities, who brand them as 'prostitutes', preventing them from leaving and reintegrating into school.

Children and adolescents living with disabilities face multiple physical and socio-cultural barriers preventing their access to education, as provision for their specific needs is not required by law in schools. Primary school in the DRC remains inaccessible to the majority of children with disabilities. Around 45% of children with motor disabilities and 75% of those with mental health conditions are out of school, compared to 39% of children in the 6–11 age group. Orphans, children and adolescents in care and children who are estranged from their families are much more likely to be excluded from school.

Children and young people witness stressful events during conflict or displacement and can lead to negative coping mechanisms. In the DRC these include prostitution, violent and aggressive acts towards others, early marriage, crime, and alcohol abuse. Without mechanisms to provide **psychosocial support**, children and adolescents who have experienced stress can easily lose interest in, or leave, school. Former child soldiers who return to school without the necessary support run the risk of dropping out of school and re-joining armed groups. Violence, population displacement and the destruction of health and education infrastructure have also severely weakened local capacity to promote the mental health and wellbeing of children and adolescents experiencing stress.

The **lack of reliable and up-to-date school data** throughout the country, including in crisis-affected areas, poses a real challenge for the governance of the entire system. There is no operational mechanism for crisis- specific data collection, and no formal response mechanism for crisis or conflict risks. In addition, the education management information system lacks regular funding for data collection and processing resulting in inconsistencies in, or absence of data. The ministries overseeing education have no EiE strategy and the Sector Strategy for Education and Training does not clearly address this area.

1.3 Aligned Strategies and Plans

Relevant Plans and Strategies	How the MYRP aligns
Sector Strategy for Education and Training (SSEF) 2016–2025	Outcomes one to five of the MYRP reinforce and are consistent with the objectives of the Sector Strategy for Education and Training 2016–2025. Objective one of the strategy is reinforced in the first output of the MYRP through initiatives around equitable education and support for adolescents to join the labour market. Objective two of the sector strategy is reinforced by outcomes two, three and five of the MYRP: to ensure the quality of education through analysis and monitoring, and to ensure a safe and conducive learning environment. Outcome four of the MYRP promotes transparent and effective governance which aligns with objective three of the sector strategy. In addition, the MYRP approach follows government standards, and those of the Ministry of Primary, Secondary and Technical Education in particular. Ministry protocols and ministerial orders are shared with partners on a regular and timely basis to ensure compliance. Close involvement of government partners in planning, implementation and monitoring is a critical component of all interventions.
GPE DRC 2020	The MYRP was developed in alignment with the current Strategy of the Global Partnership for Education (GPE) in DRC (2016-2020), particularly around objective 1 which looks at the strengthening of planning in the education sector. The MYRP will work closely with GPE on subsequent iterations of GPE strategy in the country. The MYRP will strengthen collaboration and consultation with GPE by remaining open to engagement and participation in the programme implementation process and the planned annual evaluations.
National Action Plan for the Progressive Expansion of Bilingual Primary Education in the DRC	The MYRP supports objective B2 of the National Plan by building the capacity of supervisory staff around in-service teacher training. The MYRP also aligns with objective C2 by supporting the government to produce and distribute new pedagogical tools and teaching aids for bilingual education. In this way, the MYRP will strengthen the national primary education programme and curricular reform at the primary level by contributing to methodological guidelines.
Revised Humanitarian Response Plan – Democratic Republic of the Congo 2020 – consolidated by OCHA	MYRP objectives one, three and five are aligned with each objective of the revised Humanitarian Response Plan 2020. The first objective of the Humanitarian Response Plan is in line with the first objective of the MYRP, to promote the integration of displaced, refugee, returnee and host community children in education services. The first objective of the MYRP is linked to the second objective of the Humanitarian Response Plan through a focus on a health and safety approaches (in particular to cope with epidemics and deadly water-borne or vector-borne diseases) through access to water, sanitation and hygiene services in schools. In line with objective three of the Humanitarian Response Plan, the MYRP envisages support for e-learning (which is not anticipated for seed funding). The MYRP integrates the fourth objective as a cross-cutting approach with specific initiatives to integrate children with disabilities. The MYRP integrates the final objective of the Humanitarian Response Plan into the third and fifth outcomes with a focus on more learner-centred teaching that offers psychosocial support and creates an educational environment that promotes the wellbeing and inclusivity of all.
Education Cluster Strategy DRC	The MYRP contributes to the three objectives of the Cluster strategy, specifically through outcomes one, two and three. In order to contribute to objective one of the strategy, the outcomes of the MYRP support equitable access to a safe and protective learning environment. The MYRP promotes peaceful coexistence and wellbeing, with a view to improving learner retention, which aligns to Cluster strategy objective two. And the MYRP contributes to the third objective of the strategy through the promotion of student-centred learning.

The MYRP's Added-Value

The MYRP will provide support (technical, human resources and financial) to the government within the **framework of its Education Sector Plan** and will promote this strategy to donors present in the DRC. Conversely, the government's involvement in the development and implementation of the MYRP is essential to its effective implementation.

The MYRP also provides an opportunity to support the government to strengthen its ability to respond to **emergencies.** The MYRP will act as a tool to mobilize resources to strengthen humanitarian-development coherence in the DRC. In addition, it will help strengthen government leadership in coordination and collaboration mechanisms like the Education Cluster. This will be achieved through joint planning and monitoring of interventions, and through the exchange of information to ensure synergy between programmes. The MYRP will conduct a joint education needs assessment and through it, will build the capacity of Cluster members to **collect and analyse quality data** in the context of emergencies. The education management information system currently does not collect emergency education indicators. While it would be too ambitious to seek to support it through the MYRP at the national level, the MYRP will work at the local level to strengthen data collection including the integration of emergency indicators in the three target provinces.

The MYRP will support the development of the **gender strategy** in a participatory and inclusive manner. The MYRP will enable the dissemination and distribution of the gender strategy through capacity development programmes for government authorities responsible for education, as well as for non-governmental partners.

Humanitarian funding is largely monitored through OCHA's Financial Tracking Service, while development funds are directly controlled by the government and technical and financial partners. Although it is important for these systems to be independent, there is a lack of understanding on the status of the education sector as a whole (the sector receives no more than 15% of the emergency response budget); a gap that could be filled by supporting the government's monitoring capacity.

The lack of a **national education in emergencies strategy**, as well as the fact that the Sector Strategy for Education and Training does not cover emergencies, means that the response is not aligned or well-prioritized. The MYRP will act to fill this gap by developing and publishing an education in emergencies strategy (developed through a consultative and participatory approach), and by supporting its implementation.

The MYRP plans to contribute to increasing the quality of the **reporting of attacks on education** to better inform prevention strategies. To achieve this, the Educational Provinces and non-state partners will be empowered to use monitoring and reporting mechanism tools to document and manage data on attacks against learning institutions. In addition, the MYRP revitalize the system for identifying and referring child protection cases in schools in the target areas. This will also improve information sharing about the availability of support services.

The Ministry of Primary, Secondary and Technical Education has established a roadmap to develop an **inclusive education strategy**. However, due to the COVID-19 pandemic, this activity has been suspended. Once resumed, EiE coordination staff (Education Cluster and UNHCR) will participate in the consultations organized by the government. Once finalized and approved, the MYRP will take this into account for inclusion in annual reviews. On a related issue, one of the shortcomings in the implementation of the national primary education programme is the implementation of the government's strategy for bilingualism in the early years of education. The MYRP will support the government and strengthen the systematization of bilingualism by promoting it through its formal and informal education activities, including through teacher training and material support.

The Humanitarian Response Plan, which responds to the COVID-19 crisis, was very much focused on supporting education outside of school. Schools have now reopened, and so the response needs to be adapted. However, the MYRP is already adapted to this new reality of reopened schools. It will therefore provide an important basis from which to begin the 2021 Humanitarian Response Plan and ensure that subsequent plans are well-aligned. In order to ensure this consistent adaptation, the MYRP will be evaluated (baseline, midline and end-line evaluations) and monitored with opportunities for feedback from communities, implementing partners and education stakeholders.

1.4 Addressing Humanitarian-Development Coherence

The Sectoral Consultation Framework is a coordination and consultation mechanism for the education sector. It is led by the government and includes technical and financial partners. In its current configuration, the Joint Sectoral Committee considers the Education Cluster, also chaired by the government, as one of its technical committees with responsibility for emergency coordination in the country. While the link between the two mechanisms needs to be improved, actions have been taken to strengthen this link and the progress that has been made since 2018 should be acknowledged.

There are increased levels of interest from the Joint Sectoral Committee members on the strategies, approaches and activities of the Education Cluster. This is evidenced by the fact that some members participate in Cluster meetings at the national level and are included in Cluster trainings, including an introductory course around the operations of the Cluster. The MYRP development process strengthened the link between the two mechanisms, thanks in particular to the active participation of technical and financial partners in the ECW Working Group. They also participated in a workshop organized by the Education Cluster to consult on the priority needs, activities and geographical targets for the MYRP. Technical and financial partners were also represented on the Grantee Selection Committee.

