ECW Multi-Year Resilience Programme Nigeria

2021-2023

Table of Contents

ECW Multi-Year Resilience Programme - Nigeria

Programme Title	Increased access to quality and inclusive basic education, mental health and psychosocial support and vocational opportunities for crisis-affected girls and boys in safe learning environments in North East Nigeria
Duration	36 Months
Targeting	2.9 million girls and boys (55% female, 15% children living with disabilities)

Funding Overview	**MYRP Total Requirement**	US$ 118.8 M
	ECW Seed Funding Investment	US$ 20.1 M
	Required Resources	US$ 98.7 M

Programme Summary

The ECW Multi-Year Resilience Programme (MYRP) for Nigeria supports and builds on the 3-year Education in Emergencies Strategic Plan – herein after referred to as the EiE Strategic Plan. The Nigeria MYRP provides both the hard inputs necessary to respond to immediate and medium-term access needs, as well as the technical guidance and support necessary to build the capacity of the education system more broadly. This approach is intended to promote sustainability of outcomes resulting from ECW-funded inputs as well as those to be funded by resources mobilized from other partners. The MYRP will achieve this through:

Continued delivery of strong education in emergencies programming: The MYRP will continue the delivery of holistic education in emergencies programming for conflict-affected children, adolescents and families in Northeast Nigeria. Initiatives to strengthen access, equity and quality all remain a primary focus.

Mainstreaming of learners into formal education: Many learners remain in temporary learning spaces or alternative education programmes. As the situation stabilises, the formal education system will need to increase its capacity to ensure the delivery of quality, equitable education to all children currently in informal programmes. Further efforts will need to promote the flexibility and adaptability of the formal education system to meet the needs of learners, especially those affected by conflict.

Addressing key crosscutting issues, with a special focus on gender, disability and mental health and psychosocial support: A myriad of crosscutting issues have also been incorporated into this programme, with a key focus on gender, disability, inclusion and vulnerability. Meeting the needs of those traditionally not included within education systems comprises a primary focus of this programme. Moreover, the MYRP aims to mainstream protection and Mental Health and Psychosocial Support (MHPSS) services for learners and teachers as they access schools.

Strengthening educator and school leader capacities and motivation: Local educators and school leaders continue to need substantial support with regards to their capacity and motivation to deliver quality, equitable, and inclusive education. As learners are mainstreamed into formal education programmes, the MYRP will ensure these educators have the required skills to deliver effective education well into the future. A key focus of this programme is addressing the MHPSS needs of the teachers themselves - their own psychosocial needs must be considered and addressed if they are able to support those of their students,

Strengthening local leadership to take full ownership of delivery and transitions to formal education: Local stakeholders in government (at the national, state and Local Government Area levels), as well as in National NGOs, are expected to take on increasing leadership and responsibility for the education in emergencies response. This has been, to date, largely led by international and local actors. The MYRP will strengthen government authorities

and local NGO capacities over the next three years, eventually achieving a strong, locally led response well into the future.

The overall MYRP targets 2.9 million children and adolescents over the period 2021-2023, of which 1.6 million (55%) are female. ECW seed funding will initiate the implementation of the MYRP by focusing on reaching girls and boys in the States of Borno, Adamawa, and Yobe. In total, over 482,000 girls and boys will access learning opportunities, including some 48,000 girls and boys in early learning programmes, 341,000 at primary level and some 93,000 at the secondary level, in both formal and non-formal education settings.

Over 60% of the children and adolescents targeted with ECW funds are girls and the programme will also ensure at least 10% of beneficiaries are children and adolescents with disabilities. 10% of the ECW funds support Early Childhood Education for the youngest learners. A dedicated resource mobilization strategy will support partners to mobilization additional resources to close the funding gap. Over the three-year period, implementation will contribute to achievement of both MYRP results and the overall EiE Strategic Plan.

Programme and Resource Mobilization Outcomes

Impact	Increased access to quality and inclusive basic education, mental health and psychosocial support and vocational opportunities for crisis-affected girls and boys in safe learning environments in North East Nigeria
Outcome 1	Increased access to quality, inclusive, holistic education for crisis-affected girls and boys (including adolescents)
Outcome 2	Increased continuity of education for crisis -affected girls and boys (including adolescents) is through improved transitions to formal education from alternative provision
Outcome 3	Existing learning environments are child-friendly, gender-responsive, equitable, disability-friendly and inclusive
Outcome 4	Improved quality of learning for crisis-affected girls and boys, including adolescents
Outcome 5	Safe and protective learning environments for crisis-affected girls and boys are established
Outcome 6	Improved coordination mechanisms to respond to education in emergencies
Outcome 7	Improved rates of enrolment and learning outcomes for girls, including adolescent girls
Outcome 8	Sufficient resources are available to implement all MYRP strategies and enable the handover of the beneficiary caseload to development and government partners

1. Situational and Institutional Analysis

1.1 Country Context[1]

In 2019, 7.1 million people (2.3 million girls, 1.9 million boys, 1.6 million women, and 1.3 million men) needed humanitarian assistance in Northeast Nigeria as a result of a crisis that is now in its tenth year. The crisis, which is fundamentally a protection of civilians' crisis, has largely been triggered by an ongoing regionalized armed conflict. The conflict is characterized by massive and widespread abuse against civilians. This includes killings, rape and other sexual violence, abduction, child recruitment, burning of homes, pillaging, forced displacement, arbitrary detention, and the use of explosive hazards, including in deliberate attacks on civilian targets.

Over 1.8 million people are internally displaced, and new displacements continue due to insecurity. The crisis has impacted women, men, girls and boys, and people with special needs differently. Their vulnerabilities as well as coping mechanisms vary. Women and girls have been targeted with rape, abduction, to serve as "sex slaves", and conscripted into a broad spectrum of roles. This includes serving as spies and human beings forced to carry person-borne improvised explosive devices. Men and boys have been mainly targeted for recruitment and are at higher risk of being killed in battle or being arbitrarily detained.

While the humanitarian community provided life-saving assistance to over 5.4 million affected people in 2019 and helped stabilise living conditions for millions of affected people, significant humanitarian needs remain unmet as the conflict continues. At present, it is estimated that more than 1.2 million people are still in areas that are inaccessible to international humanitarian actors in Northeast Nigeria.

A needs map and summary needs assessment for Borno, Yobe, and Adamawa (the primary target states in Northeast Nigeria) is shown in Annex A. Additional and more detailed information on education in emergency-specific needs, with a relevant focus on issues of gender, vulnerability, inclusion and MHPSS, can be found in the original 3-Year EiE Strategic Plan.

1.2 Education Needs Overview[2]

Since the onset of the crisis, non-state armed groups have deliberately and systematically targeted learning institutions and abducted, killed, and maimed learners and teachers. Over one million children (583,000 of whom are girls), including 352,000 internally displaced children and 18,000 education personnel, are in need of emergency education support. This represents a decrease of 48 per cent from 2.2 million in need in 2019, mainly as a result of partners' response to the needs and implementation of the 2020 Enhanced Humanitarian Needs Overview process. In 2019, humanitarian actors in the education sector reached over one million children and teachers, representing 65 per cent of the sector's target[3].

However, the number of children and adolescents with chronic needs in education remains high across the three states and the crisis has put additional pressure on an education system that was already fragile. Estimates indicate that nearly 60 per cent of primary school-age children and adolescents are not attending school, with girls disproportionally affected. Children and teachers also have a continuing need of psychosocial support to cope with the negative effects of the conflict. Despite a decrease in the number of security incidents targeting education structures since 2017, the risk of violent attacks, abduction, and kidnappings associated with education remains a constant threat. This is illustrated by the high-profile abduction of at least 110 girls from their school in Dapchi, Yobe State, in February 2018. A greater concern is the risk of child recruitment into armed groups (especially boys), use of children in suicide attacks and enslavement of children.

---

[1] Taken from the Education in Emergencies 3-year Strategic Plan
[2] Ibid
[3] To see the Education Sector's 2019 response dashboard, please see https://reliefweb.int/report/nigeria/north-east-nigeria-education-sector-humanitarian-response-plan-dashboard-december

Poverty remains one of the greatest barriers to educational access, with parents being unable to afford education fees and levies. The poor quality and lack of infrastructure such as classrooms, school furniture, and water, sanitation and hygiene facilities, are also critical barriers. The insufficient number of qualified teachers and lack of teaching and learning materials have also contributed to poor attendance and retention of learners in schools and learning centres.

The 2020 Enhanced Humanitarian Needs Overview estimates that over one million children need access to basic quality education. Of this total, 33% of are internally displaced persons, 20% are returnees and 47% are from host communities. Another 1.2 million people are estimated to be in the inaccessible areas, with about 60% anticipated to be school-aged children.

The Education in Emergencies Working Group for Northeast Nigeria published an extensive report based on a Joint Education Needs Assessment[4] in December 2019. This report validates many of the interventions identified in the Humanitarian Response Plan for Northeast Nigeria. Due to the higher prevalence of people in need in Borno state, the eleven local government areas with the highest number of people in need were selected, whilst four local government areas were taken from each of Yobe and Adamawa. Local government areas which were not accessible were excluded from the selection.

A summary of key findings and needs (arising from the available secondary evidence) is provided in the original EiE Strategic Plan. A summary of key findings, especially as they relate to gender, MHPSS, and disability issues, is as follows:

- The primary barrier to school attendance for many children is poverty, as children are expected to contribute to household livelihoods. In many areas, disrupted livelihoods due to conflict have imposed further financial limitations on children's ability to attend school due to inability to pay fees.
- Children living with disabilities, children living in households facing poverty, children from displaced families, and girls are the groups facing the greatest additional barriers to accessing education.
- The situation has similarly exacerbated rates of early marriage for girls, with many married girls not continuing their education. Girls in the north of the country face greater barriers to access including economic conditions and socio-cultural norms. The majority of girls in the north of the country do not attend primary school, with only 47 per cent of girls in Northeast and Northwest Nigeria enrolled.
- School dropout occurs at higher rates with older learners (especially girls) in Northeast Nigeria, with the rate rising as ages rise (again much more quickly for girls than for boys). The overall drop-out rate for children at age 12 is 1.2% compared with 2.5% at age 14, 6.5% at age 16, and 14.1% at age 18.
- Schools are often not well equipped to support children with disabilities. Only 54% of observed schools had a toilet accessible to children with physical disabilities. Schools do not have instruments for testing sight nor hearing and, generally, schools across Nigeria do not have classrooms which can accommodate wheelchairs.
- Adolescent girls in particular find schools not adapted to their needs. Menstrual materials are not available for girls in schools. Menstruating girls sometimes miss or skip classes due to the challenges they face while menstruating in school. Girls also miss classes due to pain, vomiting, headaches and high fever associated with menstruation. Overall, there concerns over the state of water, sanitation and hygiene facilities within schools, highlighting a possible protection concern especially for girls, who often walk home to use facilities.
- Only 22% of schools report that all their teachers have access to psychosocial support services. While 36% do report that 'some' teachers have access to psychosocial support services, 43% report that psychosocial support services are not available to any of the teachers at their school. 25% of schools report that all teachers and 46% that some teachers have received psychosocial support training in the past year. However, the duration, quality, and impact of this training remains unclear. Similarly, it is unclear the degree and frequency with which relevant skills are used by teachers in the classroom.

