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The global fund for education in emergencies

ECW Multi-Year Resilience Programme

IRAQ

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ECW Multi-Year Resilience Programme for Iraq

Programme Title	**Equitable access to safe education for Syrian refugee, returnee, IDP and host community children and adolescents**	
Duration	36 months (July 2021 - June 2024)	
Targeting	192,100 girls and boys, including adolescents, 60% of whom are girls and adolescent girls	
Funding Overview	**MYRP Total requirement**	US$ 48 million
	ECW Seed Funding Investment	US$ 12.5 million
	Required Resources	US$ 35.5 million

Programme Summary

The Iraq Multi-Year Resilience Programme (MYRP) aims to support, *crises affected girls and boys, including adolescents*[1] *to have increased and continuous access to safe, protective, inclusive and quality education to support their well-being and their learning outcomes*. The Iraq MYRP prioritizes safe, protective, inclusive and gender responsive education services, supported by strategies and actions aimed at improving safety and well-being beyond schools. It also focusses on learning environments that are inclusive, gender sensitive, child friendly, and establish conditions conducive to quality learning. This is underpinned by supporting systems that address exclusion and barriers to education. The technical design of the MYRP is based on the Quality Learning Framework, which defines foundations for quality basic education through five pillars aimed at supporting children's well-being and learning. These foundational pillars are underpinned by policies and systems that promote learning and address exclusion. The MYRP strategic priorities aim to reduce barriers impacting the right to education for the most marginalized and vulnerable girls and boys including adolescents. This includes reaching girls and boys of all ages in areas affected by displacement (in and out of camp settings), Syrian refugees, host communities and returnees, with a special focus on girls and boys living with disabilities.

The MYRP aims to reach **192,100** girls and boys, including adolescents. Of this group, 10% are Internal Displaced Persons in camps and 15% in non-camp settings, 30% are returnees, 35% are Syrian Refugees, and 10% are from host communities. Girls and adolescent girls will make up 60% of those to be reached across all education levels. Children living with disabilities will comprise 10% of the overall girls and boys to be reached. The Iraq MYRP aims to support **250** schools and learning centers delivering formal and non-formal education, in eight governorates (Al Anbar, Al-Sulaymaniya, Diyala, Dhouk, Erbil, Kirkuk, Ninewa and Sala al Din) and across two regions – Center Iraq and Kurdistan Region of Iraq. The geographic reach and priorities have been defined by Ministries of Education of Center Iraq and Kurdistan Region of Iraq.[2] Over the period of three years, the MYRP will support these Ministries of Education to increase access to safe, protective, inclusive, gender-sensitive quality education for vulnerable girls and boys, including currently out of school children. The MYRP will work in schools and with the local communities that support schools. The engagement of parents, school leadership and management, and the education system at all levels will ensure positive impacts on learning while also supporting the sustained protection and well-being needs of children. Through systems strengthening approaches, the MYRP aims to work with the Ministries of Education to strengthen capacities and to inform national policies and frameworks that impact children and their learning outcomes. These approaches will support learners and education stakeholders as Iraq transitions to stability and development.

[1] Youth in Iraq context is defined as 18-24 age group, this is contextualized definition of the age group. Although this group is not a direct focus under MYRP, the fund will advocate for the resources for adolescent to transition to pathways/opportunities other than education

[2] The Iraq Ministry of Education and the Ministry of Higher Education and Scientific Research supervise and manage education in all of the Iraq except for the KRI, which has a different education system. The education system in Iraq Center consists of (a) two-year kindergarten stage, (b) six-year primary and compulsory stage, (c) six-year secondary stage with two levels: a three-year lower secondary level and a three-year upper secondary level. The general and vocational education tracks are provided in the three-year upper secondary level education. The KRI provides a nine-year basic and compulsory education cycle followed by three-years of upper secondary education.

The ECW seed funding will reach 36,500 children over three years. The programme will first prioritize the governorates of Al Anbar, Al- Sulaymanya (with a focus on refugees) Dhouk, Erbil, Kirkuk, Ninewa and Sala al Din in Year 1. In Year 2, the programme will be expanded to also include Al-Sulaymanya (with a focus on other marginalized populations) and Diyala. A total of 60% of the 36,500 children will be girls and 10% will be children living with disabilities. The seed fund prioritizes the education continuum by ensuring access to learning for the youngest learners through secondary level and strategies to include out of school adolescents in both formal and non-formal settings.

To close the US$ 35.5 million gap to reach all 192,100 girls and boys, the scale-up strategy places emphasis on reaching the most marginalized children in the eight governorates. A resource mobilization strategy will be further developed during the inception phase of the MYRP to close the funding gap.

Programme and Resource Mobilization Outcomes	
Outcome 1	**ACCESS** – Girls and boys, including adolescents (3-18) access continuous, inclusive and gender responsive education services in crisis affected communities
Outcome 2	**PROTECTION AND WELL-BEING** – Learners (3-18) improve their sense of safety and their social and emotional well-being at learning centers
Outcome 3	**LEARNING** – Learners (3-18) are supported by qualified teachers and provided with quality, inclusive and efficient learning opportunities
Outcome 4	**SYSTEM STRENGTHENING** – Enhanced capacity of both community-based and institutional school governance leading to improved education continuity and quality
Outcome 5	**RESOURCES** – Adequate material and financial resources are mobilized to scale-up the MYRP

1. Situational and Institutional Analysis

1.1. Country Context

The many years of conflict in and around Iraq has uprooted millions of people. This includes 1.3 million internally displaced persons, 4.7 million returnees (UNOCHA-Iraq), and over 240,000 Syrian refugees (UNHCR). Conflict and displacement have eroded social cohesion, disrupted access to basic services, destroyed livelihoods and led to increased protection risks. A drop in the price of oil and the impact of COVID-19 – of which rates of infection are increasing rapidly – combine to limit the government's capacity to provide essential services (World Bank- Iraq). A weak healthcare system, ineffective social safety nets, rampant corruption and dilapidated service delivery amplify fragility and contribute to large-scale protests across the country. Iraq's fledgling stability is further threatened by Turkish military action against Kurdish forces resulting in continued displacements. Many of the most vulnerable Iraqis, and especially displaced people and returnees, fall outside the coverage of both permanent and temporary social protection schemes. Prices and unemployment have also increased while the entrance of refugee and internally displaced persons into labor markets has pushed wages down (World Bank). Humanitarian action in Iraq is limited by access constraints in some of the most affected districts, and by critical data and evidence gaps in such important areas as disability and inclusion. These factors restrict and limit the accountability and transparency of the humanitarian response (HI-2018).

The most vulnerable people in Iraq are those who have had their lives and livelihoods uprooted by the 2014-2017 conflict against the Islamic State of Iraq and the Levant (Iraq-HNO 2020). The needs of returnees and out-of-camp internally displaced persons are particularly severe. Since April 2020, 4.7 million Iraqis have returned to their place of origin. Most have returned to Ninewa, Salah Al Din, and Diyala governorates, while many of the new internally displaced persons come from other areas of displacement, constituting secondary displacements (Relief Web). This upward trend is likely to continue as the Iraqi government transitions from emergency response to sustainability and development. Conditions in areas of returns are still not favorable due to the lack of infrastructure and insecurity (Relief Web). Many of the internally displaced persons have been forced to leave camps prematurely and will likely become out-of-camp internally displaced persons (The New Humanitarian-March 2020). The decision exposes this vulnerable group, most of whom are women and children, to more vulnerabilities including a higher risk of infection and spread of COVID-19, sexual exploitation, and other forms of gender-based violence, including forced and early marriage.

Women and girls in Iraq continue to be deprived of basic rights and resources and are exposed to high rates of domestic and sexual violence. It is estimated that 1.3 million women and girls are at risk of gender-based violence, of whom 61% are in areas of return and 38% in areas of displacement (Iraq-HNO 2020). The limited capacity and resources of national protection systems, a decline in the number of women's centers, and the movement restrictions that have come with the COVID-19 pandemic have all had negative effects on survivors' access to services (Multi-Cluster Needs Assessment VII, August 2019). Female-headed households comprise 25% of the affected population, most of whom have reported missing key household or personal documents (ibid). These women and girls, as well as those perceived to be affiliated to extremist groups, are highly vulnerable to gender-based violence, stigma and discrimination. For women and girls in camps, these factors are exacerbated by a lack of safety in latrines, bathing facilities, on the way to school and at water points.[3]

Protection threats continue to interfere with the attainment of physical and mental well-being, the enjoyment of minimum living standards, and the ability to demonstrate resilience and recovery. A 2016 Save the Children study on the mental health and psychosocial situation shows that girls and boys, including adolescents, and adults experience very different issues depending on whether they fled the Islamic State of Iraq and the Levant or stayed and endured its control over the years.[4] [5] Feelings of hopelessness, isolation, insecurity, and psychological distress are common among girls and boys, including adolescents. Girls were identified to be more vulnerable to gender-based violence, harassment, and child marriage. A total of 76% of young girls and boys reported repeated crying and screaming, sadness and nightmares and violent behaviour.

[3] 21 % of IDP households in camps are headed by females. 32 % of total camps population are women and adolescents in households that reported relying on negative coping strategies to meet basic needs. 28 % of females in camps reported missing key documentation, and 10 % reported feeling unsafe in some areas in camps, MCNA VII, August 2019.

[4] The study is considered to be first large-scale study on mental health situation of children and families post 2014 war

[5] Last published survey on mental health was conducted in 2007 by the Ministry of Health and World Health Organisation

1.2. Education Needs Overview [6]

Prior to the Gulf War, Iraq had achieved near universal primary education. However, years of crisis including the armed conflict with the Islamic State of Iraq and the Levant, out of date policies, and a series of sanctions have led to a deterioration of access, equity and quality of education. The cost of conflict-related damages to the education sector in seven governorates of Iraq is estimated at IQD 2.8 trillion (US$ 2.4 billion) (World Bank-2018). Analysis across 16 cities within those governorates indicates that only 38% of the total school infrastructure remains undamaged, while 18% (190 facilities) were destroyed (World Bank-2018). During the conflict, school infrastructure was targeted and used by armed groups and displaced populations. Destruction and combined with years of underinvestment leaves schools throughout Iraq in inadequate condition, with many lacking essential Water Sanitation and Hygiene (WASH) services (Relief Web). Where education services are available, school resources and qualified teachers are overwhelmed by overcrowded classrooms and a myriad of psychosocial and learning challenges. A lack of teaching and learning materials adds to education cost barriers for many families.

Early Childhood Education (ECE) enrolment is alarmingly low at 10%, while net primary school enrolment rate increased by just over 1% between 2011 and 2018 to 91.6%. With limited school readiness and ECE programming, over 80% of children started school in 2018-2019 without having attended pre-primary education.[7] The lack of fundamental learning skills leads to higher rates of repetition in lower primary grades and to dropouts in upper primary. As students move from primary education to lower secondary and then upper secondary, the gender gap (girls/boys) among out of school children increases correspondingly (primary: 9.6%/7.2%; lower secondary: 27.7%/14.7%; and, upper secondary: 46.1%/34.8%) (UNICEF, MCIS-2018). By sixth grade, girls represent less than half of the students in the education system (Education Cluster Strategy-2019). A total of 28% of internally displaced children in camps and 27% of internally displaced persons out of camps lack access to formal education. Rates are equally low in areas of return, where 21% of children lack access to formal education. Lack of data on and monitoring of out of school children means this group is left out of national statistics.

Access to primary and secondary education in Iraq has increased despite the crisis, yet dropout rates have remained significant with 20.1% of girls and 16.5% of boys dropping out of primary education before completion (UNICEF 2014). Underrepresentation of girls in both primary and secondary school can be attributed to poverty, to concerns with girls' safety on their journey to school, to insufficient, inadequate, or inappropriate WASH services in schools, and to cultural practices including early marriage.[8] The 2018 Multi-Cluster Needs Assessment identified a number of barriers to education for crisis affected girls and boys including the inability to pay for education related expenses (30%), a general lack of interest in schooling of children (10 %), disability or health concerns preventing attendance and participation, and the need for children to contribute to family income by engaging in income generating activities. Iraq ranks at 140th in primary enrolment and 149th in secondary enrolment (Global Gender Gap Report March 2021). This indicates that enrolment has actually declined in comparison to 2020 when Iraq ranked 139 and 143 respectively for primary and secondary enrolment (Global Gender Gap Report 2020).

The Kurdistan Region of Iraq hosts 98% of **Syrian refugees** in Iraq where children face specific barriers to education due to a lack of documentation and to the language of instruction. With too few Arabic schools in the Kurdistan Region of Iraq, the necessity of learning Sorani Kurdish has slowed down Kurdistan Region of Iraq efforts to smoothly integrate the refugees into the local education system (ODI-2020). While enrolment rates are higher in camps than in urban settings, only a few children manage to progress to upper secondary education in either setting, with an 8% urban enrolment rate and 30% in camps (UNHCR). The lack of a mechanism to support those who have lost their civil documentation leaves millions of internally displaced persons and returnees unable to access basic services including education and health-care, restricts their movements, and exposes them to increased risk of arrest and detention (UNHCR-2019). Even with a government decree that allows children without documentation to attend school, evidence shows that many remain barred from enrolling in government schools (UNAMI/OHCHR, 2020).