During the GPE grant allocations for the COVID-19 response and for their Accelerated Financing, the Education Cluster was engaged by the Joint Sectoral Committee to endorse the focus of these two programmes. In addition, some key issues and events (e.g. Cluster strategy development, selection of grantees during the two ECW First Emergency Responses for COVID-19, etc.) that have taken place at the Education Cluster level have been shared during Joint Sectoral Committee meetings.

To capitalize on this momentum, the MYRP will be used as a tool to support the Joint Sectoral Committee in accounting for emergency responses when reviewing strategies and policies, as well as to mobilize resources for the Education sector. It will also contribute to strengthening the government's capacity to plan and respond to crises through the humanitarian-development nexus approach.

The activities included in the MYRP will make it possible to strengthen synergy with the child protection sector. Protection activities included in the MYRP will be carried out in accordance with the standards set by the child protection sector. This will be made possible through ongoing consultation between the two sectors, the use of child protection expertise, and the development of a strategy that strengthens protection referrals from schools. Furthermore, the MYRP provides an opportunity to strengthen joint actions already underway between education and child protection teams. The same approach will apply to issues related to gender-based violence, psychosocial support and other serious violations of children's rights in schools. In addition, the protection sector will provide capacity building for education stakeholders on better data collection and management around attacks on schools.

1.5 Funding Context and Gaps for Education in Emergencies

The last two decades have been marked by a low level of public funding for the education sector at the national level. To rectify this situation, since 2018 the government has committed to mobilizing an average of 20% of its current expenditure for the sector, which is close to the average in comparable countries. However, over the five-year period 2016–2020, government expenditure has been largely focused on implementing its free primary education policy (US$ 2.3 billion), a large part of which has been allocated to personnel costs. The budget for education in emergencies in the Sector Strategy for Education and Training was projected to be US$ 21 million between 2016 and 2020, which translates to more than US$ 4 million each year, although only a portion of this financing has been committed.[2]

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[2] In the initial Sector Strategy for Education and Training action plan, only UNICEF and Save the Children are listed as having committed to contribute to education in emergencies activities.

In short, the government does not have the resources to meet the needs arising from the free schooling provision. According to a telephone survey conducted the day after this measure came into effect, the overall need for additional classrooms was 25,365 classrooms for a total of 884,230 students.

Further, humanitarian funding seems to be decreasing for education in the DRC. According to OCHA Financial Tracking Service data, for the period January 2020 to September 2020, education was funded at only 4.7% of the Humanitarian Response Plan requirements (excluding the COVID-19 response). This is below average for the DRC which has typically received around 15% of the requirement over the last five Humanitarian Response Plans.

Technical and financial partners, made up of the main donors in the sector and chaired by the lead partner, closely support the government to implement all sectoral strategies, including education in emergencies. In this way, the Sector Strategy for Education and Training anticipates that technical and financial partners will provide support to coordinate emergency responses through the government's dedicated risk management unit. Certain organizations participate actively in both the Cluster and the Joint Sectoral Committee, helping to ensure consistency between the Cluster's priorities and identifying funding required in the country.

There are very few partnerships with the private sector to support education in emergencies in the DRC. The Sector Strategy for Education and Training explicitly outlines the need for a framework for partnerships and consultation with the private sector. However, it focuses on vocational training with the aim of improving the employability of adolescents by matching training with the needs of the labour market. Given that the country is gradually emerging from economic recession,[3] most public expenditure on education will be focused on implementing the free primary education policy. This leaves the development of partnerships with the private sector, particularly in terms of innovation for remote areas, as a key strategy to ensure increased resources for education in emergencies.

1.6 Stakeholder Consultation Process

In 2019, the consultation process began during an ECW scoping mission to the DRC. This led to the creation of an ECW Working Group and initiated the process for the development of the MYRP. This was done with both humanitarian and development partners (including the Local Education Group) and aimed to build consensus on key priorities. A further, virtual ECW mission in July 2020 also provided an opportunity to consult with various key stakeholders and advance progress in the process.

Consultation workshops have since been organized by the Education Cluster with the involvement and support of the ECW working group, with one held at the national level and four at the subnational level. At the subnational level, participants included members of the Education Cluster, government, local and national NGOs, international NGOs, and UN agencies. Participation of parents' committees / school management committees was not systematic because the number of spaces per workshop (between 35 and 45) was limited, due to logistics.
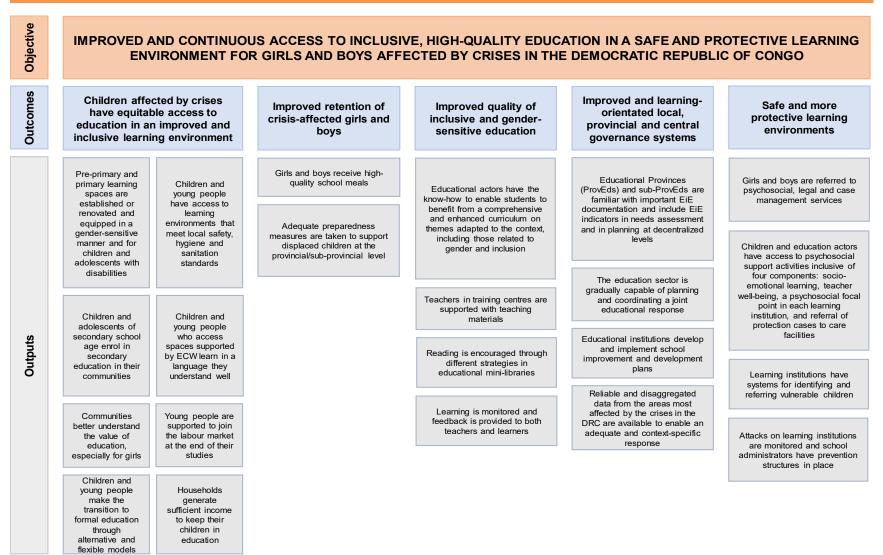
At the national level, a workshop was held which included technical and financial partners and Cluster members including: Ministry of Primary, Secondary and Technical Education, Ministry of Social Affairs, Ministry of Professional Training, Arts and Trade, Ministry of Youth, national NGOs, international NGOs, WFP, UNICEF, UNESCO and UNHCR.

During the programme development phase, several ECW Working Group meetings were held to agree on, among other things, the outcomes, outputs, activities, target groups and geographical focus, in accordance with the country context.

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[3] According to the World Bank(https://www.worldbank.org/en/country/drc/overview), economic growth in the DRC reached 4.1 per cent in 2018, compared to 3.7 per cent in 2017 and 2.4 per cent in 2016.

2. Programme Description

2.1 Theory of Change

Objective

IMPROVED AND CONTINUOUS ACCESS TO INCLUSIVE, HIGH-QUALITY EDUCATION IN A SAFE AND PROTECTIVE LEARNING ENVIRONMENT FOR GIRLS AND BOYS AFFECTED BY CRISES IN THE DEMOCRATIC REPUBLIC OF CONGO

Outcomes

| Children affected by crises have equitable access to education in an improved and inclusive learning environment | Improved retention of crisis-affected girls and boys | Improved quality of inclusive and gender-sensitive education | Improved and learning-orientated local, provincial and central governance systems | Safe and more protective learning environments |

Outputs

Children affected by crises have equitable access	Improved retention	Improved quality	Improved governance	Safe and protective
Pre-primary and primary learning spaces are established or renovated and equipped in a gender-sensitive manner and for children and adolescents with disabilities / Children and young people have access to learning environments that meet local safety, hygiene and sanitation standards	Girls and boys receive high-quality school meals	Educational actors have the know-how to enable students to benefit from a comprehensive and enhanced curriculum on themes adapted to the context, including those related to gender and inclusion	Educational Provinces (ProvEds) and sub-ProvEds are familiar with important EiE documentation and include EiE indicators in needs assessment and in planning at decentralized levels	Girls and boys are referred to psychosocial, legal and case management services
Children and adolescents of secondary school age enrol in secondary education in their communities / Children and young people who access spaces supported by ECW learn in a language they understand well	Adequate preparedness measures are taken to support displaced children at the provincial/sub-provincial level	Teachers in training centres are supported with teaching materials	The education sector is gradually capable of planning and coordinating a joint educational response	Children and education actors have access to psychosocial support activities inclusive of four components: socio-emotional learning, teacher well-being, a psychosocial focal point in each learning institution, and referral of protection cases to care facilities
Communities better understand the value of education, especially for girls / Young people are supported to join the labour market at the end of their studies		Reading is encouraged through different strategies in educational mini-libraries	Educational institutions develop and implement school improvement and development plans	Learning institutions have systems for identifying and referring vulnerable children
Children and young people make the transition to formal education through alternative and flexible models / Households generate sufficient income to keep their children in education		Learning is monitored and feedback is provided to both teachers and learners	Reliable and disaggregated data from the areas most affected by the crises in the DRC are available to enable an adequate and context-specific response	Attacks on learning institutions are monitored and school administrators have prevention structures in place

2.2 Programme Description

2.2.1 Equitable Access	ECW priority outcome areas: Access, Continuity, Gender Equality, Protection

Children affected by crises have equitable access to education in an improved and inclusive learning environment

This outcome will undertake several actions to achieve this result including:

- Increasing access to safe and quality education for all children and adolescents with a focus on the most vulnerable, including those with disabilities. This will be partially accomplished through the construction or rehabilitation, and equipping of learning spaces for formal (pre-primary, primary and secondary) and non-formal education (remedial education and vocational training centres). The school environment will be adapted to ensure equity of access and to meet local safety, hygiene and sanitation standards.

