Multi-Year Resilience Programme
CHAD

2020 - 2022

CONTENTS

PROGRAMME SUMMARY 3
1. SITUATION & NEEDS ANALYSIS 5
1.1 Country Context 5
1.2 Strategies, Plans and Data 7
1.4 MYRP Priorities 18
1.5 Stakeholder Analysis 19
2. TARGET POPULATION 21
2.1 Total People in Need 21
2.2 Geographic Priorities & Target Population 23
3. PROGRAMME RESULTS 26
3.1 Theory of Change 26
3.2 Results 28
3.3 Results Framework 33
4. IMPLEMENTATION 40
4.1 Governance Structure 41
4.2 Programme Management 44
5. PROGRAMMATIC APPROACH 46
5.1 Cross-Cutting Themes 46
5.2 Inter-Sectoral Linkages 46
5.3 Accountability to Affected Populations 47
5.4 Coordination and Collaboration 49
5.5 Addressing the Nexus 49
5.6 Added Value of ECW 51
5.7 Child Protection Systems Strengthening 51
6. PROGRAMME BUDGET 53
7. MONITORING & LEARNING FRAMEWORK 54
7.1 Monitoring plan 54
7.2 Evaluation Strategy 54
7.3 Documentation & dissemination of good practices 55
ANNEX 1 – MYRP Development Process 56
ANNEX 2 – ECW Seed Funding Proposal 60
ANNEX 3 – Risk Matrix 73
Annex 4 – Child Safeguarding Measures 86

ACRONYMS

5DE	Five dimensions of exclusion
AENF	Literacy and non-formal education
AME	Mother's Association
APE	Parent-Teachers' Association
COGES	School Management Committee
CONFEMEN	Conference of the Ministers of Education of French speaking countries
CNARR	National Commission for Reception and Reintegration of Refugees & Returnees
CRRF	Comprehensive Refugee Response Framework
COOPI	Cooperazione Internazionale
DAPRO	Analysis and Foresight Directorate
DREN	Provincial Delegate of National Education
EAE	Child-Friendly Spaces
EAH	National Strategy on Water, Sanitation and Hygiene
EAHMS	National Strategy on Water, Sanitation and Hygiene in Schools
EBNF	Non-Formal Basic Education
EiE	Education in Emergencies
EMIS	Education Management Information System
ECW	Education Cannot Wait
EiE	Education in Emergencies
ETFP	Technical education and vocational training
FTS	Financial Tracking Service
GLPE	Groupe Locale de Partenaires de l'Education (LEG)
GPE	Global Partnership for Education
HCI	Human Capital Index
HCR	High Commissioner for Refugees
HNO	Humanitarian Needs Overview
HRP	Humanitarian Response Plan
IDDC	International Disability and Development Consortium
IDP	Internally Displaced Person
IGA	Income Generating Activities
INSEED	National Institute of Statistics, Economic and Demographic Studies
MENPC	Ministry of National Education and Civic Promotion
MHM	Menstrual Hygiene Management
MYRP	Multi-Year Resilience Programme
PASEC	The Analysis Programme of the CONFEMEN Education Systems
PDDA	Ten-Year Plan for the Development of Education and Literacy
PIET	Transitional Education Sector Plan
PND	National Development Plan
PREAT	Project to strengthen education and literacy in Chad
PTAB	Triennial Plan of Budgeted Action
PTA	Parent Teachers' Association
SIGE	Education Management Information System
SIPEA	Stratégie Intérimaire pour l'Education et l'Alphabétisation
WFP	World Food Programme

PROGRAMME SUMMARY

Programme Title: Chad Multi-Year Resilience Programme

Start Date: January 2020 **End Date:** December 2022

Brief Description

With more than half of the population in need of humanitarian assistance under the age of 18 years old (roughly 2.4 million), Chad continues to be a fragile context, compounded by emergencies in its border provinces. Multifaceted humanitarian crises (population movements both internally and from surrounding countries, food insecurity, malnutrition and health emergencies) negatively impact its development indicators in general, and those related to education in particular. For 1.23 million girls and 1.17 million boys who grapple with existing insecurity, inequality and discriminatory practices especially against women and girls, and gender-based violence, access to education is an imperative to survive. Against a general context where a girl is twice as likely to not go to school than a boy in Chad, the situation for girls caught in crisis is exacerbated. Only 19% of girls access lower secondary school compared to over 40% of boys and only just over 9% girls complete middle school compared to 25% boys.

As a result, thousands of children are deprived of their right to quality, inclusive, gender-sensitive education in a secure environment; many more children and adolescents are out of school. The economic situation of the households in which these children and adolescents live in the emergency zones means they are unable to cope with the expenses relating to attending school. Despite the Government of Chad's commitment in the education sector policy to allocate at least 18 per cent of the state budget towards education, the Ministry of National Education and Civic Promotion (MENPC) has insufficient finances to respond properly to all the challenges it is confronted with across the country. It, therefore, relies heavily on support from technical and financial partners.

The goal of this Multi-Year Resilience Programme (MYRP) in Chad, under the leadership of MENPC, is to provide quality education and training for girls and boys in emergency-affected communities, including targeting children and youth with disabilities, to ensure their well-being in inclusive, equitable, secure and gender-sensitive[1] learning environments.

This programme goal will be achieved through five interrelated outcomes built around four themes: i) equitable and inclusive access to education; ii) inclusion through community participation; iii) quality of education; and iv) gender sensitive governance of the education system. This resilience programme covers activities to address the urgent needs of refugees, returnees and Internally Displaced Persons (IDPs). It also covers the need to build resilience in the education sector within affected populations, host communities and localized structures as well as planning and production of data needed for effective decision-making. Psychosocial care and education for peace and social cohesion, which constitute major problems in emergencies, have been integrated into the planned interventions.

The programme will be implemented over a period of three years starting from the first quarter of 2020. In its geographical targeting and its intervention logic, the programme has taken into account the principles of alignment and harmonization with the official strategies and documents of the Education in Emergencies (EiE) sector at international and national level,

[1] Chad MYRP has been registered in the IASC Gender with Age Marker

the nexus between humanitarian and development, inter-sectoral responses and cross-cutting themes.

Five priority provinces will be targeted by this MYRP. Funds from Education Cannot Wait (ECW) will be used to initiate the programme in the highest priority provinces of Logone Oriental and Lac and aim to reach over 135,000 beneficiaries including approximately 133,000 children aged 3 to 17 years old and over 2,000 adults (MENPC staff, teachers and members of parent-teacher associations) – representing over 55% of the number of people targeted by this MYRP. The programme will be progressively extended to the remaining three provinces (Mandoul, Kanem and Wadi-Fira), as additional financing is mobilised as the result of the development and roll-out of a resource mobilisation strategy.

Programme Outcomes	
Outcome 1	The school environment is inclusive, secure, conducive to equitable access for crisis-affected girls and boys alike
Outcome 2	Girls and boys out of school - including orphaned children - affected by crises are re-integrated into learning or training cycles that take into account inclusion, safety, inclusion and gender equity
Outcome 3	The quality of education and of the learning environment is improved for girls and boys affected by crises
Outcome 4	The governance of the education system in emergency situations is improved and made more gender sensitive and inclusive
Outcome 5	MYRP partners contribute to mobilize resources in EiE

Financial Resources		
Total resources required for the five MYRP priority provinces		$51 722 847
Total resources (pledged or committed):	ECW	**$20 946 870**
Unfunded:		$30 775 977

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1. SITUATION & NEEDS ANALYSIS

1.1 Country Context

The Republic of Chad is a central African country, with an estimated population of approximately 15,162,044 (50.7% female).[2] Landlocked, low income and bordered by countries plagued by conflict (Libya, Niger, Nigeria, Cameroon and Sudan), Chad's national economy is driven by agro-pastoral and fishing activities, despite oil being produced since 2004.[3] The significant drop in government revenues due to fall of oil prices in 2014, continuous poverty, climate change and interethnic conflict have driven Chad into a humanitarian crisis which was further exacerbated by regional geopolitical strife in 2018. The Human Capital Index (HCI), based on the results obtained for 157 countries in education and health and their impact on productivity, places Chad last.[4] The under-five mortality rate is the second highest in the world.[5] The Sustainable Development Goals (SDGs) Gender Equality Index ranks Chad not only at the bottom, but also significantly further behind the other 156 countries assessed.[6] Inter-community conflicts, undermining national cohesion and coexistence, justified a state of emergency proclaimed by the government in August 2019.[7]

Compounding the situation, Chad has become the country with the eighth largest refugee population in the world, hosting more than 470,000 refugees.[8] Other populations in need include returnees, internally displaced persons and host communities. Currently, the humanitarian situation in Chad remains marked by food insecurity and malnutrition, population movements and health emergencies. Representing 27% of Chad's population and found predominantly on the borders with the neighbouring countries of Sudan, Central African Republic, Niger and Nigeria, an estimated 4.3 million people (51% women) need humanitarian assistance in 2019; of these two million are targeted for humanitarian assistance.[9]

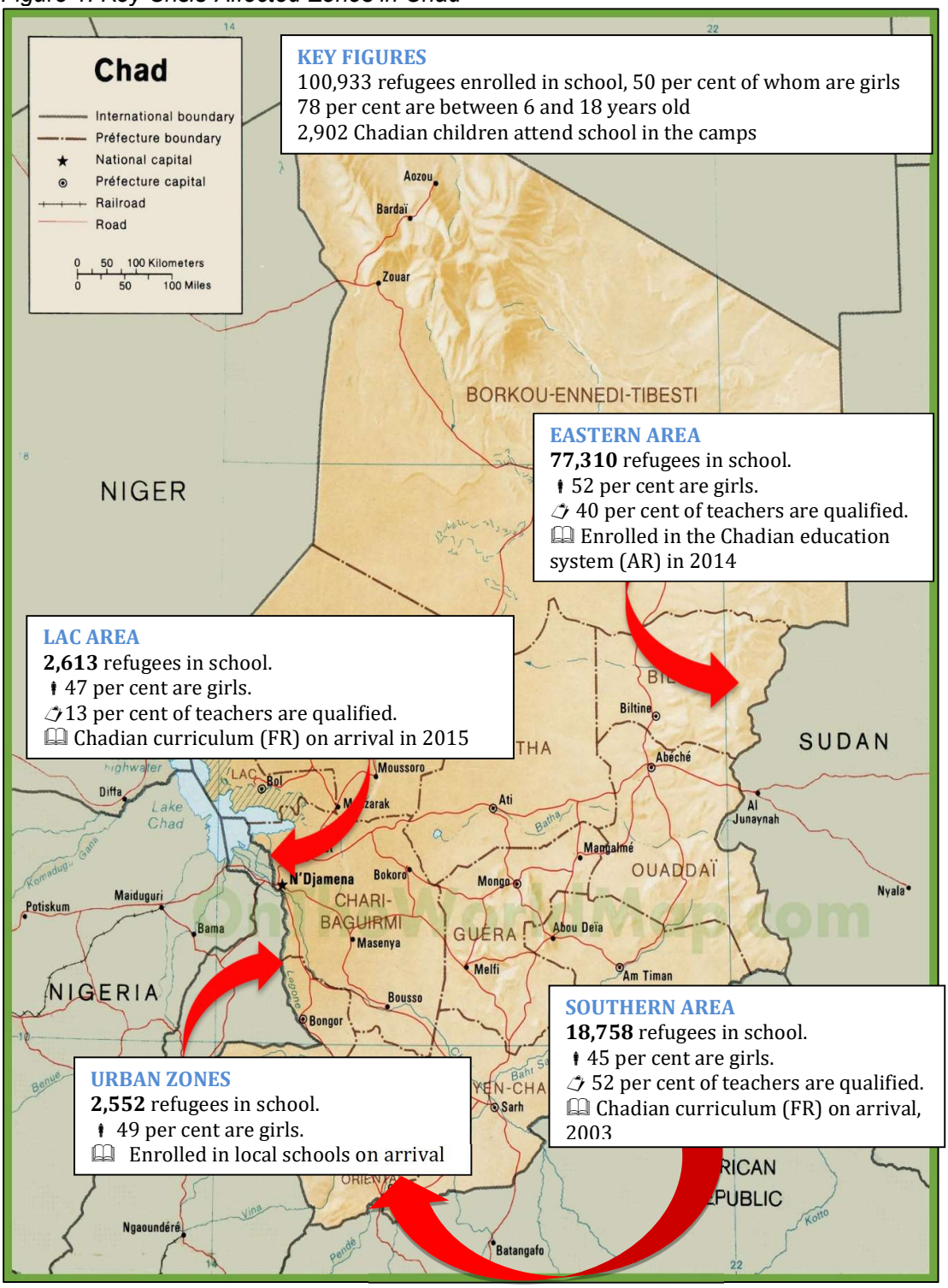
Provision of education for children in humanitarian need against this backdrop of deprivation and emergency, is challenging. As of 2015, the government budgetary deficit estimated at 400 billion Central African Francs (approximately $680 million) has led to the reduction of financial envelopes allocated to the different sectors including education. Despite international assistance, the needs remain high. Through a sector wide collaboration, this MYRP document therefore outlines the challenges, opportunities and solutions aligned to current developments with the aim to improve provision of education for children caught in humanitarian crises.