---

[4] To read the full Nigeria Joint Education Needs Assessment please go to
https://www.humanitarianresponse.info/en/operations/nigeria/document/nigeria-joint-education-need-assessment-jena-report-30-november-2019

1.3 Aligned Strategies and Plans

The development of the EiE Strategic Plan for Northeast Nigeria pre-dates the development of this MYRP. Consequently, nearly all the strategies, activities and components which are included in this MYRP have been drawn directly from this pre-existing plan. However, there are a number of other strategic documents which the EiE Strategic Plan, and by consequence this MYRP, have taken into account as follows:

Relevant Plans and Strategies	How the MYRP aligns
2020 Humanitarian Response Plan for NE Nigeria	Targeting and design of activities in this MYRP have been based heavily on the Humanitarian Response Plan. Similarly, annual Humanitarian Response Plan data collection processes are expected to inform monitoring and evaluation activities, as described within the MYRP results framework.
Education for Change: Ministerial Strategic Plan (2018-2022)	All the strategies described in the MYRP align with those in the Ministerial Strategic Plan, particularly the focus on addressing education in emergency needs. This includes strategies covering the reconstruction and rehabilitation of facilities, through to expanding educational access and strengthening incentive systems for teachers. A special focus on supporting relevant national capacity building initiatives are prioritized within the MYRP.
Presidential Initiative for the North East: Long-Term Economic Reconstruction and Redevelopment Plan	MYRP strategies align with the education related components described in this reconstruction and redevelopment plan. This includes those related to construction/rehabilitation, access and systems strengthening.
Nigeria Education Sector COVID19 Response Strategy in North East	A variety of training, awareness raising and distribution activities, seeking to combat and recover from COVID-19 within the education sector, are outlined in this strategy. Implementing partners have plans to, in some cases, combine relevant activities or procurement/distribution initiatives to promote the efficiency and impact of interventions. In other cases, explicit COVID-19-focussed activities have been included within this MYRP.

The MYRP's Added-Value

The MYRP offers a holistic response, working closely with other sectors, responding to immediate and longer-term education needs. The MYRP identifies and responds to gaps within and between the humanitarian response and development approach. This includes responding to areas and issues that are, as yet, not addressed and on which current actors need additional support. This means working to meet the needs of internally displaced persons and host community children in Northeast Nigeria. It also means the MYRP will work to address priorities that are not sufficiently covered by existing humanitarian and development actors including the needs of children living with disabilities and adolescents.

To do so, the MYRP will support the Ministry of Education and state education authorities in various objectives, particularly on increasing access to learning for the most vulnerable. Considering the resource requirements to achieve educational access goals, the national education sector will require support in expanding infrastructure, material distribution and the capacity/size of the teaching cohort. The education system will also need to be strengthened to become ever more inclusive as it accounts for the individualised needs of targeted learners. The MYRP provides both the hard inputs necessary to respond to immediate and medium-term access needs, as well as the technical guidance and support necessary to build the capacity of the education system more broadly. This approach is intended to promote sustainability of outcomes resulting from ECW-funded inputs as well as those to be funded by resources mobilized from other partners.

One of the key contributions of the MYRP is bridging the gap between humanitarian and development efforts. This means establishing clear planning and specific actions to integrate internally displaced persons and host community children into the formal education system. This will support the strategies and plans of the National Ministry of Education, state Ministries of Education and Local Government Areas. By having gender and disability as cross-

cutting themes, the MYRP includes the specific and neglected needs of marginalized groups in the multi-year planning and response from the outset. Having multi-year planning and targeted resource mobilization activities that includes diversification of funding also ensures improved predictability and improved capacity to respond. This is critical for Northeast Nigeria, where the needs are high and are expected to increase post the COVID-19 period.

The MYRP process has provided valuable experience on joint planning for Northeast Nigeria by bringing together different sectors, coordination platforms, national and international NGOs, UN agencies and the government. This collaborative approach will be further strengthened through the Steering Group (outlined in Section 5.1 below).

Finally, the MYRP, and ECW-funded components, focus substantially on addressing the myriad of capacity and resource gaps faced by national and state educational authorities. It is intended that, over time, the whole of the humanitarian response and inter-connected development-oriented actions and systems improvements, will be wholly led and overseen by national educational authorities.

1.4 Addressing Humanitarian-Development Coherence

Given that education in emergencies is intended to be temporary, the MYRP provides a transitional roadmap to recovery and transition. It hands increasing amounts of responsibility over to relevant ministries, departments and agencies, as well as moving away from emergency-driven responses toward more sustainable modes of delivery. This transition programme aims to achieve the ultimate de-activation of the Education in Emergencies Working Group, should emergency conditions on-the-ground abate. Envisioning the deactivation of this group does not imply a loss of emphasis on the importance of education in emergencies and associated preparedness interventions. Rather, it should pave a way for a more mainstreamed and institutionalized approach to education in emergencies activities, led by the national government. The MYRP proposes that the existence of the Education in Emergencies Working Group as a response coordination mechanism is reviewed along with the situation on the ground. Any formal deactivation of the group will be undertaken as per the Inter-Agency Standing Committee guidance.

It may well be the case that the de-activation of the Education in Emergencies Working Group falls beyond the three-year life of this MYRP. It is estimated that the liberation of key local government areas (home to an estimated 1.5 million additional people in need), which today remain in the control of armed non-state actors, will take several years to achieve. The working group will therefore likely be required for many years to come.

A summary of key actions that will promote recovery and transition is as follows:

- **Strengthening government capacity, handing over responsibility:** Substantial portions of the MYRP focus on strengthening capacity of national ministries, departments and agencies to both oversee and coordinate the education in emergencies response, as well as strengthen their capacity to directly implement both emergency and recovery activities.

- **Strengthening education at the school level:** Many activities focus on improving the capacity of formal schoolteachers and leaders to deliver quality education, as well as contend with a variety of protection, MHPSS, and disaster risk reduction issues. Additional investments are being made into repair and reconstruction of damaged or inadequate school facilities. These activities are intended to ensure schools have sufficient and inclusive capacity to deal with influxes of internally displaced persons and returnees.

- **Mainstreaming learners into formal education:** All activities are driven toward promoting the eventual re-integration of crisis-affected children into formal schools, or to sustainable alternative learning activities.

- **Handover of caseload to development partners:** The activities in this MYRP are intended to coordinate the immediate response to emergency needs. Generally speaking, funding is provided at a specific school, or for a specific beneficiary, for only one year, at which point government or development aid partners are expected to undertake more sustained delivery. This is intended to promote minimized dependence on emergency aid, and improved transition to recovery-driven programming.

1.5 Funding Context and Gaps for Education in Emergencies

A variety of funding mechanisms are anticipated to support this MYRP, in addition to the ECW seed funding. An overview of these is as follows:

- **Global Partnership for Education (GPE) Accelerated Funding:** Approximately US$10m per annum for two years has been requested from the GPE to fund elements of this MYRP. Those GPE-funded elements have been identified within the results framework. These funds have now been confirmed.

- **Common Relief Fund:** Pooled funds, from the Common Relief Fund, have been promised for education in emergency interventions in Northeast Nigeria. US$3.4m for 2021 has been confirmed. Availability of funds in future years remains uncertain, particularly in light of further anticipated COVID-19-related impacts on donor funding, and the potential explosion of health-related needs arising from the pandemic in Nigeria.

- **Various funds traced through the Financial Tracking Service:** The UN Financial Tracking Service tracks funds distributed through the Education in Emergencies Cluster in NE Nigeria. This has included those from the Foreign and Commonwealth Development Office of the UK Government, the governments of Germany and Norway and the Common Relief Fund. In theory, all funds which contribute toward the implementation of the EiE Strategic Plan in Northeast Nigeria should be tracked through the Financial Tracking Service. However, discussions with stakeholders in the field, as well as analysis of the funding environment for education in emergency, indicates that not all funding allocated to Northeast Nigeria by international donors is regularly tracked. Approximately US$15m was tracked in 2019. In 2020, that amount has declined substantially, and availability of relevant funds in future years remains far from certain.

- **Additional unregistered Funds:** It is difficult to establish with complete certainty the amount of education in emergency funding which is not being tracked through the Financial Tracking Service. A conservative estimate is US$6m in 2019 and 2020. It is likely the actual amounts have been much higher than US$6m per year in the recent past (on the basis of discussions with key donor representatives). However, COVID-related challenges pose questions to the availability of these funds as well. It is important to include these amounts, as the participating/funded organisations are still working in collaboration with the Education in Emergencies Working Group in Northeast Nigeria and are substantial contributors to the implementation of the EiE Strategic Plan for the Northeast.

- **Education in Emergencies funding situation summary:** The Cluster and Working Group have some indications of potentially available funding, and they continue to work closely with various donors and partner agencies to gain more insight into the future funding situation. As it stands, however, donor commitments remain far from secure, and ECW's support, if provided, will serve to fund core, systems-level investments, as well as provide the resources required for the Education in Emergencies Working Group in Northeast Nigeria to further strengthen its financing situation, in alignment with the EiE Strategic Plan. Predictable multi-year financing such as that from ECE will provide much needed stability and continuity to operations and planning for the education response. It is hoped that similar financing can be mobilised from other sources to fill the gaps outlined in the table below.

Taken together, the available funding still leaves a substantial shortfall with regard to complete funding of the MYRP:

	2021	*2022*	*2023*
ECW Seed Funding	6.7m USD	6.7m USD	6.7m USD
Other Confirmed Funds	13.4m USD	10.0m USD	
Total Fund Availability	20.1m USD	16.7m USD	6.7m USD
Total MYRP Budget	39.0m USD	40.m USD	39.7.m USD
FUNDING GAP	**18.9m USD**	**23.3m USD**	**33.0m USD**

1.6 Stakeholder Consultation Process

Consultation with national and international stakeholders is core to the strength of any strategic documents which endeavour to coordinate inputs across a myriad of actors. As such, multiple rounds of consultation were undertaken during the development of the three-year EiE Strategic Plan, whose development predates this MYRP by some six months. The EiE Strategic Plan was developed to align with the ECW's priorities and requirement, as the team planned to use the document as the basis for the future MYRP. The activities within the MYRP all comprise components (in some cases with modifications or clarifications to satisfy ECW requirements) of that EiE Strategic Plan and thus the description below refers to the process of developing that plan.

Inputs and guidance on the EiE Strategic Plan, and its component activities and indicators, were solicited in two key ways: first, through in-person engagement, and structured solicitation of inputs in consultation workshops; and second, by offering attending stakeholders the opportunity to provide written feedback on documents electronically for one week following the workshops. A brief overview of the different rounds and locations of consultation is as follows:

- Global Education Cluster Training and Consultation Workshop (24-26 February)
- Strategic Advisory Group Consultation Workshop (09 March)
- Borno Education in Emergencies Working Group Consultation Workshop (12 March)
- Yobe Education in Emergencies Working Group Consultation Workshop (20 March)
- Adamawa Education in Emergencies Working Group Consultation Workshop (26 March)

As the MYRP supports and builds on the EiE Strategic Plan, it has therefore capitalised on this previous extensive consultation process.

