



ECW Multi-Year Resilience Programme NIGER

2021-2023

Table of Contents

Programme Summary	3
1. Situational and Institutional Analysis	4
1.1 Country Context	4
1.2 Education Needs Overview.....	5
1.3 Aligned Strategies and Plans	7
1.4 Enhancing Humanitarian-Development Coherence	8
1.5 Funding Context and Gaps for Education in Emergencies.....	9
1.6 Stakeholder Consultation Process.....	10
2. Programme Description	12
2.1 Theory of Change	12
2.2.1 Access.....	14
2.2.2 Quality	15
2.2.3 Governance and management	16
2.2 Gender Equality and Inclusion	17
2.3 Prioritizing the Most Vulnerable and Disadvantaged.....	17
2.4 Resource Mobilization and Advocacy	18
3. Leveraging Additional Resources to Scale Up MYRP Results	19
3.1 ECW Seed Fund Scale-Up Strategy	19
3.2 Communications and Visibility Plan	20
4. Monitoring, Evaluation and Learning	21
4.1 Monitoring and Evaluation Plan	21
4.2 Learning Outcome Measurements.....	21
5. Implementation Arrangements	22
5.1 Governance Structure	22
5.2 Grantee Selection Process	24
5.3 Risks and Child Safeguarding.....	24
Annex A: Map.....	26
Annex B: MYRP and Seed Funding Budgets	27
Annex C: MYRP results framework	29
Annex D: Risk Assessment and Mitigation Matrix	31

ECW Multi-Year Resilience Programme for Niger

Programme Title	Improving access to inclusive, equitable and quality education for internally displaced, refugee and host community girls and boys, including adolescents in Niger	
Duration	36 months (January 2021 - December 2023)	
Targeting	275,000 girls and boys, including adolescents, 52% of whom are girls and adolescent girls	
Funding Overview	MYRP Total Requirement	US\$50.3 million
	ECW Seed Funding Investment	US\$11.1 million
	Required Resources	US\$39.2 million

Programme Summary

The ECW Multi-Year Resilience Programme (MYRP) for Niger aims to guarantee conditions that enable vulnerable children in crisis-affected communities – including those living with disabilities, internally displaced, refugee and host-community children and adolescents – to access gender-sensitive inclusive, quality education for all.

The MYRP is underpinned by a holistic approach that promotes girls’, boys’, and adolescents’ learning, especially for those who are still out of school, while improving their protection and general wellbeing. In addition, the programme seeks to address some of the systemic barriers that prevent vulnerable children and youth from accessing inclusive and equitable quality education. This includes developing institutional capacities to better prepare for and respond to crisis.

The MYRP covers the entire education continuum, from early years to the end of secondary school. The three year MYRP targets 275,000 girls and boys, including adolescents across four target regions – Tahoua, Tillaberi, Diffa and Maradi. It is aligned with the education sector plan of the Ministry of Education, the objectives of the Humanitarian Response Plan, and the content of the national strategy to reduce the vulnerability of the education system. The MYRP results are therefore focused across the humanitarian-development continuum, on issues of access, quality, coherence and management, and resource mobilization for education in emergencies and protracted crises.

The primary objective of the ECW MYRP for Niger is to ensure continued access to gender-informed inclusive and education that transforms inequities. The ECW seed fund for the MYRP covers 61,000 girls and boys, including adolescents in two priority regions of Tahoua and Tillaberi. ECW funds will reach 19,300 refugees (30% of the total number of beneficiaries), 2,600 children and adolescents with disabilities and more than 30,000 girls and adolescent girls (50%). ECW funding will enable interventions to be implemented across the full spectrum of basic education with 14,000 (25% of the total number of beneficiaries) of the target group made up of the youngest learners, of early childhood education age. Funding will also reach 19,000 older learners of secondary age - 33% of the total number of beneficiaries. Through its resource mobilization strategy, the MYRP aims to ultimately reach up to 275,000 girls and boys, including adolescents.

Over three years, the MYRP will prioritize support for the Ministry of Education’s efforts to reach more out-of-school girls and boys, including adolescents, prioritizing internally displaced and refugee children. There will be additional support provided to vulnerable children and youth in the host community, focusing on children/adolescents living with disabilities and adolescent girls. Finally, the programme takes into account an educational transition programme for refugees and retuning Nigeriens to facilitate their entry into the Nigerien education system.

Programme and Resource Mobilisation Outcomes	
Outcome 1	Girls and boys, including adolescents, in crisis-affected areas have access to relevant and meaningful formal and innovative education in safe and inclusive learning spaces
Outcome 2	Girls and boys, including adolescents, in crisis-affected areas receive quality education consistent with their needs, in safe environments that promote the well-being of all learners and teachers
Outcome 3	Government officials from the Ministries of Education and Training and civil society actors implement coherent strategies for gender-informed, inclusive and equitable access to education in a safe and secure environment during emergencies.
Outcome 4	Resource mobilization efforts ensure that the multi-year resilience programme is adequately resourced to implement the entirety of planned activities

1. Situational and Institutional Analysis

1.1 Country Context

The population of Niger grows by 3.9 % each year¹ and could reach 34 million by 2030. In 2018, more than 54% of Nigeriens were under 15 years old. At around 5% per year, economic growth is not sufficient to accommodate, protect, train and care for the entire population. The country is still affected by numerous internal and external shocks, some of which are anticipated, while climate hazards affect a large proportion of the population. Niger is also home to a significant number of refugee and foster children, under 15 years of age, who must follow their parent's constant movement to escape conflict.

The education system in Niger faces many major challenges. In a context where demand for schooling is weak, the education system is still confronted with significant constraints in terms of access, quality and management. The issue of access has monopolized the attention of education partners for years. Gross enrolment rates remain below those recorded in neighbouring countries and retention remains low. In 2019 the enrolment rates were 13% in pre-school, 64% in the primary cycle, 29% in lower secondary and 10% upper secondary. The MYRP has actively targeted crisis-affected regions where these rates are all below the national average. In Maradi, only two-thirds of girls attend primary school and barely one in two attends in the region of Tahoua. Only the Tillabéri region is doing better with 74% of girls attending primary school. In general, admission rates are also a concern with the national average standing at only 82%, and even lower for girls at 78%. Admission varies considerably by region with Maradi mirroring this national rate, Maradi performing better but Diffa performing worse with less than eight out ten children being admitted to the first year of primary school.

Improving the quality of education has also proven to be a major challenge for the education system in Niger. Studies conducted in 2014 by the Programme for the Analysis of Education Systems² show that proportionally fewer pupils have acquired minimum skills in literacy or mathematics after at least six years of primary education. There are many factors to explain this lack of achievement including the fact that the school schedule is not respected; the few available resources are poorly distributed in rural areas; teachers' skill levels are low; and pedagogical supervision is weak.

The humanitarian crisis has further exacerbated pressures on the education system. The Humanitarian Response Plan for Niger highlights a situation of extreme vulnerability created by a multitude of shocks including population growth. Climate change spurs chronic food insecurity, a shortage of feed for livestock, flooding and increases the likelihood of epidemics. Further, displacement due to drought, conflict and cross-border migration places significant pressures on the education system.

¹ General Population and Housing Census 2012

² PASEC

Throughout the country, around 400,000 people have been forced to flee their homes and are currently living in highly precarious conditions. These include both internally displaced persons and refugees from neighbouring countries (Mali and Nigeria). Most refugees and displaced persons reside in host villages, with many hosted by Nigerien families, or at resettlement sites. In some villages, the number of refugees and displaced persons exceeds the non-displaced population, creating significant extra pressure on available services and existing resources, including those for education.³ In the Tahoua region, there are 76,000 displaced persons, including 55,625 internally displaced persons and 20,000 refugees from Mali. In Diffa, the situation is more critical, with 263,667 displaced persons, including 101,943 Internally Displaced Persons (IDPs), 126,460 refugees from Nigeria, 33,165 returnees, and 2,099 asylum seekers.⁴ There are also 35,000 Nigerian refugees in the Maradi region.

1.2 Education Needs Overview

Over the past decade or so, the consequences of conflict and insecurity have affected the entire Sahelian region. This has led to significant population displacement and widespread school closures. In some areas, insecurity prevents movement and prevents school administrations from performing their pedagogical support functions. In areas impacted by conflict, there are greater challenges in terms of education planning. It is more difficult to recruit teachers (particularly female teachers) in difficult areas, for instance, and the security constraints makes the choice to expand or construct classrooms more difficult. Finally, in crisis-affected areas the education system faces extremely high drop-out rates during the primary cycle, especially in early years, while high repetition rates are seen at upper secondary level. Meanwhile, transition rates to secondary school remain exceptionally low and alternative education is not widely available.

The Niger National Response Strategy to Vulnerabilities in the Education System⁵ (2020) identifies the main climate-related vulnerabilities affecting the education system:

- **Climate change** is reflected in the shortage of feed for livestock, flooding and food insecurity. Drought and a lack of feed for livestock force an already poor and susceptible population to migrate, and this leads to girls and boys including adolescents dropping out of school. The climate emergency serves to reinforce already difficult scenarios including low population density in desert areas; human mobility; children joining the labour force; difficulty in recruiting teachers for difficult environments; an academic schedule that is not suited to traditional ways of life; weak pedagogical supervision; and a general lack of school materials. Traditional pastoral culture presents an obstacle to families enrolling their children in school as it may require mobility and the use of children in such labour. The enrolment and retention of girls and adolescent girls continues to be low, a challenge partially attributable to a lack of successful female role models.
- **Floods** have been a recurring issue over recent years and occupy the administrative and political authorities during the rainy season and beyond the start of the school year. Populations living in flood-prone areas are forced to take refuge in shelters, thus occupying schools for weeks at a time when they themselves are not flooded. This delays the start of the school year. In addition, flooding forces many families to move far from the school. In 2019, more than 170,000 people are estimated to have been victims of flooding and an estimated 240,000⁶ people could be affected by and/or victims of flooding in 2020.
- **The food and nutrition crisis** is rooted in land degradation and the impact of climate change. Around two million people could be affected by this crisis in 2020. This exacerbates the issue of children dropping out of school as parents migrate to new land better suited to agriculture and livestock farming. It is also detrimental to pupils' health and academic performance and causes delays in school schedules.

³ Overview of the humanitarian needs situation in host villages, Niger-Maradi, Reach August 2019

⁴ Profiling of internally displaced person sites, Diffa Region, Niger, Reach – September 2020

⁵ Herein referred to simply as the National Response Strategy

⁶ Inter-agency Flood Contingency Plan 2020

Additionally, the food and nutrition crisis may potentially lead to child protection risks including gender-based violence. In the lean season (June to September) these conditions are particularly acute, and it delays the start of the school year. In times of such crisis, parents attach little importance to education.

In addition to these issues directly attributable to climate change, Niger has been experiencing an unprecedented security crisis since 2014. Today, it is intensifying and spreading to the border regions (Nigeria, Burkina Faso and Mali). This has created population movement both within Niger and across national borders. **Refugees** are housed in camps and host sites in the regions of Diffa, Tillabéri, Tahoua and Maradi. Their children attend school in the camps and at host sites. Those living outside the camps remain by and large, out of school, especially for girls and children who do not speak French. The challenge is to integrate them into the national education system or to offer them adapted programmes and specifically trained teaching staff. **Internally displaced** Nigeriens are victims of the border conflict that often spills over into Niger, and of harassment by Nigerien armed groups. IDPs have no choice but to relocate and find a safer area. There were an estimated 533,000 displaced persons as of June 2020, including almost 296,000 children aged 4 to 17 years.