Adolescents make up the largest share of the out of school population (68%).[9] Disengaged adolescents and youth are more likely to engage in negative coping mechanisms including early marriage and participation in armed

[6] The Education sector lacks recent data sources that can be used as national benchmarks. The last education Census was conducted in 2014 which explains why references may be dated.

[7] According to the UNICEF 2018 MICS Report, 94.4% in FRI and 84.9% in KRI join the first grade without participation in the ECE and fewer than 13% of children meet ECD goals for language, literacy and numeracy.

[8] MHPSS Desk Review- April 2019 Save the Children

[9] Multi-Cluster Needs Assessment VI

groups, and to be employed in higher risk occupations (SCI- 2018). According the Norwegian Refugee Council, 91% of youth between 18 and 25 in West Mosul have lost three or more years of school, and some 80% of youth are currently unemployed[10]. Most children who complete their primary education are stranded as there are few secondary schools available, especially in areas of displacement. Nonformal Accelerated Learning Programmes (ALPs) for overage and out-of-school girls and boys between 12 and 18 have been provided including a variety of weekend and summer 'catch up' classes. However, their reach and impact were described as insufficient by teachers (OHCHR-2020). Over the long-term, failing to provide youth with meaningful educational opportunities can negatively affect humanitarian, stabilization and development efforts.

A recent study on the rights of **girls and boys living with disabilities** in Basra show inadequate mainstream learning facilities and too few institutions catering for disability. This is compounded by a belief among some that educating girls and boys living with disabilities is not a priority due to the lack of job opportunities available once they complete their education. Over 50% of people living with disabilities over the age of 17 have not completed the primary cycle (HI- 2020).

Children who have lived through conflict and displacement have witnessed violence and potentially experienced trauma that requires specific **Mental Health & Psychosocial Support** (MHPSS) services to ensure class attendance and prevent long-term mental health complications (UNHRC, 2020). According to a 2007 WHO study, mental health disorders were the fourth leading cause of ill health in Iraqis over the age of five. An Medecins Sans Frontiers assessment estimated that as many as one in three children in Baghdad, Mosul, and Dohuk demonstrated symptoms of moderate to severe mental illnesses such as post-traumatic stress disorder. These studies indicate feelings of hopelessness, isolation, insecurity, and psychological distress among youth, and demonstrate the risks of the disruption of education. The studies also identify sexual abuse and harassment, rumors of kidnapping and killing of children, early marriage, harmful child labor and physical punishment at home and at school.

The **education system must also address quality concerns** as only 79% of the total teaching workforce is qualified, with most unqualified teachers found in pre-primary education (World Bank, 2018). The number of qualified teachers has dropped by 4% at the primary level despite there being sufficient teachers on payroll. This is likely due to displacement and an unwillingness from teachers to deploy to areas of instability. Classrooms are also overcrowded and accommodate multiple shifts of learners (3 shifts in a day).[11] This reduces teacher-learner interaction and does not provide ample opportunity for teachers to address mental wellbeing or to plan lessons to accommodate learners with different needs. Training and qualification of volunteer teachers remains a critical challenge. **Education financing** underlies many of these challenges with education sector needs estimated at IQD 5.4 trillion (US$ 4.6 billion) and less than 6% of the Iraq national budget allocated to the education sector (World Bank, 2018). The resulting challenges include a lack of capacity of governorate education departments, an education management information system that does not track data related to quality of education, poor coordination between Center Iraq and the Kurdish Region of Iraq, and the absence of a coordination platform to pursue implementation of the National Education Strategy.

Efforts to control the spread of **COVID-19** led to the closure of schools across the country in March 2020. Schools under the Center Ministry of Education remain closed, while primary and secondary schools under the Kurdish Region of Iraq started to reopen at the beginning of October 2020 (Al Awsat, Oct 2020). The Government of Iraq offered technology-based solutions for learners, but many remote models are not feasible for those in internally displaced person and refugee camps. This leaves 7.4 million students without the means to access remote schooling (UNESCO).

[10] Norwegian Refugee Council, 2018. Youth Needs Assessment: West Mosul, Iraq.
[11] Directorate of Education Consultation meeting, Oct 25, 2020

1.3. Aligned Strategies and Plans

Relevant Plans and Strategies[12]	How the MYRP aligns
Iraq Reconstruction and Investment Plan-Part 2: Damage and Needs Assessments of Affected Governorates	Covers the scale and scope of the sectoral damages and losses (across 19 sectors) in the conflict-affected governorates in Iraq. Helps to estimate the damages and the cost for reconstruction. Under the *Social Sector* section of the plan, the report outlines the extent of the damages and losses to the education sector. The priorities defined under the MYRP align with Iraq reconstruction and investment plan and link specifically with access, education quality and system strengthening.
The Cost and Benefits of Education in Iraq: An Analysis of Education Sector and Strategies to Maximize the Benefits of Education	Presents a detailed analysis of the education gaps and challenges in Iraq Center and the Kurdistan Region of Iraq. The report identifies the sources of inefficiencies as well as key priority themes in the education sector with clear links to the National Education Strategy. It also quantifies the unit cost of public education and benefits of education in the labour market. The MYRP priorities align with these themes and support the transition to long term goals including system strengthening, reduction in out of school children, retention, and improvement of the internal efficiency of the system.
Education Cluster Strategy 2019-2020	Outlines the priorities for education access and quality for boys and girls of all protection status (i.e. asylum seekers, refugees, internally displaced persons, and other groups identified at risk of harm). While the Humanitarian Response Plan has yet to be finalized, the Cluster has updated their 2020 strategy to support education access and continuation during COVID-19 - the MYRP is aligned with this Education Cluster strategy. It also supports the Cluster objective of scaling-up the gains made by cluster partners in transitioning to intermediate priorities.
Refugee Integration Policy (Draft)	Refugee education makes up 35% of the target under the MYRP and aligns itself with the priorities identified under Refugee Education Strategy (Draft). The MYRP focuses on support to quality education of Syrian refugee girls and boys, steps towards integration into mainstream education, and the need to have relevant legal documents for successful transition.
Humanitarian Needs Overview (HNO) 2021	The MYRP uses the geographic and thematic needs defined under the Humanitarian Needs Overview as a key component of its evidence base.
General Education Sector Plan (GESP)	The General Education Sector Plan is currently under development. The Education Cluster, MYRP Steering Committee and ECW Seed Fund grantee will ensure that the MYRP serves as a resource for the development of the Sector Plan, including alignment of coordination structures and prioritization of activities.

MYRP Added Value

Education Cannot Wait is a unique funding mechanism as it offers holistic and multi-year solutions to challenges faced by countries in humanitarian crisis. Humanitarian funding cycles are yearly and, as they must address immediate concerns, they may not address the underlying issues facing the most vulnerable. Conversely, development interventions focus on long-term solutions and priorities, which again excludes intermediate needs. Through the MYRP, coherence can be established between these humanitarian and development imperatives, to address immediate and intermediate concerns, all while strengthening systems for the long run. The education system in Iraq was once considered one of the best in the region, before war and sanctions weakened its institutions. Investment through the MYRP will support the gains made through considerable humanitarian investment. This will allow for scaling of successes, and the use of dedicated multi-year resources to bridge these actions to longer-term development activities.

To achieve this, MYRP priorities are aligned with the General Education Sector Plan (GESP), the Education Cluster Strategy, and UNHCR refugee integration policy and durable solution priorities. Its technical design focuses on resilience at all levels along with intermediate to long term focus on the integration of children living with disabilities

[12] At the time of development Education sector plan, and governorate level education development plans were either being developed or under review process, which limits the scope of alignment with national plans. To ensure linkages, consultations were carried out with DoE, and those UN agencies supporting the MoE to develop these plans.

and refugees in formal education. Multi year support will further help to address gaps in policy, education quality, and evidence. The initial MYRP seed investment also allows for improvement of evidence-based resource mobilization and improved funding predictability. ECW's unique visibility through global platforms will help ensure that voices of the most vulnerable girls and boys have a broader reach.

ECW has already injected resources into Iraq through its First Emergency Response fund. The First Emergency Response has supported the continuity of education as educational institutions have been closed since March 2020 due to COVID-19.

The Iraq MYRP establishes a holistic approach to support the well-being and learning of all children. Strategies and actions are based on the Quality Learning Framework foundations of emotional and psychosocial protection, physical protection, teaching and learning, parents and community, and school leadership and management. These create a learning environment where all children are safe and protected. The holistic approach also looks to establish policies and strengthen systems that promote learning while tackling exclusion of children living with disabilities and out-of-school children.

1.4. Ensuring Humanitarian-Development Coherence

The proposed interventions under the MYRP are aligned with the Paris Declaration on effectiveness of aid delivery and will adhere to the five principles of ownership, harmonization, alignment, results and mutual accountability. The interventions proposed through the programme support results outlined in national humanitarian and development policies and frameworks including: the General Education Sector Plan; the Revised Iraq Reconstruction and Investment Plan; the Cluster Strategy; and the draft UNHCR Refugee Integration Policy. MYRP interventions include a focus on system strengthening, in part through strengthening the capacity of Ministry of Education officials at all levels. Periodic information on MYRP implementation will be shared with the Ministry of Education to demonstrate adherence to the principle of mutual accountability. The proposed interventions are based on evidenced needs and gaps (geographic and thematic), thus ensuring complementarity with on-going assistance.

The context in Iraq has been predominantly humanitarian as far as response delivery is concerned to date. There is a well-defined humanitarian coordination architecture in Iraq, which facilitates coordination across sectors and across governorates. With relative stability at the political level, Iraq is gradually moving towards the recovery /transition phase. An inter-cluster working group led by UN-OCHA is leading efforts around durable solutions, part of which defines the linkages between humanitarian and transition/development. Resilience and sustainable solutions through capacity strengthening are a significant focus, to build the capacity of the system to absorb future shocks and maintain progress on development objectives. Due to this architectural approach to durable solutions, the Education Cluster is central to MYRP programming and coordination and is well placed to guide MYRP planning and decision making. MYRP interventions focus on education access and quality take a long-term view through the improvement of education facilities, holistic learning packages, and teacher professional development. System strengthening at the school, national and sub-national level further address capacity gaps and will ensure sustained access to important data for decision-making and risk mitigation. While Humanitarian coordination is well defined, development coordination is yet to be delineated. There are efforts underway to establish a sector working group for development, and the MYRP steering committee will play a role in this long-term coordination effort. This will help smooth transition from humanitarian action to development and could play a role in mobilizing in-country donor coordination. Coordination between humanitarian and development efforts is essential for coherence. As sector lead for humanitarian response planning and coordination, the Education Cluster can support humanitarian development coherence through:

1) Strong linkages to humanitarian coordination mechanisms, access to information and a broader understanding of the sector gives the Cluster an advantage to engage in long-term policy issues.
2) The Cluster's sub-national coordination framework supports coherent joint planning and service delivery which can guide MYRP geographic prioritization.
3) The Cluster can provide support to national systems at the early recovery/transition phase, through capacity strengthening of local authorities in important institutional areas including planning and coordination.
4) The Cluster can be a united voice for MYRP advocacy and resource mobilization.

1.5. Funding Context and Funding Gaps for Education

Years of instability have weakened Iraq's economy, making its systems fragile, challenges that are exacerbated by the COVID-19 pandemic. The country has regained a development track after an extreme humanitarian crisis, but it is still dependent on humanitarian assistance. Iraq is also witnessing a reduction in donor support, evidenced by the Education Cluster receiving just 49.8% of US$ 30.9million total requirements in 2020. Similarly, the refugee response was funded at 42% against the US$11.7million appeal. The table below outlines funding to the education sector, inclusive of humanitarian and development sources, in 2020.

Status	Humanitarian		Development	Total
	Education Cluster	Refugee Response		
Paid	18,645,730	4,898,567	25,861,444	49,405,741
Committed*[13]	1,313,752	784,661	361,359	2,459,772
Total (USD)	19,959,482	4,898,567	26,222,803	51,865,513

1.6. Stakeholder Consultation Process

Following the First Emergency Response in 2020, ECW launched the process for developing the Iraq MYRP. Iraq is one of the prioritized countries outlined in ECW's Strategic Plan. Since ECW works through the Education Cluster to coordinate the funding efforts in country, the Education Cluster led the consultation with education stakeholders. With an indicative US$12.5 million seed funding commitment from ECW, the Cluster-initiated dialogue with in-country actors. A penholder was identified in consultation with partners and the Cluster Strategic Advisory Group. Save the Children volunteered to fund the proposal writing process.

To ensure accountability and wider consultation across the sector, the Education Cluster developed terms of reference for the penholder and the MYRP Taskforce. The terms of reference were reviewed by cluster partners and the taskforce was established. The MYRP Taskforce was comprised of:

- Ministries of Education (Center and Kurdistan Region of Iraq) - 1 representative each
- Donor/s (ECHO and European Union)
- UNHCR
- 2 national NGOs (a national disability organization, Education focused NGO)
- 1 INGO
- Education cluster coordinators (2)
- Penholder

The inaugural meeting of the Taskforce was convened on October 12, 2020. A 1.5-day (October 19-20, 2020) planning workshop then identified gaps and priorities for the MYRP. This was followed by a virtual consultation (due to risks of COVID-19) at sub-national level with duty bearers of the Directorate of Education across 7 governorates (25 October 2020). Concurrent to the planning workshops, 15 bilateral discussions with education actors also took place between October-November 2020. These meetings included officials of the Ministries of Education, NGOs, UN agencies, and other clusters to understand the context, education gaps and challenges from a broader perspective. Planning workshops, and bilateral meetings helped to further define the MYRP approach. The Education Cluster expanded the scope of the Taskforce and requested the Cluster Strategic Advisory Group to support the process. Decisions related to the technical design were made in consultation with the Taskforce. The penholder developed a work-plan for the MYRP process, which was shared with Taskforce members.