The development process for the ECW MYRP application began in early September 2020. To further ensure the joint planning and participative approach advocated by ECW, the development of the MYRP was subject to additional rounds of consultation, with a committee formed by key members of the Northeast Nigeria Education in Emergencies Working Group. The programme document and associated budget and results framework were widely circulated on 14 and 22 October 2020 for inputs, with comments, requests, and feedback incorporated as appropriate. Once the SAG review was completed, and final comments and inputs were finalized, the proposal was submitted to ECW for a formal, external quality appraisal on the 15th of November. Requested revisions and clarifications were provided, with a final document submitted to ECW on 23 November 2020.

The MYRP has also been submitted for review and feedback by key expert (including gender, inclusion and localization specialists) at the Global Education Cluster level, as well as at within ECW. Key donor organizations, especially on those elements of the MYRP which they are anticipated to fund (e.g. GPE) have also been consulted.

As the MYRP is derived from Joint Education Needs Assessment and the EiE Strategic Plan, which themselves have been endorsed by government authorities, the MYRP has been endorsed by the Ministries of Education of the State of Yobe, Adamawa and Borno via the participation of Chairman from the State Universal basic Education Board. At the national education group meeting on November 3rd, 2020 members were briefed by the Cluster Coordinator about the MYRP, the process, the stakeholders and its coordination and alignment with the EiE strategic plan. A presentation of the MYRP will take place during the Education Development Partners Group on 2nd December 2020. It is also with nothing that the Foreign and Commonwealth Development Office of the UK Government representation the donor group on the panel to select the ECW grantees

2. Programme Description

2.1 Theory of Change

Impact: Increased access to quality and inclusive basic education, mental health and psychosocial support and vocational opportunities for crisis-affected girls and boys in safe learning environments in North East Nigeria

Outcome 1: Increased access to quality, inclusive, holistic education for crisis-affected girls and boys	**Outcome 2:** Increased continuity of education for crisis-affected girls and boys (including adolescents) is through improved transitions to formal education from alternative provision	**Outcome 3:** Existing learning environments are child-friendly, gender-responsive, equitable, disability-friendly, and inclusive	**Outcome 4:** Improved quality of learning for crisis-affected girls and boys, including adolescents	**Outcome 5:** Safe and protective learning environments for emergency-affected girls and boys are established	**Outcome 6:** Improved coordination mechanisms to respond to education in emergencies	**Outcome 7:** Improved rates of enrolment and learning outcomes for girls, including adolescent girls	**Outcome 8:** Sufficient resources are available to implement all MYRP strategies and enable the handover of the beneficiary caseload to development and government partners
1.1 Increased access to alternative learning for children affected by conflict	**2.1** Improved capacity of national stakeholders to facilitate and manage transitions from non-formal to formal education	**3.1** Supported facilities are inclusive, child-friendly, disability, friendly, and gender-sensitive	**4.1** Children and teachers in supported classes have adequate teaching and learning materials	**5.1** Gender-sensitive, and disability-accessible WASH facilities are provided in supported formal and alternative education institutions	**6.1** National, state-level, and local government area education authorities' emergency units' capacity to coordinate education response at Hotspot level improved	**7.1** Policy and systems barriers to girls' education are identified and addressed	**8.1** Resource mobilisation actions implemented
1.2 Increased, sustainable access to formal education for children affected by conflict		**3.2** Key teaching, education management, and partner staff have improved capacities to deliver child friendly, equitable, and inclusive education programming	**4.2** Teachers have sufficient knowledge and skills to deliver quality education, as measured by pupil learning outcomes	**5.2** Hygiene promotion education and materials are provided in supported formal and alternative education institutions	**6.2** Education in emergencies coordination mechanisms strengthened	**7.2** Access and financial barriers to girls' education are addressed	
		3.3 Proportion of female teachers in alternative and formal education is increased	**4.3** National, state, and local government area educational authorities have sufficient knowledge, capacity, and resources to promote, administer, and manage quality education	**5.3** Effective, evidence-based protection, gender, and MHPSS programming is provided in supported formal and alternative education institutions	**6.3** MoE Emergency Unit's capacity to inform and coordinate EiE increased at National level	**7.3** Quality and gender sensitivity of supported education programming is improved	
				5.4 Effective disaster risk reduction and disaster risk management programmes are implemented in supported alternative and formal education institutions			
				5.5 Children are better able to access essential child protection and MHPSS services			

2.2 Programmatic Outcomes

The strategies below present the overall MYRP approach. It should be noted that ECW funds are not going to be applied to each and every activity within the MYRP. ECW's focus will be on the funding of 'force-multiplier' activities, i.e., funds will be used primarily to fund investments in systems, resources, and capacity development. Consequently, ECW's proportion of spend per outcome differs to some extent from the overall MYRP, with a heavier weighting to those activities and outcomes aligned with system and capacity building priorities. The resource mobilisation plan, to which ECW funds are anticipated to make the primary contribution, will focus on securing additional funds for implementing those activities identified as offering relatively less opportunities for broad and region-wide impact.

2.2.1 Access	*ECW Thematic Priorities: Access & Gender Equality*

OUTCOME 1: Increased access to quality, inclusive, holistic education for crisis-affected girls and boys (including adolescents)

This outcome aims to enrol children who are not currently enrolled in school through a variety of approaches, such as:

- Constructing and renovating classrooms and learning spaces, as well as provision of furniture and teaching and learning materials for alternative and formal education settings. This includes creating disability-friendly and inclusive infrastructures. This approach responds to the very substantial challenges facing access to education posed by the limited available infrastructure.

- Supporting educator stipends in selected alternative education facilities, with a focus on supporting high proportions of female instructors. Consideration of children and teachers with disabilities, and their specific needs, will comprise a substantial focus of this work. Challenges in teacher pay and incentivisation (arising from constraints for example in the systems of government disbursal and limited government funding) are the key drivers in the design of these interventions.

- Supporting vocational education and training for adolescents, with a focus on ensuring additional support and inclusion of girls. Consideration of children and teachers with disabilities, and their specific needs, will comprise a substantial focus of this work. Lack of opportunities for young people, especially girls and young people with disabilities, as well as limited pathways to alternative education and livelihoods available in many target areas underpin the prioritisation of these activities.

- Supporting the scale-up of innovative, localised approaches to early childhood education in target areas.

- Developing accountability and incentivisation mechanisms, as well as addressing teacher motivation issues, in collaboration with relevant government authorities, to promote improved formal schoolteacher attendance and performance. This set of activities aims to resolve challenges identified in government accountability, as well as teacher workforce motivation, identified throughout the preliminary needs assessments.

- Undertaking a variety of awareness raising, advocacy, and back-to-school campaigns in targeted communities, seeking to improve rates of enrolment and attendance for all children, with a special focus on girls, adolescents, and children living with disabilities.

2.2.2. Continuity	*ECW Thematic Priorities: Continuity & Gender Equality*

OUTCOME 2: Increased continuity of education for crisis -affected girls and boys (including adolescents) is through improved transitions to formal education from alternative provision

This outcome builds upon the initiatives in first outcome above to increase the infrastructural capacity of the formal school system to absorb higher numbers of conflict-affected children. This outcome, however, focusses primarily on strengthening planning and capacities at the government level (national, state, and local government areas).

This will ensure that appropriate plans, systems and resources are put in place to improve and sustain conflict-affected children's enrolment in formal education well into the future.

An overview of the proposed approaches includes:

- Strengthening capacity in planning and strategic development initiatives in each state with national, state, and local government area education authorities, as well as relevant national NGOs. The aim is to facilitate transitions for children from temporary and alternative learning programmes to formal education. This will include beginning the creation of a system to recognise prior learning for children in alternative education programmes.

- Consultation workshops with governmental and non-governmental stakeholders on non-formal and formal education on the development of a joint comprehensive plan for the mainstreaming of learners. Recognition of prior learning will comprise a substantial focus of this work.

- Capacity building exercises for national, state, and local government area education authorities, as well as relevant national NGOs, on effective management and oversight of transitions from non-formal to formal education.

- Developing activities (building on coordination and planning activities described in Outcome 6 – section 2.2.5 below) to promote continuity of education for crisis-affected boys and girls, children and adolescents, in response to the COVID-19 crisis.

A special focus on the needs of children, adolescents, boys, girls, and children with disabilities will be applied across all these interventions.

2.2.3 Gender Equality and Inclusion	*ECW Thematic Priorities: Access & Gender Equality*

OUTCOME 3: Existing learning environments are child-friendly, gender-responsive, equitable, disability-friendly and inclusive

This outcome focusses on improving the inclusivity, equitability and protectiveness of supported learning environments. As can be seen in the needs analysis sections, gender, disability, and inclusion issues affect every level of the education system, including national, state, and local governments, as well at the classroom level. Interventions proposed under this outcome respond to those capacity, human resource, and system needs. They aim to employ a holistic approach to improving key elements of practice, administration, management and systems.

All interventions have been designed to meet the unique needs of girls, boys, adolescent girls and adolescent boys. All data collected will be gender disaggregated, with substantial efforts also undertaken to collect age-related data where possible. Disability data will also be incorporated in the course of the MYRP.

An overview of the proposed approaches includes:

- Creating and implementing teacher training modules and materials, focussing on inclusion, disability, gender, equity, age-appropriateness and other relevant issues. Local authorities and educational leaders will be trained on the same set of issues.

- Supporting the creation of effective monitoring systems (to be deployed by implementing partners and local authorities), with a focus on ensuring the establishment and operation of disability, gender, and child-friendly learning environments.

- Creating a teacher mentorship and peer support programme, focussing on teachers' own MHPSS and wellbeing needs, as well as peer support toward creating more disability, gender, and child-friendly learning environments.

- Creating a teacher recruitment and retention strategy, as well as deploying a national recruitment campaign, in collaboration with local authorities, focussing on attracting and retaining strong teachers to formal schools, with a special focus on improving the representation of women and teachers with disabilities.

- Education facilities and learning environments will be physically and emotionally safe, and gender sensitive. Safety for girls will be aligned with the Safe Schools Declaration. Additional activities have been planned to foster positive discipline practices, as well as to undertake campaigns to address bullying and other harmful practices in schools and communities.

- Activities are planned to reduce discriminatory education policies and practices, such as barring pregnant and menstruating girls from school. Additional activities are planned to address barriers to highly marginalized children, including children living with disabilities, those forced into marriage, sex work and other marginalised groups. Comprehensive gender-informed codes of conduct will be developed for learning centre/school staff, including volunteers.

- Interventions will ensure that schools are inclusive at every level. This includes ongoing training on inclusive education practices for principals, teachers, staff, and children, as well as school-based management committees, school supervisors/inspectors, and relevant education officials.

- Water, sanitation and hygiene facilities to be constructed will be safe and segregated between boys and girls. Menstrual hygiene education, facilities, and products will be provided in a safe, clean, clearly communicated, free and easily accessible manner.

- Training and interventions with boys and young men will be undertaken to shift harmful norms and stereotypes regarding girls and reduce behaviours and attitudes which may result in recruitment to armed groups. Training will be undertaken through direct class delivery and will be incorporated into regular education programming by teachers.

- Activities will be undertaken to ensure that gender-based violence is addressed throughout the entire education system. This will include support to education leaders, the provision of MHPSS to address gender-based violence and the creation of systems and training to address this issue.