The impact on the education system is visible, with school closures in areas with active violence, and where that violence is often turned towards education. Schools have been burned down, violence has been committed towards teachers, threats have come to headteachers, and villagers have been intimidated and kidnapped for ransom. Inter-communal conflicts add to the extensive violence, particularly in the border zones. Communal violence will often involve livestock farmers in the context of land issues, historical rivalries and pressure stemming from water resources and access to cultural spaces. Gender-based violence is also rampant in this context.

The impact of health crises and epidemics, including most recently COVID-19, can lead to anything from a few days' absence from school, to school closure and dropout. In 2020, malaria was the leading source of mortality. The disease has an impact on children's education, causing repeated absences and dropouts. It also increases malnutrition.

As a result of the pressure of these layers of challenges there are several forms of violence in schools. These include physical and psychological violence towards pupils, gender-based violence, sexual harassment, and violence towards teaching staff. Such violence has a negative impact on teaching and learning and leads to high dropout rates and poor learning results. In such a tense security context, parents may not prioritize education, instead concerning themselves with meeting basic and urgent needs.

As the table below shows, a total of 245,196 children between 4 and 18 years old are accounted for in four border regions: Diffa and Tahoua, the two most vulnerable regions, followed by Tillabéri and Maradi. Maradi only hosts refugees (outside camps). Most of the returnees are girls and boys, including adolescents, who have returned to Niger from Nigeria after having fled from the violence of non-state armed groups.

Number of children aged 4–18 years by region, vulnerability status and educational needs

Region	IDPs	Refugees	Returnees	Host community	Total Children in need	Children with disabilities	Percentage girls	Number of girls
Diffa	29,560	64,361	9,214	51,568	154,703	6,498	51%	78,898
Maradi	0	23,475	0	11,738	35,213	1,479	54%	19,015
Tahoua	21,778	11,936	0	16,857	50,571	2,124	54%	27,308
Tillabéri	19,244	20,189	0	19,717	59,150	2,484	50%	29,575
Total	70,582	119,961	9,214	99,879	299,636	12,585	52%	154,796

1.3 Aligned Strategies and Plans

Document	Description
Education and Training Sector Programme (2014–2024)	<p>The three priority areas (access/quality/governance) of the Sector Programme have been incorporated into the MYRP to ensure cohesion between sector policy and education in emergencies. In addition, the classic indicators relating to the three priority areas (access, quality and governance) shown in the MYRP results framework can also be found in the sector programme monitoring matrix. The comprehensive sector approach covers girls and boys, including adolescents, and young adults by integrating six ministries to offer a choice of training to an entire population, thereby facilitating social integration and employability. The sector plan is complemented by a strategy to address the education system’s vulnerability to conflicts and natural disasters (see below).</p>
Transitional Plan for the Education and Training Sector 2020–2022 (PTSEF)	<p>The Transitional Plan was drawn up after an exhaustive assessment of the implementation of the first phase of the sector programme. It only covers a reduced term of three years. The main reason for this shortened timeframe is because of uncertainties in the statistical data. The transitional plan takes account of the emergency dimension by assessing risks linked to the conflicts and insecurity that have affected the country for almost ten years. The analysis guided the development of the MYRP.</p>
National Response Strategy to Vulnerabilities in the Education System (2020)	<p>As outlined above, the sector programme included developing a national strategy that responds to vulnerabilities specific to the education system. The strategy sets out the major points of an action plan to rectify the imbalances in the education system and contributes to building institutional capacity and managing education actions in emergency situations. The MYRP is guided by the actions recommended in the strategy and the governance structure for the implementation and monitoring of the strategy.</p>
Niger Humanitarian Response Plan (July 2020, updated due to COVID-19)	<p>This document, consolidated and updated regularly by United Nations Office for the Coordination of Humanitarian Affairs, sets out the priorities and parameters of the Humanitarian Country Team’s strategic response. These are based on a shared understanding of the crisis, as described in the Humanitarian Needs Overview. In the education in emergencies section, it outlines the sector’s funding requirements, the number of projects to be funded, and the strategies and objectives to be pursued. The MYRP is based on this assessment and takes up the pertinent strategies and objectives.</p>

MYRP contribution and added value

The MYRP provides a substantial and high-quality complement to the public policy of the Ministry of Education, with a package of activities that respond to current needs while aligning with the three objectives of the Sector Plan. The MYRP will consider the most vulnerable children and focus on areas in the Sector Plan that need additional support including gender-based violence, psychosocial support and disabilities.

The MYRP is fully aligned with the Sector Programme’s objectives, making a vital contribution to the issues of safety and the protection of learners and teachers. It identifies and addresses outstanding or under-resourced issues pertinent to the Sector Programme. These include the expansion and improvement of educational infrastructure; nutrition for learners; support for communities that host displaced populations; accelerated and remedial classes for those who have missed time in the classroom; teacher training; violence prevention, mitigation and response; as well as mental health and psychosocial support (MHPSS) for girls and boys, including adolescents, and teachers.

The MYRP plays a particularly important role in supporting the objectives National Response Strategy by making a specific contribution to helping the most vulnerable populations.

- Firstly, the MYRP addresses **access** concerns, by striving to provide the most vulnerable girls and boys, including adolescents, with education in a safe, gender-informed, inclusive learning space despite armed and/or inter-communal conflicts. This includes siting schools in safe locations and repositioning mobile classrooms to ensure access to the hardest to reach. It also means expanding access through the rehabilitation of infrastructure that accommodates diverse learners, as well as providing important information to communities on how to access learning. It will work to empower parents to value education – at every level – and monitor their children's attendance. This MYRP will strengthen communities' involvement in, and knowledge of, how to protect the school environment. It will also begin to shift harmful social norms that negatively impact girls and boys, including adolescents, those living with disabilities, and refugee/foster children on the move. Food support will be provided to reduce opportunity costs and encourage learning, while guidelines will be developed to ensure the inclusion of all girls and boys, including adolescents, regardless of their country of origin and/or any disabilities.
- Next, the MYRP addresses the **quality of** education relevant for girls and boys, including adolescents, provided in a physically and psychologically safe and conducive learning space. This will require training teachers on both pedagogical and emergency-related issues such as gender sensitivity and inclusive education practices, and in so doing, to engage refugee teachers (particularly female teachers) in supportive professional development opportunities. Interventions will also address teacher wellbeing so that teachers are better able to teach and support students in need. Innovative, flexible in-person and distance education programming will help children access quality learning despite constraints related to crisis, and education will be better protected through the Safe Schools programme. The inclusivity of education will be advanced through all these measures, but also through specific programming that looks to engage and retain girls and adolescent girls and has a special focus on children living with disabilities. These programmes will be highly tailored to meet the needs of the most vulnerable, including refugee/foster children/adolescents on the move.
- Finally, the MYRP will focus on the gender-informed and inclusive **governance and management of** education in emergencies. Sex-, age- and disability- disaggregated data will form a core of this approach. Capacity strengthening interventions will enable actors to establish an early warning, data collection and analysis mechanism on education in the context of crises. Further efforts will focus on decentralizing responses by providing support to regional focal points and related efforts on the coordination of humanitarian action, gender and inclusion.

Perhaps most importantly, the MYRP will drive a comprehensive and aggressive resource mobilization campaign to ensure that the full three-year strategy can be implemented, and that its results can be sustained. As a three-year plan, this allows the MYRP to bridge humanitarian and development action, and to find efficiencies between them. It will reach out to a broader base of potential donors to ensure Nigerien girls and boys, including adolescents and those living with disabilities, are provided lasting access to inclusive, quality and safe education.

1.4 Enhancing Humanitarian-Development Coherence

The MYRP is designed to actively bridge humanitarian action and development plans. To date, in Niger, there has been inadequate follow-up on the strategic challenges posed by education in emergencies. For example, it is very difficult to obtain data on the number and location of closed schools, or to count the number of education projects in emergencies, in order to account for and identify their funding source.

In consideration of a context that may become more tense on the ground, but also because of the multiple vulnerabilities that face a single community in Niger, it is critical to have robust monitoring and evaluation. Each project/organization must comply with this to improve the coordination of humanitarian response strategies and to tie their impact to longer-term, sustainable development plans.

To this end, the MYRP proposes a comprehensive approach to monitoring in three stages, with the Education Cluster playing a fundamental role at the centre.

- First, an **Education in Emergencies information management system** will establish the evidence-base needed to inform key decision-making processes. The system will require a high level of detail to identify priorities at several levels (children/students/schools/inspections/regions/central level). The information system will monitor the MYRP's progress and identify targets for ongoing and future projects. Ultimately, this will improve coordination in the field, while avoiding duplication of project implementation.
- Next, the MYRP will establish a **results-based system** to implement activities that correspond to the results framework and are measured by the proposed indicators, using sex, age and disability-disaggregated data. A monitoring and evaluation unit will implement the results-based system. The unit will report, and share results, whereas the Education Cluster will be required to integrate the results-based system into its decision-making mechanisms, to guide and optimize its prioritization exercises.
- Finally, the MYRP also develop an **early warning system** to improve the speed of information and to better guide and coordinate humanitarian responses by adapting them to the seriousness of the threat.

Consistency between development policy and humanitarian action will be strengthened using the outputs of these three tools to optimize planning. The system will create evidence around which to coalesce. Development and humanitarian dialogue will then be consolidated at the local level, with a shared evidence base, through joint meetings of the Education Working Group; the Regional Units for Monitoring the Implementation of the Sector Plan; and the Regional Technical Coordination Committee (which brings together regional directors and inspectors).

Similarly, at the national level, meetings of the Sector Programme Implementation Support Unit (CAMOS); the Local Education Partners Group; and sector reviews establish spaces for dialogue between humanitarian and development sectors. Additionally, consistency will be sought between education in emergencies policy and broader humanitarian policy as the MYRP encourages joint planning and implementation with child protection, nutrition, and health sectors.

1.5 Funding Context and Gaps for Education in Emergencies

The Financial Tracking Service (FTS), managed by OCHA, is the leading provider of up-to-date data on global humanitarian funding, making it a major contributor to strategic decision-making. Unfortunately, some humanitarian actors are reluctant to provide information to the platform. As a result, it is difficult to measure donors and actors' financial efforts in implementing humanitarian policies.

In 2020, the FTS for Niger indicates that out of the US\$19.2m requirement (excluding COVID-19) for education in emergencies just US\$1m was contributed. However, the reality is somewhat different. Funding has been contributed through sources that include ECW, the United Nations managed Central Emergency Response Fund and the Japan International Cooperation Agency.

The Education Cluster's 3W matrix remains an important way of understanding the presence and activities of education in emergencies actors.⁷ The 3W also records the funding source for these partners which helps to clarify which donors are investing in education in emergencies in Niger.⁸

⁷ Save the Children Niger, COOPI, Concern Worldwide, Plan International Niger, Norwegian Refugee Council, World Vision and the International Rescue Committee.