The draft proposal was shared with Taskforce members and a special meeting was organized with Education Cluster members to ensure all members had an opportunity to contribute to the MYRP design. The final submission of the Iraq MYRP was approved by the Taskforce.

[13] This information does not represent the full scale of committed funding to education.

2. Programme Description

2.1 Theory of Change

Goal

Crisis affected girls and boys, including adolescents have increased and continued access to safe, protected, inclusive and quality education that supports their wellbeing and learning outcomes

Outcome level

Access	Protection and Well-being	Learning	System Strengthening
Grisl and Boys, including adolecents (3-18) access continuous, inclusive and gender responsive education services in crisis affected communities	Learners (3-18) improve their sense of safety and social and emotional well-being at learning centers	Learners (3-18) are supported by qualified teachers and provided with quality, inclusive and efficient learning opportunities	Enhanced community-based and institutional system efficiency in school governance, education continuity and quality

Sub-outcome level

Crisis-affected boys and girls are enrolled and attend pre-primary, primary and secondary schools in formal and non-formal settings Children accessing ECW-supported spaces learn in their first or home language Adolescents (male and female) are provided with access to Accelerated Education programs, soft vocational and life skills education Crisis-affected girls and boys obtain the necessary documentation for enrolment Classrooms are built or rehabilitated Girls and boys access learning environments with improved WASH facilities Girls and boys receive quality learning materials	School communities have functional protection platforms and referral mechanisms Learning spaces supported by ECW have a dedicated counsellor or a social worker available on site Community level safety mechanisms/services are available to children and youth Schools provide resilience platforms and contribute towards social and emotional well-being of learners Teachers have improved psychological well-being / self-care	Teachers (male and female) are trained on inclusive, child-centered and gender-sensitive teaching methodologies Teachers receive continuous and blended professional development support, and supplementary trainings Teachers / administrators achieve the minimum level of competency on subject knowledge, curriculum / planning or pedagogy Teachers / administrators are recruited / financially supported	Increased community support for and engagement in favor of school enrolment Education officials have increased knowledge and skills to monitor and support education quality Integration pathways for refugee children defined Harmonized teacher training package and improved pathways for teaching facilitators Integration framework for non-formal education developed to support continuity

MYRP Localization Strategy:
Local Civil Society Organization actors have improved institutional capacity to plan, lead and implement education interventions
Local partners implementing MYRP in prioritized locations

2.2 Programme Outcomes

2.2.1 Access

ECW Thematic Priority: Access, Equity and Gender Equality & Continuity

Priority Outcome 1: Girls and boys, including adolescents (3-18) access continuous, inclusive and gender responsive education services in crisis affected communities

If school access and retention for girls boys and adolescents, out-of-school children, and children living with disabilities improves; ***if*** teachers capacities to deliver quality lessons improves; ***if*** girls' and boys' basic literacy and numeracy competencies improves; ***if*** safety and security of children in schools is improved; ***if*** there is improved prevention, capacity, reporting and response to violence against children within the school environment; ***then*** children and youth will have increased and continued access to safe, protective, inclusive and quality education that supports their wellbeing and learning outcomes

The MYRP will focus on access to and continuation of learning at each level through the following strategies:

Improving access to learning at all education levels:

Pre-primary (ECE): The MYRP will support the intake into ECE at the proper age. Learners under ECE will have learning opportunities through play-based approaches at two levels: home-based and center-based. Parents, caregivers and teachers will be engaged to support development of learning through play, under the key foundational domains of a) literacy and numeracy; b) physical development; c) social and emotional development; and e) cognitive development. The interventions in pre-primary will be mother tongue based. Pre-primary will introduce multilingual learning foundations in early years.

Primary and Secondary (formal and non-formal): Access to additional and tailored academic support will be provided through remedial classes for children who have fallen behind their peers, providing the opportunity to learn important literacy and numeracy skills. This will help girls and boys return to formal learning and mitigate dropouts. Non-formal education in the form of catch-up, and basic literacy and numeracy classes will be provided for children who have no access to formal education. Education interventions across primary and secondary levels (formal and non-formal) will integrate play-based and social and emotional learning approaches. The MYRP will support the Education Cluster's advocacy through the Non-Formal Education Working Group to facilitate pathways for reintegration to the system. Parallel to policy-level advocacy, consultations with out-of-school children and youth will seek to document root causes and inform delivery. This will help to address challenges at the community level such as learners' shame of attending with younger peers, costs and/or protection risks in travelling in underserved areas, cultural reservations on girls' movement, and limitations on disabled children's engagement. Schools will be supported with assistive devices to be able to serve the full continuum of abilities. This will help to ensure children living with disabilities can receive education in the same classroom with their peers, receiving the specialized support they need to learn.

Adolescents:[14] The MYRP will engage adolescent girls and boys in education activities. It will also seek to catalyze further action to understand and respond to the basic vocational and life skill needs of youth. A needs assessment of adolescents and youth will be conducted to develop or adapt opportunities as per their particular needs. This will include access to education for adolescents through an Accelerated Learning Programme,[15] basic vocational and life skills, and functional literacy courses (especially for adolescents who never attended school). These services will be provided through multiple flexible modalities tailored specifically to their needs including via Accelerated Learning Programmes and technical and vocational training approaches. This will also help define the programmes (beyond the scope of the MYRP) needed to respond to the needs of youth, actions that would then be necessarily aligned to the MYRP. The MYRP will coordinate with other actors implementing livelihoods and education interventions to define pathways for scale up for youth, aged 18-24. The MYRP activities for adolescents will focus on:

- Language, literacy, and numeracy courses.

[14] While youth (18-24) are outside the scope of this MYRP, the resource mobilization strategy will also seek to catalyze support for aligning programming for youth. This will ensure opportunities for adolescents when the age-out of MYRP supported secondary and alternative education.

[15] Accelerated Learning Programmes fall under the non-formal education stream and target 12-18 years' old learner i.e. out of school learners, it condenses 6 six years of primary education into three year

- Apprenticeship opportunities with context appropriate and existing livelihood opportunities, ensuring that girls have access to similar vocational training opportunities as boys. This will be done in collaboration with small to medium-scale local enterprises. This is a key programme to eventually scale-up and link to youth programming.
- Confidence and self-efficacy through the provision of teaching on life skills, including communication, decision making and critical thinking skills, enabling adolescents to engage and advocate on issues that are important to them. The MYRP will aim to give visibility to marginalized groups.
- Encouraging adolescents' involvement in broader MYRP activities including community mobilization, planning of distributions, and coordination of recreational activities, promotion of education and data and feedback gathering.

Improved learning infrastructure: To promote access to education and learning continuity, school facilities will be equipped with gender and disability-friendly infrastructure. This will include improvements to schools, establishment of temporary learning spaces, and construction of sex disaggregated and disability-friendly latrines. MYRP partners will adopt Education Cluster Safe School reopening guidelines to ensure safety of learning spaces. They will ensure compliance with the Ministries of Education, Ministry of Health, and WHO guidelines for prevention of COVID-19.

Integration of refugee, returnee and internally displaced children: Displaced learners face challenges to transition to formal education due to lack of civil or legal documentation. MYRP partners will engage with this challenge at two levels a) with Ministries of Education to define pathways for their integration in formal/mainstream education (see Outcome 4); and, b) work with actors supporting these affected groups to facilitate access to civil documentation and therefore, access to education.

COVID-19 and education continuity: The impact of school closures has resulted in a significant loss of learning days. The Ministries of Education have planned to support phased re-openings, which while positive, still keep some children out of the classroom longer. Therefore, the MYRP will support and continue remote learning if schools continue to be closed due to the COVID-19 pandemic. The MYRP will provide remote and blended support to education continuity including self-paced learning, e-learning (where possible), and home-based learning with parental involvement.

2.2.2 Protection and Well-Being

ECW Thematic Priorities: Protection, Equity and Gender Equality, Quality

Priority Outcome 2: Learners (3-18) improve their sense of safety and their social and emotional well-being at learning centers

If girls, boys and adolescents are empowered and feel valued, respected and safe within their school, family and community; and ***if*** parent-child relationships are positive, non-discriminatory and violence-free; and ***if*** social and gender norms acknowledge equal responsibility for positive parenting; and if parenting without violence and discrimination are accepted in communities; and ***if*** girls and boys including adolescents have opportunities at schools to develop socially and emotionally; ***then*** girls and boys including adolescents (3-18) will improve their sense of safety and social and emotional well-being.

An environment free from violence and discrimination is essential for the protection and well-being of girls and boys including adolescents. Parents often lack the knowledge and skills to guide and discipline children positively. This is reinforced by negative social norms that disadvantage girls and children living with disabilities. Protection and well-being interventions aim to empower girls and boys including adolescents as active change agents. They will be supported through access to safe and accountable reporting mechanisms, by increasing the capacity and knowledge of caregivers and communities to protect children/youth, and by promoting positive social norms. Community-level safety mechanisms, starting with the training of child protection teams will actively encourage parents and caregivers (of both genders) of girls and boys living with disabilities to join positive parenting sessions. Influential community stakeholders will be engaged through community dialogue to change discriminatory and harmful norms.

The MYRP partners will work with stakeholders at the school, community, governorate and national levels to ensure learning environments are safe and accessible to all boys and girls. Children's safety and wellbeing at school will be prioritized through a risk and hazard School Safety approach. To ensure children's participation,

MYRP implementers will work with children and communities to conduct child-led risk mapping and design school and community-based safety plans.

The prolonged conflict in Iraq has aggravated existing vulnerabilities. The MYRP will strive to reduce these vulnerabilities through programming that does no further harm and addresses the underlying reasons for vulnerability. The MYRP includes training for Parent Teacher Associations and School Management Committees on school safety guidelines. The MYRP will work with school management to ensure that children have access to safe, child friendly, gender sensitive reporting mechanisms and that these mechanisms are linked to referral pathways. It will sensitize learners and teachers on gender and social norms and their impact on gender-based violence and identify focal points in schools to whom children can report abuse. Further, teachers will be trained to identify signs of gender-based violence, and be able to effectively refer cases through referral pathways in schools

Many schools do not have a Code of Conduct in place and for those that do, they are often not child- / girl- / disability-friendly. Given the effect of bullying, teasing, and other psychosocial and emotional difficulties caused by teachers and other learners, the MYRP will support the development and strengthening of gender- and disability-friendly Codes of Conduct for both teachers and students. Teachers will be trained on gender-based violence which will be integrated into the teacher code of conduct, and alternative disciplinary measures to ensure that learning environments do not expose learners to harm.

School closures and restrictions on movement due to COVID-19 has further increased stress in home environments, thus increasing the vulnerabilities of girls and boys of all ages. The MYRP will therefore promote protection beyond the school environment through the establishment of community-based child protection networks and, where possible, will build on existing community-based child protection approaches. This brings together children, parents, and local authorities to discuss risks to children in and round the home environment and to propose mitigation measures. Additionally, the Iraq MYRP will implement orientation sessions for parents on positive parenting to prevent the practice of violence at home.

The impact of conflict on the Iraqi population has reduced the coping and resilience capacity of both children and adults. In a recent analysis by the Protection Cluster, 53% of respondents indicated that trauma, stress and anxiety are the second most common protection issue affecting communities (Protection Cluster, Oct 2020). Children are estimated to be afflicted by psychological stress as a result of witnessing violence or having direct experience during attacks on schools. The MYRP will therefore establish resilience platforms (school clubs) based in learning spaces to engage children and youth through recreational, sports, art, and crafts activities, and school libraries. These activities will aim to create social cohesion, inform children about their rights, and raise awareness on cultural taboos, including issues like child marriage and sexual and gender-based violence. The MYRP includes training for leaders/facilitators of these clubs on gender-sensitive and inclusive training, as well as awareness on the importance of such activities for parents and caregivers. Interventions under the MYRP will have a targeted approach towards engaging and building capacity of caregivers and parents. This will improve positive attitudes towards learning and children's well-being in the home. The MYRP will provide specialized, structured, and targeted MHPSS services to learners and teachers who are identified through referrals. Additionally, to help teachers cope with the academic and socio-emotional needs of the learners, MYRP partners will train teachers on psychosocial first aid, the identification of signs of severe distress in the classroom, and will actively involve teachers in co-facilitating training to share best practices.

MYRP partners will train teachers on social-emotional learning teaching strategies and support them to infuse social-emotional learning across their teaching practices, using both integrated and explicit approaches. To achieve this, teachers will be trained by Ministry of Education teacher trainers, with technical supervision from MYRP partners. The training will help teachers develop their 'wellness-box' which includes different play-based activities, mindfulness exercises, and quick executive function activities that can be used in between lessons, at the beginning and end of the school day, or integrated into a lesson. Lastly, to support teacher well-being, MYRP partners will support the peer-to-peer support platform which includes teacher learning circles and teacher clubs. These will provide structured platforms for teachers to support their mental well-being and their capacity to cope with the impact of stress.