The map in Figure 1 on the following page highlights where, within the overall fragile context of the whole country, the main emergency zones are located and some of the key statistics in

[2] National Institute of Statistics, Economic and Demographic Studies (INSEED). 2018 forecasts based on RGPH 2 – General Population and Housing Census 2
[3] INSEED 2016
[4] https://www.worldbank.org/en/publication/human-capital
[5] OCHA, September 2019
[6] https://data.em2030.org/em2030-sdg-gender-index/
[7] Per address of the Minister of Foreign Affairs to 29 members of the diplomatic and consular corps accredited to Chad in N'Djamena, on 11 September 2019.
[8] https://www.humanitarianresponse.info/sites/www.humanitarianresponse.info/files/documents/files/eat_magazine_jan_2017_light.pdf
[9] Humanitarian Response Plan Chad 2019

these areas. Section 2 on targeting goes into more detail as to the specific provinces to be prioritized in this MYRP.

Figure 1: Key Crisis-Affected Zones in Chad[10] [11]



[10] Official information on other groups targeted by the program could not be located
[11] *Source: UNHCR, May 2019*

1.2 Strategies, Plans and Data

Following the principles of harmonization and alignment of interventions, the MYRP document is primarily informed by the transitional education plan for Chad, the "Plan Intérimaire de l'Education au Tchad" (PIET) and the Programme to Strengthen Education and Literacy the "Projet de renforcement de l'éducation et de l'alphabétisation au Tchad" (PREAT)[12] as well as the Humanitarian Response Plan (HRP) 2019, the Comprehensive Refugee Response Plan 2019 -2020 (CRRP) and the Education Cluster Strategy 2019-2020.

- **Plan Intérimaire de l'Education au Tchad**: The PIET sets out the Government of Chad's policy on education for the period 2018-2020. It covers all levels of education (from pre-school to higher education). The PIET follows on from the Interim Strategy for Education and Literacy (SIPEA), 2013-2017, in order to allow for the planned completion of the projects resulting from this strategy and the preparation of the new sectoral plan. The PIET addresses the weaknesses of the education system highlighted by the sectoral analysis (RESEN) conducted in 2014. The Three-Year Budgeted Action Plan (PTAB) was designed to operationalize the various sub-sector programmes contained in the PIET. The plan is linked to SDG 4 and the national development plan ("Vision 2030, The Chad We Want") led by the Ministry of Economy and Development Planning, which covers all sectors of the country.

- **Projet de renforcement de l'éducation et de l'alphabétisation au Tchad**: The PREAT is the financing project from Global Partnership for Education (GPE) that contributes to the government's efforts under the PIET. It aims to improve access and the quality of primary school infrastructure in the most disadvantaged areas as well as the quality of education through adequate allocation of qualified teachers and the improvement of the conditions of supervision and teaching at primary level. It also aims to increase access for youth and adult populations (who are out-of-school or never been in/had limited access to school) to literacy and non-formal basic education programmes. The PREAT also partly takes into account the issue of education in emergencies.

- **Humanitarian Response Plan, 2019:** The 2019 HRP provides a comprehensive analysis of the humanitarian needs across the whole country over all sectors, including education. It highlights the fact that over 4.3 million are in need of humanitarian assistance. Out of this total, the HRP targets 2 million people of which approximately 540,000 require education support. To reach these children, the HRP outlines three objectives in the education sector: i) improve access to inclusive and equitable quality education and promote the retention of students affected by the crises; ii) strengthen the capacity of educational communities to ensure the continuation of education services in crisis-affected areas; and iii) promote an educational environment that contributes to the protection of students and accountability to education communities affected by crises.

- **Comprehensive Refugee Response Framework 2019-2020**: Under the framework, partners will work to assist central and local governments increase the inclusion of refugees into the Chadian education system following the formalization of schools in the refugee camps. The CRRP proposes continuous support for the construction, maintenance and rehabilitation of school infrastructure, teacher training and the provision of teacher incentives (to retain qualified teachers) and teaching materials. It highlights the need for all education actors to focus on facilitating access to sustainable, quality education and for special attention to be given to girls and children with specific needs. It

[12] See Section 1.3.1 for a detailed explanation of these key documents

also outlines the need to support the autonomous management of schools through income generating activities for Parent Teacher Associations (PTAs).

- **Education Cluster Strategy 2019-2020:** This strategy aims to improve access to inclusive and equitable quality education and promote the retention of students affected by the crises. The Cluster Strategy aligns with the 2019 HRP and thus has the same three objectives outlined above. Three themes permeate the strategy: strengthening access to education in areas affected by humanitarian crises; improving the quality of education in emergency areas; and improving management and guidance.

- **The Emergency Basic Education Project in Chad (PUEBT) 2016-2017:** This project was financed by the GPE for an amount of 6.95 million USD to help increase access and quality education in the Lake Chad region. Among the achievements of the PUEBT are the building of permanent classrooms, latrine blocks and boreholes for 37,528 returned students, refugees and host communities to teach them in an improved learning environment. For the ECW MYRP, many lessons could be learnt from the PUEBT, notably the fact that food insecurity is a major issue in the province and for refugees. A major result of this situation is that some children fail to prioritize school and are forced to work to support their families. Therefore, to increase its long-term impact, the MRYP will include a school feeding program as well as direct cash transfers for families, in order to reduce the high opportunity costs of education for families.

In the absence of a robust gender analysis of education needs, in June 2019, a rapid gender assessment of the education situation was carried out in the Eastern and Lac regions with financial support from ECW. Focus groups were conducted with girls and boys, women and men, including primary school pupils, secondary school pupils, children and adolescents not in education, children with disabilities, teachers, provincial delegates, primary school inspectors, members of Parents' Associations, members of Mother Educators' Associations, village/canton leaders, opinion leaders and religious leaders, and a sample of NGOs. Apart from the members of the NGOs, focus group participants were identified from among refugees and host communities in the eastern part of the country, and from among displaced persons, returnees and host communities in the Lac province. In addition to meetings with these target groups, direct observation sessions were also conducted in selected schools.

In addition to these documents, a number of strategies, plans, policies, texts and various other resources were used, including those on gender, inclusion and prevention of sexual abuse and exploitation. Lastly, the document has benefited from a sector wide consultation with various actors including gender actors in the country. Annex 1 provides a complete list of these documents together with organizations that contributed to the process.

1.3 Education in Emergencies & Protracted Crisis Areas

The provision of education in areas affected by humanitarian crisis, happens against a general backdrop of poor performance of the sector overall fraught with regional disparities; the efficiency and quality of education are decreasing, school infrastructure is deteriorating, and teachers are becoming less engaged because they lack qualifications and motivation. Despite an overall improvement in the net enrolment rate at the primary level (63.6% in 2014 compared with 39% in 2000) and completion rate (50.8% in 2015 compared with 23% in 2000), the population's level of education (overall literacy rate of 22%, 14% for women in 2009) remains one of the lowest in Africa (NDP, 2017-2021). While a robust gender analysis of EiE is yet to be completed, the persistent lower literacy rates for women indicate deep inequalities suffered on account of gender.

1.3.1 Access to Education

The gender parity index for children's enrolment in school for the 2016-2017 school year is generally not in girls' favour, with the disparity widening further the longer they remain in education. Indeed, although pre-school remains very underdeveloped, there are almost as many girls in pre-school as boys (0.98). In some provinces, the parity index is even higher than one. These include Tandjilé, where there are twice as many girls as boys, and Lac, where there are about 17 girls for every 10 boys enrolled. On the other hand, in primary education, except in the provinces of Barh El Gazal, Ennedi Est and Tibesti, where parity is achieved, the other provinces have parity indices below 1. At the general level, the primary education parity index is 0.70. If these gender disparities are not addressed, 30% of girls will still not be enrolled in school when universal primary education enrolment for boys is achieved.

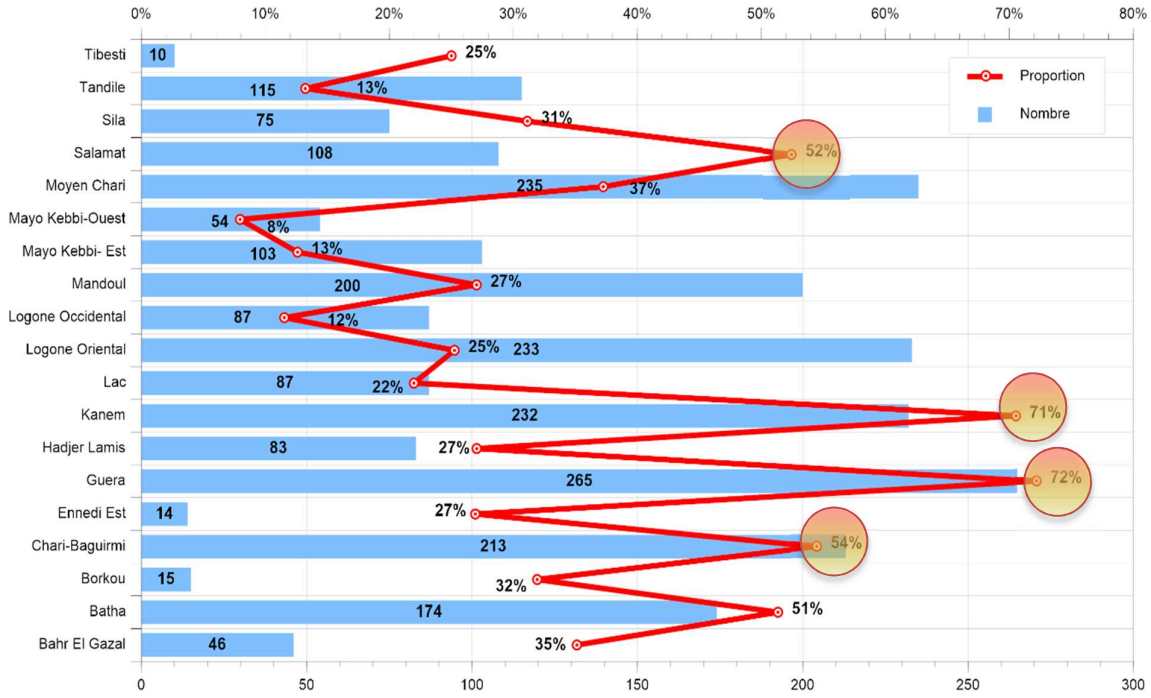
The provinces of Salamat and Wadi-Fira have the lowest parity indices (0.50) for this level of education. In lower and upper secondary education, the gender parity index is only 0.52 and 0.33 respectively at the national level. In the provinces of Salamat, Tandjilé, Barh El Gazal, Chari Baguirmi, Logone Oriental, Sila, Guera, Mayo-Kebbi Est, Batha, Hadjer Lamis, Kanem and Lac, this index is below the national level for lower secondary level.

The demand for education is determined by the resources that families can allocate to their children's schooling and by the direct (registration fees, school fees, clothing expenses, purchase of books or teaching materials, etc.) and indirect costs (the loss of income brought about by the child's absence) caused by the education system.

Although efforts have been made to make education financially accessible, income poverty remains a major factor in children's school attendance (Adou, 2006; N'Diaye, 2013; Baya et al., 2015). According to the opinions of girls, female primary school teachers and parents' associations in the East (Iriba, Iridimi Camp), the challenges to girls' education are the lack of financial resources needed by parents to enrol them but also to cover their clothing needs (school uniform in particular) and the use of girls for household work (searching for firewood, water collection, etc.).

School closures are a stark reality in the context relevant to the MYRP. The regions most affected are Guera, Kanem, Chari Baguirmi and Salamat, where more than half of the schools have not operated since 2015-2016, as shown in figure 2 below. Outside Lac province, the closures are mainly caused by the non-payment of community teachers' allowances. The government stopped paying community teachers due to financial difficulties in 2015. In 2018, 109 community schools closed in Lac province for the same reason (OCHA, 2018).