⁸ European Union Civil Protection and Humanitarian Aid Operations (ECHO), the Italian Agency for Development Cooperation, UNICEF, the Global Partnership for Education, the French Development Agency, ECW

- **The European Union (EU)** is one of the main humanitarian donors in Niger. In 2020, the EU provided €30.1M in emergency aid to areas affected by conflict and regions affected by epidemics, widespread food shortages and high rates of childhood malnutrition.⁹ In the education sector, three NGOs – COOPI Niger, Save the Children Niger and Save the Children International – have implemented four EU-funded projects in 2020, two of which are multi-country. The two Niger-specific projects (€1.5 million) are implemented in Diffa and cover inclusive access to quality education in a safe and protective learning environment for crisis-affected girls and boys aged 7 to 12 years old.
- In 2020, **ECW** provided a three-phase response through the First Emergency Response (FER) window. In January 2020, ECW contributed US\$1.37M to four projects implemented by UNICEF, NRC, and Save the Children Niger. Over a period of six to nine months the objectives of the FERs were to support continuity of access to quality education in safe and protective environments in the regions of Tillabéri, Maradi and Tahoua. In March 2020, ECW provided an additional US\$2.32M to respond to the COVID-19 health crisis. This contribution has focused on providing remote learning during school closures, preparing accelerated education programmes to help learners catch-up on missed classroom time, and strengthening community approaches to stigma and hygiene surrounding COVID-19. In July 2020, a new FER contribution of US\$4M funded five new projects.¹⁰ These aimed to improve access to, and quality of education for children and adolescents aged 4 to 18 years old affected by the security and health crisis in Diffa, Maradi, Tahoua and Tillabéri.
- Concurrently, the **Global Partnership for Education** released US\$11M in funding under the support programme for the implementation of the Education Sector COVID-19 Response Plan. This will be implemented over the course of 18 months. Half of the funds are earmarked for UNICEF projects, and the other half are being injected into the education sector pooled fund mechanism. The programme covers support for the continuity of learning outside school; support to reopen and operate schools until the end of the school year; support to prepare and start the 2020–2021 school year; educational support through a school feeding programme to care for vulnerable children; and support for the resilience of the education system through producing knowledge and continuous monitoring, evaluation and learning.

For 2021, the provisional number of people in need for the education sector is estimated at 288,000, showing an increasing in-need figure over 2020, with a funding requirement of US\$16.4 million.¹¹ This figure includes refugees, displaced persons, flood victims, returnees to Niger and host communities.

1.6 Stakeholder Consultation Process

The consultation process for the development of the MYRP in Niger capitalised on an extension of the existing coordination structure for education in emergencies. The Niger Education Cluster's overall objective is to ensure a well-coordinated, strategic, appropriate, coherent and effective humanitarian response in the education sector. This requires the bringing together of the various administrative structures that manage education in emergencies.

- At the national level, the Education Cluster brings together the Government, donors and local and international NGOs. The Cluster has a tripartite leadership consisting of two coordinators (Government and donor – UNICEF) and a co-facilitator (NGO – Save the Children). This trio identifies important topics for discussion, such as any new emergencies, monitoring and evaluation issues, and programmatic operations. The Cluster has several thematic subgroups including those focused on Safe Schools (run by Save the Children and co-led by Plan International), Non-formal Education and soon, the Gender and Inclusion Group.

⁹ Source: European Civil Protection and Humanitarian Aid Operations, Facts & Figures, European Commission, 20 October 2020

¹⁰ COOPI, the World Food Programme (WFP), Save the Children, UNICEF and World Vision.

¹¹ Unit cost per target of US\$57.

- At the regional level, the Education Working Groups, operate as sub-national clusters with a focus on coordination. Specifically, the Education Working Groups monitors educational needs and the progress of the response. It maps cluster members' capacities and interventions, identifies gaps in coverage, communicates the national cluster's decisions and develops advocacy at the regional and departmental levels.
- The Strategic Advisory Group in Niamey acts to provide strategic and representative guidance to the Cluster team. The Strategic Advisory Group is chaired by the Cluster Coordinator and its membership is focused coalition of government, NGOs, and UN organizations.¹²

Focal points within these structures liaise directly with the Sector Programme Implementation Support Unit and the three main ministries of education and training: Ministry of Education and Training, the Ministry of Secondary Education, and the Ministry of Vocational and Technical Education. The president of the Local Education Partners Group is regularly invited to Education Cluster discussions to encourage information exchange between development and humanitarian actors.

The Cluster also regularly participates in Local Education Partners Group meetings to further strengthen links. Field missions are frequently organized with the Education Working Groups to assess impacts in the field and interview beneficiaries as a measure of accountability. These missions are organized with decentralized (town halls) and deconcentrated (schools, inspectorates, and departmental directorates) bodies.

To prepare the MYRP, a consultant was recruited to support the Education Cluster and the MYRP working group. The Cluster Coordinator facilitated group meetings, and individual meetings were managed by the consultant with NGOs, the country coordinator, REACH and OCHA. A workshop to share initial results was organized within the cluster to share and gather cluster members' views. Further discussions have been held virtually to revise and refine the MYRP. The final version was shared with all members of the Education Cluster.

¹² SAG membership: The International Rescue Committee; Plan International; COOPI; Save the Children; UNICEF; OCHA; the Ministries of Primary Education, Literacy, Support for National Languages and Civil Education (MEP/A/PLN/EC); and the Prime Minister's office.

2. Programme Description

2.1 Theory of Change

Crisis-affected girls and boys, including adolescents, have improved access to inclusive and quality education

Outcome 1: ACCESS

Girls and boys, including adolescents, in crisis-affected areas have access to relevant and meaningful formal and innovative education in safe and inclusive learning spaces.

Output 1.1 Demand for schooling is increased

Output 1.2 Girls and boys aged 3-18 have increased access to the formal education system

Output 1.3 Bridging classes welcome girls and boys, including adolescents, who have dropped out of or never attended school

Output 1.4 Girls and boys, including adolescents, have the option to attend alternative learning opportunities

Outcome 2: QUALITY

Girls and boys, including adolescents, in crisis-affected areas receive quality education consistent with their needs, in safe environments that promote the well-being of all learners and teachers.

Output 2.1 Pedagogy is adapted to match new standards and the contextual considerations of vulnerable learners with training provided for teachers and administrative staff to increase the prioritization of school and teacher supervision

Output 2.2 The teaching and learning environment in schools is inclusive, safe, and protective; programming is tailored to meet the needs of different sex, age, abilities, and subsets of marginalized groups, including through the provision of mental health and psychosocial support

Outcome 3: GOVERNANCE

Government officials from the ministries of education and training (basic and secondary education) and civil society actors implement coherent strategies for gender-informed, inclusive and equitable access to education in a safe and secure environment during emergencies.

Output 3.1 Coordination and monitoring of MYRP and education in emergency activities improves through the establishment of a monitoring and evaluation unit within the Education Cluster

An increase in the number of vulnerable children due to growing insecurity, particularly in the border regions, makes it necessary to consider developing a comprehensive monitoring and evaluation system with mechanisms for the detailed mapping of Education in emergencies interventions, within and beyond the MYRP. The demand for education must be widely supported and collaboration with communities is strongly encouraged to support long-term educational goals. The Cluster will work closely with other sectors and there will be regular dialogue with the Government

Critical conditions for programme success

1. The employment and working conditions of teaching and administrative staff does not deteriorate.
2. There remains access to information at the local level. Information circulates freely from the bottom to the top and is shared vertically & horizontally
3. The response quickly reaches the local level through an alert system and prevention mechanism.

2.2 Programmatic Outcomes

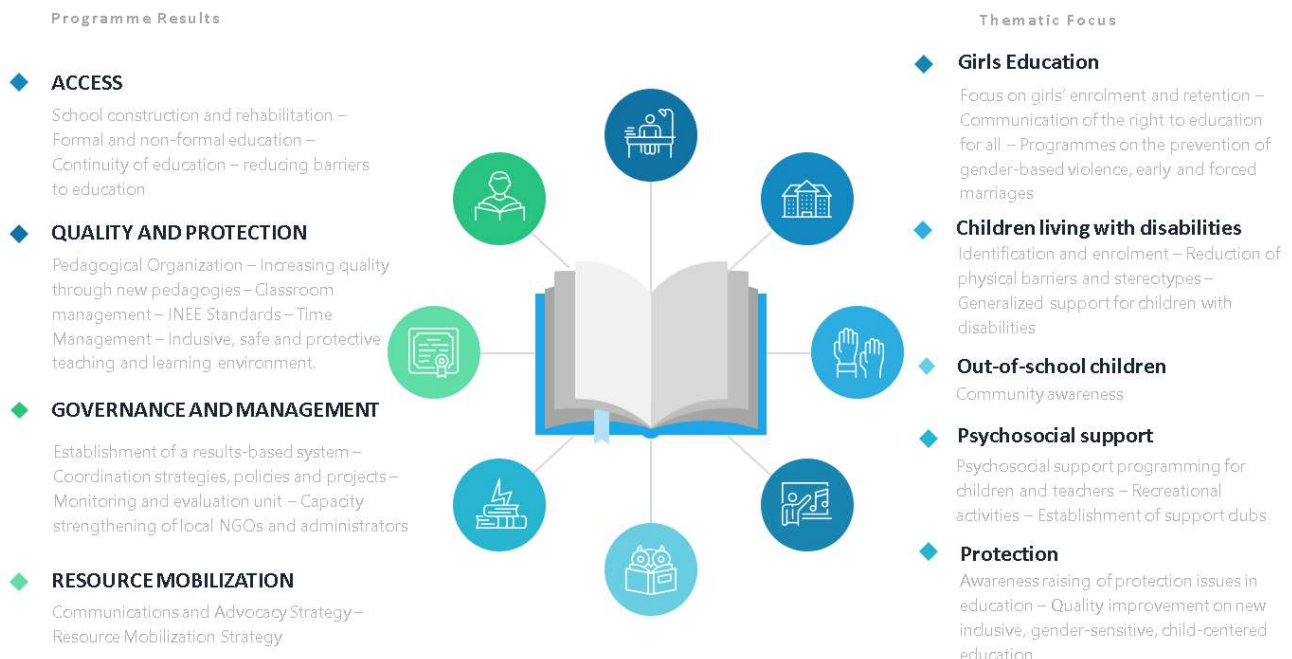
The MYRP aims to guarantee that vulnerable girls and boys, including adolescents have access to gender-sensitive, inclusive, quality education. The MYRP promotes a holistic package that strives to improve physical protection and psychosocial support for children and teachers. In accordance with the sector's objectives, and in alignment with the National Response Strategy, the MYRP's objectives are focused on issues of access, quality, coherence and management. The MYRP also has a specific focus on resource mobilization as it aims to ensure new and sustained funding for education in emergencies in Niger.

Around each of the MYRP outcomes on access and quality is a strategy comprised of both compulsory and interchangeable activities. Under access, an output focused on the demand for education demonstrates the impact of intensified security constraints and the need for community sensitization on the importance of education. Measures for the provision of food at school (distribution and local production) will also partially alleviate access constraints. Two additional outputs are linked to conventional educational provision. They cover the identification and enrolment of vulnerable children in schools and, to accommodate them, the construction and renovation of school and health facilities so they are safe and appropriate for diverse learners including those living with disabilities and adolescent girls.