2.2.3 Learning

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

Priority Outcome 3: *Learners (3-18) are supported by qualified teachers and provided with quality, inclusive and efficient learning opportunities*

Quality teaching provided by trained and motivated teachers is the singular most important input to quality learning outcomes for girls and boys. Therefore, **i*f*** teachers are supported to improve their ability to provide quality and relevant teaching to learners affected by conflict and; **i*f*** teachers receive continuous professional development support that improves their teaching abilities and their motivation to provide high quality and continuous learning and; **i*f*** sufficient teachers and administrators are both recruited and remunerated appropriately; ***then*** girls and boys will have access to quality, inclusive and efficient learning opportunities.

Evidence-based approaches will be used and adapted to the Iraq context. These will include well-suited play-based approaches and child centered approaches for all targeted levels of education, and literacy and numeracy tools and resources (this will be finalized by grantee and implementing partners). An entry point to address the low capacity of teachers will be a continuous and blended[16] **Teacher Professional Development** approach, designed to support pre-primary, primary, and secondary school teachers. The teacher professional development will be established in coordination with UN agencies and other actors to ensure harmonization across the sector.

The Education Cluster's Non-Formal Education Working Group, in collaboration with UNICEF, advocates for flexible, and structured learning pathways for girls and boys with alternative learning needs. MYRP supported **education and livelihood pathways** will maintain focus on girl's education, as secondary education is the level with the most profound increase in gender disparity. An **Accelerated Learning Programme** will target those whose learning has been interrupted for any of a multitude of reasons including conflict. Accelerated Learning Programme learners can complete their primary education or re-enter the formal system and continue their studies.

Over the years, education system support has mostly focused on access, rather than on improving the quality of education services. The MYRP includes a teacher capacity assessment and blended professional development approaches based on identified capacities and needs. The blended professional development support may include in-classroom support, conflict-sensitive and inclusive education, and peer-to-peer mentoring. It is critical for teacher capacity development to focus on supplementary training, which is relevant to mitigate the impact of the protracted crisis on both learners and teachers. Teacher training approaches in Iraq are fragmented, and the evolving needs of the COVID-19 outbreak highlight the need for further adaptations to trainings developed from INEE's Teachers in Crisis Contexts. To address the challenges that are inherent in low teacher capacity, the MYRP partners will train teachers using the official teacher training curriculum. If no standardization of in-service content is agreed, a teacher training outline will be used. This will be inclusive of the following training priorities 1) literacy and numeracy, basic and subject specific pedagogies; 2) gender-sensitive and differentiation pedagogies; 3) social-emotional learning and psychosocial support; 4) Child safe-guarding, and protection. The MYRP training approach will be flexible based upon local context, utilizing either a centralized or cluster-based approach. The attention to the training programme will help define teacher recognition pathways, clarifying what courses are endorsed and approved by respective Ministries of Education (Center and Kurdish Region of Iraq) for the lowest level of qualification. Ultimately, this will improve teacher motivation to gain skills and capacities.

The MYRP implementers will provide structured guidance to teachers on the improvement of the teaching and learning process, and important system strengthening step. Ministry of Education teacher trainers/supervisors (who currently facilitate teacher trainings) will also receive training to ensure education quality. These teacher trainers/supervisors will conduct class observations and share periodic feedback with teachers.

Provision of learning materials: MYRP partners will equip ECW-supported schools/learners with learner, ECE, recreational, hygiene, and dignity kits. As much as possible MYRP partners will ensure the needs of girls and boys living with disabilities are factored in to ensure equitable access to resources. Teachers will also receive teaching supplies required to create an enabling teaching environment. MYRP partners will equip schools with age and disability-appropriate furniture to ensure learning environments are equitable and child friendly. To support the education of children living with disabilities, MYRP partners will support diagnosis and access to appropriate services including assistive devices and their orientation and maintenance.

[16] Continuous and blended Teacher Professional Development refers to capacity building in face to face, peer to peer, self-paced, tailored mentoring approaches to teacher professional development

COVID-19 has changed the approach of education delivery. Capacity strengthening approaches need to adapt to these changing needs, and to support teachers to deliver remote, and blended teaching. The MYRP partners will train teachers on supporting education continuity through on-line, self-paced and home-based methodologies.

2.2.4 System Strengthening

ECW Thematic Priorities: Protection, Quality, Equity and Gender Equality

Priority Outcome 4: *Enhanced capacity of both community-based and institutional school governance leading to improved education continuity and quality*

If policy makers use evidence-based approaches to define inclusive and child friendly education policy frameworks and accountability mechanisms; ***if*** school administrators have capacity to plan, manage and monitor education services; and ***if*** school management/governance committees, and parent teacher associations have the knowledge and skills to support education management and planning through active participation in decision making; ***if*** policies include the voices of girls and boys including adolescents, and if they include positive discipline and child safeguarding; and ***if*** accountable systems are created to support learner friendly and safe environment; **then**, girls, boys and adolescents in target areas will have access to holistic and learner friendly education services.

System strengthening is a critical area of intervention under the MYRP at the national, governorate, district and school levels. Proposed interventions will target the capacity and resilience of the education system to support education quality and to lead response planning in the case of emergency. This entails the capacity to supervise, monitor and support school administration and school governance bodies. Integration of refugees into mainstream education is a critical need, so work will be undertaken together with education actors and refugee support agencies to define pathways for learner and teacher integration.

If local capacities are strengthened to design, implement, monitor, and advocate for policies and programmes that promotes education quality at all levels and protect children; ***then*** implementation of sustainable and localized solutions to support education of children in Iraq will be improved.

National NGO partnerships represent a central sustainability component. By strengthening civil society organisations and Ministries of Education capacities to plan, implement, coordinate and monitor quality education outcomes, the MYRP is investing in long-term outcomes for children in Iraq. Another element of sustainability is ensuring that partners have the capacities to maintain results or continue initiatives beyond the life of this programme. This entails providing technical expertise, ensuring partners apply international standards and have accountable internal governance and transparent financial practices.

2.3 Gender Equity and Inclusion

The MYRP will continue to address challenges to **girls' access to education** through menstrual health management and community engagement around the importance of girl's education. Together with partners, the MYRP will raise awareness on inclusive education and assess the situation for **children living with disabilities** to better provide them with appropriate education materials and equipment.

At the systems level, policy and planning will help establish safe and conducive learning environments for girls and boys, including those living with disabilities. This includes initiatives like the child-centered school code of conduct, designed with active participation of girls and boys.

At the school level, the MYRP will reinforce teachers' ability to use teaching methodologies that promote inclusive, learner-centered and disability/gender-sensitive learning. Teachers and teaching methods are instrumental to improving vulnerable groups' educational outcomes. With the right training and capacity, teachers can become positive change agents and role models, especially for girls. For this to work, teachers must be aware of the specific challenges faced by marginalized groups, they must address their own prejudice, and they must understand how gendered identities and experiences of individual learners shape their pedagogy and classroom management. Gender-sensitive and disability-sensitive teaching materials (including positive masculinity, and boys as agents of gender equity) will be developed for training teaching staff to promote gender equality. Some exercises will challenge the teachers' own understanding of themselves, and encourage them to openly identify, discuss and challenge the ways in which gender inequity and internalized perceptions manifests itself in the

classroom, curriculum, and local community. Additionally, teachers will be encouraged to use teaching methods that have been proven to be most effective for girls and boy's participation, including group and activity-based learning.

The MYRP will support female teachers in accessing training considering the limits on women's mobility and the unpaid care work for which they are most often responsible. The programme will give special consideration to female teachers, especially young mothers, while they attend the trainings at centralized locations. It may also organize female-only trainings to support professional development. These actions will be **informed by a comprehensive gender analysis and supported by a MYRP gender and inclusion action plan**.

Adolescent girls and boys will be engaged in safe spaces where they are supported with trainings to promote gender equity, self-expression, effective communication and leadership. Female engagement will be approached with cultural sensitivity to ensure community acceptance to enable females balanced access to opportunities compared to their male peers. Male adolescents will be likewise oriented on gender equity to challenge harmful perceptions around gender. This will allow boys to see beyond expectations that may burden them in their communities, promote positive masculinity, and encourage their active engagement as champions for gender equity.

The MYRP will focus on girl's education and adopt a community outreach model for Iraq. Conditional cash and transport stipends will be provided to support education access and transition to secondary and tertiary education. The conditions for cash incentives will be defined through assessments. This intervention will be done on a pilot basis, in a location where existing infrastructure supports such an intervention. This pilot will also depend on available additional financing.

The MYRP will engage with technical working groups at the national or sub-national level to ensure gender programming is harmonized and coordinated with other actors. Humanitarian coordination on gender and related issues is led by the Gender Based Violence sub-cluster through a network of focal points. The Ministries of Education also have gender focal points. MYRP implementors will engage these actors to coordinate planning and implementation of a gender gap analysis and an associated gender action plan. Finally, infrastructure – including classroom and WASH facilities – will be improved to support gender equity alongside the provision of dignity kits.

2.4 Prioritizing the Most Disadvantaged

Girls: Family and society dynamics, along with pre-established gender roles at the community and household level, have historically limited girls' access to education, their perceived and actual insecurity on the way to school, and low quality of teaching and education infrastructure, especially in remote areas (UNICEF, 2010). The MYRP will support access, retention and protection of girls through collective action at three levels: 1) the community by addressing the perception of parents and community members to girls' education; 2) the school level through gender-sensitive teaching, strengthening of school-based protection to support attendance, and the provision of services and supplies including safe and protected WASH facilities and dignity kits. A gender analysis will inform planning and support to develop the MYRP gender action plan across results to address education barriers for girls and boys; and 3) at the systems level Ministries of Education (Center and Kurdistan Region of Iraq) have gender focal points identified under respective Directorate of Education, who will be supported by the MYRP partners.

Children living with Disabilities: The Ministries of Education mainstream curriculum does not address learning needs of children living with disabilities in a systematic manner. The specialized curriculum implemented by the Ministry of Labour and Social Affairs is specific for children with disabilities. This specialized curriculum is also used for teacher processional development. However, the challenge is that the mainstream curriculum and the specialized curriculum are not aligned. From a 'rights' perspective the mainstream curriculum should address the learning needs of children with disabilities and this should be reflected in the development of tools and in teacher training. Secondary schools reported having no specific learning materials for children living with disabilities, making it more difficult for them to meet their specific needs.[17] Some communities and parents also do not prioritize education of children living with disabilities, especially girls. Working together with Ministries of Education, MYRP partners will ensure inclusion, and ensure these children are not left behind. MYRP partners will address physical access barriers for girls and boys living with disabilities, strengthen teaching capacity to

[17] https://reliefweb.int/sites/reliefweb.int/files/resources/A3F345FEB60FD713C12577AD00341F90-Full_report.pdf

support learners with differentiated needs, provide access to diagnosis and assistive devices, and target behavior around disability. Advocacy will be done to ensure these actions are built into the education system and associated policies.

Refugees: Syrian refugees face multiple barriers to education access. These include the lack of legal documentation for integration in mainstream education, and fewer Arabic schools in Kurdistan Region of Iraq where Sorani Kurdish is the language of instruction. Advocacy will be conducted to establish, implement, and endorse the refugee integration policy. Access barriers will be addressed through the provision of services and capacity strengthening of teachers and administrators to ensure refugee children are learning in inclusive and welcoming environments. The MYRP will address psychosocial well-being of this target group as their migratory status often exposes them to exclusion and distress.

Returnees: Destroyed, closed or dysfunctional schools, lack of civil documentation and suspected affiliation with the Islamic State are some of the barriers facing returnees. In addition, an upwards trend of returns requires interventions to ensure that these girls and boys including adolescents do not remain out of school and are not exposed to protection risks. The MYRP has prioritized locations with the highest number of returns. The targeted locations will be supported with a holistic package of services focused on reducing physical barriers and addressing protection and well-being needs to ensure these children are not subjected to further stigmatization and exclusion.

Internally Displaced Persons: The government's decision to close camps could result in secondary displacements (to other camps or urban settings) putting internally displaced girls and boys at risk of missing further education. Internally displaced girls and boys including adolescents are also suspected of Islamic State affiliation. When they attempt to return to their communities they may be exposed to discrimination and threats, and due to lack of civil documentation can face administrative difficulties in enrolling to schools[18]. As with returnees, the MYRP will provide a holistic package for these children that aims to reduce stigmatization and exclusion, all while improving learning and wellbeing.

Adolescents are at the forefront of the conflict. Mass displacement, separation and/or loss of parents and the breakdown of community infrastructures leave this group especially vulnerable to protection risks, including recruitment into armed forces and gender-based violence. At the same time, they should also be seen as key actors in the search for solutions. In addition to acquiring the knowledge and skills which can lead to their economic independence, adolescents and youth want to be consulted and be involved in the planning and delivery of humanitarian assistance (UNHCR, 2016).

Overaged and out of school leaners: Many girls and boys have been out of the school system for years, mainly because of conflict. Reintegration into mainstream education is a challenge, especially without the government's support, and re-entry pathways that fit their needs. MYRP partners will lobby sector actors and work towards the endorsement of a non-formal education framework, prioritize non-formal education pathways by offering structured support for catch up and transition, and improve access to MHPSS and social-emotional learning.