- Training teachers so they can deliver lessons on the importance of education and life skills. Gender and gender-based violence monitoring committees will be put in place in all educational institutions targeted by the MYRP to promote physical, social, emotional and well-being for all learners. This aims to reduce sexual and gender-based violence, and to promote collective action to combat perpetrators of violence in schools.

- Implementing a non-discriminatory approach, promoting integration through mother tongue education (students learn in a home language in the first years of school). A culture of peace, well-being and fulfilment will be cultivated, in part through learning in a safe and inclusive environment.

- Facilitating the enrolment of adolescents into secondary schools in their communities (favouring girls and adolescents living with disabilities through earmarked scholarships).

- Building the capacity and ensuring that resources are available at the regional and local leadership level, to support an inclusive approach for all children and adolescents. The capacity-building approach will focus not only on providing information but on developing skills to facilitate behaviour change around equity and inclusion.

- Working with management and leadership to build the capacity of school administrations. This will be complemented by gender, gender-based violence, and inclusion policies including a code of good conduct and other policies where necessary. These will be shared and displayed in all education facilities to help eradicate sexual and gender-based violence in schools.

- Conducting awareness campaigns at the community level in the form of interactive and participatory activities to address gender-related barriers so that all girls and boys can learn, to eliminate gender disparities and to eradicate gender-based discrimination.

- Supporting income-generating activities, initiated by women's cooperatives linked to schools.

- Developing, at the national level, gender mainstreaming and promotion policies in support of the national gender strategy under development. MYRP partners will participate in consultations around the inclusion strategy which is also under development. When the strategies are finalized, the MYRP will be reviewed and adapted to the findings and recommendations as much as possible. A gender-sensitive conflict analysis will also be conducted to address the different needs of girls and boys and enable their enrolment, participation and success in the learning environment.

2.2.2 Improved retention	ECW priority outcome areas: Continuity, Gender Equality

Improved retention of crisis-affected girls and boys

To address high numbers of out-of-school children, and to prevent further dropouts, particularly during and after the COVID-19 pandemic, the MYRP will address the underlying issues that lead to drop-out. This will include:

- Collaboration between the Education Cluster and the government together with the Health, Nutrition and Child Protection Cluster to develop a multi-sectoral approach to nutrition and wellbeing. Learners will be provided

school meals and will also be taught to grow gardens and to learn about nutrition and ecology. This will be done together with the community who will participate from the outset in project design and implementation, and in the creation of vegetable gardens. Schools will be platforms for health and nutrition screening, early detection of diseases and referrals to services to reduce absenteeism. This approach will be particularly effective in areas with low food security.

- Providing 'second chance' schooling through remedial education centres, distance education and accelerated programmes for students who have dropped out or who have not had the opportunity to attend school.

- Promoting school-readiness, as a critical investment towards increasing retention and success in school, through the provision of early childhood education services. Activities will be provided in stimulating and well-resourced environments.

- Providing opportunities for learning life-skills. This will be invaluable, especially to girls, as these skills can help create self-confidence and engagement that lead to successful self-advocacy.

2.2.3 Improved quality of education	ECW priority outcome areas: Quality, Gender Equality

Improved quality of inclusive and gender-sensitive education

The MYRP will ensure that children and adolescents have access to a holistic package of education that is relevant to their academic, physical and socio-emotional development. The MYRP will approach this in a multi-sectoral way, engaging complementary sectors like health and nutrition to deliver a comprehensive package with contextually appropriate learning. This will include:

- Improving the quality and relevance of the learning and teaching environment through the distribution of learning materials for children and educators. Recreational kits will be provided for schools, as well as hygiene and sanitation kits along with menstrual hygiene management support for adolescent girls.

- Making structural and systemic improvements to the quality of learning through in-service training and workshops for educators in relevant thematic areas. The development of the country strategy for gender and education in emergencies (including data collection and analysis) will further contribute to the pertinence of learning for all, and capacity strengthening of governmental and non-governmental partners.

- To open up more employment opportunities and to meet the needs of communities, preparing adolescents for trades and entrepreneurship through distribution of relevant starter kits. Communities will be informed of the opportunities and importance of education, with a focus on schooling for girls.

- Encouraging reading will be through educational mini libraries. Various reading programmes will promote learning for leisure as well as education, and books will be lent on issues related to human rights and citizenship.

- Training parents' and school management committees in accountability and civic engagement. These committees will increase the number of schools equipped to provide safe, appropriate and unbiased education through the sharing of good practice and resources. They will also be trained to develop school development plans that set out a framework to improve learning.

2.2.4 Improving systems	ECW priority outcome areas: Access, Continuity, Quality, Gender Equality, Protection

Improved and learning-orientated local, provincial and central governance systems

The MYRP will work with local, provincial and national government to improve key capacities for the provision of quality and relevant learning. It will also ensure the systems are in place that monitor the quality of learning, respond to crisis and improve equity of access to education. This will include:

- Strengthening the capacity of governmental and non-governmental partners around gender equality and inclusion through the education in emergencies programme. This programme will train partners on data collection, thereby helping improve the overall availability and quality of information needed to make key decisions on inclusion.

- Supporting the revival and capacity building of parents' and school management committees to increase responsibility and civic engagement in education. School management committees will also play a crucial role in to protecting and supporting investments in schools. Once institutionalized, they will support the monitoring of school performance, ensuring gender equality and children's rights and acting as a bridge between the school and the wider community. They will mobilize other parents and guardians, especially men, to become more actively involved in their children's learning and well-being

- Putting in place a coherent approach to collaboration with the Protection Cluster based on the Global Education Cluster's Child Protection-EiE Collaboration Framework[4]. This will set out activity planning, resource mobilization, and joint monitoring and evaluation.

- Revitalizing the system for identifying and referring protection cases in targeted schools, and ensuring that families, schools and learners have information about available care facilities. While a system exists, there have been challenges in rolling it out effectively. Before changes are made, consultation with current stakeholders will take place to develop a revitalization plan that is robust and effective to ensure sustainability.

- Developing an inter-ministerial strategy on education in emergencies at government level. This process will involve the Child Protection Cluster and all relevant ministries. Mental health and psychosocial support will be a cross-cutting theme in this strategy, with a focus on children, adolescents and educators. Once the strategy is approved, it will be disseminated through a workshop and shared with the partners who will implement it to respond to current crises, and to prepare for future emergencies.

- Generating data and improving information systems to monitor enrolment, retention and performance of students in crisis-affected areas. This will be carried out starting with a joint education needs assessment in the affected areas, followed by baseline, midline and end-line evaluations. Further evaluation work will be carried out around social and emotional learning skills in the current programme and on the effectiveness of psychosocial support for teachers in crisis-affected areas. Work will be done to be sure that all collected data will be disaggregated and designed to capture vulnerability issues (former child soldiers, children and adolescents living with disabilities, etc.).

2.2.5 Safe and protective learning environments	ECW priority outcome areas: Protection

Safe and more protective learning environments

The MYRP will address the significant protection risks faced by children in the DRC, and in particular for children affected by armed conflict. This starts with creating a safe and protective learning environment. A safe school approach will be developed and adapted in accordance with the joint education needs assessments results and through joint planning with the Child Protection Cluster. Addition activities/approaches include:

- Establishing peace, protection and gender clubs in learning institutions. These student groups will receive support from educators at the outset, but with the intention of activities becoming more and more organized and led by the children themselves. These activities will be informative but also fun and regularized to provide continuity. The clubs can thus play a responsible role, monitoring learning conditions and providing support to their peers.

- Capacity building of educators around child protection and positive discipline to bring about more effective, motivating and responsible classroom management. These training courses will be practical and involve self-

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4 https://www.educationcluster.net/CP-EiE

study, research and the development of teaching techniques. Educators will be invited to establish a time for educators to meet to share experiences, doubts and concerns.

- In collaboration with the government, training provincial education authorities and non-state partners on the reporting tools and standards of monitoring and reporting to document and manage data on attacks against learning institutions.

- At the community level, in collaboration with the Protection Cluster and Child Protection Sub-Cluster, identifying risks and developing risk reduction plans for schools. These will include activities involving parents to ensure a holistic approach that addresses the multitude of challenges faced by children and adolescents in the DRC.

- Educating students and stakeholders in order to raise awareness about preventing and combatting sexual and gender-based violence including how to recognize, prevent and report it. In school-based peace, gender and inclusion clubs, students will initially engage in activities developed by the educational institutions, and through them, build their autonomy, problem-solving and decision-making capacity.