Figure 2: Number and proportion of schools closed in 2015-2016



Source: Based on MENPC data

1.3.2 Quality of Education

In general, only 50% of children in a given generation complete primary school in Chad. The World Bank HCI data[13] shows that Chadian students scored an average of 333 (338 for boys and 323 for girls) on the latest standardized test, on a scale where 625 represents the advanced level and 300 the minimum level. According to the same index, a child in Chad who starts school at age four can expect to complete five years of school by the age of 18. However, if the years of schooling are adjusted according to the quality of learning, this represents only 2.6 years: a learning deficit of 2.4 years. Girls fare worse especially in terms of test scores and learning adjusted years of school as Table 1 below shows. Socio-economic inequalities and students' educational pathways result in performance disparities at the beginning and end of primary school. For example, the Analysis Programme of the CONFEMEN Education Systems (PASEC) assessment highlights that at the end of school, boys perform better than girls in reading and mathematics.

Table 1: Some HCI indicators for Chad

Component	Boys	Girls	Average
Expected years of school	5.6	4.3	5
Standardized test scores	338	323	333
Learning-adjusted years of school	3	2.2	2.6
Learning-adjusted years of school	3	2.2	2.6

13 https://datacatalog.worldbank.org/country/chad

Source: Excerpt from the HCI website

Close to 64% of the teachers are qualified at the national level. In primary education at the national level, the pupil/qualified teacher ratio has dropped from 104 in 2015-2016 to 92 in 2016-2017. This improvement hides disparities at the provincial level. Indeed, the situation has deteriorated in the provinces of Barh El Gazal, Batha, Borkou, Ennedi Ouest, Kanem, Lac, and Tibesti compared with the 2015-2016 academic year. Kanem has the worst rate (with 171 students/qualified teacher). Fewer than half of teachers are qualified in the provinces of Logone Occidental (45%), Logone Oriental (42%) and Tandjilé (47%). The lack of qualified teachers, usually women, is due to the fact that there are not enough potential recruits with sufficient qualifications or education. Few women participate in training opportunities. For example, in the Bol teacher training college, out of 120 registered students, only 37 are women.

The pupil/permanent classroom ratio has decreased from 125 in 2015-2016 to 105 in 2016-2017. However, this ratio remains well above the national level in Lac (210 pupils/permanent classroom), Kanem (188 pupils/permanent classroom) and Mandoul (179 pupils/permanent classroom). In provinces such as Batha, Chari Baguirmi, Guera, Logone Occidental, Mandoul, Kanem, Lac, Mayo Kebbi Est, Mayo Kebbi Ouest, Moyen Chari and Ouaddai, only one in four students has a place at a school desk with an attached seat. In middle school, one pupil in two has a seat, while in secondary education each pupil has a seat at national level.

These figures actually reflect the poor internal efficiency of the Chadian education system, caused by high repetition and drop-out rates, leading to a drop in pupil numbers in secondary school. Table 2 below highlights these key indicators for the priority provinces to be targeted by this MYRP in comparison to the national averages.

Table 2: Ratios of key indicators in MYRP-targeted provinces (ECW supported provinces in orange)

Provinces	Pupil/teacher ratio	Pupil/trained teacher ratio	Ratio of pupils/permanent classroom	Ratio of pupils/desk with attached seat
KANEM	95	171	188	6
LAC	84	143	210	6
LOGONE ORIENTAL	51	139	122	3
MANDOUL	52	130	179	5
WADI FIRA	65	120	73	2
National Average	**52**	**92**	**105**	**3**

Source: Statistical yearbook 2016-2017

Teaching practices and curricula that reinforce negative stereotypes can contribute to unequal learning environments that negatively impact girls' aspirations, retention, and future prospects and may reinforce disparities and discriminatory behaviors. In addition to regular subjects, calls from the government to rollout courses or subjects in the classroom to strengthen peaceful coexistence are being made.

1.3.3 Safe and Secure Learning Environments

General insecurity remains a real concern in areas of humanitarian need. Chad has endorsed the Safe Schools Declaration. The school closures affected 2,350 schools in 2015-2016.

School environments/infrastructure do not promote gender, inclusion and protection. The lack or inadequacy of access to safe drinking water in schools has been identified as a key factor in preventing children in general, and girls in particular, to access and remain in education. According to the 2014-2015 school statistics published by MENPC in January 2017, out of a sample of 150 schools with water points, 34 % do not meet drinking water supply standards. The sanitation situation is alarming. 78 % of schools are without toilets, resulting in a high rate of open defecation in schools. In addition, when toilets do exist, they are not used and/or are not maintained. Analysis of statistical data for 2014-2015 shows that 32 % of pre-school children do not have access to drinking water. Sanitation data are not collected or reported in these schools. Data analysis shows that 74 % of students do not have access to a drinking water supply. The water and sanitation situation in crisis-affected schools (public, private and community) is no different and is very alarming. Indeed, the additional data collection report notes that issues related to water, hygiene and sanitation remain a major concern for girls and boys, including those with disabilities, in the regions affected by the emergency. Focus groups conducted during the data collection mission revealed that water, sanitation and hygiene issues are a major challenge to the education of girls and children with disabilities.

The presence of water points in schools contributes to improved hygiene practices for all children and girls, especially during menstruation. Menstrual hygiene management is proving difficult for girls in provinces affected by the crises in Chad, just like those in Wadi-Fira and Lac provinces. They do not have access to sanitary towels or other sanitary protection, appropriate clothing, underwear or soap, and this prevents them from fully participating in educational activities during menstruation. These challenges are often exacerbated by the societal taboos surrounding menstruation, which are further amplified in emergencies, given the loss of privacy and security in such contexts. In the Eastern and Lac provinces, it emerged during the focus groups of girls run by female staff during the additional data collection mission, that these girls faced exactly the same menstrual hygiene management difficulties. The Provincial Delegate in charge of education in Wadi-Fira estimates that girls are absent from school for an average of 45 days during the nine months of the school year due to difficulties related to menstrual hygiene management. MENPC has developed a National Strategy for Water, Sanitation and Hygiene in Schools (2018-2030), which includes schools in the crisis-affected areas.

There is a food and malnutrition crisis affecting about 3.7 million people, including those affected by the population movement crisis. Among those affected by the food insecurity and malnutrition crisis are school-age children. According to the HCI, 40 out of 100 children (slightly more girls than boys) in Chad are stunted and are at risk of cognitive and physical limitations that can last a lifetime. According to the results of the study on the Cost of Hunger in Chad, undernourished children have a school year repetition rate of almost 30%. This rate is higher than the school year repetition rate for children who are not undernourished, which is already high, at just over 22%. Close to 91% of school year repetitions occur during primary education. According to data from the Education Cluster, close to 170,000 children aged three to 17 affected solely by the food and nutrition crisis are in need of education in 14 crisis-affected provinces. In the view of participants in the rapid assessment a functioning school canteen improves the attendance rate and keeps more students in education Risks in and outside school.

In Chad, one in five children travels more than two kilometres to a primary school. The proportion is much higher in the provinces of Ennedi Ouest, Logone Occidental, Myaho Kebbi Est, Mayo Kebbi Ouest, Moyen Chari, Ouaddai, N'Djamena and Wadi Fira. The distance travelled to school can be a risk factor for children. Indeed, long distances can expose them to the risk of physical violence, attacks, or even kidnapping in conflict areas, for instance in Lac province.

Sexual and gender-based violence is also frequent (in 2016, 1,247 incidents were documented, representing an incident rate of 0.31 % for the entire refugee population in Chad). Girls, once they have been victims of violence, including gender-based violence (GBV), tend not to return to school. According to information obtained during rapid assessment, from May to June 2019, for example, 206 cases of gender-based violence were recorded in Lac province. This violence manifests itself in various ways: physical violence, sexual violence, forced marriages and denial of resources, opportunities and services are the most common types of violence in the province.

The crisis or emergency situation often materializes in the killings, atrocities and enrolments of children and adolescents who are often victims of or witness to violence and family separations. This has dire consequences on the different aspects of psychosocial well-being, namely biological needs (food, water, sleep); existential (security, shelter, non-food needs); and also basic psychosocial needs (feeling loved, listened to, understood, appreciated, physically safe, competent, have self-esteem, hope, confidence and trust, and feeling connected to a community of care, having a sense of belonging and being accepted by a group). The lack of psychological well-being impacts children and adolescents' learning abilities and school life.

This also holds true for teachers who are assigned to emergency areas. Low psychosocial wellbeing for a teacher can have immediate negative consequences on a pupils' performance. Teachers may adopt negative behaviours, attitudes and practices that instil fear and further frustrate and devalue learners who may already have a bad self-image. Resources are available that address psychosocial well-being of learners and teachers, such as those developed by UNICEF and NGOs, such as COOPI. The various training courses planned in the MYRP will make use of these documents to enable teachers and students to deal effectively with the demands and challenges of everyday life and develop cognitive skills, and personal and inter-personal skills for communicating and interacting effectively with others.

1.3.4. Gender Equality and Inclusion

Although gender equality is enshrined in the Constitution, the stark gender disparities in Chad in general and in specifically in education are a reality in a government context in which the state is party to international human rights conventions (see Annex 1 for the list of these documents). According to a joint report by the Ministries of Public Health and Women, Early Childhood Care and National Solidarity (2014), the government's implementation of international and sub-regional commitments to gender equality and women's empowerment face several major obstacles including the coexistence of civil law, customary law and Islamic law, which limits the application of the principle of equality asserted in national legislation and in the international texts ratified by the country; and insufficient financial resources allocated to government bodies responsible for promoting equality, such as the Ministry of Gender, and Gender-Responsive Budgeting. At the national level, there is a national gender policy that has been developed under the aegis of the Ministry of Women, Early Childhood Care and National Solidarity, and a gender action plan within the MENPC. However, the action plan could not be implemented due to budgetary and funding constraints. A gender analysis at the national level has not yet been carried out, and the education system shows signs of a need for capacity-building in gender mainstreaming.

Emancipation of Chadian women is taking place, even though the pace of change remains very slow given the gender discriminatory context. The differentiated perception of male and female roles is at the root of the unequal distribution of tasks and the exercise of power. Men assume decision-making roles in public affairs, while women are more involved in establishing and strengthening social relationships (such as baptisms, weddings, funerals, visits to relatives and the sick). Men are usually the only ones who can make decisions that involve

the household or community. Social roles take the form of stereotypes that make them easily internalized views of men and women. Gender inequalities and disparities are observed in all areas of political, economic, social and cultural life. Generally speaking, at the social and cultural level, the following gender inequalities and disparities were identified: (1) A preference for boys over girls at birth, for inheritance and property rights; (2) Inequalities and disparities in the division of labour, which give more work to women than men, girls than boys, and young people than adults and older people, which has a harmful impact on their health, productivity and leisure time; (3) The existence and perpetuation of traditional practices that are harmful to women and girls (levirate marriage, Female Genital Mutilation (FGM), beatings, polygamy imposed on the first wife, early and forced marriages, etc.), and sometimes to men (sororate marriage, polygamy, beatings, forced marriage, gender-based violence, etc.); (4) Inequalities of access and the continuation of processes of social exclusion or self-exclusion, and particularly those of women and children (girls and boys), from decision-making spheres .

In the regions covered by the additional data collection mission, women are considered as a labour force as well as a matrimonial one, essential for the family, lineage and even the wider social group. At the Sudanese refugee site in Iridimi, it is not uncommon to see women building shelters for a household. Girls help with household chores at home and takes care of younger siblings. Enrolment in school can therefore challenge domestic norms and pose challenges for the care of newborns, but also break up matrimonial arrangements. Girls are also disadvantaged because, from the parents' perspective, a girl is called upon to leave her family to set up home elsewhere, and therefore it will be her in-laws who benefit from her education, according to participants in the focus groups organized in Baga-Sola.

Women's representation in the school system also has an impact on the quality of education in Chad. In pre-school, women accounted for 87% of teachers in 2016-2017. However, only 17 % of these teachers are trained. At the primary level, community teachers make up over half of the total workforce (55 %) at the national level. Of these, 9 % are women, compared with 18% for all teachers. With regard to the percentage of qualified female teachers, 29 % of qualified teaching staff are women (school teachers and teaching assistants). In Tibesti, there are no female primary school teachers at all. Just over one-third (36 %) of women primary school teachers work in N'Djaména where they represent 4 3% of the teaching staff in the capital. In Iribi, the primary school education inspectorate claims that of the more than 200 teachers working in the municipality, only four or five are female; in Baga-Sola, the provincial delegate and his team claimed that fewer than 15 % of teachers are female. One middle school administrator in ten (10 %) is female, compared with only 7 % of teachers. The representation of women in general secondary education is similar to that in middle school. Close to 11 % of women hold the position of administrator and 7 % hold teaching posts. In technical and vocational training, only 6 % of women are teachers and the same proportion are administrative staff. The data collected from the rapid field assessments highlighted that assigning a class to a single woman teacher (at least two are needed) posed challenges including absences related to pregnancy, maternity leave, breastfeeding, children's illnesses and unwillingness to work in rural areas where living conditions are sometimes very complex and gruelling.