3. Leveraging Resources to Scale-Up MYRP Results

3.1 Resource Mobilization and Advocacy

The Iraq MYRP requires US$ 48M to reach at least 192,100 girls and boys, including adolescents over three years. ECW seed funding of US$ 12.5M will reach 36,500 girls and boys. To reach the remaining 155,600 girls and boys, up to US$ 35.5M must be mobilized over the course of the programme.

ECW seed funding will accomplish two primary objectives.

1. Seed funding will address immediate concerns that keep 36,500 girls and boys in Iraq from accessing quality learning and make them vulnerable to abuse and neglect.
2. The swift investment of seed funding will create momentum behind joined-up planning that allows partners in Iraq to pursue a resource mobilization strategy that results in reaching an additional 155,600 girls and boys.

[18] https://reliefweb.int/sites/reliefweb.int/files/resources/A3F345FEB60FD713C12577AD00341F90-Full_report.pdf

The aligning of humanitarian and development objectives is essential to this immediate resource mobilization effort. It will also help synergize approaches that sustain education in emergencies and protracted crises for years to come. This will be accomplished through the development of a resource mobilization and advocacy strategy, established through consultation with the MYRP steering committee, education partners and the ECW Secretariat.

The strategy will draw together the various coordination groups and donor platforms present in Iraq to crowd fund behind jointly agreed objectives. New partnerships and alliances will be sought among these groups to pursue new and sustained lines of funding at local, regional and global levels. This includes exploring opportunities with private sector partners to match funds with MYRP priorities. As part of this, the MYRP grantee will engage education sector actors present in Iraq to align their funding and fundraising efforts behind the joint objectives. The strategy will target forums where practitioners meet as well as donor platforms, partners with regional and global presence could lead the efforts in collaboration with local actors.

A joint evidence base will be established to act as a starting point for joined-up resource mobilization and advocacy. Through support to education management information systems and needs assessments, the humanitarian-development collective will jointly define and agree on the needs of all girls and boys, including adolescents. The joint strategy approach will identify priority areas for policy and legislation. Monitoring and assessment with a joint needs-based approach will also help to identify course corrections and adaptations for curriculum, teacher training, learning assessment, and the definition of national standards or benchmarks for literacy and numeracy. Information on humanitarian and development funding to education in Iraq is currently not compiled to demonstrate gaps and overlaps. A mapping of education funding in Iraq will therefore be undertaken to better coordinate existing resources, and upon which to build better inform mobilization efforts.

The resource mobilization strategy will run alongside an **advocacy campaign** designed to raise the voices of the most marginalized boys and girls, including adolescents. This campaign will be conducted at all levels: with ECW and international partner support at the global level, to national efforts through partners present in Iraq, and at the local level with local actors and communities. Specifically, advocacy will be conducted to influence political actors to expand the education allocation in the national budget and to improve resource allocation at the governorate level. Legislation and policy will be targeted that can fulfill children's rights and ensure that children's voices are heard at the global, national, and local levels. To ensure support at all levels for the right to safe and quality education, advocacy will raise the general public's awareness on the rights of education as defined by the Constitution and the need for commensurate legislation. Members of parent-teachers associations and school management committees and selected children will receive training on advocacy techniques and will be supported to voice their concerns and participate in relevant platforms (with all necessary beneficiary and child safeguarding measures observed).

The MYRP activities are all scalable and respond to needs that outstrip current programming. This means that resource mobilization objectives provide structure, but that any new resources brought in will have a direct impact on more children. For instance, the more funding mobilized, the more girls that can be provided with cash to support the entry into and retention in education. The approach also provides sustainability to MYRP strategies. The strategy will draw in new partners or create new partnerships that can improve long term efficiency and continued progress for the education system in Iraq. The effort will also have secondary impacts by drawing attention to gaps like programming for youth, an extremely important target group that falls outside the scope of the MYRP. By linking the mobilization strategy to youth, more options will be available to girls and boys as they exit MYRP sponsored programming, contributing to continuity of, and life-long learning.

3.2 ECW Seed Fund Scale-up Strategy

The Iraq MYRP aims to reach **192,100** children to access and continue education in safe, inclusive, and protected environments. The targeting strategy for the Iraq MYRP is based on Education Cluster and UNHCR people in need datasets. Based on these, there are an estimated 1.9 million[19] children are in need of education support. The ECW seed funds (US$12.5M) will reach **36,500** learners over a period of three years. An additional US$35.5M will be required to reach an additional **155,600** girls and boys, including adolescents (US$12M over three years).

[19] The number includes host community children, which are not explicitly captured under education cluster People in Need figures. The target for children requiring education support is determined using 5:2 assumption, i.e. for every 5 IDPs, 2 host community children will be considered to receive support through MYRP

Swift response to the most vulnerable through the Seed Fund

The Iraq MYRP will target 10% of the Education Cluster caseload **192,100**, out of which seed fund will target **36,500** learners. Seed funding will be prioritized for the locations with highest number of children in need. In year 1, only governorates with the highest needs are considered. This is determined by an analysis of a) locations with the highest number of out of school children; b) changing needs/evolving context (this could be due to secondary displacement or returnees); and, c) socio-political context. Based on these criteria, the locations to be targeted under Year 1 are Anbar, Dhouk, Erbil, Kirkuk, Ninewa, Sulaymaniyah[20] and Salah al Din.

Lasting impact through scaled action

The additional funds will not only help to increase the number of beneficiaries but also include more programmatic interventions to ensure long-term sustainability. These start with the resource mobilization and advocacy campaigns highlighted in Section 3.1. As more funds become available, more children can be reached, particularly with more resource intensive activities. This includes extending coverage to adolescents for transitional programmes after the first year and potentially, more cash vouchers for girls to incentivize their enrolment and retention.

Should there be a significant change in the context, data from MYRP partners and the Education Cluster will be used to re-strategize geographic coverage. Additional funds will also help to build the capacity of the teachers and administrative staff within the directorate of education, parent teacher associations, and parents themselves. This will help create safe environments and to improve learning outcomes for children and youth and strengthen the long-term sustainability of MYRP objectives.

The previous ECW First Emergency Response investment allows for carefully designed overlap between the programmes. Beneficiaries from the First Emergency Response investment will be included in Year 2 of the proposed programme as funding under current the First Emergency Response does not end until September 2021. This maximizes both ECW investments by reaching more children faster, and by being able to maintain services for all of them.

As more funds are mobilized, the programme will expand to reach more learners in Anbar, Diyala, Dhouk, Erbil, Kirkuk, Ninewa, Al-Sulaymaniyah[21] and Salah al Din. Ongoing analysis will allow the MYRP partners to revise planning based on evolving needs through the course of the programme, particularly for year 3.

Geographical prioritization by Governance

Year 1	Years 2-3
Al Anbar	Al Anbar
Al-Sulaymaniya (refugees)	Al-Sulaymaniya (other migratory groups)
Dhouk	Diyala
Erbil	Dhouk
Kirkuk	Erbil
Ninewa	Kirkuk
Sala al Din	Ninewa
	Sala al Din

Process for new funds

The use of any newly mobilized funds against MYRP objectives will be determined by the MYRP Steering Committee. They will use the original criteria to be sure that the governorates with the most in need children are prioritized, starting with the current list, and expanding or shifting should context change. In terms of how funds are used, should the Grantee mobilize additional funds, those resources stay with the grantee and a new implementation partner selection process will be conducted. However, if additional funding for Iraq is provided to ECW, the Steering Committee will decide whether a new grantee is needed to manage those funds. Money leveraged by other partners will be reviewed during the annual review processes.

[20] Sulaymaniya, will only target refugees during Y1, whereas from Y2 the focus will also include other migratory groups.
[21] Ibid

Priorities for newly mobilized funding:

1) Scale MYRP activities in the most affected geographies to reach additional children in need.
2) Scale programming for adolescents that is tailored and customized to their learning needs and future ambitions. The unit costs for adolescents is more expensive than general education and therefore will require dedicated funding to reach more adolescents.
3) Scale-up cash support for girls, to support their transition to secondary education. This includes expanding the cash support programme funded with ECW seed funding.
4) Provide additional teacher professional development training and continuous support.

Potential Scenarios

Scenario 1: If 50% of the required additional funds, beyond the ECW seed funding, are secured (12.5 million + 18 million) 77,793 additional learners will be reached across the affected governorates. Additional funding will advance teacher professional development through refresher trainings and provide further training for parents and caregivers. Additional conditional cash support for girls' transition to secondary education will be provided.

Scenario 2: If 100% additional funds are secured (12.5 million + 36 million) 192,100 girls and boys will be reached across the affected governorates. An additional 7,779 adolescents will receive skills training while 145 from most vulnerable households will be engaged with paid apprenticeship programmes. An additional 8,868 girls will receive conditional cash to support transition to secondary education. Funds will also be used to strengthen the education system and in particular, the education information management system.

4. Monitoring, Evaluation and Learning

4.1 Monitoring, Evaluation and Joint Reporting

The MYRP partnership will use a robust monitoring, evaluation, accountability and learning system in line with ECW guidelines and general standards. This system will ensure that the programme generates accurate data to inform management decisions around corrective action, accountability to beneficiaries and donors, and to capture programme learning. The system will include regular monitoring (both qualitative and quantitative), will track quality benchmarks (to be defined by Grantee and Implementing Partners) and will utilize a quality checklist. A monitoring and evaluation plan articulating monitoring, evaluation, accountability and learning activities and agreed performance indicators has been developed and includes indicator definitions, data sources and data analysis.

Monitoring and Evaluation:
The MYRP monitoring and evaluation part of the system will:

- Disaggregate and analyze data by sex, age, disability, and migratory status
- Ensure the inclusion of the voices of boys, girls, men, women, and children living with disabilities to strengthen equitable participation in data collection
- Entail carefully chosen data collection methods (context relevant and conflict sensitive)
- Consider data collection and monitoring in gender and disability safe places
- Consider the needs of beneficiaries in the development of for tools and the planning of location and timing of data collection exercises
- Include male and female enumerators and translators
- Include team members with experience with gender, inclusion, and conflict sensitive approaches

These efforts will ensure the process is gender, disability and conflict sensitive, and that results adequately capture the impact of MYRP interventions at the outcome level. The activities will be periodically reviewed according to the Inter-Agency Standing Committee Gender and Age Marker (GAM) standards (IASC-GAM) along with Do No Harm principle (DNH).

The monitoring, evaluation, accountability and learning plan, results table and data collection procedures and tools will be updated during the inception the implementing partners have been selected. The plan will be

reviewed and tailored further after a round of feedback from relevant stakeholders (grantee, implementing partners and Ministries of Education) and will be revisited periodically with the key stakeholders including the country-level MYRP Steering Committee. Grantee, implementing partners, Ministries of Education and all other relevant stakeholders will be part of lessons learned exercises to ensure different actors can benefit from good practices and identify areas of concern. The grantee will convene a technical working group to mutually agree on the MYRP monitoring, evaluation, accountability and learning framework, identify and design data collection tools, and ensure harmonization of the approach across MYRP implementation.

Learning Agenda:
During the stakeholder consultation, the MYRP task-force agreed to centralize the learning activities under the MYRP. The grantee will facilitate this process via coordination with MYRP implementing partners and Ministries of Education etc. The grantee will have the contractual obligation/responsibility to identify expert capacity to lead learning under the MYRP i.e. with consultants or in-house capacity. However, the methodology, contextualization and tools to be used for data collection will be designed in consultation with implementing partners, the Steering Committee and the Ministries of Education. In addition to regular monitoring and evaluation, the following learning activities will be carried out under the MYRP:

- Baseline (Y1) and end-line (Y3) evaluations
- Gender and disability assessment (Y1): There are data gaps, especially for gender and disabilities. The MYRP will conduct a comprehensive gender and disability assessment of education in-order to understand; a) barriers to education for girls and boys living with disabilities; b) to inform future programme design based on evidence; c) to use the evidence for advocacy and for equitable resource allocation to reach most under-served and most vulnerable
- MHPSS Gap assessment (Y1): Certain populations of Iraq have witnessed multiple waves of conflict, violence, frequent and multiple displacement and disruption of services and social networks. The MYRP will conduct an MHPSS gap assessment to understand the needs and challenges, and use the evidence to inform education programmes, built advocacy initiatives for stronger buy-in for learner and teacher well-being in emergencies and protracted crisis, and lastly to use data to influence policy-level changes i.e. structured inclusion of MHPSS in curriculum and teacher training programmes.
- Learning assessments for Early Childhood, Primary and Secondary education.
- Market needs and capacity assessment for youth
- External evaluation of the MYRP (Y3)
- Qualitative study during Y3 of the MYRP: The MYRP will develop a learning agenda to gather evidence for a holistic model which promotes learning. Research topics will be decided by the grantee and the MYRP Steering Committee

Reporting:
The MYRP grantee will report as per ECW requirements, demonstrating progress against indicators in the approved results framework.