2.2.4 Quality	ECW Thematic Priorities: Quality & Gender Equality

OUTCOME 4: Improved quality of learning for crisis-affected girls and boys, including adolescents

Outcome 4 focusses on improving the quality of learning in education programming. In addition to access and continuity issues, the quality of education (across almost every metric, including quality of instruction, teaching and learning materials, availability of quality teaching staff, and many other areas) remains a key challenge. As access expands, in response to ECW and other interventions, key steps will need to be taken to raise current standards of provision in existing education providers. New schools and learning programmes will need to be delivered with the quality required to achieve strong learning for all children, boys, girls, and adolescents. Furthermore, the lack of MHPSS support and provision is highlighted as a key concern, impeding quality education leading to strong learning outcomes. Consequently, MHPSS issues are also addressed under this outcome. A variety of strategies and activities are planned, including:

- Providing much needed teaching and learning materials, including textbooks, school kits, teaching guides and manuals, and other relevant materials. Considerations of disability, language, vulnerability, gender, and inclusion will underpin relevant work in this area.

- Creating and strengthening approaches to teacher training and considerations of accessibility. Language, ethnicity, gender, age-appropriateness and disability status will all comprise a core focus of this work. This will include continuing professional development, with a focus on effective pedagogy, followed by delivery of training.

- Creating training materials and approaches, as well as strengthening systems for effective school monitoring and academic support for local education authorities. Delivery of training to key local education authorities will follow the development of relevant materials.

- Creating a national-level monitoring and assessment toolkit, focussing on the rigorous use of literacy, numeracy and MHPSS tools. Tools will be deployed in a representative survey across Northeast Nigeria,

allowing for results to be transformed into needs and MYRP programme performance indicators across key learning and MHPSS interventions.

- Creating a harmonised assessment system (in consultation with national, state and local government area educational authorities), and reporting mechanism for supported programmes. The system will cover pupil learning outcomes, as well as teacher performance, across all supported education programmes.

2.2.5 Protection	*ECW Thematic Priorities: Protection & Gender Equality*

OUTCOME 5: Safe and protective learning environments for crisis-affected girls and boys are established

Outcome 5 focusses on meeting the protection, MHPSS and water, sanitation and hygiene needs of children and adults in supported education programmes. These activities were designed in response to the challenges identified during needs assessments. Key examples and themes include:

- the need for strengthened response and tracking mechanisms to deal with armed attacks on schools;
- the substantial needs for improved referral pathways, and the creation of strong linkages for education providers with key protection systems;
- the need for substantial training on protection, MHPSS, and other key issues identified at every level of the education system; and
- the very serious issues with available water, sanitation and hygiene facilities infrastructure, materials, and programmes.

The MYRP undertakes to resolve these challenges through the implementation of the following key activities and approaches:

- Strengthening the quality of water, sanitation and hygiene facilities in supported schools, with a special focus on meeting the needs of girls and children with disabilities.

- Undertaking hygiene promotion education, and distribution of key hygiene and non-food items to supported schools, with an additional special focus on meeting the unique needs of adolescent girls.

- Undertaking key, consolidated, advocacy and awareness campaigns at the community level, focussing on MHPSS, protection, safeguarding and other needs of children in schools and at home.

- Creating a harmonised, and localised, structured MHPSS and life skills curriculum, including relevant training resources, for deployment throughout supported education programming, and for deployment at the national level in collaboration with the national government.

- Creating of referral pathways and reporting systems, and training of teachers, children, and local authorities on these.

- Supporting school management committees through training and capacity building, with a special focus on improving quality of education, as well as addressing key protection, MHPSS and safeguarding issues identified as being especially high needs in their communities.

- Undertaking MHPSS, disability and gender in education in emergencies rapid needs assessments, in support of relevant curricular and programmatic design initiatives. The gender component will be informed by CARE's rapid gender analysis toolkit. The rapid assessment will also identify systems and policies which result in barriers to education for girls, children with disabilities, and marginalised children, seeking to identify specific areas of intervention in Outcome 7.

- Activities/classes for parental/guardian engagement and outreach, which will focus: on positive discipline classes; MHPSS support and skills development for children and themselves; girls and gender-based violence issues; boys' issues; adolescents' issues; referral pathways (for health, protection, psychosocial support, and other matters); and other relevant issues identified during the MHPSS rapid needs assessment.

2.2.6 Strengthening Systems	*ECW Thematic Priorities: Quality, Access & Protection*

OUTCOME 6: Improved coordination mechanisms to respond to education in emergencies

The whole of Outcome 6, and its related outputs, focusses on strengthening the capacities of national and state authorities. This will enable them to better manage and lead education in emergencies responses and transitions to more formal education and to lead the development of a more inclusive, gender-sensitive and disability-friendly system of education beyond the immediate horizon.

These activities were prioritised because of the challenges facing the national, state, and local government area education authorities, as well as national NGOs. As it stands, they lack sufficient knowledge, skills, systems, human resources and other key resources required to effectively manage education in emergencies responses. The actions proposed under this outcome will strengthen the sustainability of the systems and mechanisms to be created during the implementation of the MYRP. The reform of curricula and training materials/approaches, support to field and inspection visits, improved accountability and monitoring systems, and explicit strategies and efforts to drive national handover and responsibility, all comprise substantial focusses of this MYRP.

2.2.7 Girls' Education	*ECW Thematic Priorities: Gender Equality & Protection*

OUTCOME 7: Improved rates of enrolment and learning outcomes for girls, including adolescent girls

Further to the needs and approaches described in EiE Strategic Plan the whole of Outcome 7 is dedicated specifically on girls' education. It should be noted that the MYRP's approach to gender is 'integrated'. All outcomes incorporate a substantial gender focus and implement ECW's gender-focussed guidance, with the intent of ensuring that gender is 'mainstreamed' into programming, and not considered a distinct element or focus. Consequently, the Outcome 7 seeks to strengthen this integrated approach, ensuring sufficient capacity and resources are available to achieve gender-responsive impacts and outcomes across MYRP programming. A selected overview of relevant activities in this outcome includes:

- Policy dialogues and reform workshops with national, state, and local government area officials, seeking to address discriminatory policy, legal, and systemic barriers to girls and children living with disabilities attendance and achievement in education. A focus on the distinct needs of children, adolescents, and young women will inform all relevant activity.

- Support to girls for primary and secondary school costs, seeking to address the financial barriers to education faced by girls.

- Community leaders and parents/caregivers will be engaged through a variety of activities in order to shift views on education for girls, especially adolescent girls. Relevant activities will include positive parenting education sessions, school-based management committee training, and community advocacy and outreach.

- Innovative efforts will be made to reach out of school children, especially adolescent girls. Flexible, alternative learning programmes specifically for highly marginalized girls. This includes: girls living in state care; young mothers; girls at risk of being forced to marry; girls who have come in contact with the law; girls who have missed significant portions of schooling; and any other key marginalised groups of girls or young women identified. All non-formal education will undertake to facilitate transitions into formal education, as well as provide relevant qualifications.

- An MYRP gender specialist will be recruited, with substantial responsibility for guiding and informing gender-responsive programming across the integrated approach described within this MYRP.

2.3[5] Prioritising the Most Disadvantaged

This MYRP will implement a holistic approach to achieving quality learning in Northeast Nigeria. This means that a variety of interventions have been planned which integrate and address the key issues and needs of the most vulnerable groups, in line with ECW strategies and priorities. In particular, the following groups have informed the development of the MYRP:

Displaced Children and Adolescents (Girls and Boys)

50% of all target beneficiaries are displaced children and adolescents. Efforts will be undertaken to promote educational access and quality for this target group, as well as create opportunities for displaced teachers (economic and professional/training). Additional efforts will be taken to address the MHPSS needs of displaced children and adolescents, teachers, and communities through training and structured MHPSS opportunities. An MHPSS rapid analysis is also being planned to create a strong evidence base, informing both understanding of needs, as well as the development of interventions to address them.

Conflict-affected Children and Adolescents (Girls and Boys)

The other 50% of targeted beneficiaries comprise conflict-affected children and adolescents – those in host communities or those who have returned from being displaced. These children and adolescents have substantial needs arising from the long-term conflict, with relevant issues including educational access and quality, as well as MHPSS needs.

Conflict-Affected Adults and Communities

Adults (displaced and in host communities) similarly face a variety of challenges arising from having been affected by conflict. If they are to be able to support their own children, they must first have their own relevant needs addressed. Consequently, activities will be undertaken to work closely with parents, teachers, community leaders, and local government representatives to meet their own needs and provide them with the skills and knowledge they need to help targeted children and adolescents.

Girls and Adolescents

As girls are disproportionately affected, 60% of ECW-funded beneficiaries will be girls. This will help to address the various inequalities and specific challenges they face. Furthermore, 30% of the beneficiaries are anticipated to be adolescents and secondary-level students, again recognising the specific and critical challenges they face.

Young Children

Approximately 10% of all beneficiaries targeted comprise young children between the ages of four to six. Efforts will be undertaken to support them through MHPSS programming provision, as well as increasing access to innovative early-learning opportunities and the provision of early learning kits.

Children and Adolescents with Disabilities

Documenting and understanding the needs of children and adolescents with disabilities within the Northeast Nigeria context, will be achieved through a rapid needs analysis outlined above. A variety of disability-focussed interventions will be undertaken, with key actions focussing on:

- Creating monitoring systems which allow for better understanding the needs, constraints and opportunities of accessing quality education for children and adolescents with disabilities.

---

[5] In standard MYRP documents Section 2.3 covers gender equity and inclusion. However, as this is included as a specific outcome in Section 2.2 already, it has not been repeated in the structure of this MYRP

- Effective tracking and reporting against these new metrics, with disaggregated data on children and adolescents with disabilities.

- Improving the ability of educational facilities to serve children with disabilities, seeking to address the substantial limitations in disability-friendly infrastructure identified within the needs assessments.

- Integration of training for educators and educational leaders on effective approaches to addressing inclusion and the needs of children and adolescents with disabilities.

- Retrofitting of educational and water, sanitation and hygiene facilities in schools to be inclusive and accessible for children and adolescents with disabilities.

Further to the activities described above, 10% of the beneficiaries comprise children and adolescents with disabilities.

3. Leveraging Resources to Scale-up MYRP Results

3.1 Resource Mobilization and Advocacy

The MYRP will be implemented in the states of Borno, Adamawa and Yobe. The overall MYRP is projected to cost US$118.8 million. Existing resources in the amount of US$23.4 million, plus ECW's seed fund of US$20.1 million leave a funding gap of approximately US$75.3 million. The resource mobilisation and advocacy component for the MYRP to fill this gap is divided into two separate focus areas:

1. First in mobilising resources, institutions, and individuals to fund shortfalls in MYRP funding; and
2. Second, in mobilising resources for longer-term education and delivery, seeking to address the longer-term needs of target populations, and reducing dependence on humanitarian support.