1.3.5 Continuity

The internal efficiency of the education system is measured by the number of students progressing to the next level, repeating a year, or dropping out. In 2016-2017, the primary school progression rate was almost 62 %, a decrease of two points compared with 2015-2016, with girls (60.6 %) over 2 % less likely to progress than boys (62.7 %). Overall, the rate of students having to repeat a year decreased compared with the previous year (from 16.4 % to 14.5 %). This is due to the new reform adopted by the MENPC, stipulating that students in Grades 1, 3 and 4 should not repeat school years, even though the application of this law is

not effective in some schools. The rate is almost the same for girls (14.5 %) and boys (14.6 %).

However, the drop-out rate worsened compared with 2015-2016, rising from 19.7% to 23.7%. Drop-out is higher among girls (24.9 %) than boys (22.8 %). A lack of teachers means that some subjects are not taught, leading to a lack of motivation among students, and especially girls, to continue. In some schools, there is only one teacher working from Grade 1 to 6 (the whole of primary school).

Table 3: Progression, repetition and drop-out rates in primary education

Rate	Gender	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Average
Progression	*Boys*	*62.1%*	*67.0%*	*64.3%*	*60.8%*	*65.2%*	*51.4%*	*62.7%*
	Girls	*59.9%*	*65.1%*	*62.7%*	*60.0%*	*63.0%*	*45.0%*	***60.6%***
	Total	***61.1%***	***66.2%***	***63.6%***	***60.5%***	***64.3%***	***48.8%***	***61.8%***
Repetition	*Boys*	*14.4%*	*15.8%*	*14.2%*	*15.1%*	*13.2%*	*13.9%*	*14.6%*
	Girls	*13.8%*	*15.8%*	*14.1%*	*15.5%*	*13.1%*	*14.2%*	*14.5%*
	Total	***14.1%***	***15.8%***	***14.1%***	***15.3%***	***13.1%***	***14.0%***	***14.5%***
Drop Out	*Boys*	*23.5%*	*17.2%*	*21.5%*	*24.1%*	*21.6%*	*34.7%*	*22.8%*
	Girls	*26.3%*	*19.1%*	*23.2%*	*24.5%*	*23.9%*	*40.8%*	***24.9%***
	Total	***24.7%***	***18.0%***	***22.3%***	***24.3%***	***22.6%***	***37.1%***	***23.7%***

Source: Statistical yearbook 2016-2017

At lower secondary level, the progression rate in Grades 7 and 8 is 61% at the national level and is higher for girls (65 %) than for boys (60 %). The repetition rate is 22% in Grade 7 and 18 % in Grade 8. There is almost no difference between boys and girls in terms of repeating years at these levels of education.

However, in Grade 12 (the final year of secondary education), 30 % of girls repeat the year, compared with 27 % of boys. On the basis of the above, the drop-out rate is 17% and 21 % in Grades 7 and 8 respectively. In both cases, the drop-out rate is higher for boys than for girls.

Table 4: Progression, repetition and drop-out rates in secondary education

Rate	Gender	Grade 10	Grade 11	Grade 12
Progression	*Boys*	*60%*	***60%***	-
	Girls	*65%*	*65%*	-
	Total	***61%***	***61%***	**-**
Repetition	*Boys*	*22%*	*18%*	*27%*
	Girls	*23%*	*18%*	*30%*
	Total	***22%***	***18%***	***28%***
Drop out	*Boys*	***18%***	***22%***	-
	Girls	*12%*	*16%*	-
	Total	***17%***	***21%***	**-**

Source: Calculations from the 2015-2016 and 2016-2017 statistical yearbooks.

Many out-of-school children and youth are usually engaged in economic activities that prevent them from participating in education, whether formal or informal. However, boys are more likely to drop out of school looking for work or head to gold panning sites (which explains the statistics highlighted above). Testimonies collected from teenagers in Iridimi Camp (Wadi-Fira), aged 15 and 16 years old, who dropped out of school in Grades 6, 7 and 8 (end of

primary and start of lower secondary school), reveal a lack of support due to the loss of their parents or insufficient resources as the main reasons for their dropping out of school. Many of them are forced to engage in activities to support their parents or meet their own needs (clothing, food, soap etc.).

At secondary level, according to representatives of the decentralized education services of Wadi-Fira province, some girls tend to drop out of school as soon as they have their first period, thinking that they should marry. Others leave school either to escape their classmates' teasing once they get their periods, or out of shame or because of difficulties in finding appropriate sanitary protection and facilities during periods (sanitary towels, girl-friendly latrines, water points, etc.). Furthermore, there are girls who prefer to look for ways to support themselves and their children when they are mothers. Nearly seven out of ten girls are married before the age of 18, often to improve the economic prospects of the family. For example, in Iriba, interviews revealed that a girl given in marriage could "yield" roughly ten camels for the parents. However, parents acknowledged that a girl in education is better equipped to cope with forced and early marriage and early pregnancy.

The Global Out-of-School Children Initiative was launched in 2010 as a partnership between UNICEF and the UNESCO Institute for Statistics (UIS), to make significant and sustainable progress in reducing the number of children out of school globally and at country level. Several accelerated and alternative education strategies have been developed and implemented in some countries, including Chad, to bring children who are out of school back into the classroom. The Literacy and Non-Formal Basic Education Project (LNFBE) focuses on children not enrolled in school, children who have dropped out of school, and illiterate adults. In the field of non-formal basic education, in particular for out-of-school children close to the age limit for admission to school (13-14 years), the plan is to develop diversified education provision and appropriate training for young people who are out of school and school drop-outs aged nine to 14, particularly in disadvantaged areas.

1.3.6 National Policies and Systems

The Government of Chad's policy on education for the period 2018-2020 is set out in the PIET (as described in Section 1.2 above). Chad has enshrined in its constitution the creation of decentralized territorial authorities. However, the operationalization process is fraught with serious challenges, particularly with regard to the transfer of resources (human, legal, financial and technical resources, equipment, etc.). This has affected the education system as well. The powers of the Provincial Delegates of National Education (DREN) are limited to decisions related to the transfer and assignment of teachers within their provinces and to the oversight of educational management by the inspection services. Although the interim education and literacy strategy (“Stratégie Intérimaire pour l’Education et l’Alphabétisation” – SIPEA) called for increased devolution and DAPRO (Analysis and Foresight Directorate) representatives exist in provincial delegations, the implementation of activities such as strategic planning, data entry and school construction is still centralized.

An Educational Management Information System (EMIS) is functional and is managed by the Analysis and Foresight Department of MENPC. Sex disaggregated data are collected annually and comprehensively from schools. However, no particular attention is paid to data on children with disabilities and other forms of vulnerability. Data entry, processing and analysis are still centralized at DAPRO, the Analysis and Foresight Directorate. The system produces statistical yearbooks with key indicators for the Chadian education system. It covered all levels of education until the recent creation (2014-2015) of a separate database for the Ministry for Higher Education. While not yet sufficient in number, there is a dedicated staff with sufficient experience to effectively undertake all the regular activities. Among the weaknesses of the EMIS in Chad are the delay in the publication of yearbooks and the failure to take adequate account of data about Education in Emergencies (EiE). Activities are already planned to revise

the collection tools, so as to take all the necessary information into account, including EiE. For the next three years covered by the PREAT, the aim is to strengthen this system by allocating equipment at the central level and gradually implement its decentralization so that data entry, processing and analysis are carried out at the lowest possible geographical level.

1.3.7 Financing of Education in Emergencies and Protracted Crises

As of 2006, public education in Chad is free of charge. In 2019, the government granted public school status to all schools in the refugee camps; these schools will receive support for their running costs and their teachers will be paid from the state budget. However, the drop in government revenue following the fall in oil prices in 2014 and the increased military spending to meet the country's security challenges associated with civil strife have seriously challenged the implementation of the policy free public education. Close to 19 % of the state budget was allocated to the entire education sector in 2017. This proportion decreased slightly to 17 % in 2018 and 2019. Despite the adoption of decentralization laws, in reality, the management of the education system remains highly centralized. In budgetary terms, the share of resources allocated to decentralized structures concerns only goods and services and represents only 21.4 % (RESEN II, 2014) of the earmarked budget, or less than 1 % of the total education budget. This asymmetry in the allocation of resources considerably affects the performance of the education system as a whole.

Accurate financial information on the government's contribution to the needs of Education in Emergencies is difficult to locate. Given the limited resources, international donors, communities, CSOs and other private entities play a significant role in the support and strengthening of the education system. For example, in 2017, the education sector received gross bilateral official development assistance of $7.7 million, or 3.2 % of the total country assistance (OECD, 2019). About 45 % of schools are funded by parents' fees. Two global funding mechanisms play a significant role in changing the education landscape in Chad. The Global Partnership for Education (GPE) has been supporting the implementation of the national sectoral strategy for education since 2012. In addition, in 2016, following the government emergency request, funds were delivered to meet the educational needs of refugee and displaced children through the Emergency Basic Education Project in Chad (PUEBT) (2016-2017). Education Cannot Wait (ECW) provided funding through its Initial Investment window.

Financial tracking offers a varied picture. In general, funding obtained for education under HRP has decreased over three years from 41% in 2017 to 15% in 2019 compared to the overall funding obtained from 41% in 2017 to 39% in 2019. Although since 2016, the budget requested for the education of internally displaced persons and returnees has been steadily increasing (+188 % for a corresponding increase of 88% in the total number of beneficiaries), more is needed. Of the $19.3 million required as part of the annual humanitarian appeal in 2018, only 19 % ($3.7 million) was received. However, a surplus of funds was received for refugee education in the same year ($2.4 million compared to $1.7 million requested by UNHCR). In 2018, only 10% of the CRRP was reached, leaving a significant funding gap of 90 % (OCHA FTS 2018).

The HRP for 2019 has set the funding requirement for the education of 539,150 people displaced persons, returnees and crisis-affected communities of whom 85 % are school-age children, at $17.4 million. This makes 4.5 % of the budget required by the consolidated humanitarian appeal of $476.6 million. To date, only $2.6 million (or 15%) has been received. This rate is lower than that of all humanitarian action in the country, which is about 39 %. In addition, CRRP sets the funding needs for refugee education at $3.8 million for 135,000 people, 85 % of whom are school-age children. This amount represents 2 % of the budget required by the consolidated humanitarian appeal for refugees, which amounts to $211 million.

1.4 MYRP Priorities

This MYRP contributes to the achievement of the Government's objectives in the education sector in Chad, harmonizing and aligning with on-going interventions in the country. In order to achieve this, the objectives of the MYRP, taking into account the needs of the target groups (girls and boys, men and women, including those with disabilities) have been built around those of the PIET, PREAT and the Education Cluster Strategy. These key strategic documents themselves were designed with reference to other national and international documents, strategies and policies in the field of education in general and EiE in particular.

Based on the strategies described above, and after discussions in workshops with the thematic groups, the MYRP proposes the following goal and priorities:

Goal:

Girls and boys in emergency-affected communities, including those with disabilities, receive quality education and training for their well-being in an inclusive, equitable, secure and gender-sensitive learning environment.

Priorities for Girls and Boys Affected by the Crises:

1. Make the **school environment more inclusive**, secure and conducive to equal and equitable access to reduce disparities between girls and boys.

2. Promote the **reintegration of out-of-school girls and boys** - including orphans – into learning environments and/or training opportunities at all levels, while reducing inequalities related to gender and disability.

3. **Improve the quality of education** and inclusive school environments for girls and boys

4. **Improve the effectiveness of the management and governance** of the education system in emergency situations by making it more gender sensitive and inclusive.

5. **Mobilize funds** to fill the funding gap for education in emergencies in Chad.

These priorities lead directly into the five outcomes outlined in this MYRP. In the implementation of the MYRP, capacity building interventions of educational communities will be undertaken. These actions will aim to make them more gender responsive and inclusive and able to ensure the continuation of education services in crisis-affected areas at the end of the programme.