For more information about the MYRP's accountability to affected beneficiaries please visit the following link: https://shared-assets.adobe.com/link/085caa5d-5790-432b-7314-37f5aca38c68

4.2 Learning Outcome Measurement

The Education Cluster Strategy (2019) identifies the need for evidence on learning outcomes. The only available evidence on the learning outcomes though is from a 2012 Early Grade Reading Assessment and Early Grade Math Assessment (USAID, 2013). Most recently in 2019, a UNICEF-funded project conducted a sample-based survey with Grade 4 students on mathematics and science, but the findings have not been released by the Ministry of Education. To support education quality at the project level, some education actors have been using different tools to measure learning outcomes under their respective interventions. An ASER assessment (ASER,SC 2017) on the literacy and numeracy skills of 1,731 children across 5 conflict affected governorates in Iraq, established that less than half (48 %) of children aged 14 were able to read at second grade level. Similarly, among Syrian refugee children, education assessments show that refugee children struggle with basic literacy and numeracy skills. Syrian refugees are far below expected literacy levels. They struggle with numerical skills, and an average high school student cannot complete a problem requiring application of arithmetic skills to solve real life problems (Iraq 3RP, 2020.21). Regular measurement of learning outcomes will provide better data for education policies, resource allocation and teaching.

Measurement of learning outcomes could help to inform critical decision-making by the Ministries of Education as they revisit the curriculum and seek to understand its relevance to learners. The MYRP, as a multi-year investment, will measure learning outcomes and further inform the evidence base for education quality. Learning outcomes assessments under the MYRP will help to gather evidence on effectiveness of interventions such as social-emotional learning, literacy, numeracy, and teacher training, and determine their linkages with how students learn. Considering the protracted crisis in Iraq, the MYRP will also help to explore the impact of conflict on learning, thereby helping to address equity challenges in the delivery of quality education services.

Different types of learning assessments will be considered to validate and certify learning. Internationally recognized assessments will be considered for implementation including Early Grade Reading Assessment and Early Grade Math Assessment,[22] ASER, International Development and Early Learning Assessment (IDEAL), and International Social and Emotional Learning Assessment (ISELA). The decision on the use of tools will be decided in consultation with the Ministries of Education and other education stakeholders.

Learning outcome assessments will be conducted at two points during the MYRP:

- Inception Phase (Y1) – Learning outcomes baseline assessment: this baseline will inform teacher training and the parental involvement approach of the MYRP at the intervention and policy levels. It will also inform engagement with a wider group of stakeholders to establish recommendations to the curriculum revision process and work around national literacy and numeracy standards.

- End-line Assessment of Learning Outcomes (Y3): will help to measure the impact of the MYRP with a focus on social-emotional learning, literacy, numeracy and teacher training. The findings will help to form the basis of additional recommendations for policy level decisions and key areas like teacher professional development design.

While assessment methodology will be finalized in consultation with key stakeholders, a few key areas will be nonnegotiable components of any assessment. For instance, it will be critical to consider language of instruction differences between the regions of Iraq, the migratory status of the target population (internally displaced populations, refugee, returnees, host community), and equity considerations around sex and disability. This will ensure further insights into the impact of displacement and migration on learning and education quality, findings that could improve future provision of education in emergencies in Iraq and elsewhere. The assessments will target geographic MYRP priorities while the selection of learners will be determined in consultation with education stakeholders in country.

The MYRP also presents the opportunity to measure early childhood development gains. Early childhood education does not yet receive the focus it must in Iraq. A learning assessment of these formative years will provide evidence in support of early childhood education and its link to primary school readiness and retention in school. It is likely that the MYRP partners will deploy International Development and Early Learning Assessment, an easy to use and rigorous global tool that measures children's early learning and development. An This assessment will provide early childhood education programs, donors and the government with clear evidence on the status of children from 3.5 to 6 years-old.

[22] Early Grade Literacy and Math Assessment targets learners in grade 1-3

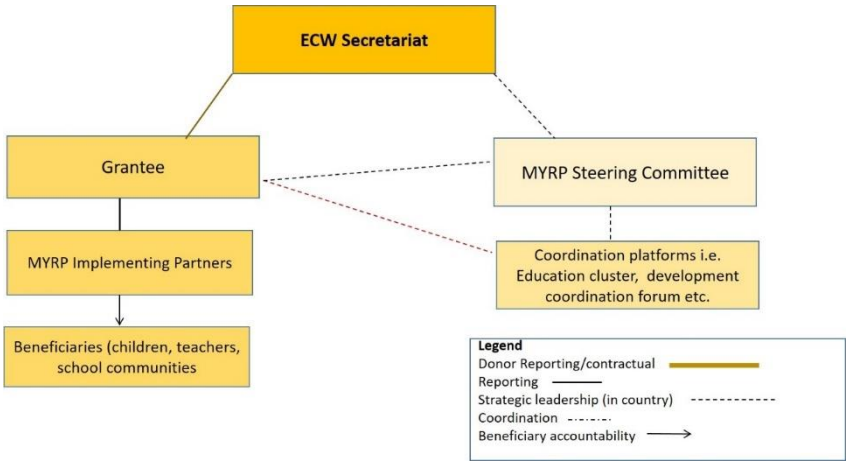
5. Implementation Arrangements

5.1 Governance Structure of the MYRP

The various bodies and organizations of the MYRP governance structure will work together to ensure accountability to stakeholders, timely implementation of interventions, agreed standards of quality and transparency in the decision-making processes.

The MYRP Steering Committee is the in-country high-level representative and consultative decision-making body and will provide strategic leadership throughout the implementation of the MYRP. This committee will convene senior government officials (Ministry of Education Central and Kurdish Region of Iraq), donors, UN agencies, CSO actors (these could include implementing partners and non-voting members), the Education Cluster and other coordination groups. The MYRP Steering Committee will ensure the utmost transparency and rigor throughout the process. It will be responsible for holding the Grantee to account for a) ensuring adherence to donor guidelines, the SPHERE Core Humanitarian Standards (SPHERE), the International Network for Education in Emergency (INEE) minimum standards (INEE), and other relevant and applicable standards. The MYRP Steering Committee will also be responsible for ensuing timely feedback for remedial actions, and the collection and implementation of lessons learned or best practices which can be instrumental for resource mobilization.

The MYRP Steering Committee will also provide oversight to the implementing partner selection process and will endorse grantee recommendations. The grantee is accountable to share documentation on the implementing partner selection process along with the rationale for resource allocation so as to ensure transparency and alignment with identified priorities.



The MYRP Steering Committee has the following objectives:

1. Mobilize additional funds, advocate on behalf of MYRP priorities and rally donor support behind the MYRP
2. Review MYRP implementation progress and to support with strategic decision making where required (i.e. changes to activities and the budget)
3. Review, feedback and endorse annual work plans
4. Carry out field missions, share inputs/feedback on the progress and quality of implementation

A key aspect of the MYRP Steering Committee role will be to anchor the MYRP in a coherent institutional framework including the national, refugee, and emergency education systems and architectures. Through its strategic leadership, the MYRP Steering Committee will ensure that the MYRP is aligned with humanitarian frameworks and coherence with Ministries of Education long-term priorities. The MYRP Steering Committee will lead on policy, advocacy and resource mobilization efforts. It will work with ECW on the resourcing of the MYRP at all levels. The ECW Secretariat will continue to support the work of the MYRP Steering Committee to encourage other donors to invest in programme delivery (including directly at national level, and through replenishment of ECW's pooled funds at the global level).

The membership of MYRP Steering Committee will be comprised of the Ministries of Education (Center Iraq and Kurdish Region of Iraq) as chairs and 8-9 members including: sector donors as co-chairs; UN agencies and development coordination platform representatives; CSOs (this could include implementing partners as non-voting members); the Education Cluster (as a non-voting advisory member); the grantee (as a non-voting advisory member). Any disputes or disagreements during implementation will be brought to the attention of MYRP Steering Committee and resolved by the chair and co-chair in consultation with its broader membership. Six members must be present at the meeting and participate in a vote to constitute a quorum. The MYRP Steering Committee will report to the ECW Secretariat on a semi-annual basis on resource mobilization, advocacy efforts and broader progress on implementation. The Steering Committee will be responsible for alerting ECW of any major changes in the operating environment. For more information about roles and responsibilities, please visit the following link: https://shared-assets.adobe.com/link/84bc04ae-caf6-4459-770a-b2e02a737cb6

Localization
In-line with Grand Bargain and ECW commitments, localisation is integrated throughout the Iraq MYRP. The Iraq localisation approach aims to ensure that:

- Local CSO actors have improved institutional capacity to plan, lead and implement education interventions
- Local partners lead implementation of the MYRP in prioritized locations

The Iraq Education Cluster Localisation Strategy indicates that local actors are underrepresented in sector leadership and decision-making roles while the institutional capacity of local organizations requires support. As such, the Iraq MYRP supports the Education Cluster localisation priorities by supporting the technical and institutional capacities of local organizations, and by actively identifying local partners for implementation through the grantee's implementing partner selection process. Further, local partners will be engaged in decision-making through the MYRP Steering Committee.

5.2 Grantee Selection Process

A consultative process between the MYRP Taskforce and the Iraq Education Cluster Unit developed the following grantee selection criteria and documentation:

a) Expression of Interest template
b) Full application template
c) Terms of Reference for an Independent Review Panel

Concurrently, the Education Cluster Unit engaged with donors, UN agencies, and Ministries of Education (Center and Kurdish Region of Iraq) to convene an independent review panel that included:

1. Ministry of Education Representatives - Center and Kurdish Region of Iraq
2. Donors - ECHO & EU
3. UN agencies - UNICEF, UNESCO
4. Education Cluster Unit - facilitation and non-voting role

The independent panel reviewed the expression of interest, full application template and their terms of reference for final endorsement. The Education Cluster organized a separate meeting with review panel members and oriented them on the scoring criteria and process. Information was regularly shared with Cluster members to review feedback and address questions about the process and the criteria.

The Education Cluster Unit then released a call for submission of expressions of interest on 26 November 2020. The call was announced through the Education Cluster platform to ensure wide dissemination to education partners, giving all an opportunity to apply. The call was closed on 1 December 2020 at 2300 hrs. Interested organizations were asked to submit expressions of interest against the set criteria outlined under the template.

Submissions were reviewed between 2-6 December 2020 and applicants meeting qualification requirements were considered for the next phase of the grantee selection process. Two applications were received. The independent panel invited the highest scoring expression of interest to submit a full application. The application was submitted on 12 December 2020. The application was reviewed, and the applicant was asked to respond to review panel's feedback on the submission by 21 January 2021. The Iraq Education Cluster formally announced Save the Children's selection as the MYRP seed fund grantee to the Cluster members.

5.3 Child Safeguarding and PSEA

Save the Children has safeguarding policies, codes of conduct and procedures in place which underpin their zero-tolerance approach to the abuse and exploitation of children. These child safeguarding requirements apply to their staff, volunteers and associates. Child safeguarding measures are designed to prevent, detect, and respond to child safeguarding concerns and include the use of safe recruitment practices, a code of conduct and disciplinary sanctions linked to employment contracts and safeguarding training of staff and associates.

Save the Children will work with the MYRP Steering Committee to develop a safeguarding risk assessment and management plan, and to ensure coordinated action across the MYRP, including in relation to accessible reporting and referral mechanisms. Due diligence assessments of implementing partners will be undertaken by Save the Children as part of the selection process and any child safeguarding risk management gaps will be addressed. Save the Children will assume responsibility for building the capacity of its implementing partners.

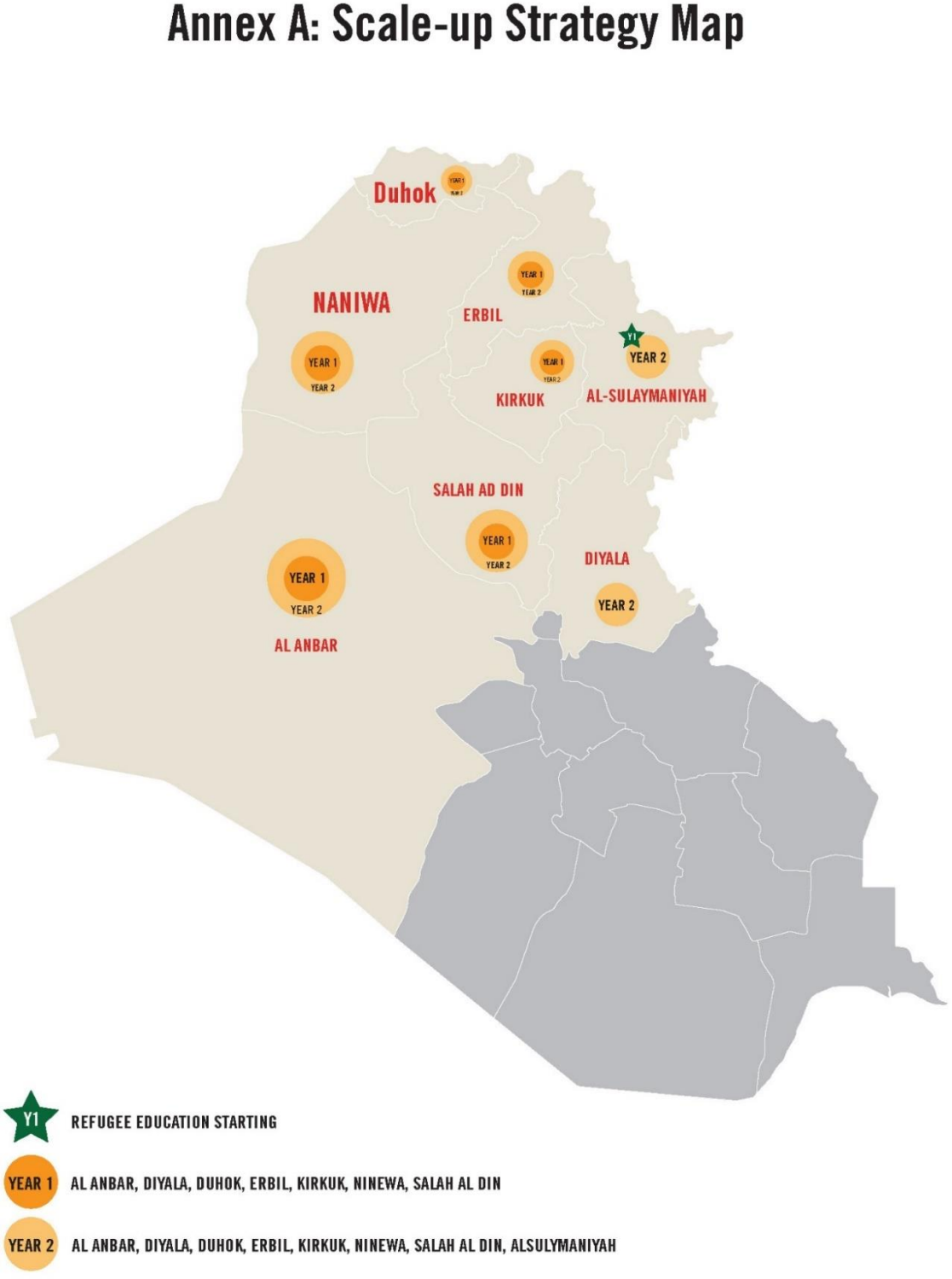
Save the Children is also committed to working with others across the education in emergencies and protracted crises sector to strengthen and/or develop child safeguarding measures to ensure that planned activities and programmes do not cause harm and are designed and implemented in the best interests of the child. This includes the use of specific child safeguarding measures when involving children and adolescents in advocacy, communications, and research activities, and to safeguard girls and boys living with disabilities from harm.