Quality is approached through two components. The first establishes flexible approaches to teaching that will ensure girls and boys, including adolescents, can learn on an adaptive schedule while maintaining sound pedagogy. This requires use of gender-informed, inclusive teaching practices that protect and promote the wellbeing of both learners and teachers. The second ensures the physical and psychological safety of the school and its environment which is paramount to retention and attendance and therefore, to quality learning outcomes.

The third outcome focuses on strengthening the capacity of education governance and management. It aims to strengthen what is today relatively weak monitoring and evaluation of education in emergencies programmatic activities. As part of this, data must be disaggregated by sex, age, disabilities, and subset of vulnerability. The fourth and final outcome creates a strategy around resource mobilization in anticipation of an increase in the number of children in vulnerable situations and, therefore, in the associated needs. The MYRP considers both immediate and longer-term needs with outcomes 3 and 4 paramount to sustained results.

The programme integrates five cross-cutting themes that are at the heart of the value added by the MYRP as shown in the diagram below.



2.2.1 Access

Girls and boys, including adolescents, in crisis-affected areas have access to relevant and meaningful formal and innovative education in safe and inclusive learning spaces.

The MYRP encourages access to school and to non-formal or alternative training through two components:

- **Firstly, communication and awareness-raising among local communities** is critical to boosting the demand for education – particularly among those who have been traditionally left out/marginalized, such as adolescent girls and girls and boys, including adolescents living with disabilities. This is a matter of demonstrating the benefits of school, as well as those of alternative training courses tailored to the interests of various subgroups and/or focused on a specific career. The objective is to mobilize communities on the issue of education and to enrol, or re-enrol, children who are out of school or who have left school. The community will be provided information on the right to education, with particular focus on the inclusion of girls and boys, including adolescents living with disabilities, and the education of girls. Girls will initially constitute over 50% of MYRP beneficiaries, but through analysis and joint planning, the partnership will strive to raise this figure towards achieving gender equity through the course of implementation. This implies an ambition of reaching up to 60% girls and adolescent girls through the MYRP over the course of 36 months.

This work with the community covers several areas. To begin with, it opens the door to the identification of children with disabilities and more broadly, the identification of girls and boys who are excluded from the system. While initially girls and boys, including adolescents, living with disabilities figure as less than 5% of the total MYRP target, these actions to identify those girls and boys, including adolescents will help ensure that figure is raised to 10%. The MYRP aims to involve the community and parents in supporting the management of the school and its environment. Through this approach harmful social norms will begin to shift, particularly in regard to girls' right to education, gender-based violence, those living with disabilities and the children's and adolescents' rights.

Demand for education must also be increased by reducing direct and indirect costs. Financial support will be provided for displaced families, and those with particularly vulnerable girls and boys, including adolescents and girls and boys, including adolescents, living with disabilities. The establishment of traditional canteens in schools will ensure learners are fed and families' food costs are reduced. These canteens will provide locally produced food, and some will be managed by parents and the broader community. In addition, aid in the form of vouchers and/or cash is planned to enable access to predefined food products or services. Where possible additional activities around the canteens (e.g. vegetable gardens and school herds) will support the operation of school canteens by providing direct nutritional support and a source of income that can offset the expenses associated with running the canteen.

- **Secondly, renovation of basic school infrastructure or construction of temporary learning spaces** is essential to creating safe and inclusive access to learning. Gender-informed, inclusive, safe water and sanitation facilities must be established alongside these spaces. All infrastructure and transportation will be made accessible to girls and boys, including adolescents, living with disabilities. Once in place, awareness raising and communication about their safe use will contribute to access as they sensitize communities to their value. Classrooms will be fully equipped to ensure inclusivity and to be conducive to learning – including assistive technology for girls and boys, including adolescents, living with disabilities. In rare cases, schools may need to be relocated to provide for safer access for learners and teachers. In such cases, a new school site would be identified through careful consultation with local communities, with the government and with other relevant authorities and stakeholders including parents. All efforts will be taken to ensure relocation is not necessary and if it is, that it has no adverse impact on the access of any girls and boys, including adolescents. All new school construction would be done to ensure accessibility, thereby preventing the need for any further retrofitting.

These efforts will be supplemented by various complementary programmes. These include: the **school transition program**, a short-term program that offers targeted preparation courses to support learners' success by meeting the differences between the school curriculum of the home and host environment (for

example in language and cultural acquisition for refugee children). **A tutoring program** will be available which offers targeted teaching to learners who need short-term support to strengthen their knowledge of a subject or a skill to complete the system curriculum. **A remedial school program** will be offered for children and young people whose schooling has been suddenly interrupted. It offers learners a second chance to catch-up on lessons lost and ultimately the opportunity to re-enter the formal system. **A bridging program** for out-of-school girls and boys, including adolescents, allows students to switch to the informal second chance system. After three years of studies, they can then join a traditional school or attend an alternative education centre. In this second option, the learner (between 10 and 14 years old) acquires basic instrumental skills, followed by supported learning to facilitate their successful integration into the local economy. The **accelerated education programme** gives access to over-aged populations who are not in school as well as out-of-school adolescents whose education has been interrupted. This programme proposed by the Interagency Working Group is suitable for children aged 10 to 18 who have dropped out of school or who have never been to school. The emphasis is on literacy and numeracy, delivered through a socio-emotional learning approach. The MYRP also supports alignment with the **Community Centre for Alternative Education**, an establishment that facilitates the acquisition of the basic skills necessary for 9-to-14-year olds to transition to technical, professional, or formal school, or into a livelihood. For older adolescents, it is possible to join a vocational training centre for a period of two years and to learn a trade there.

The MYRP will also focus on preschool and aims to ensure children aged 4 to 5 years constitute 10% of its total beneficiaries. This will be done through the establishment of early childhood education, community kindergartens or temporary learning spaces. At the preschool cycle and the non-formal cycle, the programme will contribute to the training of community animators and public preschool educators on the national training module. Rural areas will be prioritized as in some places there is just 2% preschool coverage compared with 33% in urban areas. This programme will include innovative activities for language acquisition, reading and mathematics, as well as the mobilization of parents through parents' workshops. Materials will also be provided that guide the implementation of assessment tools.

The MYRP emphasizes the continuity of secondary education through either general or technical education, both of which offer the best primary school leavers a chance to continue their studies. For those who cannot follow the traditional cycle, the accelerated bridging strategy (outlined above) offers a second chance similar to the system in place at the primary level. The MYRP will support both classical and bridging components to avoid any potential disruption to the learning cycle. As part of this, a distance and multimedia learning programme will support the delivery of a French language curriculum for English-speaking students so that they can be integrated into the national education system.

Finally, the MYRP proposes an exemption from the costs of examinations and for school management committees to further reduce barriers to access, particularly for displaced learners.

2.2.2 Quality

ECW thematic priorities: Quality, Protection & Gender Equality

Girls and boys, including adolescents, in crisis-affected areas receive quality education consistent with their needs, in safe environments that promote the well-being of all learners and teachers.

The MYRP works to improve the quality of education through two components.

- **Prioritization of pedagogical organization, the quality of teaching, classroom management and the monitoring of teachers.** In this component, the MYRP focuses on ensuring girls and boys, including adolescents, can learn when, and how, is most relevant to their lives. This necessitates a close look at the school calendar which when adjusted, although simple in concept, can help ensure access, retention and improve the relevance and quality of learning. The schools affected by the security crisis have less time than other schools to follow the curricula. At the same time, in difficult areas, timetables must be adapted. The programme will also focus on promoting a space for dialogue between communities and the learning facilities to develop a school calendar and timetable appropriate to the context. In addition to school hours, the issue of in-service teacher training remains one of the weak points of the education system in Niger.

The programme will develop activities that empower the chain of actors, from the central level through to teachers – particularly female teachers. School headteachers will be supported to engage in dialogue with teachers and with broader educational communities. The programme will support educational advisers by helping them to organize their monitoring work that is genuinely supportive and enhances teacher wellbeing. The MYRP will support the organization of professional development days and will encourage pedagogy units to establish regular dialogue within the teacher community. Teachers will also learn how to ensure their methods are gender-responsive, inclusive, and protective of learners' psychological and physical wellbeing.

- **Quality can only improve if all those involved in education, teachers, and students alike, feel the benefits of a safe school.** This is a priority for the MYRP, and its development not only promises to improve the quality of education, it also contributes to improving access and, therefore, to educational continuity. The MYRP quality outcome therefore has four associated outputs: 1) Improving teacher wellbeing; 2) Addressing disability¹³ and psychological stress for girls and boys – children cannot learn if they are overwhelmed with stress and adversity; 3) Introducing a code of good conduct in all formal and non-formal schools; and 4) The introduction of a school risk management plan in all formal and non-formal establishments. To achieve these, the MYRP focuses on a package of activities that brings together communities, school headteachers and school management, teachers, and dedicated educational bodies. The school risk management plan will be disseminated to all schools with an assessment of hazards, and a description of preventive measures and procedures.

MHPSS interventions are critical to preventing the onset of long-term psychopathological and psychosocial disorders. MHPSS activities will be designed to enhance the coping skills of children, households and communities affected by conflict. This will include individual psychosocial care for identified or referred cases; identification and training of community outreach workers/leaders, teachers and school staff, and medical and non-medical staff working in health centres on psychological first aid; organization of group psychosocial support sessions; Support for teacher wellbeing; audio-visual awareness campaign on MHPSS, child protection and gender-based violence; and social and emotional learning.

2.2.3 Governance and management

ECW thematic priorities: Access, Quality and Gender Equality

Government officials from the ministries of education and training (basic and secondary education) and civil society actors implement coherent strategies for gender-informed, inclusive, and equitable access to education in a safe and secure environment during emergencies.

To adopt a coherent strategy involving both Education Cluster members and non-members, it is essential to be able to transmit information from the bottom up, and to be aware of the amount of education in emergencies funding available. Such information and coordination are also critical to prevent duplication of efforts. Part of these demands will be met through the creation of an early warning system and the development of response mechanisms at the school and community levels.

To strengthen the education system at all levels in Niger, inspectorate managers, regional directorates, local authorities, and national civil society organizations will be trained in education in emergencies. This will also contribute to creating coherence between humanitarian action and longer-term development plans by building capacity within the education actors who will have roles and responsibilities for both.

Monitoring and evaluating outcomes, such as stakeholder satisfaction in the field, are key to ensure coherence between emergency responses and sector plan interventions. Similarly, data and analysis should be disaggregated by sex, age, and type of vulnerability to gain a comprehensive understanding of the situation of the most marginalized. A monitoring and evaluation unit with a wide range of expertise will be instrumental to ensuring alignment of education in emergencies interventions with the objectives of the sector plan.

¹³ Specific guidance will be sought from disability-focused organizations during implementation to ensure physical, mental health, sensory and intellectual disabilities are accounted for to the degree possible.

2.2 Gender Equality and Inclusion

Education must be gender-responsive and inclusive. To this end, schools and education centres must be equipped to accommodate girls and boys, including adolescents, particularly those with disabilities. Communities must go beyond simply building a handrail in the school - they must also offer solutions to support those living with disabilities in their homes and classrooms. An inclusive approach must also include solutions that are appropriate to the nature of the disability during both school and recreational time. This is critical to ensuring that no student is denied full access to formal or non-formal education. Community work will be essential to finding imaginative solutions that are adapted to the context. Specific guidance will be sought from organizations specialising in supporting people with disabilities to build and develop inclusive approaches that can reach all girls and boys, including adolescents, regardless of ability. This will be a process of constant consultation and collaboration with authorities, and of progressive improvement in line with expanding resources, capabilities and capacities.