In addition to physical protection, the MYRP will also address the psychosocial well-being of students and teachers as part of its overall protection programme. Restoring the psychosocial well-being of crisis-affected educators, communities, and children and adolescents is an essential step before learning can resume. This will include:

- Implementing a strategy that targets three of the five areas in the Inter-agency Network for Education in Emergencies' (INEE) guidance note on psychosocial support[5] the learning environment; teaching and learning, and teachers and other education personnel. These modules will be contextualized through consultation with governmental and non-governmental stakeholders in the DRC, as well as with the target population. These modules will then be used in a training session for teachers and other education personnel on psychosocial support in the classroom and between peers.

- Training young female volunteers in psychosocial support and child safeguarding. This will enable to play a double role: they will look after and be a confidant to other girls (also acting as menstrual hygiene management focal points) and will serve as role models of female responsibility and leadership in educational settings. They will also be able to support teachers with classroom management and students with their academic careers.

- Promoting social and emotional learning with integrated activities for educators and students. A dedicated evaluation is planned at the beginning of the programme. This will make it possible to identify priorities to ensure quality around this thematic area. Educators will have the know-how to enable students to benefit from a comprehensive and enhanced curriculum on topics adapted to the context, including those related to gender and inclusion.

- Supporting educators to access the social and emotional learning and MHPSS guide. The guide will also provide examples of activities to support educators own emotional well-being and self-care, as well as the well-being of students or the community. A community focusing on mutual support and well-being will be developed between educators who complete the MHPSS training to promote sharing of experiences and lessons learned. During the first year of the MYRP, an evaluation of the effectiveness of psychosocial support for teachers in crisis-affected areas will be carried out. The results of this evaluation will be used to adjust the programme and to improve the mental well-being of teachers affected by crises.

2.3 Gender Equity and Inclusion

The DRC MYRP will address gender equity and inclusion through direct action and by creating a supportive environment that establishes space for greater inclusiveness in the DRC in the long term. In line with the programmatic approach, the MYRP will address immediate barriers to learning, particularly for girls, while also strengthening systems to ensure that these barriers are reduced indefinitely. This approach aligns and supports the Department's 2016-2025 Sectoral Education and Training Strategy, which aims to improve equity across the

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5 https://inee.org/system/files/resources/INEE%20Guidance%20Note%20on%20Psychosocial%20Support%20FR_0.pdf

education system. Similarly, equity and gender inclusion have been integrated throughout the MYRP but are particularly apparent in the theory of change and section 2.2 above. This approach includes:

- Support for the finalization and validation of the Interdepartmental Gender Strategy with particular focus on incorporating emergency education contexts

- Training for government and non-governmental partners on gender equality and inclusion in the emergency education curriculum, including on data collection, disaggregation, and analysis.

- Establishment of Gender and Gender Monitoring Committees in each targeted school

- Informing communities about the opportunities for and importance of education for girls.

- Building and/or rehabilitating and equipping pre-primary learning spaces and primary classrooms to be gender sensitive and accessible to children living with disabilities. Ensure that learning environments promote health and hygiene through gender- and disability-sensitive water, sanitation and hygiene infrastructures and though the distribution of hygiene equipment and menstrual hygiene management.

Together, these activities will strengthen girls' ability to participate in learning and take on leadership roles in schools, families, and communities. The approach will create several levels of support for gender equity, creating awareness and inclusion at the school, community, and national levels. Ultimately, this will keep girls better protected, guarantee their right to education, and ensure that their education is relevant and inclusive.

2.4 Prioritising the Most Disadvantaged

Each of the strategies and actions outlined in sections 2.2 and 2.3 above have considered the specific needs of the following marginalised groups:

- Young children affected by crises through early childhood education
- Children living in outbreak areas or food security zones
- Out-of-school children
- Children living with disabilities
- Children in foster care
- Displaced, returning or refugee children and adolescents
- Parents and the community around crisis-affected learners
- Crisis-affected adolescents
- Teachers and other education personnel affected by crises

In almost all cases this will require a coordinated, inter-sectoral approach that considers the holistic learning needs of these vulnerable groups. These efforts will focus both on adaptations of existing infrastructures and construction of new facilities and provision of materials to remove barriers to access and encourage both learners and educators into safe, protective environments. It will also include capacity building initiatives to ensure that these facilities are managed and staffed by effective educators with the ability to tailor the delivery of their services to ensure the learning needs of these vulnerable groups are being met.

Given the significant and persistent challenges facing girls, particularly adolescent girls, specific emphasis will be placed on designing and implementing programmes which respond to their needs. A key component of this approach will be involving them in the design of such interventions themselves.

A detailed explanation of the key issues and associated strategies to address them as part of the MYRP can be found at this link:

https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:b1a8d1ee-4cd0-4a73-86a3-d342fe820ede

3. Leveraging Resources to Scale-up MYRP Results

3.1 Resource Mobilization and Advocacy

A DRC MYRP Steering Committee will be established to lead advocacy and resource mobilization efforts in the country, and to contribute to ECW's global resource mobilization efforts. The total MYRP budget amounts to US$67.5 million for the three selected provinces. ECW will provide seed funding worth US$22.2 million leaving a gap of US$45.3 million. Under the leadership of the government, the MYRP Steering Committee will work with other donors and the private sector to catalyse funding and build long-term partnerships to implement the MYRP.

A communication campaign covering the various MYRP and ECW objectives will be carried out to raise the necessary funds to fully finance the programme. The campaign will initially be presented to the 130 Education Cluster partners, including international organizations, international NGOs and local NGOs. A presentation of the results framework will help to identify synergies with other members of the Cluster, and to highlight co-funding opportunities for MYRP activities. These will be spread over three years and different funding modalities may be proposed, including:

- A commitment for the first year of the MYRP and all its outcomes, with renewal if the results are satisfactory
- A financial commitment for the first year of the MYRP for a selection of activities to develop, with renewal if the results are satisfactory
- A financial commitment over the full three years of the MYRP and for all expected outcomes
- A financial commitment over the full three years of the MYRP on a selection of activities
- A financial commitment on one or more MYRP activities, for the year with no renewal

As Chair of the MYRP Steering Committee, the DRC Minister of Education will play a leading role in resource mobilization together with other ministers in the education sector. They will provide visibility at high-level advocacy events that will be organized at national, regional and global levels. A wide breadth of actors will play key roles in resource mobilization:

Private sector	To contribute both financially as and where possible, and with in-kind agreements particularly around technical and vocational training, and distance learning.
Other sectors	To join up on advocacy for jointly planned and delivered activities including those related to health, nutrition, WASH, and infrastructure.
Targeted communities	The voices of the communities will be raised through advocacy efforts and through participation in community campaigns. Community members will also contribute to resource mobilization efforts by participating in the development of human-interest stories
International NGOs	Will participate in high-level advocacy events, provide information on scope, gaps, needs and share stories of human interest to advance advocacy and resource mobilization at national, regional and global levels.
Local NGOs	Will contribute to advocacy and resource mobilization efforts at the local and national levels, share information on scope, gaps, needs, and human-interest stories.
Donors	Will support resource mobilization efforts by aligning and tapping into humanitarian and development funds, and by joining joint ECW advocacy efforts.
UN Agencies	Will support MYRP advocacy, partnership and resource mobilization efforts by working with donors at national, regional and global levels.
Cluster Education	The Cluster will provide timely information on the situation, the number of people in need, the total scope and the presence of partners and gaps in coverage. It will also undertake follow-up missions to provide opportunities for donors to visit the field.

Part of the budget, equating to 0.5% per year, will be used for research activities and defining an EiE fundraising and advocacy strategy, and for implementing this strategy. The government and the lead representatives of the cluster (UNICEF and Save the Children International) will take responsibility for closely monitoring the resource mobilization process to ensure the implementation of the strategy and any necessary adaptations.

3.2 ECW Seed Fund Scale Up Strategy

The MYRP will serve as a guiding programme for increasing financing for education in emergencies and protracted crises in DRC. The importance and central role of this programme will be stressed to potential partners and donors via the national education cluster coordination team. The strategy for obtaining additional funding will be based on two levels:

- Showing the needs that are not currently covered due to lack of funding. Based on the needs analysis already presented in this programme, attention will be focused on current gaps, underlining the link between the proper functioning of the programme and the response to all identified needs.

- Showing the results achieved with the funds that have already been allocated. Based on the communication and visibility plan which is explained in the next section.

Specific meetings will also be organized nationally and locally as part of this strategy to mobilize additional funds and to explain the content and importance of the MYRP. In this way, different categories of potential donors (institutional, private, etc.) will become aware of the programme and opportunities for collaboration will be created. The comprehensive nature of the programme, including alignment with existing public policies and programmes, will be used as a reason to encourage donors to fund the MYRP rather than creating additional programmes. The additional funds will be used to enhance all activities by funding additional budget lines, and to extend the area of intervention to other provinces, which have already been selected by the ECW Working Group.