Toward the achievement of the first aim a set of targeted activities have been planned:

a) **Education in Emergencies Funding Analysis**
A participatory education in emergencies funding analysis will be undertaken. This will be done with relevant national and international partners to identify various donors (traditional and non-traditional), document their priorities, and map relevant stakeholders and networks which may support in securing funding from them. Additional work will be undertaken to identify relevant funding opportunities across different sectors and relevant development initiatives within Northeast Nigeria. Participating partners will also be asked to provide insights into relevant capacities and resources, as well as provide commitments to inputs and support toward securing additional funding.

b) **Development of a Detailed Resource Mobilisation and Advocacy Strategy**
Participatory development of a resource mobilisation and advocacy strategy will be undertaken after the funding analysis outlined above. This will lay out an approach to securing additional funding and mobilizing additional relevant resources both nationally and internationally. Attention will be paid to planning for the effective coordination and use of funds already being allocated to education in emergencies by national and international partners. This will seek to minimize duplication of effort and promote efficiency in implementation. Throughout this activity, development of national partner capacity to undertake advocacy and mobilise resources independently will comprise a primary focus. Creation of a clear action plan, targets, roles, responsibilities, and success criteria will result from this strategy development activity.

c) **Annual Collation and Reporting of Funding Information**
The Steering Committee will collate, on an annual basis, all MYRP funding secured, including all relevant information which may not be included within the UN Financial Tracking Service. This is intended to facilitate a clear understanding of ongoing goals in financing, promote efficiency and improved coordination in implementation, as well as promote action to resolve those gaps.

Toward the achievement of the second aim (mobilizing resources for ongoing, post- education in emergencies delivery and support), the following approaches have been planned:

a) **Extensive Coordination with, and Capacity Building for, National Partners**
Ensuring effective and sustainable capacity development and resource mobilisation for education in emergencies and handover to development partners, comprises a substantial and important focus of relevant activities.

b) **Transition to longer-term financing streams**
The ECW grantees will work with national partners (government, civil society organisations and national NGO) to create a handover plan, including the identification of funding sources, roles, responsibilities, and strategies to achieve desired ends in this area.

The specific resource-mobilization activities to be undertaken under the dedicated resource mobilization outcome (Outcome 8) are outlined within the results framework, as well as the budget.

3.2 ECW Seed Fund Scale Up Strategy

Contingency plans have been built into the MYRP, seeking to ensure that funds are used effectively and efficiently. These plans are based on prioritization of certain activities. Those activities given top priority will be the first to be funded. Once they have been sufficiently resourced, additional financing will be used to cover the next set of priorities.

Top Priority	Coordination and monitoring mechanisms
Top Priority	Government capacities and systems
Top Priority	Materials and resources harmonization and strengthening
Top Priority	Teacher and educator professional development, training, and capacity building
Top Priority	Teacher and educator incentives and recruitment
Top Priority	Critical water, sanitation and hygiene infrastructure repair and/or construction
Middle Priority	Back to school campaigns, awareness raising activities, and related activities
Middle Priority	Direct delivery of education services and programming for children
Middle Priority	Distribution of teaching and learning materials and other resources
Middle Priority	Non-critical water, sanitation and hygiene infrastructure repair and/or construction
Middle priority	Critical school infrastructure repair or construction
Middle Priority	Non-critical school infrastructure repair or construction

The MYRP development team has developed a detailed set of specific activities, as well as their quantities, unit costs and targeting. This covers the full MYRP as well as those activities to be funded by ECW. The priorities outlined above will inform the selection of specific activities as additional funding is mobilized.

ECW advocates for a holistic package of interventions to be implemented in targeted geographical areas. This can then be used to mobilise additional funding and extend the reach so that the MYRP is fully implemented. However, in NE Nigeria, partners have decided on a different approach to achieve the same aim. As outlined in Section 2, ECW funding will be used predominantly on 'force-multiplier' activities. Thus, funds will be used primarily to support the top priorities focussed on strengthening systems, mobilising resources and undertaking capacity development.

Please note that the above funding priorities are broad guidelines. The Education in Emergencies Working Group will bear them in mind while making informed decisions about what to do with available funding, but there may be cases where the priorities need to be shifted to achieve improved outcomes or impacts.

3.3 Communications and Visibility Plan

All workshops, events, and activities supported by ECW will have the ECW logo clearly visible to all relevant beneficiaries or participants. The use of logos will be undertaken in line with the ECW brand and design guidelines, as appropriate. The grantees will ensure that photos, evidence, case studies, and advocacy material, in addition to evaluation reports documenting programme results and achievements, will be collected and distributed in collaboration with the ECW team. The Steering Committee will seek to raise the profile of ECW as well as promote best practices, evidence and achievements during implementation.

Further to raising the profile of ECW, the Steering Committee will use the results, evidence and knowledge generated in the course of the programme to raise awareness relating to the needs of children within the targeted contexts. This will seek to increase public and donor willingness to invest in education in emergencies. Similar work will be undertaken with national authorities.

4. Monitoring, Evaluation and Learning

4.1 Monitoring and Evaluation Plan

The Monitoring and Evaluation (M&E) plan for the MYRP draws upon existing data sources and M&E systems as far as is possible, rather than create new and/or parallel systems. This is intended to strengthen the speed and quality of reporting, as well as support national capacities for data collection and reporting on education in emergencies activities. The specific systems or processes, responsibilities, and frequency of collection, which will inform reporting against the results framework indicators are outlined below:

Non-education specific data collected by other mechanisms
This information tends to be collected by bodies other than the Education in Emergencies Working Group, with collation of various resources then being undertaken by the working group.

- Multi-Sector Needs Assessment: REACH (https://www.reach-initiative.org/) undertakes an annual Multi-Sector Needs Assessment across Yobe, Borno, and Adamawa with most local government areas covered (with a representative sample of households). Many of the most-affected local government areas remain inaccessible due to conflict, and are not, consequently, covered by the Multi-Sector Needs Assessment. The Education in Emergencies Working Group sets four key indicators in each Multi-Sector Needs Assessment, which focus on enrolment of school-age children, and the primary challenges or obstacles to enrolment. The results of the Multi-Sector Needs Assessment inform targeting and planning at the Sector level and have also been used in the strategic plan to inform people in need calculations and targeting of activities. There are also several results framework indicators which will draw upon Multi-Sector Needs Assessment data for ECW reporting.

- Camp Coordination and Camp Management Multi-Sector Site Tracker: Each IDP camp has a designated Site Facilitator, whose responsibility includes the bi-weekly submission of multi-sector needs information relating to camp populations. Four education in emergency indicators are covered by their reports. These indicators cover availability of camp-based education services at the primary or secondary level, through both formal and informal mechanisms, as well as numbers of school-aged children within the camp. Several results framework indicators draw on the data submitted through this system. The results are regularly published on the Camp Coordination and Camp Management Sector website, and the raw data is regularly shared with the Education in Emergencies Working Group.

Education specific data collection mechanisms

- Partner Activities, Targets, Results: The NE Nigeria Education in Emergencies Working Group uses a bespoke Report Hub (called the 5W tool) to facilitate consolidated reporting on partner activities, programme budgets, targets, and progress against targets. This will be an important tool for reporting to ECW on performance against relevant targets and indicators. At the beginning of each project, partners are required to submit detailed information on budgets, targets, duration, activity types and quantities, and regional/school/camp targeting. All reporting is undertaken against standardized, well-defined indicators, facilitating the harmonization of reporting. Monthly reporting against these targets is then undertaken, with the system automatically reminding partners on reporting deadlines and responsibilities. The Education in Emergencies Working Group then analyses and reports on activities, progress, and gaps to key partners and donors. The monitoring indicators in the MYRP have been designed to align with ongoing 5W reporting, as far as is possible, the intent being promotion of efficiency in data collection and monitoring.

Annual Reporting for ECW MYRP
For those activities which are not covered by the 5W tool (generally for one-off activities, or outputs/outcomes which are difficult to monitor), the ECW Grantees will undertake an annual collation of data and reports within. Partners will then have the responsibility to report progress against key indicator targets which have been identified as their area of responsibility.

Reporting against ECW-MYRP-specific indicators will be led by an ECW focal point – a dedicated ECW-funded member of staff employed by one of the ECW grantees. The main responsibilities of this post will be to focus on

reporting and coordination on behalf of this programme. Existing capacity within the Education in Emergencies Working Group will contribute to this reporting.

There are also several indicators and activities detailed within the results framework which will be fulfilled through a combination of the following activities:

- Mid-point Formative Evaluation
- Final Programme Evaluation
- MHPSS and learning outcome assessments (see section 4.2 for details)
- Work to strengthen existing 5W and related data collection systems
- Periodic, evidence and M&E data driven reviews of programme performance
- Work to strengthen data availability on children and adolescent with disabilities

These activities and outputs have been explicitly costed in a comprehensive, line-item budget – a summary of which is shown in Annex B. It should be noted that the funding and implementation of these M&E activities is not being allocated completely to ECW. It has been distributed equitably across the various funding sources identified in the resource mobilisation section of the MYRP.

4.2 Learning Outcome Measurement

From its inception, the EiE Strategic Plan, had a strong focus on measuring learning, MHPSS and access outcomes. The MYRP has therefore embraced the same approach. Efforts have been taken to identify and incorporate effective approaches to measuring relevant outcomes which are summarised below:

Annual Status of Education Report (http://www.asercentre.org) **and Learning Outcomes**
ASER is a set of literacy and numeracy assessments targeted at children between 7-14 years old, developed for deployment in a survey format. They hey have been designed for digital deployment in challenging low-resource contexts. The survey can be collected at the school or household level. This design enables all children to be included – those who have never been to school or have dropped out, as well as those who are in government schools, private schools, religious schools or anywhere else. Several activities in the MYRP incorporate ASER assessments (building on previous work in Nigeria making use of ASER) to better understand the impact of education in emergency programming on learning outcomes among target groups, as well as literacy and numeracy needs among all children (both in-school and out of school) in the target areas. The planned activities include the creation of a contextualized and grade-benchmarked set of literacy and numeracy assessments, which will then be deployed annually in a representative national survey. The results of this survey are anticipated to provide strong insights into the learning outcomes of beneficiary children, linking activity to outcome measurement, rather than focusing on simple output metrics.

Connor-Davidson Resilience Scale (www.connordavidson-resiliencescale.com/about.php)
The Connor-Davidson Resilience Scale is grounded in developmental psychology and child psychiatry. It is a 10-question scale seeking to measure resilience and psychosocial health in children dealing with psychosocial distress. The scale has been validated across multiple cultural contexts and has demonstrated a high degree of internal consistency. Use of this tool among target populations has the potential to improve understanding of how MHPSS and protection programmes might be affecting the resilience and psychosocial health of children in target areas. It can also help partners understand needs in the areas of MHPSS and resilience for children. Planned activities include the creation of a contextualized and translated Connor-Davidson Resilience Scale questionnaire, which will then be deployed annually in a representative national survey. The results of this survey will provide strong insights into the MHPSS outcomes of beneficiary children.

The Multi-Sector Needs Assessment and Access Outcomes
A number of other outcomes, linking to rates of access (e.g., proportion of out-of-school children in a target area) are to be measured within the Multi-Sector Needs Assessment. As explained above, the Education in Emergencies Working Group can set four indicators within this assessment and will use these as an opportunity for understanding key measures of access within target areas.

5. Implementation Arrangements

5.1 Governance Structure of the MYRP

This section undertakes to provide an overview of the various governance structures and arrangements overseeing implementation of this MYRP:

- **Steering Committee:** In order to ensure coordination between humanitarian and development partners, the Steering Committee is an in-country high-level oversight entity for the multi-year programme composed of high-level representatives from the Federal Ministry of Education, National Education Group, the Education Sector and Education donors. The Federal Ministry of Education will chair the Steering Committee, as it is responsible for the Emergency Education Programme in Nigeria. With the support of technical partners, the Ministry ensures that the MYRP is in line with the Government's priorities, State Sector plans and the Nigeria Emergency Education Strategy of the Sector. The primary responsibility of the Steering Committee is the provision of overall strategic guidance with a view to promoting coherence and effectiveness within the MYRP. The Steering Committee also leads in-country policy, advocacy and resource mobilization. The Steering Committee will report to the ECW Secretariat periodically to ensure accountability of results and funds spent.