To create inclusive conditions for girls and boys, including adolescents, with disabilities, the MYRP will provide a package of training courses for communities and staff working in schools, and learning centres in the non-formal sector. Each training course will contribute to a specific function including awareness-raising, identification, support, management and care. Teaching materials will be made available to deliver this course in conjunction with organizations that are dedicated to gender, disability and the rights of the disabled. As it is obligatory to talk about disabilities in the classroom, fact sheets and educational tools for teachers will be shared and dedicated disability organizations will be engaged to train teachers. The goal will be to challenge pupils' perceptions of those with disabilities by addressing the notions of accessibility, human relationships, and managing disabilities in everyday life and at school.

The MYRP is rooted in the *National Strategy for Accelerating the Education and Training of Girls and Women in Niger 2020–2030*. The National Strategy is based on a holistic perspective covering formal, non-formal and inclusive education and education in emergencies. It reiterates the obligation to enrol all girls and boys, including adolescents, in school. The strategy has two components: 1) Community awareness raising to reiterate the importance of girls' education for their individual futures and their social integration in the community, as well as to address gender-related barriers to girls' education; and 2) The use of traditional and/or original solutions to address gender barriers, like the development of educational factsheets for teachers and students to remind children of the respect to be shown between girls and boys. Other solutions will be used to ensure that young girls can go to school in a safe space. This could include older girls mentoring younger ones to ensure that they stay in the school. The National Strategy proposes multiple approaches to equity that will be integrated in MYRP projects such as the identification of female role models. This would be a great opportunity for girls and boys to measure success in a new way, unconstrained by gender. Considering the examples of successful Nigerien women in science, technology, engineering, and mathematics, it is also a way to encourage girls to enrol in courses that they might not without the right encouragement. Similarly, the aims of this MYRP will also contribute to holistic efforts to prevent, mitigate and respond to gender-based violence.

2.3 Prioritizing the Most Vulnerable and Disadvantaged

Out-of-school girls and boys, including adolescents

The systemic challenge of out-of-school girls and boys, including adolescents (who were never in school or left school early) is now an integral part of the sector plan. MYRP access-related outcomes address the out-of-school population through a strong emphasis on communication and awareness-raising among parents and communities. A major component of the MYRP is targeted towards ensuring these out-of-school children and adolescents in crisis-affected areas can access learning opportunities. Actions related to quality will also create flexible, alternative learning opportunities that match the interests and meet the needs of children who are out of school or who have dropped out.

Internally displaced and refugee girls and boys, including adolescents

This group is the main target of the MYRP. The programme considers specific needs related to each specific situation. Interventions such as gender-informed, inclusive accelerated learning programmes will be used to prepare girls and boys, including adolescents, to integrate into host schools. Non-French-speaking refugee girls

and boys, including adolescents will receive specific linguistic support. MHPSS will play a crucial role in providing for the care of displaced learners overall wellbeing. The cooperation of host communities and parents is particularly critical, so community focused interventions will be essential.

Non-displaced girls and boys, including adolescents, facing climate, health or security-based crises

Distance education will ensure educational continuity in the event of temporary health or security circumstances. Monitoring by teachers, as well as the provision of material, MHPSS, pedagogical and administrative assistance to families, children and educators are planned within the MYRP response.

Assistance for the most disadvantaged

Material and financial assistance, support in obtaining civil status documents, and rehousing the most disadvantaged families will support girls and boys, including adolescents, to integrate in or return to school. Monitoring, evaluation, and alert systems will make it possible to quickly analyse the situation, and to propose appropriate solutions to observed vulnerabilities.

The youngest children

Preschool enrolment rates are exceptionally low in Niger, leaving most children aged 3–5 years without any form of early education or psychosocial support other than from family and friends. The MYRP allocates 10% of the budget for the access and quality objectives to target the youngest learners. The physical and psychosocial wellbeing of children will be given priority, and temporary care will be provided to give parents the chance to pursue livelihood activities and learn life skills. Parents will also be provided learning on the tools to support their children's early development and motor skills.

2.4 Resource Mobilization and Advocacy

The total financial requirement of the MYRP over three years is US\$35.7m based on the calculations of education needs in the four regions of Diffa, Maradi, Tahoua and Tillabéri. ECW seed funding provides \$11.1m. There is therefore a gap of US\$24.6m. To fill this gap and to ensure all regions with particularly vulnerable learners are reached, resource mobilization and targeted advocacy initiatives will include:

- **Ensuring that human and financial resources are in place** - the Technical Committee for implementation and operational monitoring of the MYRP will have a dedicated person to lead resource mobilization efforts. This person will work through the coordination and donor groups to strengthen partnerships and alliances with all partners. The Programme Management Unit will be responsible for developing a resource mobilization and advocacy strategy during the first six months of seed funding. The strategy will align financial needs with existing, new, and emerging donors and partners. The resource mobilization strategy will identify the main stakeholders, define key messages and set out a clear road map for raising additional resources.
- **Maximizing the use of existing in-country partners and discussion and consultation platforms** - The MYRP Strategic Monitoring Steering Committee will actively approach technical and financial partners and the private sector to mobilize additional resources. The Technical Committee for Implementation will engage partners in jointly monitoring, prioritizing, and planning the upcoming years of the MYRP.
- **Linking scenarios for scaling up the MYRP with new financial resources** - Synergies with in-country partners and the private sector will be explored to ensure that sufficient funds are available to achieve programme priorities.
- **Valuing the most marginalized voices** - Girls and boys, including adolescents of both sexes, families and communities will be mobilized as agents of change and will speak out on issues that directly affect their learning.
- **Actively communicating successes, lessons learned, outstanding challenges and future priorities** - Communication materials will be developed to ensure good visibility for successes, lessons learned, outstanding challenges and future priorities. Partners and contributors will ensure high levels of visibility, including through social media, podcasts and other platforms.

There are plans to use the seed funding to recruit an advocacy and fundraising consultant for the programme to mobilize the funding required. This consultant will be recruited as soon as the seed funding is available. She/he will need to develop a solid case for donors to invest in the MYRP. The consultant's objectives will be to, alongside the Programme Management Unit, develop a resource mobilization strategy with a communication and advocacy plan. The strategy will be geared towards donors already present in the country as well as those not yet present.

Potential donors identified during preparation of the MYRP include Japan, Germany, Italy, France (Agence Française de Développement – AFD), the United States (USAID) and the Gulf countries. Other donors include multilateral and international humanitarian agencies such as ECHO. During development of the MYRP, AFD and the Global Partnership for Education expressed their intention to invest in education in emergencies. This could involve a potential investment of US\$21m. AFD plans to allocate US\$ 4.9m (€4m) over three years to Concern for a project in the Tahoua and Tillabéri regions with the same aims as the MYRP. The MYRP will be implemented in both regions and close ties between the interventions will be established quickly to ensure their coherence. This project and the MYRP will be better positioned through dialogue in the Strategic Monitoring Steering Committee and the Implementation and Operational Monitoring Committee and by seeking a common approach to monitoring and evaluation.

AFD and UNICEF are involved as implementing partners in the programme 'Reducing the Vulnerability of the Education System' – REVE) funded by the Global Partnership for Education. This US\$17m programme is being implemented over a period of 18 months through the National Response Strategy. The project focuses on four types of crises affecting the education system: health, security, flooding and food insecurity. The programme is implemented firstly through grants paid directly to schools as part of a dual risk prevention and crisis response mechanism, and secondly through the creation of a project implemented by UNICEF. This programme has some fundamental differences when compared with the MYRP. For example, it has opted to work in all communes in Niger, while the MYRP is concentrating its efforts in four regions. These differences lend more to complementarity than challenges though as the MYRP is an emergency response to vulnerability while the GPE-funded programme addresses both risk prevention and crisis management. Despite these differences, there are still many commonalities. The question of a shared monitoring and evaluation system is relevant. Many indicators are likely to be shared and the Education Cluster and AFD/UNICEF will discuss pooling human and financial resources. The MYRP aims to rally grantees around its implementation to better coordinate education and humanitarian policy, with the MYRP unit coordinating education in emergencies monitoring.

3. Leveraging Additional Resources to Scale Up MYRP Results

3.1 ECW Seed Fund Scale-Up Strategy

The ECW seed funds provide a budget of US\$11.1m over three years. Given this amount, internally displaced children have been selected as the target population along with the corresponding host community. Except for some vulnerabilities covered by other programmes and projects, the rationale is to avoid spreading these efforts too thinly, thereby jeopardizing progress towards the desired outcomes.

Through the MYRP, the Education Cluster proposes to target 80% of children aged 4 to 18 years old who need educational support due to heightened vulnerabilities. This brings the total number of MYRP beneficiaries to 184,200 for the year 2021. It is assumed that this figure will be refined over the three years of the programme to adapt to the context, but these annual projections are important for planning purposes.

Region	IDPs	Refugees	Returnees	Host community	Total to be targeted by the MYRP	Children with disabilities	Percentage girls	Number of girls
Diffa	23,648	64,361	7,371	47,690	143,070	6,009	51%	72,966
Maradi	0	23,475	0	11,738	35,213	1,479	54%	19,015
Tahoua	17,422	11,936	0	14,679	44,038	1,850	54%	23,780
Tillabéri	15,395	20,189	0	17,792	53,376	2,242	50%	26,688
Total	56,466	119,961	7,371	91,899	275,697	11,579	52%	142,449

A cost of approximately US\$53 per child has been calculated based on those reached through the ECW FERs in 2020. However, UNHCR has set a unit cost of US\$57 per learner and the Education Cluster proposes to round the monetary investment per child to US\$60, a number that is lower than that of neighbouring countries. It was decided to use a cost per child of USD\$80 for children with disabilities to better account for the costs of purchasing specific equipment and to ensure appropriate accessibility and safeguarding measures are applied.

It was decided within the Cluster that any intervention in a region would consider, as far as possible, all girls and boys, including adolescents who are in-need in that area. By considering the number of schools closed and the safety reports available, the **Tillabéri** region is listed as a priority region. In Tillabéri, the MYRP investment will respond to all identified vulnerabilities. The second prioritized region is **Tahoua**, which has an identical profile, but with fewer closed schools. The breakdown of the seed fund investment is shown below:

Region	Tahoua	Tillabéri	Total
IDPs	11,291	9,977	21,268
Host Community (IDP hosting)	5,646	4,989	10,634
Refugees (60% of total)	7,162	12,113	19,275
Host Community (refugee hosting)	3,581	6,057	9,638
Total children 3-18 years old in need of education support	27,679	33,136	60,815
<i>Children with disabilities</i>	1,163	1,392	2,554
<i>Girls and adolescent girls</i>	14,947	16,568	31,515
Sub-total	\$1,660,744	\$1,988,165	\$3,648,909
Surplus for children with disabilities (+ US\$20)	\$23,250	\$27,834	\$51,085
Total cost	\$1,683,994	\$2,015,999	\$3,699,993

The overall cost for 2021 is US\$3.7M and thus over three years, the total amount will be US\$11.1M. The number of beneficiaries who will be reached per year is 60,815 including 2,554 disabled girls and boys and 31,515 girls (52% of the total number of beneficiaries).