A detailed holistic package, based on Save the Children's Quality Learning Framework,[6] which combines the strategies and interventions outlines in Section 2.2 has costed. This package costs US$109 per child for formal education and US$114 per child for non-formal education per year. Detailed descriptions of the package can be found here. The following scenarios are presented for scaling up if additional funding is obtained:

Scenario 1: **Additional funding between 1% and 20% of the total MYRP budget. Total funding including seed fund therefore approaching 50% of planned budget.**

Strategy: Prioritization of outputs not accounted for in the seed fund – extension of activities to other schools in the seed fund's target province and implementation of a holistic package in one of the two other provinces not covered by the seed fund.
Targets: The total number of formal education beneficiaries becomes 76,050 children, i.e. 12,675 additional children. For non-formal education, the total target becomes 5,238 children, i.e. 873 more children.

Scenario 2: **Additional funding between 21% and 40% of the total MYRP budget. Total MYRP funding therefore approaching 70% of planned budget.**

Strategy: Extension of the holistic package to Ituri and Kasai Orientale provinces, allocating 50% of the additional budget per province and targeting 50 schools per province.
Targets: The total number of formal education beneficiaries becomes 126,750 children in the three provinces, i.e. 63,375 additional children. For non-formal education, the total target becomes 8,730 children, i.e. 4,365 more children.

Scenario 3: **Additional funding over 40% of the total MYRP budget. Total MYRP funding therefore approaching 100% of planned budget.**

Strategy: Extension of the holistic package to Ituri and Kasai Orientale provinces, allocating 50% of the additional budget per province and targeting 100 schools per province as per the MYRP.
Targets: The total number of formal education beneficiaries becomes 190,125 children in the three provinces, i.e. 125,175 additional children compared to the seed fund. For non-formal education, the total target becomes 13,095 children or 8,730 additional children.

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[6] https://resourcecentre.savethechildren.net/node/12460/pdf/00_quality_learning_framework_september_2017.pdf

3.3 Communications and Visibility Plan

The Grantee, in collaboration with the government and implementing partners, will ensure the programme's visibility by implementing the actions defined in this communication plan, which is in line with ECW guidelines. A visibility budget line is planned in the budget.

The logos of ECW and other donors will appear on all materials and supplies developed under this programme, without changing the colours or proportions. Donor information will be visible on banners at all intervention sites, particularly during events or awareness-raising and training sessions. All printed and audio-visual materials produced under this programme (banners, flip charts, posters, etc.) will bear the donors' logos. Clothing with visible donor logos, including t-shirts, caps and vests, will be made available to activity staff. This equipment will only be used for project purposes.

Donor visibility will also be ensured through wide dissemination of project information via social media (Facebook, Instagram, Twitter) and websites, mentioning the role of ECW and the achievements of the MYRP, particularly through success stories with accompanying photos and quotes from beneficiaries. Beneficiary representation will always be in accordance with UNICEF reporting guidelines. To deliver greater visibility, programme activities will be continuously reported in humanitarian coordination tools, and presentations will be given at working group meetings on best practices learned during implementation.

The participation and support of local, provincial and national authorities will be highlighted to emphasize their ownership of the programme and accountability to the government system. All local solidarity initiatives resulting from the programme's success will also be shared and highlighted. All these aspects will be constantly linked to the ECW name and logo, demonstrating the link between funding, strategy and programme results.

4. Monitoring, evaluation and learning

4.1 Monitoring and Evaluation Plan

During the inception phase of the MYRP, a national Joint Education Needs Assessment will be conducted. The results of the needs assessment will establish a robust results-based plan for monitoring, accountability and learning. This will establish the bases needed to measure progress towards programme results and ultimately impact. A systematic and continuous process of data collection will be established to inform programme management decisions and ensure that programme activities are on track.

The proposed monitoring and evaluation plan is intended to provide feedback on the relevance of interventions to achieve the programme's intended results. This will also offer opportunities for adaptation and improvement. An important component of the monitoring and evaluation plan is the systematic collection and dissemination of best practices and lessons learned to inform future programming.

A) Monitoring and evaluation

The proposed plan adopts a child-sensitive approach towards monitoring and evaluating progress and achievement. Mixed methods will be utilized to assess the extent to which the interventions have had the intended impact. Context appropriate tools will be developed in collaboration with stakeholders, including communities and specific beneficiary groups. Applying a gender-sensitive perspective, it will examine whether the different needs of boys and girls have been adequately met and the extent to which the MYRP has had a positive impact.

Once the implementing partners are selected, the monitoring and evaluation plan, results table, and data collection procedures and tools will be updated. These will be reviewed and endorsed by relevant stakeholders including the MYRP Steering Committee and the government. These will also be reviewed periodically and at specific points, as noted below. Three evaluations (initial, mid-term and final) are planned with key stakeholders, including at the national level. The Grantee, the Ministry of Primary, Secondary and Technical Education and all other relevant

stakeholders will participate in lessons learned exercises to ensure that the various parties can benefit from the best practices and issues identified.

More specifically, monitoring and evaluation activities will include:

(1) <u>Regular programme monitoring</u>: The Grantee will undertake daily monitoring of programme implementation.

(2) <u>Initial (formative) evaluation:</u> This evaluation will define the situation prior to implementation to establish baselines and inform the design of targeted interventions. This will align with the Joint Education Needs Assessment.

(3) <u>Mid-term evaluation:</u> This evaluation will serve three purposes: a) assessing progress towards the MYRP's results; b) identifying problems in programme design and implementation; c) identifying best practices that can be shared and scaled up.

(4) <u>Learning outcomes assessment:</u> measuring the learning outcomes of children and adolescents (girls and boys) who are supported by the MYRP in literacy, numeracy and social and emotional learning. Learning assessment tools will be agreed with the Ministry of Education and will be adapted to the cultural and social context of the DRC.

(5) <u>Half-yearly report:</u> This report will update on progress against expected results. This will include systematic collection of quantitative data to monitor progress, disaggregated by gender, disability and migration status (refugee/migrant and host community).

(6) <u>Final evaluation:</u> The final evaluation will: a) examine the results achieved at the end of the programme; b) the level of implementation of recommendations from the initial and mid-term evaluations; and c) develop lessons learned regarding the direction of future resilience interventions in the education sector in the DRC.

Data collection will build on, complement and contribute towards boarder Ministry of Primary, Secondary and Technical Education information management needs. To complement existing data collection initiatives and mechanisms, participatory and child-centred data collection methods will be used with structured focus groups, standardized surveys and interviews with key information providers. The grantee will also collect data from partners, verify the information through field visits, and report on progress against outcome and output indicators. Depending on programme requirements and the availability of tools, specific tools may be designed to facilitate data collection, analysis and reporting.

The MYRP's monitoring and evaluation activities will be periodically reviewed in accordance with Inter-Agency Standing Committee standards on gender and age markers and Do No Harm principle.

B) Accountability and learning

An effective accountability mechanism is another crucial pillar of the MYRP, including a transparent and effective means of sharing information on the MYRP's results. This extends further to managing comments and complaints from the communities served by the MYRP and taking corrective action. The current monitoring and evaluation plan has been carefully designed and aligned with: the Inter-Agency Standing Committee Five Commitments on Accountability to Affected People; the 2014 Core Humanitarian Standard on Quality and Accountability; the Inter-Agency Standing Committee Best Practice Guide (2016) and Six Core Principles (2019) on Protection from Sexual Exploitation and Abuse.

Implementing partners will be fully committed to ensuring accountability to the communities they serve, using their positions and power responsibly. To this end, implementing partners will ensure that there is ongoing dialogue with communities at all stages of the programme cycle. This will ensure that implementation reflects the needs and priorities of communities, and that activities are contextualized. Communication will be diversified to ensure that boys and girls can participate and make their voices heard when sharing their comments and specific needs.

Focus Group discussions will ensure equal representation of girls, boys, men and women. Separate groups will also be arranged so that boys and girls feel comfortable talking about their interests and needs. This ongoing

dialogue will be essential to build trust between partners, girls and boys and target communities. As there may be less opportunity for physical contact due to COVID-19 measures in the first half 2021, communication with communities will take various forms such as telephone interviews and online surveys. Consideration will also be given to the different power dynamics in the community during group discussions to ensure that one group does not dominate the conversation or wrongly represent the interests of all group members.

In addition to establishing an accountability framework, it will be important to promote a culture of continuous learning that reflects challenges and achievements and uses this learning for future programmes.

4.2   Measuring Learning Outcomes

A learning assessment methodology for the MYRP will be agreed with the Ministry of Primary, Secondary and Technical Education. As a first step, the MYRP learning assessment will aim to understand the learning profile of children and adolescents. It will also analyze distinct characteristics resulting from the unique experiences of children based on gender, disability and displacement. Measuring learning outcomes will be an important element of accountability, but it will also be an important part of the feedback loop for educators, parents and the education system to improve the quality of education.

Learning assessments will indicate to what extent children and adolescents are progressing against learning benchmarks and support identification of competencies that require specific interventions. This will be accompanied by capacity-development activities for educators, inspectors and other evaluators to develop, administer, analyse and use learning assessment data to improve teaching and learning.