- **Technical Team:** To avoid duplication and ensure consistency, the Technical Team (for the NE states) will be an in-country review and advisory committee. It will consist of the Education Cluster Strategic Advisory Group with the addition of (at least) two donor representatives who have made a significant contribution to the Education sector in the NE states, including large on-budget programmes. The Technical Team will review applications/proposals to select implementing partners and make recommendations to the Grantees for endorsement. During the implementation phase, the Technical Team will help to ensure coherence of implementing partners' interventions in accordance with the Humanitarian Response Plan and liaise directly with the Grantees. The Technical Team will ensure the standardization of approaches in different education interventions for cost efficiency and effectiveness. This may include common assessment tools, capacity development efforts and teaching and learning materials, among others. The Technical team will also provide guidance on the development of project-specific M&E plans and reporting mechanisms in consultation with the Grantees. The Technical team will also serve as the Evaluation Reference Group for any MYRP-related evaluations.

- **Grantees:** The Grantees will sign contracts with ECW[6] in order to facilitate the transfer of funds. The Grantees are responsible for the administrative management of the programme, receiving ECW seed funds and disbursing these to implementing partners[7] in line with their own procurement and financial procedures. They are also responsible for submitting contractual periodic narrative and financial reports to ECW. Grantees are responsible for the day-to-day management and oversight of implementing partners to ensure that they adhere to what they set out in their project applications. Grantees are responsible for conducting due diligence assessments on applicants and ensuring that they are offering tailored capacity building to agencies where the due diligence highlights that they require support. UNICEF will recruit a MYRP focal point (see below) who will work in close collaboration with the Steering Committee, Technical Team and Education Cluster to ensure close coordination among Grantees.

- **Implementing Partners:** Implementing partners (international NGOs, national NGOs and civil society organisation) assume full programmatic and financial accountability for funds disbursed by the ECW Grantees. They will directly implement the activities as per their respective contracts and contribute to the achievement of common targets within the MYRP. Implementing partners will be selected during the inception phase once funds have been approved by ECW.

- **State technical agencies:** Technical services from the Ministry of Education at the State level will be the direct contact with beneficiaries. These agencies will implement activities that fall in their normal and daily workflow.

---

[6] Apart from UNICEF

[7] Grantees themselves can also be considered as implementing partners

By contracting with implementing partners, they will provide their expertise and technical expertise and will be supported to access hard to reach areas.

- **MYRP focal point:** There will be a single, designated MYRP focal point, funded by ECW. The MYRP focal point will be responsible for the overall programmatic coordination of the ECW component. In this regard, he/she will undertake the following tasks, amongst others: overall coordination of implementing partners; compilation of annual work plans and consolidation of programmatic reports; and monitoring of implementing partners and reporting back to the Steering Committee. This will also include activities related to advocacy, capacity and systems development, information management, monitoring and coordination, and accountability. As agreed by all the selected grantees, this position will be contracted by UNICEF.

During the Inception Phase, the grantees will further refine roles, responsibilities, and coordination systems and procedures, ensuring that all key means and approaches to grant management are clarified. This work will be undertaken in close collaboration with the ECW Secretariat.

5.2 Grantee Selection Process

An open and transparent grantee selection process underpinned the selection of the Grantees and the preparation of the MYRP. A process of open calls for expressions of interest and applications from interested agencies in Northeast Nigeria. Appraisal of those applications against a set of scoring criteria was undertaken by a committee including representatives of the Education in Emergencies Working Group, as well as national and state governments.

On 26th October 2020, the Nigerian MYRP Steering Committee announced a call for an expression of interest to serve as ECW Grantee. This highlighted the overall grant value, the deadline for application submission, information about the reasons for grant award and the related outcome level resilience-targeted results. The entire selection process, with emphasis on the selection criteria and any restrictions that there might be on application submission, was guided by seven qualifying key criteria.

The submission deadline closed on 29th October 2020 after which a total of 38 applications were received through the Education in Emergencies Working Group Nigeria email. These submissions were then compiled into in a template clearly reflecting each partner submission against the seven key criteria stated in the Grantee proposal request. Each of the seven criteria was weighted with the greatest weighting resting upon evidence and experience of financial management expertise.

On 30th October 2020, an extraordinary 10-member panel of education sector key stakeholders met virtually comprised of representatives from: Government at Federal (1) and State (3) levels; international and national NGOs; the Child Protection Sector; donors; OCHA and the Advisor to the Education in Emergencies Working Group of Nigeria. Their primary purpose was to undertake a comprehensive, transparent, fair and thorough review of all applications. The MYRP Grantee Selection panel identified eight applications that scored 50% and over.

This concluded in the selection of three organisations as follows.

1. UNICEF
2. NRC + Street Child Consortium
3. Save the Children

These partners are all responsible for specific components or activities described within the ECW seed-funded part of this MYRP. They have undertaken to deliver ECW-funded activities through localised implementation arrangements, working closely with national NGOs and national government entities, seeking to strengthen national capacities to address education in emergency needs.

A detailed Grantee Selection Report, documenting all steps, rationales, and relevant arrangements can be found at the following link.

5.3 Child Safeguarding

Save the Children, UNICEF, NRC and Street Child are committed to ensuring that children who come into contact with MYRP activities are safeguarded from harm. Each of their respective organisations has safeguarding policies, codes of conduct and procedures in place which underpin their zero-tolerance approach to the abuse and exploitation of children. These child safeguarding requirements apply to their staff, volunteers and associates. Child safeguarding measures are designed to prevent, detect and respond to child safeguarding concerns and include the use of safe recruitment practices, a code of conduct and disciplinary sanctions linked to employment contracts, and safeguarding training of staff and associates.

The Grantees will work with the MYRP Steering Committee to develop a safeguarding risk assessment and management plan, and to ensure coordinated action across the MYRP, including in relation to accessible reporting and referral mechanisms. Due diligence assessments of Implementing Partners will be undertaken by Grantees as part of the selection process and any child safeguarding risk management gaps will be addressed. Grantees will assume responsibility for building the capacity of Implementing Partners.
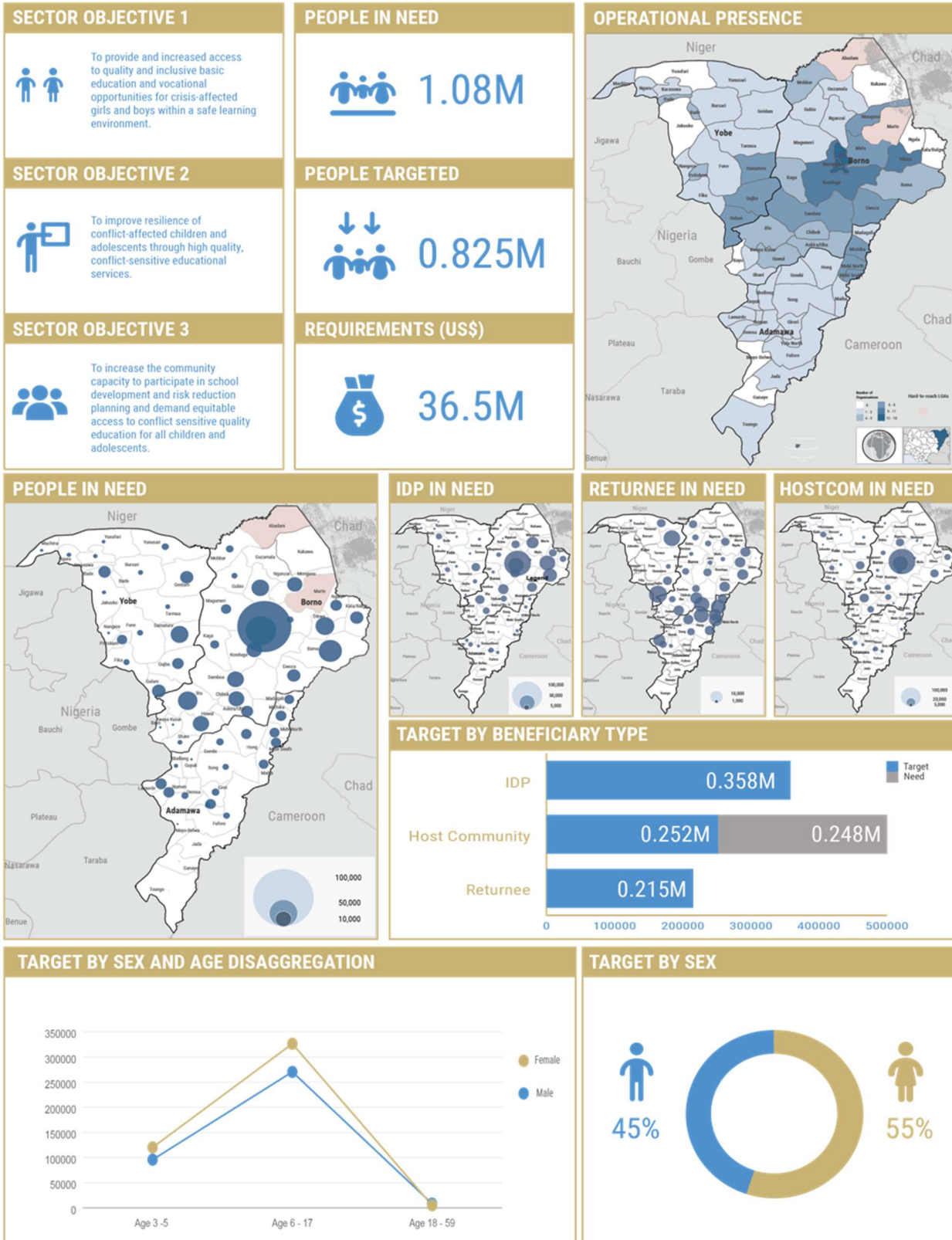
The Grantees are also committed to working with others across the education in emergencies and protracted crises sector to strengthen or develop child safeguarding measures to ensure that planned activities and programmes do not cause harm and are designed and implemented in the best interests of the child. This includes the use of specific child safeguarding measures when involving children and adolescents in advocacy, communications and research activities, and to safeguard children with disabilities from harm.

Protection from Sexual Exploitation and Abuse (PSEA) and sexual harassment

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

Applying the same approach that will be followed for child safeguarding, the Grantees will ensure that Implementing Partners have adopted and apply all necessary policies and procedures to protect children, youth and adults (including staff and associates) from sexual exploitation and abuse, and sexual harassment. This will include ensuring access to incident reporting mechanisms, affording protection to individuals under whistleblower policies, and referral of survivors to appropriate assistance services in line with the UN Victim Assistance Protocol, including MHPSS and health services. The Grantees will support Implementing Partners with investigative practice as needed. All Implementing Partners of UNICEF that are civil society organisations are required to undergo a PSEA assessment under UNICEF's 2020 PSEA assessment regime. Save the Children, NRC and Street Child also have a robust set of PSEA due diligence requirements that apply to their partners. All Grantees also stipulate safeguarding requirements for suppliers.