Scenarios should additional resources be mobilized

The total financial requirement is US\$50.3m for the four regions of Diffa, Maradi, Tahoua and Tillabéri. After seed funding has been factored in, there remains a gap of US\$39.2m.

Scenario	Amount	Regions which could be covered	Number of additional beneficiaries per year	Total (including with ECW funds)
25% of the funding gap	US\$9.8m	Maradi, Tahoua and Tillabéri	53,700	114,700
50% of the funding gap	US\$19.6m	Maradi, Tahoua, Tillabéri and Diffa	107,000	168,000
75% of the funding gap	US\$29.4m	Maradi, Tahoua, Tillabéri and Diffa	160,000	221,000
100% of the funding gap	US\$39.2m	Maradi, Tahoua, Tillabéri and Diffa	214,000	275,000

More detailed scenarios can be found at the following link:

<https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:a1ec17a3-8836-4a24-b855-2d0eed64f4c4>

3.2 Communications and Visibility Plan

The Cluster will manage an awareness/advocacy campaign, identifying concerns and communicating information and key messages to mobilize new funding. A Monitoring and Evaluation Unit will be created and attached to the Education Cluster. The unit will be composed of reporting and monitoring experts and supported by the recruitment of a fundraising specialist. This specialist's priority task will be to develop a communication strategy and plan and to draft an advocacy campaign during the first six months of implementation of the ECW seed funding. The unit will utilize digital communication tools including social media and the use influencers of both sexes. The strategy will utilize the image of Nigerien celebrities that are recognized nationally due to international success – especially those with a positive image, for example in the field of computer coding and IT security.

4. Monitoring, Evaluation and Learning

4.1 Monitoring and Evaluation Plan

To avoid duplication of interventions, a monitoring and evaluation system will be developed to cover education in emergencies. This aligns with the overall objectives of improving the monitoring and evaluation of the education sector under the Education Sector Programme. This will encourage strong collaboration/cooperation between the partners working in the both the humanitarian and development aspects of education. It will be an online results-based system and will cover all activities being implemented within the MYRP target areas.

The monitoring plan will be designed by the Education Cluster with guidance from the Monitoring and Evaluation Unit and regional and local representatives. Data collection and analysis will be disaggregated by sex, age, and subset of vulnerability. This results-based system will be developed in a systematic way, starting with determining the interests, expectations and information needs of stakeholders. This will then be followed by the development a performance framework describing the mechanisms for monitoring MYRP outcomes and links with the Sector Plan. The indicators will be validated (except those that are compulsory under the MYRP) and indicator assessment sheets drawn up (to explain definitions, how to collect the data, with what frequency etc.). A monitoring plan will then be created and available via an online platform accessible to all. The choice of technology for this platform will be important. It will need to have low development (open-source licence) and operating costs and be accessible to any user with a minimum level of competence. While there would be no upfront cost to the system, it must be compatible with existing systems and easily configurable.

The Monitoring and Evaluation Unit will be supported by a database manager and by an IT expert specializing in open-source software with experience relational database management systems. The data stored on the cloud-based platform must provide the desired information for monitoring performance and this information must be regularly published and made available.

An assessment at the beginning the programme will determine the baselines. This initial assessment, as well as all preceding assessments will collect and analyse data disaggregated by sex, age, and subsets of vulnerability. A full assessment will also be conducted of programme performance in relation to education in emergencies and its contribution to the sector development policy. Part of the seed funding budget is earmarked to cover these assessments as well as a formative assessment after two years of implementation.

4.2 Learning Outcome Measurements

The MYRP will develop monitoring measures and mechanisms for specific learning outcomes (on basic literacy and numeracy skills as well as social and emotional learning). These will be used to assess and respond to student and teacher performance in learning environments. The quality of the physical environment and learning materials will also be considered in all activities to ensure that learning spaces supported by the programme are safe, accessible, inclusive, child-friendly and conducive to learning.

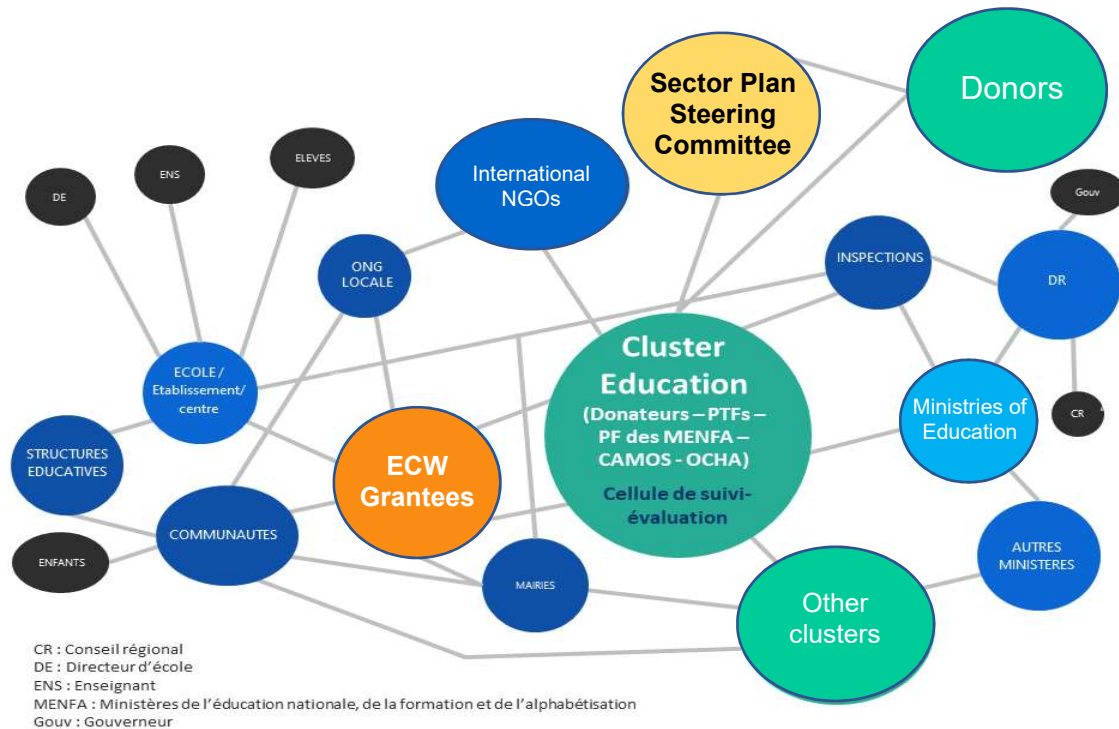
The decision to develop a programme for internally displaced/refugee children means there is a particular need to assess children's level on these two dimensions – academic and social and emotional learning skills. These will be disaggregated by gender and disability and will be tailored to the grade/age concerned. National assessments formulated by the directorates responsible for educational assessment at primary and secondary level and implemented by the regional units will be used. At the primary level, assessments will be carried out at the end of years 2, 3 and 5 when possible. At the secondary level, assessments will be carried out the second and sixth years of secondary education. Learning from the experiences of other countries will support cluster members to reorient activities, where necessary, in response to the results of national learning assessments.

In addition to end-of-year assessments, the MYRP will support lighter quarterly assessments as well as formative assessments with each class or group of learners to enable more regular follow-up and, above all, remedial actions.

5. Implementation Arrangements

5.1 Governance Structure

The MYRP places the Education Cluster at the heart of education in emergencies governance. As indicated in Section 4.1, it is proposed that the Cluster be given more resources and visibility in terms of monitoring and evaluation of the implementation of activities. The role of the ministries that oversee education and training will also be brought to the fore and cluster decision-making strengthened. The diagram below maps this governance structure, the position of the Education Cluster and its role in the sector development plan and the humanitarian response.



This stakeholder map shows that the Sector Plan Steering Committee, the Education Cluster and the ministries of education, training and literacy are top-level bodies essential to the good governance of education in emergencies. These institutions decide on priority areas and general objectives of the sector plan, validating its programme and the report on implementation. Efforts will be made, and have been made through the grantee selection process, to engage female-led and disability-focused organizations.

- The **Steering Committee** represents the political (normative) level, where objectives and basic rules of conduct are established. The Steering Committee for the Sector Programme is the forum for discussing the necessary adjustments to the objectives and major strategic focus areas, based on performance. In addition to the traditional members, the two coordinators of the Education Cluster also sit on this committee.
- The **Steering Committee for Strategic Monitoring** is responsible for implementation with the Education Cluster, composed of the two coordinators, a facilitator, and the grantee management. Focal points from the ministries of education and training attend its meetings, on the same terms as the Sector Programme Implementation Support Unit, which is the link between the development and humanitarian sectors. The education in emergencies Monitoring and Evaluation Unit sits within the Education Cluster and provides the link between the strategic and operational levels. The strategic level covers implementation of the programme and all other interventions in the humanitarian education

sector and approves the quarterly programming. Deviations from the outcomes and objectives are measured and different potential responses are discussed. This governance level plays a pivotal role in coordinating policy directives, strategic decisions and operational implementation.

- The first operational level, the **Technical Committee for Implementation and Operational Monitoring**, is responsible for decision-making on the implementation of activities. This body provides information on progress and gaps, as well as the various options available to address them. It ensures the complementarity of activities and receives reports from the regional working groups. It includes the grantees; international and local NGOs implementing humanitarian education in emergencies strategies (some of which partly cover the MYRP outcomes); a representative of the regional operational units; and a representative of the communes covered by the programme. The head of the Monitoring and Evaluation Unit will join the group as necessary.
- The **Education Working Groups** at the regional operational level include the decentralized technical services of the regional directorates for primary, secondary and tertiary education; a representative of local NGOs; and focal points responsible for monitoring and evaluation. The participation of the Regional Council is encouraged. In principle, the Education Working Groups steer operational aspects by drawing up workplans and carrying out the corresponding monitoring activities, consulting with the stakeholders affected by their thematic area and providing reports to the next level up (Technical Committee for Implementation and Operational Monitoring). They ensure, with the help of decision makers, that the programme outputs are realized.
- **The Communal Council** is the smallest governance unit, and it is the only one that allows beneficiaries on the ground to express their agreement or disagreement with the implementation of activities and make recommendations on new focus areas. It can also be given responsibility for setting up an alert system. Rather than creating a new body, the MYRP aims to utilize the Communal Councils, which bring together the municipal councils, the inspectorate, and the direct beneficiaries of project/programme activities.

This governance structure is shown in the diagram below.



5.2 Grantee Selection Process

The grantee selection was an open, transparent, and carefully managed process. It was overseen by the MYRP Independent Selection Committee which included representatives of Sector Programme Implementation Support Unit; the Secretaries General of the Ministries of Primary Education, Literacy, Promotion of National Languages and Civic Education; the Ministry of Higher Education, Research and Innovation; the European Union; OCHA, and as civil society representative, the National Union of Teachers of Niger. This committee began the process by developing selection criteria, in line with the guidance of ECW and of national authorities.

After developing the selection criteria, the process was launched on 24th November 2020 with a deadline to submit expressions of interest by 2nd December. This call for expressions of interest was sent to the mailing list of the Education Cluster with the MYRP project document, the results framework, the evaluation criteria, and the template for submissions.