1.5 Stakeholder Analysis

Stakeholder Name	Impact *How much does the MYRP impact them?*	Influence *How much influence do they have over the MYRP?*	What and how could the stakeholder contribute to the MYRP?	Strategy for engaging the stakeholder
Ministry of National Education and Civic Promotion (MENPC)	High	High	Administrative and technical support Implementation Monitoring and evaluation	Participation in community mobilization Designation of a focal point Accompanying the implementation of the strategy
Ministry of Women, Early Childhood Development and National Solidarity	High	High	Administrative and Technical Support Implementation Monitoring and evaluation Support to the early childhood component	Participation in community mobilization Designation of a focal point
Ministry of Vocational Training and Small Businesses	Medium	Medium	Administrative and technical support Definition of the criteria of choice of trades, etc.	Participation in community mobilization Designation of a focal point Request for the provision of trainers for training activities related to Vocational Training and Small Trades
Ministry of Justice	Medium	Low	Provision of appropriate legal texts The understanding of the texts and their application Improving access to justice for minors	Designation of a focal point Advocacy with the Ministry for good collaboration with the programme
Provincial Delegations of MENPC	High	High	Technical support and monitoring / coaching Participation in the Provincial Consultation Groups Reporting	Support to the operating expenses of the Provincial Delegations Definition of actors' roles Participation in Provincial Consultation Groups
Beneficiary Communities	High	High	By participating in the activities indicated Participation in decision-making processes Capitalizing on their detailed contextual knowledge	Accountability to beneficiary communities
International and National Non-Governmental Organizations, Civil Society including women led	High	High	Technical support including specific areas of expertise such as integration of gender and inclusion in programming, participation in the implementation	Create synergies around the activities of the programme Put in place an effective mechanism for coordination between the various

Stakeholder Name	Impact *How much does the MYRP impact them?*	Influence *How much influence do they have over the MYRP?*	What and how could the stakeholder contribute to the MYRP?	Strategy for engaging the stakeholder
organizations and agencies of the United Nations			Sharing experiences and their knowledge of the environment	partners to ensure real-time communication
Technical and Financial Partners	High	High	Advocacy actions for resource mobilization Technical support	Promoting innovation, collaboration / coordination, transparency, good governance
Education Cluster	High	High	Alignment of the MYRP with the Cluster Strategy and the HRP Pooling efforts in monitoring and coordination; Play a central role in the Steering Committee meetings and programme reviews Advocacy actions for resource mobilization Technical support Sharing of experience and good practice within the broad network of Education in Emergencies actors	Appoint a focal point from the Cluster within the Programme Steering Committee Associate the Cluster with monitoring and evaluation missions in the field; Insert a permanent recurring item on the MYRP in Cluster Meetings agendas
Local Education Group (GLPE)	High	High	Contribution to sectoral priorities under the PIET and complementarity of response through the humanitarian-nexus	Appoint a LEG representative on the Programme Steering Committee; The Programme Manager and the person responsible for Monitoring and Evaluation will participate in the LEG meetings
National Commission for Reception and Reintegration of Refugees and Returnees (CNARR)	High	High	Provision of reliable statistics Security assurance in camps and sites Effective site management	Provision of reliable statistics Security assurance in camps and sites Effective site management
Political, municipal and administrative authorities, religious and traditional groups in the intervention zones	High	High	Interface between beneficiaries and the programme Resource people for advocacy Management of possible conflicts	Make them gateways/pathways for information flows Invite them to meetings and appropriate exchanges

2. TARGET POPULATION

2.1 Total People in Need

Chad's MYRP targeting strategy feeds into the framework of the priorities outlined in the Education Cluster Strategy and the PIET. The Education Cluster Strategy aims to ensure continuity of access to inclusive and equitable quality education for all children affected by population displacement crises, food insecurity and malnutrition. Similarly, although the PIET targets all levels of education across the whole country (including the crises-affected zones), the PREAT (its main financing source) only prioritizes a subset of these objectives, focussing its results on primary education, non-formal basic education and literacy. The MYRP, which aims to bridge the immediate actions outlined in the Education Cluster Strategy with the medium-term interventions from the PIET, is based on an analysis of the types of crises currently affecting the country.

The humanitarian community in Chad has identified three main crises: population movement, food insecurity and malnutrition and health emergencies. Due to the lack of information on the impact of the health emergency crisis on the education sector, the Education Cluster has therefore focused on the impacts of the population movements and food insecurity and malnutrition in terms of its targeting strategy.

Population movements

Chad hosts approximately 470,850 refugees, 112,130 returnees and 133,338 IDPs (OCHA, September 2019). Refugees and returnees have fled conflict in Sudan, the Central African Republic, Niger and Nigeria and IDPs are victims of the security situation caused by terrorist groups in the Lac Province. Of these populations, 49% are children aged 3 to 17 years-old. This equates to 230,715 refugee children, 54,944 returnee children and 65,335 IDP children.

These displaced children in turn, impact the educational resources of the children in host communities either directly (for example in classrooms) or indirectly through having to share resources between host families and those who have been displaced. Given the overall vulnerability of the Chadian population, this results in a situation whereby children in host communities also become children in need. Thus, the targeting strategy deliberately covers both displaced children as well as those in host communities and the estimated total number of children in need of support is close to 380,000 (see Table 5 below).

Food insecurity and malnutrition

The other crisis affecting access and retention of children in school is food insecurity and malnutrition. The main groups of children affected and those in most need are in pre-school and primary school and who, according to the available data from World Food Programme, number 168,814 (79,760 girls and 89,054 boys) from within the total of approximately 380,000 children highlighted above. Teachers and members of the Parent Teachers' Associations from these schools attended by these children also need to be supported to sustain food and nutrient intake in schools through local community initiatives.

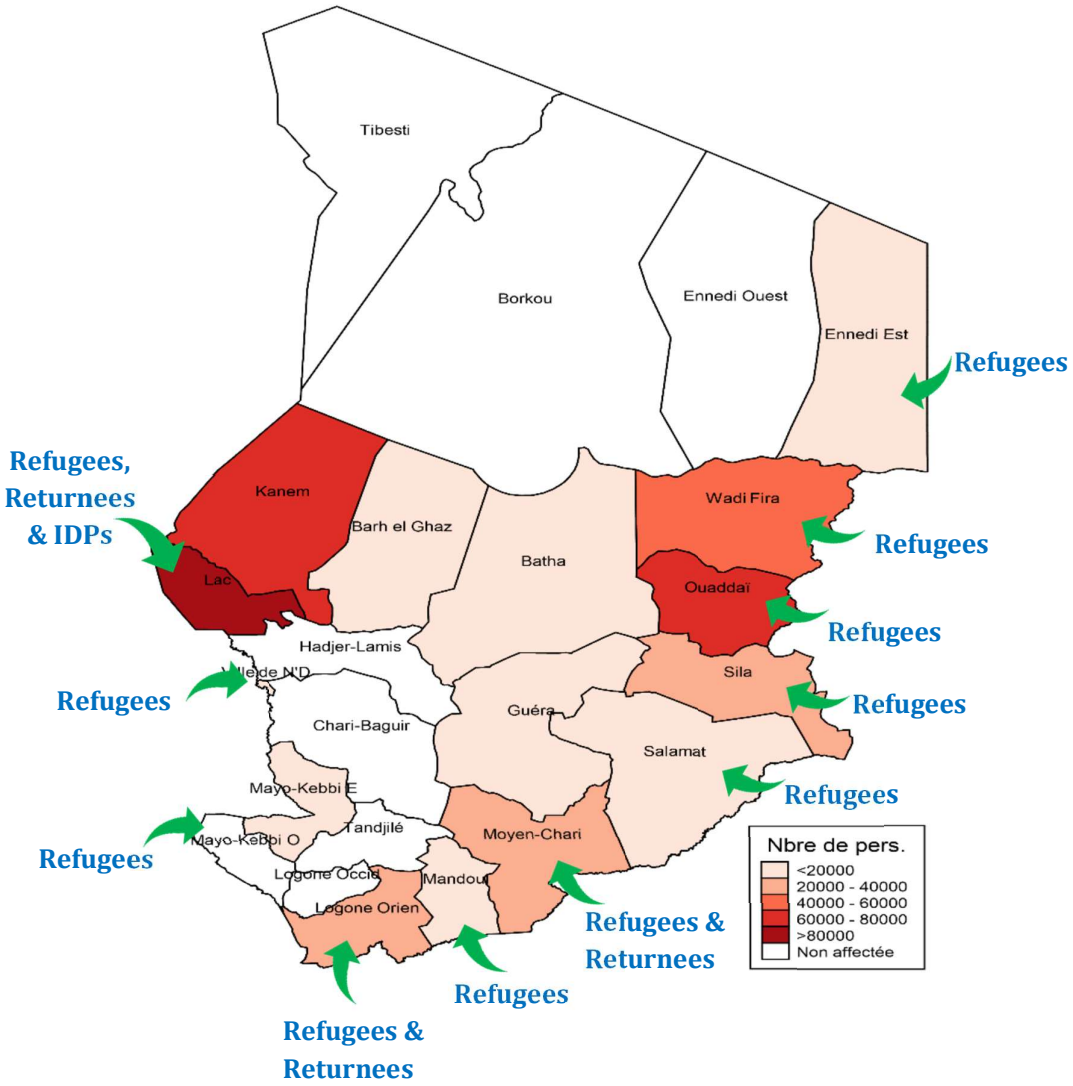
The impact of these two crises on the education sector, results in an estimated **total 393,515 people in need** of education which is outlined in Table 5 below. In addition to this number, there are another 400 staff from MENPC (roughly 30 per province and 40 at the central level) who are considered within the targeting strategy. It is important to highlight these figures represent the number of people in need only. They do not represent the number of people who will be targeted by the MYRP itself. This is outlined in detail in Section 2.2 below.

Table 5: Number of people in need by level/type of education

School level/type	Boys	Girls	Total	Teachers	PTA members	Total
Pre-school	17,556	18,607	36,163	723	0	36,886
Primary	147,948	139,585	287,533	5,751	7,607	300,891
Non-formal basic ed.	1,411	1,228	2,639	163	219	3,021
Lower primary school	25,173	23,437	48,610	973	113	49,696
Literacy (15-17-year-olds)	1,411	1,228	2,639	163	219	3,021
Total	**193,499**	**184,085**	**377,584**	**7,773**	**8,158**	**393,515**

Source: Simulation MYRP

The population movement crisis concerns the 11 provinces highlighted on the map below. The provinces of Barh El Gazel, Batha, Guéra and Kanem are the only ones affected solely by the food insecurity and malnutrition crisis.

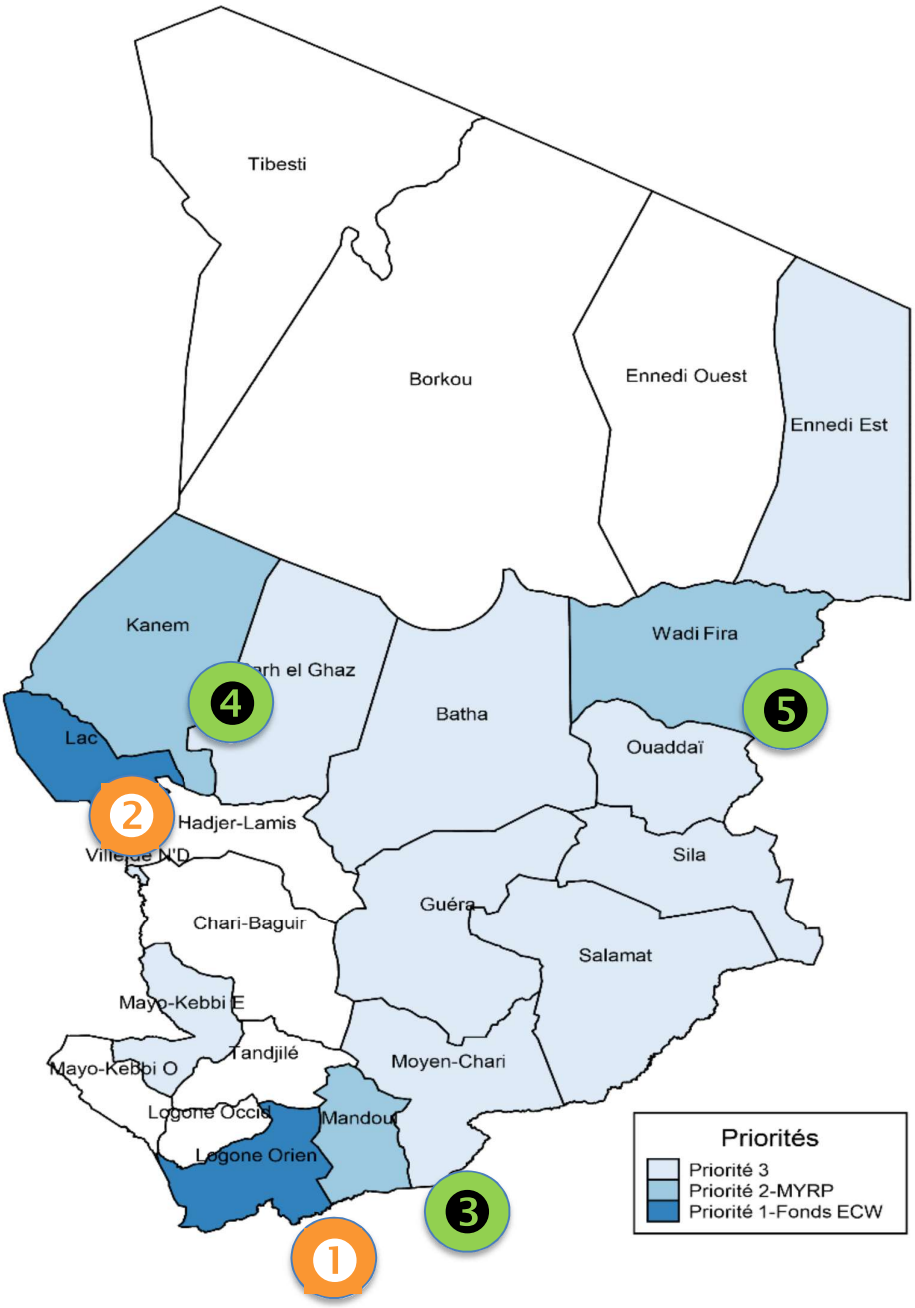


2.2 Geographic Priorities & Target Population

Given the financial constraints and for the sake of consistency and complementarity of the MYRP with the national plans and strategies currently being implemented in the education sector, particularly the PREAT, five provinces will be targeted under the programme as follows: **Logone Oriental**, **Lac**, **Mandoul**, **Kanem** and **Wadi-Fira**.