Annex A: Map

SECTOR OBJECTIVE 1
To provide and increased access to quality and inclusive basic education and vocational opportunities for crisis-affected girls and boys within a safe learning environment.

SECTOR OBJECTIVE 2
To improve resilience of conflict-affected children and adolescents through high quality, conflict-sensitive educational services.

SECTOR OBJECTIVE 3
To increase the community capacity to participate in school development and risk reduction planning and demand equitable access to conflict sensitive quality education for all children and adolescents.

PEOPLE IN NEED
1.08M

PEOPLE TARGETED
0.825M

REQUIREMENTS (US$)
36.5M

OPERATIONAL PRESENCE

PEOPLE IN NEED

IDP IN NEED

RETURNEE IN NEED

HOSTCOM IN NEED

TARGET BY BENEFICIARY TYPE

	Target	Need
IDP	0.358M	
Host Community	0.252M	0.248M
Returnee	0.215M	

TARGET BY SEX AND AGE DISAGGREGATION

Female
Male

Age 3 -5
Age 6 - 17
Age 18 - 59

TARGET BY SEX

45%
55%

Annex B: MYRP and Seed Funding Budgets[8]

	MYRP OVERALL BUDGET			
	2021	*2022*	*2023*	*TOTAL*
PROGRAMME COSTS				
Outcome 1 - Increased access to quality, inclusive, holistic education for crisis-affected girls and boys (including adolescents)	$ 12,474,976	$ 7,789,732	$ 9,704,908	$ **29,969,616**
Outcome 2 - Increased continuity of education for crisis -affected girls and boys (including adolescents) is through improved transitions to formal education from alternative provision	$ 1,128,000	$ 1,728,000	$ 728,000	$ **3,584,000**
Outcome 3 - Existing learning environments are child-friendly, gender-responsive, equitable, disability-friendly and inclusive	$ 819,372	$ 2,013,620	$ 1,990,774	$ **4,823,766**
Outcome 4 - Improved quality of learning for crisis-affected girls and boys, including adolescents	$ 6,399,680	$ 11,583,768	$ 10,292,764	$ **28,276,212**
Outcome 5 - Safe and protective learning environments for crisis-affected girls and boys are established	$ 8,615,961	$ 7,878,175	$ 8,542,908	$ **25,037,044**
Outcome 6 - Improved coordination mechanisms to respond to education in emergencies	$ 1,826,600	$ 1,011,600	$ 511,600	$ **3,349,800**
Outcome 7 - Improved rates of enrolment and learning outcomes for girls, including adolescent girls	$ 732,000	$ 772,000	$ 772,000	$ **2,276,000**
Outcome 8 - Sufficient resources are available to implement all MYRP strategies and enable the handover of the beneficiary caseload to development and government partners	$ 265,000	$ 220,000	$ 220,000	**705,000**
Sub-total for Programme Costs	$ 32,261,589	$ 32,996,895	$ 32,762,955	$ 98,021,438
OPERATIONAL COSTS				
Sub-total for Operational and Contingency Costs	$ 4,263,496	$ 4,408,795	$ 4,370,780	$ 13,043,071
Total for Programme and Operational Costs	$ 36,525,084	$ 37,405,691	$ 37,133,735	$ 111,064,510
Progamme Support Costs (@7%)	$ 2,556,756	$ 2,618,398	$ 2,599,361	$ 7,774,516
GRAND TOTAL	$ **39,081,840**	$ **40,024,089**	$ **39,733,096**	$ **118,839,025**

---

[8] More detailed, line-item costings have been undertaken in a separate document, available at this link: [**LINK**]

ECW SEED FUNDING BUDGET				
	2020	2021	2022	TOTAL
PROGRAMME COSTS				
Outcome 1 - Increased access to quality, inclusive, holistic education for crisis-affected girls and boys (including adolescents)	$ 300,257	$ 1,272,143	$ 1,320,695	$ 2,893,094
1.1 Increased, sustainable access to alternative learning for children affected by conflict	$ -	$ 826,143	$ 864,991	$ 1,691,133
1.2 Increased, sustainable access to formal education for children affected by conflict	$ 300,257	$ 446,000	$ 455,704	$ 1,201,961
Outcome 2 - Increased continuity of education for crisis -affected girls and boys (including adolescents) is through improved transitions to formal education from alternative provision	$ 957,832	$ 99,526	$ 99,523	$ 1,156,880
2.1 Improved capacity of national stakeholders to facilitate and manage transitions from non-formal to formal education	$ 957,832	$ 99,526	$ 99,523	$ 1,156,880
Outcome 3 - Existing learning environments are child-friendly, gender-responsive, equitable, disability-friendly and inclusive	$ 127,371	$ 264,366	$ 264,357	$ 656,094
3.1 Supported facilities are inclusuve, child-friendly, disability, firendly, and gender-sensitive.	$ -	$ 147,734	$ 147,729	$ 295,462
3.2 Key teaching, education management, and partner staff have improved capacities to deliver child friendly, equitable, and inclusive education programming	$ 127,371	$ 116,632	$ 116,628	$ 360,631
3.3 Proportion of female teachers in alternative and formal education is increased.	$ -	$ -	$ -	$ -
Outcome 4 - Improved quality of learning for crisis-affected girls and boys, including adolescents	$ 857,633	$ 723,118	$ 723,093	$ 2,303,844
4.1 Children and teachers in supported classes have adequate teaching and learning materials	$ 161,337	$ 147,734	$ 147,729	$ 456,799
4.2 Teachers have sufficient knowledge and skills to delivery quality education, as measured by pupil learning outcomes	$ 341,355	$ 273,696	$ 273,687	$ 888,738
4.3 National, state, and LGA educational authorities have sufficient knowledge, capacity, and resources to promote, administer, and manage quality education.	$ 354,941	$ 301,688	$ 301,678	$ 958,307
Outcome 5 - Safe and protective learning environments for crisis-affected girls and boys are established	$ 1,419,765	$ 1,160,099	$ 1,292,238	$ 3,872,101
5.1 Gender-sensitive, and disability-accessible WASH facilities are provided in supported formal and alternative education institutions	$ -	$ -	$ -	$ -
5.2 Hygiene promotion education and materials are provided in supported formal and alternative education institutions	$ 543,451	$ 466,528	$ 559,814	$ 1,569,792
5.3 Effective, evidence-based protection, gender, and MHPSS programming is provided in supported formal and alternative education institutions	$ -	$ -	$ -	$ -
5.4 Effective DRR and DRM programmes are implemented in supported alternative and formal education institutions	$ 719,223	$ 658,581	$ 658,559	$ 2,036,364
5.5 Children are better able to access essential child protection and psychosocial support services.	$ -	$ -	$ -	$ -
Outcome 6 - Improved coordination mechanisms to respond to education in emergencies	$ 467,028	$ 695,904	$ 509,275	$ 1,672,207
6.1 National, state-level, and LGA education authorities' emergency units' capacity to coordinate education response at Hotspot level improved	$ 246,251	$ 209,937	$ 209,930	$ 666,119
6.2 Education in emergencies coordination mechanisms strengthened	$ 178,320	$ 213,825	$ 260,469	$ 652,614
6.3 MoE Emergency Unit's capacity to inform and coordinate EiE increased at National level	$ 42,457	$ 272,141	$ 38,876	$ 353,474
Outcome 7 - Improved rates of enrolment and learning outcomes for girls, including adolescent girls	$ 621,572	$ 600,265	$ 600,245	$ 1,822,082
7.1 Policy and systems barriers to girls' education are identified and addressed	$ 61,138	$ 55,983	$ 55,981	$ 173,103
7.2 Access and financial barriers to girls' education are addressed	$ 509,485	$ 497,629	$ 497,613	$ 1,504,727
7.3 Quality and gender sensitiy of supported education programming is improved	$ 50,949	$ 46,653	$ 46,651	$ 144,252
Outcome 8 - Sufficient resources are available to implement all MYRP strategies and enable the handover of the beneficiary caseload to development and government partners	$ 265,000	$ 220,000	$ 220,000	$ 705,000
8.1 Resource mobilisaiton actions implemented	$ 265,000	$ 220,000	$ 220,000	$ 705,000
Sub-total for Programme Costs	$ 5,016,457	$ 5,035,420	$ 5,029,426	$ 15,081,303

OPERATIONAL COSTS				
Sub-total for Operational Costs	$ 1,204,143	$ 1,197,680	$ 1,196,174	$ 3,597,997

Total for Programme and Operational Costs	$ 6,220,600	$ 6,233,100	$ 6,225,600	$ 18,679,300
Progamme Support Costs (@7%)	$ 479,400	$ 466,900	$ 474,400	$ 1,420,700
GRAND TOTAL	$ 6,700,000	$ 6,700,000	$ 6,700,000	$ 20,100,000

Grantee Allocations	UNICEF	$ 6,000,000
	Save the Children	$ 7,050,000
	NRC	$ 7,050,000