Submissions were received from:

- A consortium led by Save the Children with COOPI, two national NGOs, IED and Agir Plus, and the Federation of Handicapped Persons (FNPH)
- A consortium of UNHC, EUCO and ADES.
- A consortium of the World Food Programme with international organizations Plan International and World Vision
- A single organization submission by UNICEF

An ad hoc committee was set up by the president of the Local Education Group to carry out a first evaluation of the offers and submit the result to the technical evaluation committee. The committee was made up of two members of government and one from OCHA. They used the selection criteria to review the submissions and to award points objectively to each application.

Following this review, the results were shared with Education Cluster members and any questions/complaints dealt with to the satisfaction of those concerned. The result is that a consortium led by the World Food Programme, with Plan International and World Vision has been selected as the grantee.

5.3 Risks and Child Safeguarding

Child Safeguarding and Protection against Sexual Exploitation and Abuse (PSEA)

The protection policies applied by WFP are centred around prevention and response. WFP takes a risk-based approach at the operational and programmatic levels, including when engaging implementing partners and suppliers. WFP will ensure that exploitation and any form of physical, sexual and emotional abuse against children is prevented. Through its membership in the IASC, WFP is committed to Accountability to Affected Populations (AAP). To operationalise these commitments, WFP focuses on three key areas: information provision, consultation, and complaints and feedback mechanisms (CFMs).

The United Nations system has adopted a zero-tolerance policy against Sexual Exploitation and Abuse (SEA), which is outlined in the 2003 Secretary General's Bulletin (SGB) on Special Measures for Protection from Sexual Exploitation and Sexual Abuse. WFP has reaffirmed its commitment to protection from SEA with four Executive Director Circulars. WFP recently issued a new Policy on Protection from Harassment, Sexual Harassment, Abuse of Authority and Discrimination (HSHAP), which sets forth WFP's commitment to a zero-tolerance approach to abusive conduct.

Plan International is guided by the federation's Global Policy on Safeguarding Children and Young People and associated Safeguarding Code of Conduct. The policy defines the purpose, principles and roles and responsibilities of all staff, associates, visitors and partners, with training provided to support implementation.

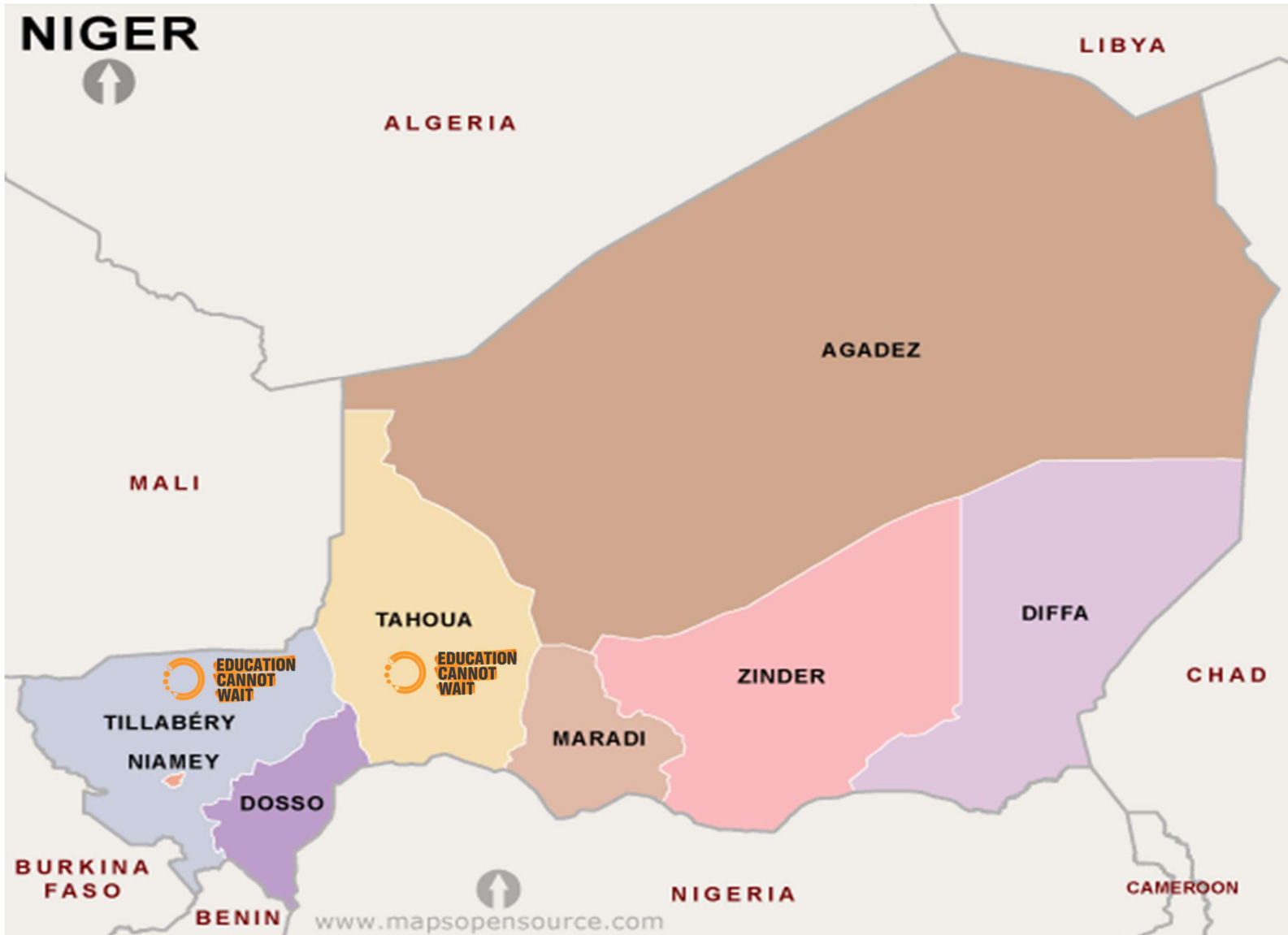
Plan International's child safeguarding processes and measures will be applied to operations and programming to protect children and adults from potential harm, including through safe recruitment practices. Plan International is committed to ensuring that approaches to safeguarding across programming are gender responsive.

WVI has a comprehensive Child and Adult Safeguarding Policy 2018, which all staff are required to adhere to. Regular training and briefings are conducted to ensure that staff are informed of and understand their responsibilities to safeguard children and adults from abuse and exploitation of any kind. All WVI volunteers are screened and trained on PSEA and child safeguarding and must acknowledge their commitment to WVI's safeguarding policy. WVI is committed to safeguarding children by ensuring checks and procedures are in place to screen out anyone who may be unsuitable to work with children, including through pre-employment vetting.

The Grantees will work with implementing partners and their CSG/PSEA focal points to develop a safeguarding risk assessment and mitigation plan for the MYRP, which will be periodically reviewed. This will include identification of activity and site-specific measures, for example protocols to safeguard children with disabilities. Grantees will be responsible for ensuring that all implementing partners have necessary CSG/PSEA measures in place and have the capacity to apply those measures. Safeguarding requirements are embedded in standard agreements with contractors and suppliers.

Strong and accessible reporting mechanisms will be put in place to receive safeguarding incident notifications and any concerns or feedback in relation to the MYRP. Existing mechanisms that are effective will be strengthened, linking with efforts of other stakeholders, including the Protection Cluster. Beneficiaries, community members, staff and other stakeholders will be made aware of reporting mechanisms through advocacy and out-reach. Additional MYRP-specific safeguarding mitigation measures are detailed in Annex D.

Annex A: Map



Annex B: MYRP and Seed Funding Budgets

Overall MYRP Budget				
	Year 1	Year 2	Year 3	TOTAL
PROGRAMME COSTS				
Outcome 1: ACCESS - Girls and boys, including adolescents, in crisis-affected areas have access to relevant and meaningful formal and innovative education in a safe and inclusive learning space.	\$ 10,173,874	\$ 7,630,405	\$ 7,630,405	\$ 25,434,684
Outcome 2: QUALITY - Girls and boys, including adolescents, in crisis-affected areas receive quality education consistent with their needs, in a safe environment that promotes the well-being of all learners and teachers.	\$ 4,519,164	\$ 3,389,373	\$ 3,389,373	\$ 11,297,911
Outcome 3: GOVERNANCE - Government officials from the ministries of education and training (basic and secondary education) and civil society actors implement coherent strategies for gender-informed, inclusive and equitable access to education in a safe and secure environment during emergencies.	\$ 2,942,263	\$ 2,206,697	\$ 2,206,697	\$ 7,355,657
Outcome 4: RESOURCES - Resource mobilization efforts ensure that the multi-year resilience programme is adequately resourced to implement the entirety of planned activities	\$ 111,185	\$ 83,389	\$ 83,389	\$ 277,963
Sub-total Programme Costs	\$ 17,746,486	\$ 13,309,865	\$ 13,309,865	\$ 44,366,216
OPERATIONAL COSTS				
Sub-total Operational Costs	\$ 1,064,789	\$ 798,592	\$ 798,592	\$ 2,661,973
Total Programme and Operational Costs	\$ 18,811,275	\$ 14,108,457	\$ 14,108,457	\$ 47,028,188
Indirect (7%)	\$ 1,316,789	\$ 987,592	\$ 987,592	\$ 3,291,973
GRAND TOTAL	\$ 20,128,065	\$ 15,096,049	\$ 15,096,049	\$ 50,320,162

ECW Seed Fund Budget				
	Year 1	Year 2	Year 3	TOTAL
PROGRAMME COSTS				
Outcome 1: ACCESS - Girls and boys, including adolescents, in crisis-affected areas have access to relevant and meaningful formal and innovative education in a safe and inclusive learning space.	\$ 1,956,000	\$ 1,956,000	\$ 1,956,000	\$ 5,868,000
Output 1.1 Demand for schooling is increased	\$ 680,000	\$ 680,000	\$ 680,000	\$ 2,040,000
Output 1.2 Girls and boys aged 3-18 have increased access to the formal education system	\$ 950,000	\$ 950,000	\$ 950,000	\$ 2,850,000
Output 1.3 Bridging classes welcome girls and boys, including adolescents, who have dropped out of or never attended school	\$ 163,000	\$ 163,000	\$ 163,000	\$ 489,000
Output 1.4 Girls and boys, including adolescents, have the option to attend alternative learning opportunities	\$ 163,000	\$ 163,000	\$ 163,000	\$ 489,000
Outcome 2: QUALITY - Girls and boys, including adolescents, in crisis-affected areas receive quality education consistent with their needs, in safe environments that promote the well-being of all learners and teachers.	\$ 919,000	\$ 919,000	\$ 919,000	\$ 2,757,000
Output 2.1 Pedagogy is adapted to match new standards and the contextual considerations of vulnerable learners with training provided for teachers and administrative staff to increase the prioritization of school and teacher supervision	\$ 410,000	\$ 410,000	\$ 410,000	\$ 1,230,000
Output 2.2 The teaching and learning environment in schools is inclusive, safe, and protective; programming is tailored to meet the needs of different sex, age, abilities, and subsets of marginalized groups, including through the provision of mental health and psychosocial support	\$ 509,000	\$ 509,000	\$ 509,000	\$ 1,527,000
Outcome 3: GOVERNANCE - Government officials from the ministries of education and training (basic and secondary education) and civil society actors implement coherent strategies for gender-informed, inclusive and equitable access to education in a safe and secure environment during emergencies.	\$ 328,000	\$ 328,000	\$ 328,000	\$ 984,000
Output 3.1 Coordination and monitoring of MYRP and education in emergency activities improves through the establishment of a monitoring and evaluation unit within the Education Cluster	\$ 328,000	\$ 328,000	\$ 328,000	\$ 984,000
Outcome 4: RESOURCES - Resource mobilization efforts ensure that the multi-year resilience programme is adequately resourced to implement the entirety of planned activities	\$ 65,710	\$ 65,710	\$ 65,700	\$ 197,120
Output 4.1 Fundraising actions for the MYRP and ESU are deployed on national territory and abroad through the diplomatic network	\$ 65,710	\$ 65,710	\$ 65,700	\$ 197,120
Sub-total Programme Costs	\$ 3,268,710	\$ 3,268,710	\$ 3,268,700	\$ 9,806,120
OPERATIONAL COSTS				
Sub-total Operational Costs	\$ 189,270	\$ 189,170	\$ 189,272	\$ 567,712
Total Programme and Operational Costs	\$ 3,457,980	\$ 3,457,880	\$ 3,457,972	\$ 10,373,832
Indirect (7%)	\$ 242,059	\$ 242,052	\$ 242,058	\$ 726,168
GRAND TOTAL	\$ 3,700,039	\$ 3,699,932	\$ 3,700,030	\$ 11,100,000
	Grantee Allocations		WFP \$	4,440,000
			Plan International \$	3,330,000
			World Vision International \$	3,330,000