The targeting strategy is mainly built on the PREAT geographical prioritization, which was based on three criteria i.e. Poverty (20%), Access (40%) and Quality (40%). Eight out of the 15 MYRP regions were among the level 1 priority regions of the PREAT; Lac being the first, followed by Mandoul and Logone Oriental respectively. However, given that the needs in Logone Orientale are higher than the ones of Mandoul, the former is prioritized. The Logone Oriental region was also selected as the first beneficiary of the ECW funds, followed by the Lac region.

For the selection of the additional three regions, the dominant criterion was the proximity with the Lake and Oriental logon to ensure a greater convergence in scaling up potential impacts and allowing for comparisons between the two convergence areas. The humanitarian needs, and operational considerations have prevailed in the final decision with the objective of ensuring the mainstreaming of the humanitarian-development nexus. Thus, Mandoul and Kanem, respectively neighbouring regions of Lac and Logone Oriental, have been selected. In the East, Wadi-Fira was chosen due to the absence of partners in the field even though it is the most affected by food insecurity (in addition to population movement crisis) as compared to Sila, Ouaddaï and Ennedi Est and hosts one of the largest refugees' camp in the country.



As outlined above, only **Logone Oriental** and **Lac** have been prioritized to benefit from the minimum package of activities to be funded by ECW.

This minimum package will:

1) Ensure that buildings / learning spaces are safe and adequate, gender and disability sensitive and that there is water and sanitation;
2) Establish a school feeding programme;
3) Offer scholarships (or similar) to the poorest families to reduce the financial barriers, paying attention to the most marginalized including girls and children with disabilities;
4) Provide ongoing training for teachers including psychosocial support;

5) Provide learning spaces that are sensitive to gender and disability and distribute school supplies to children

In terms of ECW financing, for the Logone Oriental province, this complete minimum package will be implemented in all the target areas within the province. For the Lake province, a sub-set of this package will be implemented (so as to complement the efforts from other donors that are already covering some of these elements).

All children aged 3 to 17 in the five targeted provinces will benefit from the interventions outlined under this MYRP (see Chapter 3 below for more details on what this entails). In addition, 58 % of teachers and 34 % of PTAs will benefit from in-service training and support in their respective fields.

A total of 150 staff from MENPC (30 per province and 40 senior staff at the central level), will be benefit from interventions aimed at strengthening their capacity. The breakdown of the target population by priority province is shown in Table 6 (with priority provinces to be supported by ECW highlighted in orange):

Table 6: Target Population by priority province

Province	Children	Teachers	PTA Members	MENPC staff	Total
Kanem	59,835	689	535	30	**61,089**
Lac	86,406	1,060	658	30	**88,154**
Logone Oriental	37,316	498	260	30	**38,104**
Mandoul	3,594	41	35	30	**3,700**
Wadi Fira	39,141	450	237	30	**39,858**
Total	**226,292**	**2,738**	**1,725**	**150**	**230,945**

Source: Simulation MYRP

This total number of beneficiaries represent 59 % of the total number of people in need and concerns children, teachers, MENPC staff and PTA members at pre-school, primary and secondary school levels, non-formal basic education, and functional literacy.

As shown in the table above, ECW funding for the Lac and Logone Oriental provinces will cover 126,298 people out of this total. This represents 55 % of the people to be targeted by this MYRP and 32 % of the total number of people in need.

3. PROGRAMME RESULTS

3.1 Theory of Change

The Theory of Change (ToC) is the logical hierarchy of results that illustrates the necessary steps to achieve the four[14] programmatic outcomes envisioned for this MYRP. In other words, the ToC describes the "If--> then" logic – based on the available evidence – underpinning the envisioned chain of results to achieve each outcome. Consistent with the idea that the MYRP must provide a framework embracing the programmatic action of all EiE partners, a sectorial ToC has been prepared – rather than a project-specific ToC. Accordingly, the four envisioned programmatic outcomes have been "unpacked" into pathways of "lower-level" results (referred to as "sub-outcomes") that are necessary to achieve each outcome. Each sub-outcome constitutes, together with the other sub-outcomes, a necessary precondition for the corresponding outcome to occur.

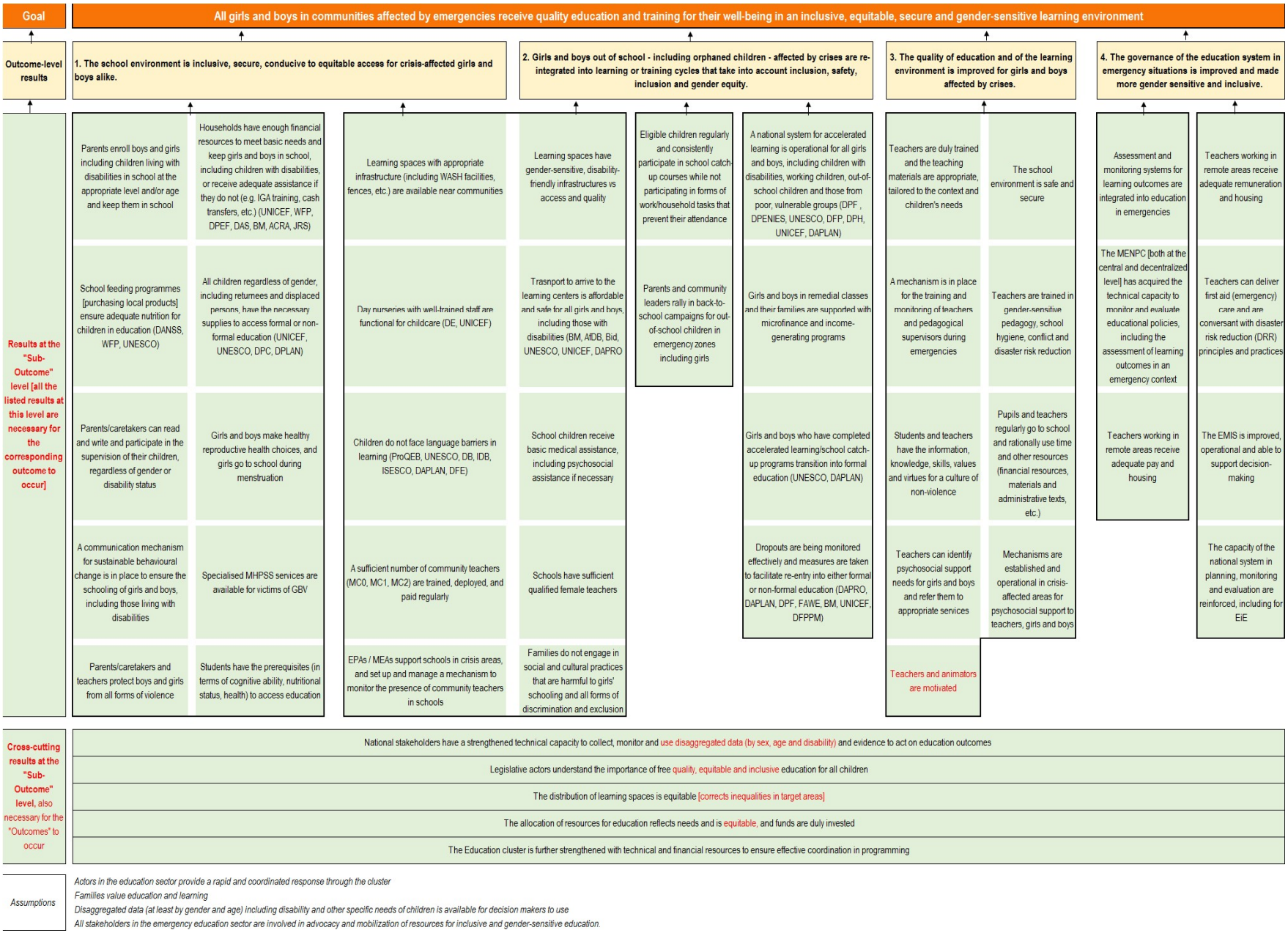
Funding from ECW alone will not be enough to achieve all the results listed in the ToC. Nonetheless, it is fundamental to understand the interplay of the different causal pathways to design and prioritize results and activities. The sectorial ToC is equally important to understand which development partners are engaged (and to what extent) on what specific sub-outcomes (several sub-outcomes have an initial list of development partners engaged on the same result in parentheses).

Due to lack of data and a rapidly changing humanitarian environment, it will be necessary to conduct an inception phase during the first year of this MYRP to enable the detail required for implementation to be developed. During this inception phase:

- A detailed implementation plan will be elaborated in order to accompany this programme document and in-depth gender needs assessment will be undertaken.
- Ministerial counterparts and development partners will be engaged to improve programming at the nexus between the humanitarian and development domains.
- Both humanitarian and development partners (for example with the GPE-funded PREAT project which supports the PIET) will be engaged through the cluster to fine-tune complementarities in the field response and maximize synergies.
- Refinement of vulnerability criteria to guide the sequencing of the intervention (which subgroups may receive the intervention before others).
- The results framework will be improved as follows:
  - Additional outputs may be added under the identified outcomes;
  - Baseline and target values for several indicators will be calculated or further verified;
  - Additional indicators may be added depending on feasibility of data collection and costs connected with data collection;
  - Formulation of certain outputs and indicators may be adjusted;
  - Risks and assumptions for each result will be spelled out.

Based on both: a) the envisioned pathways for change; and b) the engagement of other organizations in EiE, the ToC provides the logical foundation for the results framework and helps identify the most strategic areas of engagement for the MYRP. This ToC was developed in close cooperation with the ECW Secretariat M&E team, based on, the Education Cluster strategy, the latest humanitarian needs assessments, field mission reports and meetings held with the different thematic groups.

[14] Note: the results framework contains a fifth outcome on resource mobilization. The latter has not been "unpacked" in the ToC since – following standard RBM practices – the ToC remains focused solely on beneficiary outcomes (as opposed to systemic outcomes – see the ECW Strategic Plan).