Learning assessments will comprise the following:

1. Prior learning assessments – tests that assess knowledge and skills acquired through formal and informal learning prior to participation in MYRP programme interventions.

2. Capacity development for education inspectors and managers on standardized assessments – this activity will improve evaluators' skills so that they can carry out assessments. This requires introducing assessments (with the participation of learners and educators), developing assessment plans in a participatory and transparent manner, and enabling stakeholders to jointly review and interpret results in order to propose meaningful recommendations.

3. Conducting an assessment of learning achievement in the schools targeted by the programme – together with the preceding activities, this assessment will allow for effective changes in pedagogical practices at the relational, didactic and scientific levels in the targeted schools, and for sharing best practices.

4. Assessing the effective inclusion of social and emotional skills in the current curriculum and in MYRP target schools' classrooms – this intervention will inform educators' decision-making on how to improve the learning environment, in particular the social and personal well-being of girls and boys.

5. Implementation Arrangements

5.1 Governance Structure

The MYRP governance structure is designed to ensure inclusive and meaningful participation in decision-making and encourage collaboration towards collective outcomes. The MYRP also promotes links between the various coordination mechanisms in the country, specifically the MYRP Steering Committee, the Education Cluster and the Local Education Group.

The Education Cluster Coordination team will have a leading role in the oversight and management of the MYRP and the seed fund implementation. This includes facilitating communication between various stakeholder groups, conducting quality assurance monitoring and advocating with partners, specifically government and the Local Education Group to strengthen coherence between humanitarian and development interventions. The Education Cluster's analysis of the changing context will support decision-making on possible readjustments to the MYRP. Joint sessions between the Education Cluster, the Steering Committee, the Local Education Group and the Grantee will be organized periodically to review progress and celebrate achievements.

For the Local Education Group, the MYRP will serve as an advocacy tool to ensure that the learning needs of crisis affected boys and girls are considered in development programming. This advocacy will focus on strengthening ties between humanitarian and development programming. Finally, the MYRP will be a tool to strengthen government and Human Rights Council policies prioritizing the integration of refugees into host communities. Among other things, there will be an exchange of information on priority needs in refugee reception areas of the MYRP target provinces.

The table below presents the roles and responsibilities of each entity within the proposed governance structure. The structure will be reviewed after one year to assess its suitability for the context and will be adapted as needed.

GOVERNANCE STRUCTURE	ROLES AND RESPONSIBILITIES
ECW Secretariat	- Advises on MYRP and seed fund implementation - Supports the Steering Committee in its fundraising strategy - Processes and approves necessary programmatic changes including budgetary changes, requests for no-cost extensions and after review and approval by the national MYRP Steering Committee - Receives, reviews and processes financial and programmatic reports from the Grantee - Communicates the terms and conditions of the grant to the Grantee and supervises the financial management of the grant.
MYRP Steering Committee	- Defines and implements an advocacy strategy for fundraising for the various MYRP outcomes. - Provides the policy and programme guidance for the success of the MYRP. - Communicates with the ministries concerned
Education Cluster	- Advises the Steering Committee on the MYRP strategy - Proactively supports the search for technical partners for MYRP activities - Supports resource mobilization efforts by providing up-to-date data and analysis on the humanitarian situation, including people in need, actors present and opportunities for collaboration. - Facilitates, supports and coordinates country missions by the ECW Secretariat and other donors

Seed Fund Grantee	• Implements seed fund programme, accountable for the grant and support resource mobilization • Selects implementing partners through a transparent process that is communicated with all stakeholders • Collaborates with the Steering Committee and the ECW Secretariat • Produces reports on activities and use of funds, according to a schedule agreed with ECW • Communicates achievements and disseminates all promotional material relating to the seed fund, including human interest stories • Ensures information is shared between the various functions of the ECW, including the Education Cluster, Local Education Group, Grantee and any other interest groups
Grantee implementing partners	• Supports implementation of the seed fund in collaboration with the Grantee • Support monitoring and evaluation activities • Implements activities directly with beneficiaries • Provides comprehensive financial management and programmatic accountability. • Carries out monitoring as outlined in respective agreements with the Grantee and ensures accountability to them • Provides reports on programme activities, results and scope. • Collects and shares data to improve the quality of MYRP interventions

5.2 Grantee Selection Process

As part of the development of the DRC MYRP, the ECW Working Group set up an independent committee to lead the selection process for the recipient of seed funds – the Grantee. This committee was chaired by the General Secretariat of the Minister of State, Ministry of Primary, Secondary and Technical Education on behalf of the other ministries in charge of education. It was further composed of:

1. A representative of national NGOs (CONEPT);
2. A representative of the International NGO forum;
3. A representative of the Humanitarian Fund (OCHA);
4. A donor representative (USAID);
5. A UN agency representative (UNESCO);
6. A representative of the technical and financial partners (French Cooperation); plus
7. An observer (Canadian cooperation) with no voting rights.

The Education cluster played the role of secretary. The Committee ensured that the Grantee selection was guided by the principles of inclusion, transparency, openness, efficiency and speed. The Committee together determined the selection criteria and created a template to submit expressions of interest. After defining the selection criteria, the Committee issued a call for expressions of interest open to all partners. Nominations were submitted from 4th to 10th September 2020.

From a comprehensive review of the expressions of interest, rated against the criteria set by the selection committee, UNICEF received the highest score with 95%. Save the Children followed with 86% and then CORDAID with 80%. After sharing the results and responding any issues raised, the Selection Committee announced the selection of UNICEF as the Grantee for the ECW seed funds.

A full report of the grantee selection process (in French) can be found here.

5.3 Risk and Child Safeguarding

Risk matrices are outlined in Annex D. As a beneficiary, UNICEF is responsible for ensuring that its sub-recipients also have the capacity to take the necessary measures to protect children and prevent sexual exploitation and abuse. UNICEF's approaches to protection against sexual exploitation and abuse stem from its internal guidelines and procedures:

- [Executive directive on the policy on conduct promoting the protection and safeguarding of children](#)
- [Secretary General Bulletin Special measure for protection from sexual exploitation and abuse](#)
- UNICEF procedure for a child safeguarding framework

UNICEF will provide protection from sexual exploitation and abuse and safeguarding the child and will work closely with UN networks against sexual exploitation and abuse in the DRC and other implementing partners to strengthen prevention and counter-sexual abuse and safeguarding programmes. These efforts will include:

Risk Mitigation & Secure Programs: In order to identify and mitigate or avoid the risks of sexual exploitation and abuse (EAS) and the risks specific to safeguarding the child in programmes, UNICEF and its implementing partners will conduct in-depth assessments of the risks of sexual exploitation and abuse and the risks associated with safeguarding. This may include risk mapping at intervention sites, group discussions with intended recipients and other stakeholders (including women, children, local authorities/communities, etc.). UNICEF DRC will conduct a risk assessment on sexual exploitation and abuse for all its implementing partners to inform the development and implementation of a capacity-building plan based on identified needs and risks of sexual exploitation and abuse.

Training and outreach: UNICEF and its implementing partners will conduct outreach to their staff, beneficiaries and local communities, including children, and others on protection from sexual exploitation and abuse (SEA), safeguarding the child and relevant policies and procedures to ensure access to appropriate information. For example, some beneficiaries and community members may not understand what sexual abuse and exploitation is or what practices might be harmful to children, what their rights are and what they can do to prevent and respond to incidents. For these reasons, UNICEF will use context-appropriate communication tools to identify messages that are accessible to women and children. Staff also need ongoing reminders so that they can see their role and responsibilities in reporting cases of sexual abuse and exploitation.

Safe, Confidential and Accessible Reporting Mechanism: Safe and accessible reporting mechanisms for receiving allegations of sexual exploitation and abuse and complaints regarding incidents against children are a fundamental component of UNICEF's accountability to the community. UNICEF will support all implementation partners in designing and implementing their reporting channels to encourage staff and beneficiaries to make safe, accessible and confidential reports at the community level. UNICEF staff have an obligation to report any allegations of sexual exploitation and abuse of children by United Nations and related staff upon receipt, in accordance with the procedure in place.
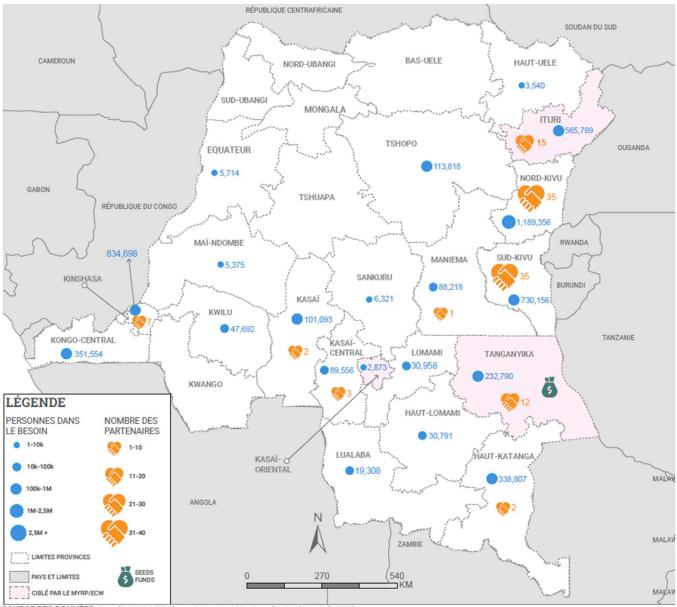
Strengthen victim assistance: UNICEF and its partners will strengthen and monitor assistance and support to victims, including medical care, psychosocial support and a security plan to address the risks to victims and witnesses, as well as legal aid and income-generating activities.