Annex C – MYRP results framework

Level	Results Statement	Indicator	Baseline	Target MYRP	Target Seed Fund	Source of verification	Disaggregation
Outcome 1	Girls and boys, including adolescents, in crisis-affected areas have access to relevant and meaningful formal and innovative education in a safe and inclusive learning space.	At the end of three years, the rate of engagement of targeted girls and boys in educational programmes improves by X percent	To be defined	60%	Grantee monitoring - Monitoring and evaluation unit	Gender, level of education, refugees/internally displaced persons/other, formal or non-formal education and disability status	To be specified by grantees in accordance with regions and targets
Output 1.1	Demand for schooling is increased	The percentage of members of the targeted community convinced by the need to enroll their children in an educational program improves	To be defined	50%	Grantee monitoring - Monitoring and evaluation unit	Gender, age, disability, vulnerability group	To be specified by grantees in accordance with regions and targets
Output 1.2	Girls and boys aged 3-18 have increased access to the formal education system	The percentage of formal education schools targeted by the MYRP that have a comprehensive pedagogical structure is 100 percent following three years of programme implementation	To be defined	100%	Grantee monitoring - Monitoring and evaluation unit	Gender, age	To be specified by grantees in accordance with regions and targets
		The percentage of schools that have developed a plan in collaboration with educational structures and the community to detect, treat and improve access to school for disabled children in school and those to be enrolled	To be defined	100%	Grantee monitoring - Monitoring and evaluation unit	Gender, age	To be specified by grantees in accordance with regions and targets
		The retention rate of girls and boys in primary and secondary schools targeted by the MYRP, in years three and six, improves	To be defined	50%	Grantee monitoring - Monitoring and evaluation unit	Gender, Disability, Age	To be specified by grantees in accordance with regions and targets
Output 1.3	Bridging classes welcome girls and boys, including adolescents, who have dropped out of or never attended school	The retention rate of girls and boys in alternative education programmes targeted by the MYRP improves	To be defined	50%	Grantee monitoring - Monitoring and evaluation unit	Gender, Disability, Age	To be specified by grantees in accordance with regions and targets
Output 1.4	Girls and boys, including adolescents, have the option to attend alternative learning opportunities	The retention rate of girls and boys in non formal education programmes targeted by the MYRP improves	To be defined	50%	Grantee monitoring - Monitoring and evaluation unit	Gender, Disability, Age	To be specified by grantees in accordance with regions and targets
Outcome 2	Girls and boys, including adolescents, in crisis-affected areas receive quality education consistent with their needs, in a safe environment that promotes the well-being of all learners and teachers.	Proportion of boys, girls and young people supported by ECW (a) in the second or third year 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 level of proficiency in (i) reading, (ii) mathematics, and (iii) socio-emotional learning (SEL)	To be defined	40%	Grantee monitoring - Monitoring and evaluation unit	Gender, disability, level of education, refugees/internally displaced persons/other, formal or non-formal education	To be specified by grantees in accordance with regions and targets
		The average performance level of primary school students at the end of the third and sixth years in French and mathematics is increased	To be defined	40%	Grantee monitoring - Monitoring and evaluation unit	Gender	To be specified by grantees in accordance with regions and targets
Output 2.1	Pedagogy is adapted to match new standards and the contextual considerations of vulnerable learners with training provided for teachers and administrative staff to increase the prioritization of school and teacher supervision	Percentage of teachers in ECW-supported communities who have completed at least one of the following: (a) the minimum pre-service or in-service teacher training required to teach at the relevant level; (b) training in accordance with Inter-agency Network for Education in Emergencies (INEE) standards for primary school teachers in crisis contexts (TICC)	To be defined	100%	Grantee monitoring - Monitoring and evaluation unit	Gender	To be specified by grantees in accordance with regions and targets
		Number of children aged 4–18 years receiving individual learning materials	To be defined	100%	Sex disaggregated Focus groups, key informant interviews, anonymous surveys	Gender, level of education, refugees/internally displaced persons/other, formal or non-formal education and disability	To be specified by grantees in accordance with regions and targets

Output 2.2	The teaching and learning environment in schools is inclusive, safe, and protective; programming is tailored to meet the needs of different sex, age, abilities, and subsets of marginalized groups, including through the provision of mental health and psychosocial support	Percentage of school staff, teachers and administrators, who have improved understanding of GBV, how to identify incidents, and how to use monitoring, reporting and referral mechanisms	To be defined	100%	Grantee monitoring - Monitoring and evaluation unit	Gender	To be specified by grantees in accordance with regions and targets
		Percentage of identified children who receive appropriate psychosocial support via programmes/services either at school or in an appropriate facility	0	100%	Sex disaggregated Focus groups, key informant interviews, anonymous surveys	Gender, Disability	To be specified by grantees in accordance with regions and targets
		Percentage of school staff, teachers and administrators, who have improved understanding of GBV, how to identify incidents, and how to use monitoring, reporting and referral mechanisms	To be defined	100%	Grantee monitoring - Monitoring and evaluation unit	Gender	To be specified by grantees in accordance with regions and targets
		Percentage of ECW-supported learning spaces in which a code of conduct is (i) in place, (ii) enforced, and (iii) teachers and communities are trained or informed on how to apply it	To be defined	100%	Sex disaggregated Focus groups, key informant interviews, anonymous surveys	Gender	To be specified by grantees in accordance with regions and targets
		Number of teachers/school leaders demonstrating increased knowledge of psychosocial support	0	1200	Sex disaggregated Focus groups, key informant interviews, anonymous surveys	Gender	To be specified by grantees in accordance with regions and targets
Outcome 3	Government officials from the ministries of education and training (basic and secondary education) and civil society actors implement coherent strategies for gender-informed, inclusive and equitable access to education in a safe and secure environment during emergencies.	Percentage of education in emergencies (EIE) projects implemented outside MYRP that are in line with the programme	3	5	Grantee monitoring - Monitoring and evaluation unit	Gender	To be specified by grantees in accordance with regions and targets
Output 3.1	Coordination and monitoring of MYRP and education in emergency activities improves through the establishment of a monitoring and evaluation unit within the Education Cluster	Number of monthly meetings that result in a detailed report published on the dedicated website	0	12	Grantee monitoring	-	To be specified by grantees in accordance with regions and targets
		A website tracking the monthly activities and results of monitoring and evaluation is updated regularly based on information from the regional level, together with an assessment of population needs	0	One web platform publishes information online	Grantee monitoring - Monitoring and evaluation unit	-	To be specified by grantees in accordance with regions and targets
		An information management system for support, which tracks civil society organization and government activities and their nature, will be developed in the first year	0	One information management system is updated regularly and provides access to basic data and monitoring of education sector indicators	Grantee monitoring - Monitoring and evaluation unit	-	To be specified by grantees in accordance with regions and targets
		Percentage of government and non-governmental organization (NGO) tools that are standardized	25%	100%	Grantee monitoring - Monitoring and evaluation unit	-	To be specified by grantees in accordance with regions and targets
		Number of regional managers who are members of the Education Working Groups and field informants recruited by local NGOs, who receive training in monitoring and evaluation, and analysing and interpreting data	To be defined	To be defined	Grantee monitoring - Monitoring and evaluation unit	Gender	To be specified by grantees in accordance with regions and targets
		A Standard Operating Procedure on establishing an alert system exists and is operational	To be defined	To be defined	Grantee monitoring - Monitoring and evaluation unit	-	To be specified by grantees in accordance with regions and targets

Outcome 4	Resource mobilization efforts ensure that the multi-year resilience programme is adequately resourced to implement the entirety of planned activities	Funding requirements are fulfilled within two years of programme implementation	To be defined	To be defined	Grantee monitoring - Monitoring and evaluation unit	-	To be specified by grantees in accordance with regions and targets
Output 4.1	Fundraising actions for the MYRP and ESU are deployed on national territory and abroad through the diplomatic network	Quarterly analysis reports of the fundraising situation are published and commented on by the ESU Strategic Monitoring Steering Committee	0	Four per year	Grantee monitoring - Monitoring and evaluation unit	-	To be specified by grantees in accordance with regions and targets
		A monitoring and evaluation unit, with skills extended to the fields of communication and marketing, is attached to the Education Cluster. It is functional and the post of specialist in fund raising and communication is budgeted for the duration of the MYRP.	No unit	A unit is created and is implementing M&E at school level	Grantee monitoring - Monitoring and evaluation unit	-	To be specified by grantees in accordance with regions and targets
		The communications and funding-advocacy research strategy is developed during the first quarter of MYRP seed funding implementation	No strategy	One strategy in place by the end of the first quarter of seed funding implementation	Grantee monitoring - Monitoring and evaluation unit	-	To be specified by grantees in accordance with regions and targets

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

	FORMAL EDUCATION						NON-FORMAL EDUCATION						TOTAL			
	Pre-Primary*		Primary		Secondary		Pre-Primary age		Primary age		Secondary age		Grand Total			
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	Total	% girls
Refugees	192	193	2,453	2,885	543	805	1,729	1,734	1,776	1,421	2,849	2,695	9,542	9,733	19,275	50%
IDPs	226	227	2,676	3,135	589	866	2,034	2,041	1,938	1,544	3,091	2,901	10,555	10,713	21,268	50%
Other non-displaced children affected by emergencies (incl. host communities)	213	213	2,557	2,998	563	830	1,913	1,918	1,852	1,477	2,957	2,780	10,055	10,217	20,272	50%
Total	631	633	7,686	9,018	1,695	2,502	5,676	5,693	5,566	4,442	8,898	8,376	30,152	30,663	60,815	50%

Children with disabilities targeted			
F	M	Total	% on total targeted
1,266	1,287	2,553	4%

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.

<https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:5b3ab240-2b44-4176-bf41-63aa47a38e93>