Goal
All girls and boys in communities affected by emergencies receive quality education and training for their well-being in an inclusive, equitable, secure and gender-sensitive learning environment
Outcome-level results
1. The school environment is inclusive, secure, conducive to equitable access for crisis-affected girls and boys alike.
2. Girls and boys out of school - including orphaned children - affected by crises are re-integrated into learning or training cycles that take into account inclusion, safety, inclusion and gender equity.
3. The quality of education and of the learning environment is improved for girls and boys affected by crises.
4. The governance of the education system in emergency situations is improved and made more gender sensitive and inclusive.
Results at the "Sub-Outcome" level [all the listed results at this level are necessary for the corresponding outcome to occur]
Parents enroll boys and girls including children living with disabilities in school at the appropriate level and/or age and keep them in school
Households have enough financial resources to meet basic needs and keep girls and boys in school, including children with disabilities, or receive adequate assistance if they do not (e.g. IGA training, cash transfers, etc.) (UNICEF, WFP, DPEF, DAS, BM, ACRA, JRS)
Learning spaces with appropriate infrastructure (including WASH facilities, fences, etc.) are available near communities
Learning spaces have gender-sensitive, disability-friendly infrastructures vs access and quality
Eligible children regularly and consistently participate in school catch-up courses while not participating in forms of work/household tasks that prevent their attendance
A national system for accelerated learning is operational for all girls and boys, including children with disabilities, working children, out-of-school children and those from poor, vulnerable groups (DPF , DPENIES, UNESCO, DFP, DPH, UNICEF, DAPLAN)
Teachers are duly trained and the teaching materials are appropriate, tailored to the context and children's needs
The school environment is safe and secure
Assessment and monitoring systems for learning outcomes are integrated into education in emergencies
Teachers working in remote areas receive adequate remuneration and housing
School feeding programmes [purchasing local products] ensure adequate nutrition for children in education (DANSS, WFP, UNESCO)
All children regardless of gender, including returnees and displaced persons, have the necessary supplies to access formal or non-formal education (UNICEF, UNESCO, DPC, DPLAN)
Day nurseries with well-trained staff are functional for childcare (DE, UNICEF)
Trasnport to arrive to the learning centers is affordable and safe for all girls and boys, including those with disabilities (BM, AfDB, Bid, UNESCO, UNICEF, DAPRO
Parents and community leaders rally in back-to-school campaigns for out-of-school children in emergency zones including girls
Girls and boys in remedial classes and their families are supported with microfinance and income-generating programs
A mechanism is in place for the training and monitoring of teachers and pedagogical supervisors during emergencies
Teachers are trained in gender-sensitive pedagogy, school hygiene, conflict and disaster risk reduction
The MENPC [both at the central and decentralized level] has acquired the technical capacity to monitor and evaluate educational policies, including the assessment of learning outcomes in an emergency context
Teachers can deliver first aid (emergency) care and are conversant with disaster risk reduction (DRR) principles and practices
Parents/caretakers can read and write and participate in the supervision of their children, regardless of gender or disability status
Girls and boys make healthy reproductive health choices, and girls go to school during menstruation
Children do not face language barriers in learning (ProQEB, UNESCO, DB, IDB, ISESCO, DAPLAN, DFE)
School children receive basic medical assistance, including psychosocial assistance if necessary
Girls and boys who have completed accelerated learning/school catch-up programs transition into formal education (UNESCO, DAPLAN)
Students and teachers have the information, knowledge, skills, values and virtues for a culture of non-violence
Pupils and teachers regularly go to school and rationally use time and other resources (financial resources, materials and administrative texts, etc.)
Teachers working in remote areas receive adequate pay and housing
The EMIS is improved, operational and able to support decision-making
A communication mechanism for sustainable behavioural change is in place to ensure the schooling of girls and boys, including those living with disabilities
Specialised MHPSS services are available for victims of GBV
A sufficient number of community teachers (MC0, MC1, MC2) are trained, deployed, and paid regularly
Schools have sufficient qualified female teachers
Dropouts are being monitored effectively and measures are taken to facilitate re-entry into either formal or non-formal education (DAPRO, DAPLAN, DPF, FAWE, BM, UNICEF, DFPPM)
Teachers can identify psychosocial support needs for girls and boys and refer them to appropriate services
Mechanisms are established and operational in crisis-affected areas for psychosocial support to teachers, girls and boys
The capacity of the national system in planning, monitoring and evaluation are reinforced, including for EiE
Parents/caretakers and teachers protect boys and girls from all forms of violence
Students have the prerequisites (in terms of cognitive ability, nutritional status, health) to access education
EPAs / MEAs support schools in crisis areas, and set up and manage a mechanism to monitor the presence of community teachers in schools
Families do not engage in social and cultural practices that are harmful to girls' schooling and all forms of discrimination and exclusion
Teachers and animators are motivated
Cross-cutting results at the "Sub-Outcome" level, also necessary for the "Outcomes" to occur
National stakeholders have a strengthened technical capacity to collect, monitor and use disaggregated data (by sex, age and disability) and evidence to act on education outcomes
Legislative actors understand the importance of free quality, equitable and inclusive education for all children
The distribution of learning spaces is equitable [corrects inequalities in target areas]
The allocation of resources for education reflects needs and is equitable, and funds are duly invested
The Education cluster is further strengthened with technical and financial resources to ensure effective coordination in programming
Assumptions
Actors in the education sector provide a rapid and coordinated response through the cluster
Families value education and learning
Disaggregated data (at least by gender and age) including disability and other specific needs of children is available for decision makers to use
All stakeholders in the emergency education sector are involved in advocacy and mobilization of resources for inclusive and gender-sensitive education.

3.2 Results

OUTCOME 1: The school environment is inclusive, secure and conducive to equitable access for crisis-affected girls and boys alike

Outcome 1 focuses on equitable access to formal education. It aims at creating a school environment that is inclusive, secure, conducive to equitable access for crisis-affected girls and boys alike. Following this logic:

Output 1.1 Preschool, primary and lower secondary school children benefit from school feeding programmes to increase access, attendance and retention of girls at school

This output focuses on school feeding and nutrition as an essential health component of human development and as a catalyst for school attendance, especially for girls. Malnutrition is a factor that negatively influences school performance by contributing to the reduction of cognitive abilities of the child; it also affects a child's attendance at classes with an impact on learning. School feeding programs will be provided in coordination with WFP (the exact terms of this coordination effort will be agreed upon during the inception phase). This result covers awareness-raising activities and training of parents' associations (APE / AME / COGES) for the creation and management of school canteens as well as the strengthening of local value chains to support school canteens in medium term.

Output 1.2 Parents enrol boys and girls (including children with disabilities) at the appropriate level and / or at the appropriate age

This output aims at boosting the involvement of parents in their children's education. Despite a well-developed legal framework to promote the protection of children and the enjoyment of their rights (CEDAW, Law 29 prohibiting child marriage, etc.), children continue to be involved in domestic chores (housework, etc.), child labour (agricultural work, livestock-related work, etc.), and / or forced marriages, especially girls. These practices are exacerbated in crisis contexts where affected households may resort to negative coping strategies. In addition, the school environment is often not conducive for children living with disabilities, which often are de facto forced to stay out of school. Main activities will focus on raising community awareness via radio campaigns and posters. During the inception phase a mechanism will be designed with the targeted communities to provide transportation to and from school to school children with disabilities.

Output 1.3 Households have enough financial resources to keep girls and boys in school, including children with disabilities, or receive adequate assistance if they do not (e.g. Income Generating Activity (IGA) training, cash transfers, etc.)

This output aims at easing the financial constraints that vulnerable households (especially refugees and IDPs) face to cover costs connected to regular school attendance. A combination of cash transfers and support to income-generating activities will be provided (also based on the lessons learnt from the ECW initial investment) to reduce the financial vulnerability of households and generate the financial space for households to increase the investment in the education of their children.

The cash transfers will be geared toward girls and boys from vulnerable families and serve as an incentive for families to keep their adolescent girls in school rather than taking them out of school to work or get married. In the case of boys, the cash transfer will help reduce child labour and avoid the fact that boys no longer prioritize school and are forced to work to support their families. In addition, the creation of IGAs for parents will help them have enough resources to be able to maintain children in schools.

Output 1.4 Schools and learning centres are equipped with gender-responsive infrastructures (including WASH facilities), adapted to different types of disabilities

This output aims at strengthening the supply side by providing safe learning spaces with according to standards for inclusivity and equity. WASH standards as well as accessibility standards are often not respected in most of the targeted schools. Envisioned construction activities comprise latrines, classrooms, fences, water points, toilets (taking into account gender-related considerations and inclusion of children with disabilities).

Output 1.5 Teenage girls participate in girls‘ clubs

This output will enable adolescent girls to engage in responsible reproductive health choices and not be forced to miss school during menstruation. Main activities include the creation and staffing of girls' clubs in learning spaces, the provision of Menstrual Hygiene Management (MHM) kits, the training of trainers on reproductive health and MHM, the local manufacture of kits and the maintenance and upkeep of MHM devices. These clubs also aim at addressing barriers to girls' education.

The girls' clubs will provide a safe space where girls can meet, talk freely, be guided, advised and supported to deal with the violence they often suffer. Upper primary and secondary school girls will be supported to develop skills necessary to manage their menstrual hygiene as well as combat gender-based violence (GBV) and cultural barriers to girls' education. All girls in the targeted schools will receive trainings on life skills to teach them about school-related violence including gender equality, GBV, adolescent sexual and reproductive health (ASRH), and HIV/AIDS. These lessons will be accompanied by sexuality education sessions to prevent early pregnancy and diseases that can remove girls from school.

Output 1.6 Preschool centres and Child Friendly Spaces with trained coaches are available to provide early childhood care for children

This output aims to contribute to the provision of early childhood education and pre-school education services. Nurseries are fundamental to free up young mothers' time, so that they can either work or attend training. Given the weak coordination of interventions in this sub-sector, during the inception phase the MYRP will draw up a complete inventory of the existing pre-school centers and child friendly spaces to precisely identify needs and interventions. Upgrading or new construction of new learning spaces will be undertaken together with affected communities. The establishment of childcare centers will alleviate barriers to attendance for young mothers and older sisters. Those concerned can leave dependent infants in care and attend non-formal basic education trainings or functional literacy courses. In addition, concerned young parents will be provided with life skills education in order to develop their cognitive, personal and interpersonal skills as well as advocate better for the needs of their off-springs.

OUTCOME 2: Out-of-school girls and boys affected by crises are reintegrated into learning or training cycles

Outcome 2 focuses on equitable access to non-formal education so that formerly out-of-school children can be reintegrated into formal education where possible, and adolescents who were never in school can attain basic literacy and life skills. The life skills curriculum includes reproductive and sexual health, GBV, positive leadership, peaceful coexistence education, child protection and family separation. The existing teaching materials, developed by UNESCO and the MENPC, are tailored to each region's context and even translated in local languages for some regions. Thus, the training of contracted operators and artisans in the use of these teaching materials integrates the needs in terms of teaching of literacy/numeracy.

Literacy for adolescents will be measured by the end of each year and in collaboration with DAPLAN using the MENPC's standard summative evaluation tools as in the PREBAT project.

Output 2.1 Out-of-school and out-of-school girls and boys aged 9 to 14 receive non-formal basic education and pre-qualifications to develop life skills

This output focuses on the provision of Non-Formal Education (NFE) to children age 9-14. Households in targeted communities will be sensitized and informed about non-formal education and functional literacy. This will be followed by the contracting and training of service providers for delivery of NFE to children aged 9-14, to support their reintegrated into secondary education.

Output 2.2 Adolescents and youth aged 15 to 17 are fully literate and develop life skills

Output 2.2 focuses on older, vulnerable children aged 15-17. Literacy instructors and master craftsmen will be trained to deliver a combination of literacy class, life skills education and vocational training.

OUTCOME 3: The quality of education and inclusiveness of school environments are improved for girls and boys affected by crises

Outcome 3 focuses on attainment of a minimum level of quality teaching in learning spaces.

Output 3.1 Teachers and community teachers, animators and master craftsmen are trained both in their subjects and in gender-sensitive practices, provision of psychosocial support, basics of child protection, peace education, disability and disaster risk reduction

Interventions under output 3.1 integrate a set of issues related to peace education, child protection and gender. Teachers will be trained on the integration of the psychosocial support in school as well as on recognition of signs of distress, identification of children in need of psychosocial support, integration of psychosocial support provision into teaching practices and referrals to specialized services in case of need. These trainings will be organised during year 1 and year 3 of the programme. In addition, capacity building sessions for teachers will be held every four months over the three years of the programme. Training tools on PSS developed by UNICEF and COOPI will be made available to educational advisors and teachers/facilitators as well as monitoring and evaluation tools in relation to PSS. In relation with curriculum development, the program aims at developing a strategy to integrate PSS, inclusion and protection in the curriculum used in public schools. During the inception phase, a solid PSS component will be designed and developed.

To enable girls and boys with disabilities to attend school, the program will deliver a training to teachers on inclusion and personalized social support for children with disabilities. The training will focus on inclusive approaches and general concepts on disability and methods of differentiated pedagogy, tools for monitoring teachers, personalized support for girls and boys with disabilities or specific needs (e.g. the individual education plan, or caring for sensory or intellectual handicapped children), etc. The personalized social support will take the form of a social worker in charge of the regular monitoring of the child at their home and school. Based on the aspirations of the girl or boy, the social worker defines their needs and seeks to remove the barriers hindering the achievements of their goals. If the child is not in school, the social worker studies the obstacles and proposes solutions to their school, taking into account their disability. If the girl or boy is in school, he sets up an Individualized Educational Project with the teacher / community teacher (trained in advance) to follow the needs and progress of the child. In the end, the personalized social support will help improve the social integration of children with disabilities, particularly at school level, and their empowerment.

Output 3.2 Learning spaces (including spaces for early childhood education) are equipped to deliver a minimum package of services conducive for equitable learning

This output focuses on the learning environment, so that students and teachers are equipped with teaching aids (manuals, guides, reference books, etc.) and materials that can guarantee an acceptable level of quality of teaching. In parallel, elementary students will be provided with school kits (textbooks, notebooks, pens, pencils, eraser, rulers, compact, etc.) to partially overcome the financial difficulties of households having to purchase school supplies.