Contracts, agreements and recruitment: UNICEF contracts with suppliers include prohibitions on sexual exploitation and abuse and safeguarding provisions by supplier staff. UNICEF's agreements with civil society implementing partners have similar provisions. UNICEF also requires that candidates for employment as staff be subject to background checks and background checks on charges and penalties for misconduct, and a proven allegation of sexual exploitation and abuse or child protection incidents will be grounds for disqualification. Similar procedures are provided for the employment of individual contractors and consultants.

Mandatory training: An online training module for staff and consultants on the prevention of sexual exploitation and abuse - developed jointly with UNDP, UNFPA and UN Women - was set up in 2017. Training is mandatory for all staff and consultants and is available to UNICEF's delivery partners. In addition, staff and partners in all areas of response for preparedness and response will be trained on the IASC Guidelines on gender-based violence.

Cooperation with investigations: UNICEF places emphasis on the protection of victims during investigations and in particular children. It has developed training tools and materials and provides staff and specialized partners to safeguard the interviews of child victims and witnesses.

Annex A: Map

Annex B: MYRP and Seed Fund Budgets

MYRP OVERALL BUDGET								
		2021		*2022*		*2023*		*TOTAL*
PROGRAMME COSTS								
Outcome 1 - Children affected by crises have equitable access to education in an improved and inclusive learning environment	$	11,094,938	$	9,783,562	$	7,228,119	$	28,106,619
Outcome 2 - Improved retention of crisis-affected girls and boys	$	6,402,360	$	4,652,280	$	2,693,160	$	13,747,800
Outcome 3 - Improved quality of inclusive and gender-sensitive education	$	1,607,583	$	2,077,583	$	1,599,583	$	5,284,750
Outcome 4 - Improved and learning-orientated local, provincial and central governance systems	$	1,814,500	$	1,241,500	$	887,000	$	3,943,000
Outcome 5 - Safe and more protective learning environments	$	260,300	$	350,300	$	170,000	$	780,600
Outcome 6 - The necessary resources and products are available for the implementation of the MYRP	$	274,576	$	235,423	$	194,989	$	704,988
Sub-total for Programme Costs	$	21,454,257	$	18,340,648	$	12,772,851	$	52,567,757
OPERATIONAL COSTS								
Sub-total for Operational Costs	$	4,290,851	$	3,668,130	$	2,554,570	$	10,513,551
Total for Programme and Operational Costs	$	25,745,109	$	22,008,778	$	15,327,422	$	63,081,309
Progamme Support Costs (@7%)	$	1,802,158	$	1,540,614	$	1,072,920	$	4,415,692
GRAND TOTAL	$	27,547,266	$	23,549,392	$	16,400,341	$	67,497,000

	ECW SEED FUNDING BUDGET			
	2021	*2022*	*2023*	*TOTAL*

PROGRAMME COSTS				
Outcome 1 - Children affected by crises have equitable access to education in an improved and inclusive learning environment	$ 4,073,969	$ 3,383,415	$ 2,346,367	$ 9,803,751
Output 1.1 Pre-primary and primary learning spaces are established or renovated and equipped in a gender-sensitive manner and for children and adolescents with disabilities	$ 2,645,064	$ 2,346,325	$ 1,897,687	$ 6,889,076
Output 1.2 Children and young people have access to learning environments that meet local safety, hygiene and sanitation standards	$ 705,860	$ 554,655	$ 227,160	$ 1,487,675
Output 1.3 Children and young people who access spaces supported by ECW learn in a language they understand well	$ 60,000	$ 20,000	$ 20,000	$ 100,000
Output 1.4 Children and adolescents of secondary school age enrol in secondary education in their communities	$ 39,300	$ 39,300	$ 39,300	$ 117,900
Output 1.5 Children and young people make the transition to formal education through alternative and flexible models	$ 182,745	$ 142,135	$ 81,220	$ 406,100
Output 1.6 Young people are supported to join the labour market at the end of their studies	$ 235,000	$ 75,000	$ 75,000	$ 385,000
Output 1.7 Communities better understand the value of education, especially for girls	$ 6,000	$ 6,000	$ 6,000	$ 18,000
Output 1.8 Households generate sufficient income to keep their children in education	$ 200,000	$ 200,000	$ -	$ 400,000
Outcome 2 - Improved retention of crisis-affected girls and boys	$ 1,981,920	$ 1,508,160	$ 651,520	$ 4,141,600
Output 2.1 Girls and boys receive high-quality school meals	$ 1,833,920	$ 1,508,160	$ 651,520	$ 3,993,600
Output 2.2 Adequate preparedness measures are taken to support displaced children at the provincial/sub-provincial level	$ 148,000	$ -	$ -	$ 148,000
Outcome 3 - Improved quality of inclusive and gender-sensitive education	$ 270,333	$ 522,375	$ 72,375	$ 865,083
Output 3.1 Educational actors have the know-how to enable students to benefit from a comprehensive and enhanced curriculum on themes adapted to the context, including those related to gender and inclusion	$ 171,000	$ 150,000	$ -	$ 321,000
Output 3.2 Teachers in training centres are supported with teaching materials	$ 78,333	$ 15,000	$ -	$ 93,333
Output 3.3 Reading is encouraged through different strategies in educational mini-libraries	$ -	$ 297,375	$ 12,375	$ 309,750
Output 3.4 Learning is monitored and feedback is provided to both teachers and learners	$ 21,000	$ 60,000	$ 60,000	$ 141,000
Outcome 4 - Improved and learning-orientated local, provincial and central governance systems	$ 1,279,500	$ 660,000	$ 550,000	$ 2,489,500
Output 4.1 Educational Provinces (ProvEds) and sub-ProvEds are familiar with important EiE documentation and include EiE indicators in needs assessment and in planning at decentralized levels	$ 94,500	$ 7,500	$ -	$ 102,000
Output 4.2 Educational institutions develop and implement school improvement and development plans	$ 110,000	$ 102,500	$ -	$ 212,500
Output 4.3 The education sector is gradually capable of planning and coordinating a joint educational response	$ 520,000	$ 520,000	$ 520,000	$ 1,560,000
Output 4.4 Reliable and disaggregated data from the areas most affected by the crises in the DRC are available to enable an adequate and context-specific response	$ 555,000	$ 30,000	$ 30,000	$ 615,000
Outcome 5 - Safe and more protective learning environments	$ 85,267	$ 107,267	$ 50,000	$ 242,533
Output 5.1 Girls and boys are referred to psychosocial, legal and case management services	$ 46,667	$ 46,667	$ -	$ 93,333
Output 5.2 Children and education actors have access to psychosocial support activities inclusive of four components: socio-emotional learning, teacher well-being, a psychosocial focal point in each learning institution, and referral of protection cases to care facilities	$ 15,000	$ 57,000	$ 50,000	$ 122,000
Output 5.3 Learning institutions have systems for identifying and referring vulnerable children	$ 20,000	$ -	$ -	$ 20,000
Output 5.4 Attacks on learning institutions are monitored and school administrators have prevention structures in place	$ 3,600	$ 3,600	$ -	$ 7,200
Outcome 6 - The necessary resources and products are available for the implementation of the MYRP	$ 84,000	$ 73,500	$ 64,500	$ 222,000
Output 6.1 Fundraising activities are organized on the basis of a clear strategy	$ 84,000	$ 73,500	$ 64,500	$ 222,000
Sub-total for Programme Costs	$ 7,774,989	$ 6,254,717	$ 3,734,762	$ 17,764,468

OPERATIONAL COSTS				
Sub-total for Operational Costs	$ 1,305,662	$ 1,050,361	$ 627,173	$ 2,983,196

Total for Programme and Operational Costs	$ 9,080,651	$ 7,305,078	$ 4,361,935	$ 20,747,664
Programme Support Costs (@7%)	$ 635,646	$ 511,355	$ 305,335	$ 1,452,336
GRAND TOTAL	$ 9,716,297	$ 7,816,433	$ 4,667,271	$ 22,200,000