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

Save the Children also has its own robust strategies, policies and procedures in place to ensure the protection of children, youth and adults from sexual exploitation and abuse, and sexual harassment. These measures are designed to safeguard beneficiaries, staff, volunteers and partner representatives from harm, ensuring that activity sites and workplaces are a safe environment - free from abuse, exploitation, and discrimination. Save the Children is actively involved in promoting PSEA measures, including through the Protection Cluster and PSEA co-ordination mechanisms, and is committed to ensuring accountability to affected populations.

Applying the same approach that will be followed for child safeguarding, Save the Children will ensure that implementing partners have adopted and apply all necessary policies and procedures to protect children, youth, and adults (including staff and associates) from sexual exploitation and abuse, and sexual harassment. This will include ensuring access to incident reporting mechanisms, affording protection to individuals under whistleblower policies, and referral of survivors to appropriate assistance services in line with the UN Victim Assistance Protocol, including MHPSS and health services. Save the Children will support its implementing partners with investigative practices as needed. Save the Children, has a robust set of PSEA due diligence requirements that apply to their partners and will stipulate safeguarding requirements for suppliers.

Annex A: Map


Annex A: Scale-up Strategy Map
Duhok
NANIWA
YEAR 1
YEAR 2
ERBIL
YEAR 1
YEAR 2
KIRKUK
YEAR 1
YEAR 2
Y1
YEAR 2
AL-SULAYMANIYAH
SALAH AD DIN
YEAR 1
YEAR 2
DIYALA
YEAR 2
YEAR 1
YEAR 2
AL ANBAR
Y1
REFUGEE EDUCATION STARTING
YEAR 1
AL ANBAR, DIYALA, DUHOK, ERBIL, KIRKUK, NINEWA, SALAH AL DIN
YEAR 2
AL ANBAR, DIYALA, DUHOK, ERBIL, KIRKUK, NINEWA, SALAH AL DIN, ALSULYMANIYAH

Annex B: MYRP and Seed Fund Budgets

MYRP OVERALL BUDGET				
	2021	*2022*	*2023*	*TOTAL*
PROGRAMME COSTS				
OUTCOME 1:Girls and boys, including adolescents (3-18) access continuous, inclusive and gender responsive education services in crisis affected communities	$ 7,500,000	$ 7,200,000	$ 7,000,000	$ 21,700,000
OUTCOME 2: Learners (3-18) improve their sense of safety and social and emotional well-being at learning centers and in communities	$ 600,000	$ 600,000	$ 600,000	$ 1,800,000
OUTCOME 3: Learners (3-18) are supported by qualified teachers and provided with quality, inclusive and efficient learning opportunities	$ 2,500,000	$ 3,000,000	$ 3,000,000	$ 8,500,000
OUTCOME 4: Enhanced community-based and institutional system efficiency in school governance, education continuity and quality	$ 900,000	$ 900,000	$ 900,000	$ 2,700,000
OUTCOME 5: MYRP has adequate resources to monitor progarmme quality and a strategy to scale implementation of multi-year programme	$ 400,000	$ 400,000	$ 400,000	$ 1,200,000
Sub-total for Programme Costs	$11,900,000	$12,100,000	$11,900,000	$ 35,900,000
OPERATIONAL COSTS				
Sub-total for Operational Costs	$ 2,938,992.00	$ 3,005,422.00	$ 3,027,547.00	$ 8,971,961
Total for Programme and Operational Costs	$14,838,992.00	$15,105,422	$ 14,927,547	$ 44,871,961
Progamme Support Costs (@7%)	$ 1,038,729	$ 1,057,380	$ 1,044,928	$ 3,141,037
GRAND TOTAL	$ 15,877,721	$ 16,162,802	$ 15,972,475	$ 48,012,998

ECW SEED FUND BUDGET					
		Year 1	Year 2	Year 3	Total
PROGRAMME COSTS					
Outcome 1	**Girls and boys, including adolescents (3-18) access continuous, inclusive and gender responsive education services in crisis affected communities**				
Output 1.1	Crisis affected boys and girls, are enrolled and attend pre-primary, primary and secondary schools in formal and non-formal settings, and adolescents are provided acces to Accelerated Education Programs	$ 124,334	$ 229,334	$ 229,334	**$ 583,002**
Output 1.2	Crisis-affected girls and boys obtain the necessary documentation for enrolment	$ 28,333	$ 28,333	$ 28,333	**$ 84,999**
Output 1.3	Classrooms are (including temporary learning spaces) built or rehabilitated with improved WASH facilities	$ 809,333	$ 1,269,333	$ 609,333	**$ 2,687,999**
	Sub-total	**$ 962,000**	**$ 1,527,000**	**$ 867,000**	**$ 3,356,000**
Outcome 2	**Learners (3-18) improve their sense of safety and social and emotional well-being at learning centers and in communities**				
Output 2.1	School communities have functional protection platforms, referral mechanisms, and resilience platforms (clubs) that together, contribute to the safety and social and emotional well-being of learners	$ 89,334	$ 129,334	$ 129,334	**$ 348,002**
Output 2.2	Community level safety mechanisms/services are available to children and adolescents	$ 44,333	$ 44,333	$ 44,333	**$ 132,999**
Output 2.3	Teachers have improved psychological well-being and access to self-care strategies	$ 49,333	$ 60,333	$ 45,333	**$ 154,999**
	Sub-total	**$ 183,000**	**$ 234,000**	**$ 219,000**	**$ 636,000**
Outcome 3	**Learners (3-18) are supported by qualified teachers and provided with quality, inclusive and efficient learning opportunities**				
Output 3.1	Teachers (male and female) are trained on inclusive, child-centered and gender-sensitive teaching methodologies, and acheive the minimum level of competency on subject knowledge, curriculum / planning or pedagogy	$ 61,000	$ 86,000	$-	**$ 147,000**
Output 3.2	Teachers and facilitators receive continuous and blended professional development support, in part through a harmonized teacher training package and improved development pathways	$ 61,000	$ 209,000	$ 138,000	**$ 408,000**
Output 3.3	Teachers / administrators are recruited / financially supported	$ 168,000	$ 168,000	$ 168,000	**$ 504,000**
Output 3.4	Girls and boys receive quality learning materials	$ 408,000	$ 858,000	$ 718,000	**$ 1,984,000**
	Sub-total	**$ 698,000**	**$ 1,321,000**	**$ 1,024,000**	**$ 3,043,000**
Outcome 4	**Enhanced community-based and institutional system efficiency in school governance, education continuity and quality**				
Output 4.1	Increased community support for and engagement in favor of school enrolment	$ 137,000	$ 472,000	$ 467,000	**$ 1,076,000**
Output 4.2	Education officials have increased knowledge and skills to monitor and support education quality	$ 18,000	$ 18,000	$-	**$ 36,000**
Output 4.3	Integration pathways defined for refugee children and for non-formal education, to support inclusive education and continuity of learning	$ 12,000	$ 15,000	$-	**$ 27,000**
Output 4.4	Sector coordination is enhanced and localization efforts are strengthened	$ 60,000	$ 60,000	$ 60,000	**$ 180,000**
	Sub-total	**$ 227,000**	**$ 565,000**	**$ 527,000**	**$ 1,319,000**
Outcome 5	**MYRP has adequate resources to monitor progarmme quality and a strategy to scale implementation of multi-year programme**				
Output 5.1	MYRP Resource Mobilization, Advocacy and Visibility costs	$ 77,734	$ 104,600	$ 94,934	**$ 277,268**
Output 5.2	Regular Monitoring costs/monthly visits	$ 91,333	$ 99,643	$ 91,333	**$ 282,309**
Output 5.3	MYRP learning and assessment costs (Sudies, assessments, baseline/endline/external evaluation)	$ 194,333	$ -	$ 199,333	**$ 393,666**
	Subtotal	**$ 363,400**	**$ 204,243**	**$ 385,600**	**$ 953,243**
Sub-total of Programme Costs		$ 2,433,400	$ 3,851,243	$ 3,022,600	$ 9,307,243
OPERATIONAL COSTS					
Sub-total Operational Costs		$ 615,000	$ 1,000,000	$ 760,000	**$ 2,375,000**
Total Programme and Operational Costs		$ 3,048,400	$ 4,851,243	$ 3,782,600	$ 11,682,243
Indirect cost recovery (7%)		$ 213,388	$ 339,587	$ 264,782	$ 817,757
GRAND TOTAL		**$ 3,261,788**	**$ 5,190,830**	**$ 4,047,382**	**$ 12,500,000**