Annex C: Results Framework

Level	Results Statement	Indicator	Baseline	Target Seed Fund	Source of verification	Disagregation
Goal	Improved learning and resilience of boys and girls/ adolescents affected by the crisis in BAY States through equitable access to quality education in safe and protective learning spaces	Improvement of average score on CD-RISC 10 for the whole beneficiary population, as well as for key subgroups (camp-based IDPs, community-based IDPs, returnees, and girls).	n/a	15	government statistical report	sex, age, subgroup, area, disability
		Improvement (in points out of 100) of average scores on CD-RISC 10 in the bottom quartile of performers.	n/a	40	government statistical report	sex, age, subgroup, area, disability
		Proportion of children (boys and girls) meeting a minimum standard of numeracy on ASER assessments, as determined by their grade level on national assessment standards. Disaggregation to be undertaken across key subgroups, including camp-based IDPs, community-based IDPs, returnees, girls	n/a	80%	ASER report	sex, age, subgroup, area, disability
		Proportion of children (boys and girls) meeting a minimum standard of numeracy on ASER assessments, as determined by their grade level on national assessment standards. Disaggregation to be undertaken across key subgroups, including camp-based IDPs, community-based IDPs, returnees, girls	n/a	80%	ASER report	sex, age, subgroup, area, disability
		Proportion of children (boys and girls) receiving top score in ASER basic literacy assessments. Disaggregation to be undertaken across key subgroups, including camp-based IDPs, community-based IDPs, returnees, girls.	n/a	25%	ASER report	sex, age, subgroup, area, disability
		Proportion of children (boys and girls) receiving top score in ASER basic numeracy assessments. Disaggregation to be undertaken across key subgroups, including camp-based IDPs, community-based IDPs, returnees, girls.	n/a	25%	ASER report	sex, age, subgroup, area, disability
Outcome 1	Increased access to quality, inclusive, holistic education for crisis-affected girls and boys (including adolescents)	Percentage of learners in primary education whose first or home language is the language of instruction at ECW-supported learning spaces	n/a	100% M & 100% F	programme report	sex, level, area
		Number of forcibly displaced children of secondary school age enrolled in secondary education in ECW-supported communities	n/a	30% M & 30% F	gov stats report, prog report	sex, level, area
		Number of advocacy or back to school campaigns undertaken.	n/a	54	programme report	area
Output 1.1	Increased access to alternative learning for children affected by conflict	Temporary Learning Space (TLS) constructed	0	200	programme report	leve, area
		children (boys and girls) trained in vocational training	0	3,000 (1,800 F)	gov stats report, prog report	sex, level, area
		Start-up kits provided to VT graduates	0	3,000 (1,800 F)	programme report	sex, level, area
		Desks provided to learners	0	100	programme report	sex, level, area
		Marker Boards provided	0	100	programme report	area
		Tables provided to teachers	0	100	programme report	area
Outcome 2	Increased continuity of education for crisis - affected girls and boys (including adolescents) is through improved transitions to formal education from alternative provision	Proportion of conflict affected girls and boys mainstreamed into formal education	n/a	80%	gov stats report, prog report	sex, age, level, area
		Proportion of conflict affected girls and boys that have completed a full course of informal education	n/a	80%	programme report	sex, age, level, area
Output 2.1	Transition and formal school mainstreaming planning workshops undertaken	Transition and formal school mainstreaming planning workshops undertaken	0	9	programme report	level of responsibility, area
	Capacity building exercises undertaken on effective management and oversight of transitions from non-formal to formal education.	Capacity building exercises undertaken on effective management and oversight of transitions from non-formal to formal education.	0	30	programme report	level of responsibility, area
Outcome 3	Existing learning environments are child-friendly, gender-responsive, equitable, disability-friendly and inclusive	Increased enrollment of children (boys and girls) living with disabilities in formal schools	n/a	100% M & 100% F	gov stats report, prog report	sex, age, subgroup, area, disability
		Increased enrollment of children (boys and girls) living with disabilities in supported alternative education programmes	n/a	100% M & 100% F	gov stats report, prog report	sex, age, subgroup, area, disability
		Proportion of female teachers in supported formal schools	n/a	50% F	gov stats report, prog report	sex, location, type of support
		Proportion of teachers in supported alternative education programmes	n/a	50% F	gov stats report, prog report	sex, location, type of support
		Male:Female enrollment ratio in supported informal or alternative education programmes	n/a	1:1	gov stats report, prog report	sex, age, subgroup, area, disability
		Male:Female enrollment ratio in supported formal schools	n/a	1:1	gov stats report, prog report	sex, age, subgroup, area, disability
		Male:Female enrollment ratio in supported alternative education programmes	n/a	1:1	gov stats report, prog report	sex, age, subgroup, area, disability
Output 3.1	Supported facilities are inclusuve, child-friendly, disability, firendly, and gender-sensitive.	Accessible classrooms built / adopted for special needs learners.	0	190	programme report	sex, level, area
Output 3.2	Key teaching, education management, and partner staff have improved capacities to deliver child friendly, equitable, and inclusive education programming	Teachers/Volunteers trained in inclusive practices e.g. Braille, Sign Language, Disability Awareness etc.	0	6,000 (3,000 F)	programme report	sex, level, area, practice
		Teachers/Volunteers trained in Gender Based Violence (GBV)	0	6,000 (3,000 F)	programme report	sex, level, area,
		Teachers/Volunteers trained on Child Centered Methodology	0	6,000 (3,000 F)	programme report	sex, level, area,
Outcome 4	Improved quality of learning for crisis-affected girls and boys, including adolescents	Proportion of teachers in ECW-supported communities who have received at least one of the following: a) the minimum organized teacher training pre-service or in-service required for teaching at the relevant level; b) organized training in line with the INEE Training for Primary School Teachers in Crisis Contexts (TICC) standards	n/a	100% M & 100% F	programme report	sex, location, training type
Output 4.1	Children and teachers in supported classes have adequate teaching and learning materials	Teachers manuals provided	0	6000	programme report	area
		Learning pack (School Bags, Stationaries, Pencil, Ruler etc.)	0	30000	programme report	sex, age, level, area
Output 4.2	Teachers have sufficient knowledge and skills to delivery quality education, as measured by pupil learning outcomes	Teachers/Volunteers trained in Pedagogy	0	6,600 (3,300 F)	programme report	area
		Master trainers/Facilitators trained on Teaching at the Right Level (TaRL)	0	60 (30 F)	programme report	area
		Teachers/Volunteers trained on Teaching at the Right Level (TaRL)	0	6,000 (3,000 F)	programme report	area
		Curriculum harmonised	0	1	programme report	
Output 4.3	National, state, and LGA educational authorities have sufficient knowledge, capacity, and resources to promote, administer, and manage quality education.	Number of education authorities trained on effective oversight, monitoring, and mentoring for quality education	0	60 (30 F)	programme report	level of responsibility, area, sex,
		Number of visits supported	0	60	programme report	level of responsibility, area, sex,
		Harmonised assessment system created	0	n/a	programme report	

		Indicator	Baseline	Target	Source	Disaggregation
Outcome 5	**Safe and protective learning environments for crisis-affected girls and boys are established**	% of supported children (boys and girls) that know 3/5 critical times to wash their hands.	n/a	**100%**	programme report	sex, age, area, disability
		% of supported children (boys and girls) indicating they go home during school day to use toilet.	n/a	**100%**	programme report	sex, age, area, disability
		% of supported children (boys and girls) indicating they were able to wash their hands the last time they used a toilet or latrine at school.	n/a	**100%**	programme report	sex, age, area, disability
Output 5.2	Hygiene promotion education and materials are provided in supported formal and alternative education institutions	Teachers/volunteers trained in hygiene promotion	0	32,000 (16,000 F)	programme report	area, level of responsibility
		Harmonised teacher training curriculum created for hygiene promotion	0	1	programme report	type
Output 5.3	Effective, evidence-based protection, gender, and MHPSS programming is provided in supported formal and alternative education institutions	Number of children taught be teachers with improved PSS/SEL facilitation skills	0	ECW Target (Tot): 0 ECW Target (M): n/a ECW Target (F): n/a	programme report	
		Number of parents participating in positive parening programmes.	0	ECW Target (Tot): n/a ECW Target (M): n/a ECW Target (F): n/a	programme report	
		Harmonised child MHPSS and resilience teacher training curriculum created	0	1	programme report	type
		Harmonised teacher training curriculum on UXO awareness, violence and risk mitigation, conflict resolution created	0	1	programme report	type
		Teachers trained in violence and risk mitigation, and UXO awareness	0	6,000 (3,000 F)	programme report	sex, area,
		See impact indicators.	0	n/a	programme report	
		Teachers/Volunteers trained in Child Protection in Emergencies	0	6,000 (3,000 F)	programme report	sex, area
		Teachers/Volunteers trained in Psychosocial support (PSS)	0	6,000 (3,000 F)	programme report	sex, area
		Number of education authorities trained on protection, referral pathways, MHPSS, and effective teaching for children (boys and girls) dealing with aftermath of trauma and violence.	0	300 (150 F)	programme report	level of responsibility, sex, area
		Trainings undertaken on referral and reporting pathways	0	6,000 (3,000 F)	programme report	level of responsibility, sex, area
		# of sbmc members trained in conflict sensitive education	0	100 (50 F)	programme report	level of responsibility, sex, area
		# of sbmc members trained in psychological first aid	0	100 (50 F)	programme report	level of responsibility, sex, area
		# of sbmc members trained in psychosocial support	0	100 (50 F)	programme report	level of responsibility, sex, area
		# of sbmc members trained in school management	0	100 (50 F)	programme report	level of responsibility, sex, area
		# of sbmc members trained on child protection in emergencies	0	100 (50 F)	programme report	level of responsibility, sex, area
	Effective DRR and DRM programmes are implemented in supported alternative and formal education institutions	Teachers/Volunteers trained in Conflict Disaster Risk Reduction (CDRR)	0	6,000 (3,000 F)	programme report	level of responsibility, sex, area
		Number of community dialogues undertaken on the protection of school structures, and protection of children (boys and girls) in schools	0	312	programme report	meetings, area
		Number of school attacks reported	0	1,500	monitoring system, government report	school, area, date
Outcome 6	**Improved coordination mechanisms to respond to education in emergencies**	See indicators linked to overarching strategic gaol	n/a			area, type
Output 6.1	National, state-level, and LGA education authorities' emergency units' capacity to coordinate education response at Hotspot level improved	Harmonization workshop undertaken with the GBV and Child Protection sub-Clusters to draft a MoU on the responses to abuse in learning spaces	0	1	programme report	cluster, type, area
		Number of LGAs with contingency plans	0	n/a		
		Number of joint monitoring visits to hotspots	0	54	monitoring reports	area, date
Output 6.2	Education in emergencies coordination mechanisms strengthened	Number of education guideline documents created	0	1	guidelines	type
		Number of sub-clusterat LGA-level active	0	18	cluster dashboard	area
		Number of advocacy campaigns undertaken on neutrality of school spaces	0	6	programme report	area
Output 6.3	MoE Emergency Unit's capacity to inform and coordinate EiE increased at National level	Number of emergency kits pre-positioned	0	1	programme report	area, unit
		Number of EiE Strategic Plan review workshops undertaken	0	3	programme report	date
		Mid-point formative evaluation undertaken	0	1	evaluation report	date
		Final evaluation undertaken	0	1	evaluation report	date
Outcome 7	**Improved rates of enrolment and learning outcomes for girls, including adolescent girls**	See indicators linked to overarching strategic gaol	n/a			
Output 7.1	Policy and systems barriers to girls' education are identified and addressed	Number of gender and inclusion policy dialogues undertaken	0	27	programme report	sex, area, type, age
Output 7.2	Access and financial barriers to girls' education are addressed	Number of girls receiving fee supports	0	400	programme report	sex, age, area
Output 7.3	Quality and gender sensitivity of supported education programming is improved	Number of girls enrolled in flexible, alternative education programmes	0	43,000	programme report	sex, age, area
Outcome 8	**Sufficient resources are available to implement all MYRP strategies and enable the handover of the beneficiary caseload to development and government partners**	MYRP is 100% funded by end of 2023	n/a	**100%**		
Output 8.1	Resource mobilisaiton actions implemented	Donor and partner mapping exercise undertaken to fill gaps in available funding for MYRP implementaiton	0	1	Steering Committee meeting minutes	
		Development and national partner handover, and donor identificaiton workshop undertaken.	0	2	meeting minutes, workshop report	
		EiE Funding Analysis and Detailed Resource Mobilisation Strategy developed	0	1	resource mobilization strategy	

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
Migrant and refugees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
IDPs	3,000	3,000	90,342	51,123	21,570	17,546	9,000	9,000	20,100	9,000	3,955	3,510	147,967	93,179	241,146	61%
Other non-displaced children affected by emergencies (incl. host communities)	3,000	3,000	90,342	51,123	21,570	17,546	9,000	9,000	20,100	9,000	3,955	3,510	147,967	93,179	241,146	61%
Total	6,000	6,000	180,684	102,246	43,140	35,092	18,000	18,000	40,200	18,000	7,910	7,020	295,934	186,358	482,292	61%

Children with disabilities targeted			
F	M	Total	% on total targeted
29,440	19,419	48,229	10%

Annex D: Risk Assessment and Mitigation Matrix

The risk matrices are very comprehensive and thus links, rather than the documents themselves, are provided. All risk matrices will be periodically reviewed and updated as needed for the duration of the MYRP. The ECW Secretariat holds detailed information about each Grantee's child safeguarding and PSEA policies and procedures.

The link for the Nigeria risk matrices is shown below:

https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:ffe54791-c2d3-4867-91bd-a55664394b3c