Annex C: Results Framework

Level	Results Statement	Indicator	Baseline	Target Seed Fund	Source of verification	Disagregation
Outcome 1	Children affected by crises have equitable access to education in an improved and inclusive learning environment	Percentage of boys, girls and young people supported by Education Cannot Wait (ECW) (a) in Grade 2 or 3 who achieve the minimum level of proficiency in (i) reading, (ii) mathematics, and (iii) socio-emotional learning (SEL)	n/a	60%	Programme Reports	Sex, level of education, refugees / internally displaced persons (IDPs) / others, formal versus non-formal and disability status
Output 1.1	Pre-primary and primary learning spaces are established or renovated and equipped in a gender-sensitive manner and for children and adolescents with disabilities	Number of classrooms (including temporary learning spaces) constructed and/or renovated and equipped	n/a	723	Programme Reports	Primary: 600 rooms; pre-primary: 60 rooms; ALP: 72 rooms
Output 1.2	Children and young people have access to learning environments that meet local safety, hygiene and sanitation standards	Number of ECW-supported learning spaces with access to (i) clean drinking water; (ii) basic, separate sanitation facilities for boys and girls, and (iii) basic handwashing facilities for children and young people affected by the crisis	n/a	110	Programme Reports	One block of four latrines (two for girls and two for boys)
Output 1.3	Children and young people who access spaces supported by ECW learn in a language they understand well	Percentage of primary school learners whose mother tongue or home language is the language of instruction in ECW-supported learning spaces	n/a	40%	Programme Reports	Sex, level of education
Output 1.4	Children and adolescents of secondary school age enrol in secondary education in their communities	Number of children receiving a scholarship to access secondary school in ECW-supported communities	n/a	TBC	Programme Reports	Sex, disability status
Output 1.5	Children and young people make the transition to formal education through alternative and flexible models	Number of girls and boys older than primary school age enrolled in remedial education centres or participating in an ALP	n/a	TBC	Programme Reports	Sex, disability status, refugee, IDP, host community
Output 1.6	Young people are supported to join the labour market at the end of their studies	Number of girls and boys trained in trades	n/a	900	Programme Reports	Sex, disability status, refugees, IDPs, host community
Output 1.7	Communities better understand the value of education, especially for girls	Number of community members who understand and value education, especially for girls	n/a	9	Programme Reports	Sex, province
Output 1.8	Households generate sufficient income to keep their children in education	Number of women's cooperatives supported with income-generating activities	n/a	100	Programme Reports	Province
Outcome 2	Improved retention of crisis-affected girls and boys	Percentage of children and young people retained in learning institutions	n/a	70%	Programme Reports	Sex, level of education, formal versus non-formal, refugees / IDPs / others
Output 2.1	Girls and boys receive high-quality school meals	Number of children receiving meals in learning institutions per year	n/a	26,400	Programme Reports	Sex, disability status, refugees, IDPs, host community
Output 2.2	Adequate preparedness measures are taken to support displaced children at the provincial/sub-provincial level	Number of contingency plans prepared to ensure the education response in the affected areas and with the necessary stock of materials	n/a	2	Programme Reports	Types of kit and Educational Provinces
Outcome 3	Improved quality of inclusive and gender-sensitive education	Number of teachers/educators/administrators who demonstrate increased knowledge of the subject matter and curriculum, and differentiated, inclusive and gender-sensitive pedagogy	n/a	1,500	Training Report	Sex, level of education
Output 3.1	Educational actors have the know-how to enable students to benefit from a comprehensive and enhanced curriculum on themes adapted to the context, including those related to gender and inclusion	Percentage of teachers in ECW-supported communities who have received at least one of the following: (a) the minimum organized pre-service or in-service teacher training required to teach at the relevant level; (b) training courses in accordance with Inter-agency Network for Education in Emergencies (INEE) standards; (c) training for primary school teachers in crisis contexts (TICC)	n/a	80%	Training Report	Sex, level of education, refugees / IDPs / others, formal versus non-formal and disability status
Output 3.2	Teachers in training centres are supported with teaching materials	Number of teachers from VTCs who have received training	n/a	180	Programme Reports	Sex, province, training theme
Output 3.3	Reading is encouraged through different strategies in educational mini-libraries	Number of learning institutions that have benefited from school libraries	n/a	15		Sex
		Percentage of students using the libraries	n/a	30%	Programme Reports	Sex, disability status
Output 3.4	Learning is monitored and feedback is provided to both teachers and learners	Percentage of children and young people achieving at least a minimum level of proficiency in (i) reading, writing (ii) and mathematics in the schools assessed	n/a	60%	Continuous Evaluation Reports	Sex, level of education, subject (reading, writing, mathematics)

Level	Results Statement	Indicator	Baseline	Target Seed Fund	Source of verification	Disagregation
Outcome 4	Improved and learning-orientated local, provincial and central governance systems	Number of local authorities and members of the education cluster who demonstrate increased knowledge of emergency preparedness and response (including an evidence-based, gender-sensitive response and awareness of data-management skills in crisis situations)	n/a	80	Programme Reports	Sex, government/non-governmental organization (NGO)
Output 4.1	Educational Provinces (ProvEds) and sub-ProvEds are familiar with important EiE documentation and include EiE indicators in needs assessment and in planning at decentralized levels	Number of ProvEd and sub-ProvEd managers trained	n/a	80	Training Reports	Sex, province
		Number of ECW-supported learning institutions with functional Parents' Committees (COPA) / School Management Committees (COGES) (functional: Terms of Reference in place, monthly meeting, etc.) Number of functional COPA/COGES with a woman in a position of responsibility	n/a	100	Programme Reports	Sex, province
		Number of partners trained to include gender equality and social inclusion in their activities	n/a	50	Programme Report	Sex, province
Output 4.2	Educational institutions develop and implement school improvement and development plans	Number of learning institutions with school improvement plans developed in accordance with minimum standards	n/a	100	Programme Reports	Province
Output 4.3	The education sector is gradually capable of planning and coordinating a joint educational response	Number of people (men/women) in government and civil society organizations who are benefiting from capacity-building through the cluster	n/a	80	Programme Reports	Sex, cluster, thematic
		Number of cluster coordinators and information managers in place at national and provincial levels	n/a	5	Programme Reports	Sex and location (national/subnational)
		Number of on-demand training sessions (needs) delivered to partners and cluster members	n/a	15	Programme Reports	Province, sex and type of actor (government/NGO)
Output 4.4	Reliable and disaggregated data from the areas most affected by the crises in the DRC are available to enable an adequate and context-specific response	Number of ProvEd and sub-ProvEd managers, and partner organizations trained in data and information management	n/a	30	Programme Reports	Province, sex and type of actor (government/NGO)
Outcome 5	Safe and more protective learning environments	Number of learning institutions that meet the standards of a safe environment, including disaster risk reduction and gender issues	n/a	100	Programme Report	Province, level of education
Output 5.1	Girls and boys are referred to psychosocial, legal and case management services	Number of learning institutions with a functional violence monitoring committee	n/a	100	Programme Report	Province, level of education
		Number of learning institutions that have benefited from/organized activities to promote peace, gender equality and child protection	n/a	100	Programme Reports	Province, level of education
		Percentage of female teachers who report having a safe school environment in terms of gender issues, inclusion and female-friendly teacher support	n/a	70%	Survey Report	Province, level of education
Output 5.2	Children and education actors have access to psychosocial support activities inclusive of four components: socio-emotional learning, teacher well-being, a psychosocial focal point in each learning institution, and referral of protection cases to care facilities	Number of learning institutions that organize psychosocial support	n/a	100	Programme Report	Province, level of education
		Number of educational actors trained in psychosocial support	n/a	300	Programme Report	Sex, province
		Number of teachers who receive the social and emotional learning module (SEL) in pilot schools in project target provinces	n/a	1,080	Rapport de programme	Sex, province
Output 5.3	Learning institutions have systems for identifying and referring vulnerable children	Number of learning institutions with functional referral systems in place	n/a	100	Programme Report	Province, level of education
Output 5.4	Attacks on learning institutions are monitored and school administrators have prevention structures in place	Number of people trained (civil society representatives) on monitoring attacks on schools	n/a	40	Training Reports	Province, sex and type of actor (government/NGO)
Outcome 6	The necessary resources and products are available for the implementation of the MYRP	Percentage of the budget mobilized to fund the Multi-Year Resilience Programme (MYRP)	33%	55%	Programme Report	Year

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
Migrants and refugees	281	259	2,222	2,283	407	230	0	0	180	166	610	136	3,699	3,075	6,774	0%
IDPs	1,685	1,555	13,492	13,704	2,439	1,219	0	0	1,081	998	3,658	813	22,355	18,289	40,644	61%
Other non-displaced children affected by emergencies (incl. host communities)	842	778	6,746	6,853	1,219	610	0	0	541	499	1,829	406	11,176	9,146	20,322	61%
Total	2,808	2,592	22,459	22,840	4,065	2,059	0	0	1,802	1,663	6,097	1,355	37,231	30,509	67,740	61%

Children with disabilities targeted			
F	M	Total	% on total targeted
5,283	4,877	10,160	15%

ANNEX D: Risk Assessment and Mitigation Matrix

The risk matrix is comprehensive and thus a link is provided. The overall MYRP risk matrix will be further developed by the Grantee during the inception phase and will be periodically reviewed and updated as needed for the duration of the MYRP. The ECW Secretariat holds detailed information about the Grantee's child safeguarding and PSEA policies and procedures.

The link for the DRC risk matrix is shown below:

https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:c5dcc2e6-7060-4fc6-b9db-f56cc9dfb8aa