Annex C: Results Framework

Level	Result Statement	Indicator/s	Baseline	Target (Seed Fund)	Means of Verification	Disaggregation	Grantee
Outcome 1	Girls and boys, including adolescents (3-18) access continuous, inclusive and gender responsive education services in crisis affected communities	Proportion of boys and girls and young people supported by ECW (a) in Grades 2 or 3; and/or (b) at the end of lower secondary education and/or (c) at the end of secondary education who achieve at least a minimum proficiency level in (i) reading, (ii) math, and (iii) social and emotional learning (SEL)	n/a	TBC	Programme Reports	Sex, level of education, refugees / IDPs / others, formal vs. non-formal and disability status	Save the Children
Output 1.1	Crisis affected boys and girls, are enrolled and attend pre-primary, primary and secondary schools in formal and non-formal settings, and adolescents are provided access to Accelerated Education Programs	Number of i. pre-primary ii. primary, and iii. secondary learners enrolled in ECW supported learning centres/schools	n/a	36,495	Enrolment data, attendance record, distribution sheets	Sex, disability, age/grade level, formal-non-formal	Save the Children
		Percentage of learners in primary education whose first or home language is the language of instruction at ECW-supported learning spaces	n/a	60%	Monitoring visits, programme reports	Sex, age, grade, disability	Save the Children
		Percentage and number of youth enrolled in Accelerated Learning and non-formal education programmes in ECW supported communities	n/a	10	Monitoring visits, programme reports	Sex, age, grade, disability	Save the Children
		Percentage and number of youth provided with support for transitioning to livelihoods pathways	n/a	TBC	Programme Reports	Sex, location, disability	Save the Children
		Number of girls in ECW supported schools receiving cash voucher assistance	n/a	400	Monitoring visits, programme reports, Payment vouchers	Age, grade level, formal-non-formal, disability	Save the Children
Output 1.2	Crisis-affected girls and boys obtain the necessary documentation for enrolment	Number of children who enrolled after receiving support to obtain the necessary documentation	n/a	1,200	Payment Vouchers, progarmme reports	Sex, grade, location, disability	Save the Children
Output 1.3	Classrooms are (including temporary learning spaces) built or rehabilitated with improved WASH facilities	Number of classrooms (including temporary learning spaces) built or rehabilitated	n/a	64	BOQs, Contracts, Pictures, Programme Report	Location	Save the Children
		Percentage of ECW-supported learning spaces with access to (i) drinking water; (ii) single-sex basic sanitation facilities, and/or (iii) basic hand-washing facilities for crisis-affected children and youth	n/a	100%	BOQs, Contracts, Pictures, Programme Report	Sex, age, disability, location, grade level, formal/non-formal	Save the Children
Outcome 2	Learners (3-18) improve their sense of safety and social and emotional well-being at learning centres and in communities	Percentage of children (boys and girls) who report to feel safe in schools	n/a	TBC	Programme Reports, Meeting minutes SMCs, teacher classroom observation records	Sex, level of education, formal vs non-formal, refugees / IDPs / others, disability status	Save the Children
Output 2.1	School communities have functional protection platforms, referral mechanisms, and resilience platforms (clubs) that together, contribute to the safety and social and emotional well-being of learners	Number of ECW supported schools with reporting and referral mechanisms	n/a	51	Programme Reports	Location	Save the Children
		Number of students at high protection risk identified and referred to available appropriate services or alternative care disaggregated by sex, age, disability/service/care arrangement	n/a	TBC	Programme Reports	Sex, level of education, formal vs non-formal, refugees / IDPs / others, disability status	Save the Children
		Percentage of schools communities with functional system of reporting and responding to safety and security and violence against children	n/a	100%	Programme Reports	Programme reports	Save the Children
		Percentage of children and youth who report using PSS techniques on a regular basis, including both at home and at school	n/a	TBC	Programme reports	Sex, grade, formal/non-formal settings, migratory status, disability	Save the Children
		Percentage of schools reporting active participation of learners in school clubs	n/a	80%	Activity logs, pictures, attendance sheet	Sex, level of education, formal vs non-formal, refugees / IDPs / others, disability status	Save the Children
		Number of schools using a child-centred, gender and disability-friendly CoC	n/a	51	School records, SMC meeting minutes, programme reports	Level of education, formal vs non-formal	Save the Children
		Percentage of learning spaces supported by ECW that have a dedicated counsellor or a social worker available on site	n/a	100%	Programme reports	Location	Save the Children
Output 2.2	Community level safety mechanisms/services are available to children and youth	Number of PTA / SMC members (male and female) trained on school safety	n/a	638	Training record, pictures, programme reports	Sex, level of education, school level/type, disability	Save the Children
		Number of community protection networks established in ECW supported school communities	n/a	51	Programme reports	Location	Save the Children
Output 2.3	Teachers have improved psychological well-being / self-care	Number of teachers who report improvements in psychological well-being / self-care	n/a	250	Programme reports	Sex, location	Save the Children
Outcome 3	Learners (3-18) are supported by qualified teachers and provided with quality, inclusive and efficient learning opportunities	Number and Percentage of teachers who demonstrate one or more levels of improvement against agreed teaching competencies	n/a	TBC	Programme reports	Sex, location	Save the Children
Output 3.1	Teachers (male and female) are trained on inclusive, child-centred and gender-sensitive teaching methodologies, and achieve the minimum level of competency on subject knowledge, curriculum / planning or pedagogy	Number and Percentage of teachers (male and female) effectively applying inclusive, child-centred and gender-sensitive teaching methodologies	n/a	766	Training record, pictures, programme reports	Sex, location, grade level, formal/non-formal settings	Save the Children
		Proportion of teachers in ECW-supported communities who have received at least one of the following: a) the minimum organized teacher training pre-service or in-service required for teaching at the relevant level; b) organized training in line with the INEE Training for Primary School Teachers in Crisis Contexts (TICC) standards	n/a	TBC	Training record, pictures, programme reports	Sex, location, grade level, formal/non-formal settings	Save the Children
Output 3.2	Teachers and facilitators receive continuous and blended professional development support, in part through a harmonized teacher training package and improved development pathways	Number of teachers receiving Professional Development support or joining supplementary training workshops	n/a	766	Training record, pictures, programme reports	Sex, location, grade level, formal/non-formal settings	Save the Children
		Percentage of teaching facilitators that feel recognized	n/a	TBC	Records, Programme reports	Sex, location	Save the Children
		1 core training package for teaching facilitators developed and endorsed by MoEs	n/a	1	Meeting minutes, final plan/package, programme reports	n/a	Save the Children
Output 3.3	Teachers / administrators are recruited / financially supported	Number of teachers / administrators recruited / financially supported	n/a	60	Payment record, teacher database, programme report	Sex, location, grade level, formal/non-formal settings	Save the Children
Output 3.4	Girls and boys receive quality learning materials	Number of boys and girls and youth receiving adequate and age-appropriate individual learning materials (e.g., textbooks, notebooks, etc.)	n/a	36, 495	Way bills, distribution record, school record, Programme Reports	Sex, age, disability, location, grade level, formal/non-formal	Save the Children
Outcome 4	Enhanced capacity of both community-based and institutional school governance leading to improved education continuity and quality	Percentage and number of ministry officials and PTA/SMCs involved in school planning and decision making	n/a	60%	Meeting minutes, progarmme reports	Sex, location, grade level, formal/non-formal settings	Save the Children
		Number of schools reporting community support towards school activities	n/a	64	Joint campiangs plans, Programme reports	Location, grade level	Save the Children
Output 4.1	Increased community support for and engagement in favour of school enrolment	Percentage of ECW-supported learning spaces that have a functioning school-management committee and / or parent-teacher association	n/a	100%	PTA/SMC lists. Meeting minutes, programme reports, training records	Location, grade level	Save the Children
Output 4.2	Education officials have increased knowledge and skills to monitor and support education quality	Percentage of education officials regularly monitoring education activities	n/a	6000%	Joint monitoring plan, programme reports	Location, school type	Save the Children
		# of MoE and DoE staff members trained on monitoring, policies, joint planning	n/a	80	Training records, pictures, programme reports	Location	Save the Children
		# of joint school level resilience plans developed	n/a	48	Meeting minutes, final plans, programme reports	Location (governorate, district, sub-district)	Save the Children
Output 4.3	Integration pathways defined for refugee children and for non-formal education, to support inclusive education and continuity of learning	Number of refugee children integrated and continuing education in mainstream schools	n/a	TBC	Records (schools transfer)	Sex, location, grade level, formal settings	Save the Children
		Percentage of refugee learners who used standard competency test.	n/a	TBC	Test Record	Sex, location, grade level, formal settings	Save the Children
		Guidance/framework on transition to formal education system developed and endorsed by MoEs	n/a	1	Meeting minutes, programme reports	n/a	Save the Children
Output 4.4	Sector coordination is enhanced and localization efforts are strengthened	Fulltime cluster coordinator and information management officer onboard	2	2	n/a	Sex	Save the Children
Outcome 5	MYRP has adequate resources to monitor programme quality and a strategy to scale implementation of multi-year programme	Percentage of MYRP funded by [YEAR]	0	100%	For 2021: reporting exercise conducted by ECW Secretariat	n/a	Save the Children
Output 5.1	MYRP Resource Mobilization, Advocacy and Visibility costs	Fundraising consultant onboard	0	TBC	MYRP Steering Committee minutes	n/a	Save the Children
		Donor mapping conducted	0	TBC	MYRP Steering Committee minutes	n/a	Save the Children
		Donor engagement plans developed	0	TBC	MYRP Steering Committee	n/a	Save the Children
		Fundraising Strategy available	0	TBC	MYRP Steering Committee	n/a	Save the Children
Output 5.2	Regular Monitoring costs/monthly visits	Number of monthly visits conducted	0	TBC	MYRP Steering Committee minutes	n/a	Save the Children
Output 5.3	MYRP learning and assessment costs (Sudies, assessments, baseline/endline/external evaluation)	Number of meetings / events / donor outreach activities organized; participation in regional/global pledging events	0	3	MYRP Steering Committee minutes	n/a	Save the Children

Numbers of Children and Adolescents to be reached with ECW Seed Funds

Headcount of children reached with ECW assistance (see definition below)	FORMAL EDUCATION						NON-FORMAL EDUCATION						TOTAL			
	Pre-Primary		Primary		Secondary		Pre-Primary		Primary		Secondary		Grand Total			
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	Total	% girls
Refugees	1,533	1,022	3,449	2,299	1,916	1,277			766	511			**7,664**	**5,109**	**12773**	**60%**
IDPs	2,410	1,606	5,420	3,613	3,015	2,007			1,204	803			**12,049**	**8,029**	**20078**	**60%**
Other non-displaced children affected by emergencies (incl. host communities)	438	292	985	657	547	365			219	146			**2,189**	**1,460**	**3649**	**60%**
Total	**4,381**	**2,920**	**9,854**	**6,569**	**5,478**	**3,649**	**-**	**-**	**2,189**	**1,460**	**-**	**-**	**21,902**	**14,598**	**36500**	**60%**

Children with disabilities targeted			
F	M	Total	% on total targeted
2190	1460	3650	10%

Annex D: Risk Assessment and Mitigation Matrix

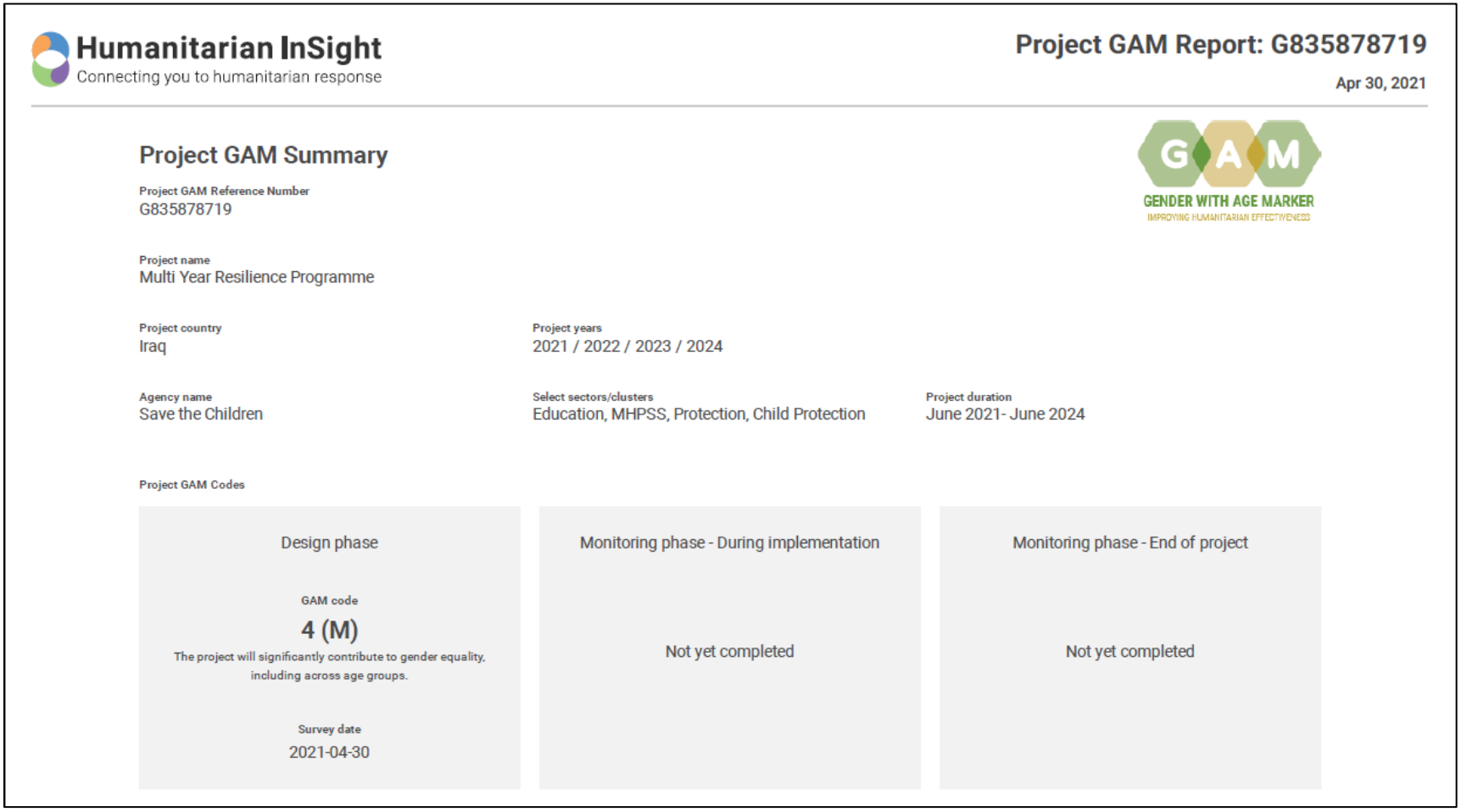
An overall risk assessment matrix has been developed and is accessible via the link below. During the inception phase, the Grantees will revise the overall risk assessment matrix as needed. The ECW Secretariat will also review risk assessment matrices that are tailored to each Grantee's operations and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

The link for the Iraq risk matrix is shown below:

https://shared-assets.adobe.com/link/f88da321-62bf-4eee-72c5-6cebc4cfe32d

Annex E: ISAC Gender with Age Marker

To view the full ISAC Gender with Age Marker report, click here https://shared-assets.adobe.com/link/9ec34119-246d-4765-62f5-1cdb291ed944



Humanitarian InSight
Connecting you to humanitarian response

Project GAM Report: G835878719

Apr 30, 2021

GAM
GENDER WITH AGE MARKER
IMPROVING HUMANITARIAN EFFECTIVENESS

Project GAM Summary

Project GAM Reference Number
G835878719

Project name
Multi Year Resilience Programme

Project country
Iraq

Project years
2021 / 2022 / 2023 / 2024

Agency name
Save the Children

Select sectors/clusters
Education, MHPSS, Protection, Child Protection

Project duration
June 2021- June 2024

Project GAM Codes

Design phase	Monitoring phase - During implementation	Monitoring phase - End of project
GAM code **4 (M)** The project will significantly contribute to gender equality, including across age groups. Survey date 2021-04-30	Not yet completed	Not yet completed