Output 3.3 teachers' and animators' wellbeing are increased

In addition to the different trainings that teachers and facilitators will receive, additional actions to increase teachers' motivation will be the acquisition of solar lamps and advocacy actions to help teachers and facilitators receive their subsidies on time. During the inception phase, there will be activities to help educators/facilitators/animators engage in self-care so that their well-being is prioritized.

OUTCOME: 4 Effective gender responsive and inclusive management and governance of the education system in emergencies is improved

Outcome 4 focuses on improving capacity of national responders in education in emergencies both at central and decentralized levels and strengthening the involvement of the APEs, AMEs and COGES.

Output 4.1 Structures at the central and decentralized levels are capable of undertaking planning, monitoring and evaluation actions, taking into account gender and inclusion

Activities include trainings in planning, monitoring and evaluation of educational policies, the training of planners and school directors in data collection and management, staffing of IT planners for strengthening the EMIS. Activities also integrate support to the operation of provincial education authorities for the pedagogical supervision in schools, including issues in relation to Child Protection (CP) and Psychosocial Support (PSS). Support will also be provided to the Education Cluster for its operation to further strengthen coordination to deliver education services in emergencies. The MYRP will contextualise the Inter-agency Network of Education in Emergencies (INEE) Minimum Standards for Chad.

To better reflect gender issues in the national education policies, the project plans to recruit an international expert to train the Gender Unit and Central level staff on mainstreaming disability, gender and psychosocial support in planning, monitoring, evaluation and advocacy actions Furthermore, the elaboration of a gender analysis at the national level is budgeted and will be carried out during the inception phase. The MYRP shall also support the implementation of the gender action plan of the MENPC.

Output 4.2 The APEs, AMEs and COGES are revitalized to strengthen their activities in schools in the targeted areas

This output aims at strengthening the involvement of the Parents' Associations (APE / AME / COGES), which play an important role, especially in community schools: the management of community schools rests ultimately with them, including the management of community teachers (in certain cases). However, there are schools that do not yet have associations of parents; furthermore, the existing students and associations are mostly, if not exclusively, composed of men. Awareness-raising will therefore be conducted to encourage the involvement of women in either creating associations of parents' associations or encourage women's participation. In addition, APE / AME / COGES members will be trained on school

management and teacher monitoring in community schools. The APE / AME / COGES will also be leveraged, together with the existing community-based child protection mechanisms to improve child protection. Focal points will be appointed within these associations and trained to respond to certain child protection issues, such as early marriage and GBV, in communities affected by crises.

OUTCOME: 5 MYRP partners contribute to mobilize resources in EiE

Finally, outcome 5 focuses on resource mobilization on behalf of MYRP partners to fill the funding gap for EiE in Chad. MYRP partners will continuously engage in fundraising activities based on the MYRP achievements, as well as in tracking financial resources devoted to EiE and their alignment with the MYRP. During the inception phase, a consultant will be recruited to elaborate a resource mobilization strategy that contributes to filling in the funding gaps of the MYRP. This strategy will comprehensively explore the synergies between the GPE and ECW funding and serve as a key product of the documentation regarding good practices and as a foundation for future fundraising efforts of Chad with international donors.

3.3 Results Framework

Results	Indicators (disaggregated by location, sex, school level, IDP vs. refugee vs. other affected children, disability status)[15]	Baselines (to be confirmed during inception phase)	Targets	Means of Verification
GOAL **All girls and boys in communities affected by emergencies receive quality education and training for their well-being in an inclusive, equitable, secure and gender-sensitive learning environment**	Number of children and youth aged 3 to 17 reached with ECW assistance	TBC	230,945	Programme reports
OUTCOME 1 **The school environment is inclusive, secure and conducive to equitable access for crisis-affected girls and boys alike**	Net enrolment rate in targeted locations, if available; failing that: Number of children in targeted locations with access to learning spaces that meet national standards [if available] or international standards for safety, hygiene and sanitation	58%	78%	UNHCR Education & Data Statistics Yearbook
	Completion rate of primary education in target areas	TBD during inception	TBD during inception	Program Reports & EMIS

[15] Desired disaggregation may not always be possible.

Results	Indicators (disaggregated by location, sex, school level, IDP vs. refugee vs. other affected children, disability status)[15]	Baselines (to be confirmed during inception phase)	Targets	Means of Verification
OUTPUT 1.1 Preschool, primary and lower secondary school children benefit from school feeding programmes to increase access, attendance and retention of girls at school	Number of children benefiting from school feeding programs in targeted locations	28,268	88,337	MAP Program & Statistics Report
OUTPUT 1.2 Parents enrol boys and girls, including children with disabilities, in school at the appropriate level and/or age	Net intake rate to Grade 1 of primary education in targeted locations	TBD during inception	TBD during inception	Program Reports & EMIS
OUTPUT 1.3 Households have enough financial resources to keep girls and boys in school, including children with disabilities, or receive adequate assistance if they do not (e.g. IGA[16] training, cash transfers, etc.)	% of household spending on education	TBD during inception	TBD during inception	Household survey / Post-distribution monitoring survey
	Number of households who received a) cash transfers; b) support for the development of IGAs or c) both	TBD during inception	TBD during inception	Post-distribution monitoring survey
OUTPUT 1.4 Output 1.4 Schools and learning centres are equipped with gender-responsive infrastructures	Number of learning spaces a) built and b) rehabilitated that meet sub-cluster protection standards	Both a) and b) TBD during inception	Both a) and b) TBD during inception	Field mission reports

[16] IGA-Income-generating activities

Results	Indicators (disaggregated by location, sex, school level, IDP vs. refugee vs. other affected children, disability status)[15]	Baselines (to be confirmed during inception phase)	Targets	Means of Verification
(including WASH facilities), adapted to different types of disabilities	Number of girls aged 3-17 that gained access to safe WASH facilities through ECW direct support	TBD during inception	24,000, 50% girls	Program Report & Education Statistics Yearbook
OUTPUT 1.5 Teenage girls use menstrual hygiene kits	Proportion of girls receiving menstrual kits in targeted schools	0	100%	Programme report
OUTPUT 1.6 Day nurseries with well-trained staff are functional for childcare	Number of supervisors (women and men) of nurseries trained	TBD during inception	TBD during inception	Programme report
	Number of female and male nursery operators trained	TBD during inception	TBD during inception	Programme report
	% of functional nurseries [criteria of functionality TBD during inception phase]	TBD during inception	100%	Programme report
OUTCOME 2 **Out-of-school girls and boys affected by crises are reintegrated into learning or training cycles**	Number of children identified by the MYRP who complete a non-formal education programme [by type of NFE program]	N/A	2400, 50% girls	Program Report & Education Statistics Yearbook
OUTPUT 2.1 Out-of-school and out-of-school girls and boys aged 9 to 14 receive non-formal basic	Number of out-of-school children enrolled in courses at MYRP-supported centers	N/A	1200, 50% girls	Programme report
	% of learners aged 9 to 14 who pass the final exam	N/A	80%, 50% girls	Programme reports

Results	Indicators (disaggregated by location, sex, school level, IDP vs. refugee vs. other affected children, disability status)[15]	Baselines (to be confirmed during inception phase)	Targets	Means of Verification
education and pre-qualification to develop life skills.	Number of learners aged 9 to 14 using the learning materials provided by MYRP	N/A	1200, 50% girls	Programme report
	Number of instructors trained to deliver NFE	TBD during inception	TBD during inception	Programme reports
OUTPUT 2.2 Adolescents and youth aged 15 to 17 are fully literate and develop life skills.	Number of adolescents and young people aged 15 to 17 enrolled in MYRP-supported centers	N/A	1200, 50% girls	Programme report
	% of young people aged 15 to 17 who completed the relevant literacy & life skills program	N/A	80%, 50% girls	Programme report
OUTCOME 3 **The quality of education and of the learning environment is improved for girls and boys affected by crises**	% of children in crises who have successfully completed the national / formal school system examination at the target level	TBD during inception	TBD during inception	Programme report
	% of children a) in years 2 and 3; b) at the end of primary school; and (c) at the end of the first cycle of secondary education, who have attained at least a minimum proficiency level in literacy, numeracy and SEL	TBD during inception	TBD during inception	Programme report
OUTPUT 3.1 Teachers and community teachers, animators and master craftsmen are trained both in their subjects and in gender-sensitive	% of operators [over total trained] who have demonstrated improved practices in class following ECW supported training	TBD during inception	TBD during inception	Pedagogical supervision report

Results	Indicators (disaggregated by location, sex, school level, IDP vs. refugee vs. other affected children, disability status)[15]	Baselines (to be confirmed during inception phase)	Targets	Means of Verification
practices, provision of psychosocial support, basics of child protection, peace education and disaster risk reduction	% of female teachers in ECW-supported schools who report that they feel that their school environment is safe for women, gender-neutral and supportive to female teachers	TBD during inception	TBD during inception	Programme report
	Number of girls and boys aged 3 to 17 receiving lessons from teachers and facilitators trained in psychosocial support	TBD during inception	148380	Programme report
	% of referred protection, GBV, trauma cases (girls and boys aged 3 to 17) adequately handled	TBD during inception	TBD during inception	Programme report
	% of children in targeted communities who demonstrate an improvement in their psychosocial well-being	TBD during inception	TBD during inception	Report of the survey on well being
OUTPUT 3.2 Learning spaces (including spaces for early childhood education) are equipped to deliver a minimum package [if possible, locally acquired] of services conducive of equitable learning	Number of learning spaces enabled to deliver education according to MYRP/national standards	0	52	Programme report
	Number of pre-school girls and boys using learning materials provided by MYRP	0	20,000, 50% girls	Programme report
	Number of primary school aged girls and boys using kits provided by MYRP	0	180,000, 50% girls	Programme report

Results	Indicators (disaggregated by location, sex, school level, IDP vs. refugee vs. other affected children, disability status)[15]	Baselines (to be confirmed during inception phase)	Targets	Means of Verification
OUTPUT 3.3 **Teachers' and animator wellbeing is improved**	% of teacher in targeted communities who report an improvement in their wellbeing on the workplace	TBD during inception	TBD during inception	Report of the survey on welfare being
OUTCOME 4 **The governance of the education system in emergency situations is improved and made more gender sensitive and inclusive**	Rating of planning, monitoring and evaluation systems in EiE (1)	Grade 1 (weak)	Grade 3 (established)	TBD during inception
	Rating of EMIS in provision of disaggregated data that allow identification of barriers and bottlenecks that inhibit the realization of the right to education (2)	Weak (Score 1)	Established (Score 3)	
OUTPUT 4.1 National stakeholders at the central and decentralized levels are able to undertake planning, monitoring and evaluation actions, taking into account the themes of gender and inclusion	% of decentralized structures in MYRP areas whose capacities have been strengthened in gender and inclusive planning	TBD during inception	100%	
OUTPUT 4.2 The APEs, AMEs and COGES are revitalized to strengthen their activities in schools in the targeted areas	# of Parents' committees/AME/COGES operational in targeted areas	TBD during inception	TBD during inception	Programme report
	# of focal points amongst Parents' committees /AME /COGES with increased capacity to tackle child protection issues	TBD during inception	TBD during inception	Programme report

Results	Indicators (disaggregated by location, sex, school level, IDP vs. refugee vs. other affected children, disability status)[15]	Baselines (to be confirmed during inception phase)	Targets	Means of Verification
OUTCOME 5 **MYRP partners contribute to mobilize resources in EiE**	% of funding of MYRP budget (in addition to ECW seed funding)	43%	100%	ECW financial tracking sheet

(1)

	Championing (score 4)	Established (score 3)	Initiating (score 2)	Weak (score 1)
Data collection, availability and use	Data tracking on inclusion of girls and CwD is available on a regular basis and is used at all levels of administration, as relevant.	Data tracking on inclusion of girls and CwD is available for most of the schools on a regular basis but not frequently used at the relevant levels of administration.	Data tracking on inclusion of girls and CwD is available for some schools only, and not frequently used at the relevant levels of administration.	There are some data on inclusion of girls and CwD available for certain regions/schools as part of independent one-off surveys/projects/initiatives.
Prioritization and resource allocation	Clear targets are set to improve access, retention, and learning in EiE and they are supported by enough funding.	Clear targets are set to improve access in EiE, and they are supported by enough funding.	Clear targets are set to improve access in EiE, yet they are not supported by enough funding.	No clear targets are set to improve education outcomes in EiE and they are not supported by enough funding.
HR capacity in M&E of EiE	strategies/SoPs or policies have been developed in line with international best practices in M&E	strategies/SoPs or policies have been developed in line with basic RBM principles	Government officials showed evidence of improved capacity in development of strategies/SoPs or policies in line with basic RBM principles	Government officials have weak capacity in M&E

(2)

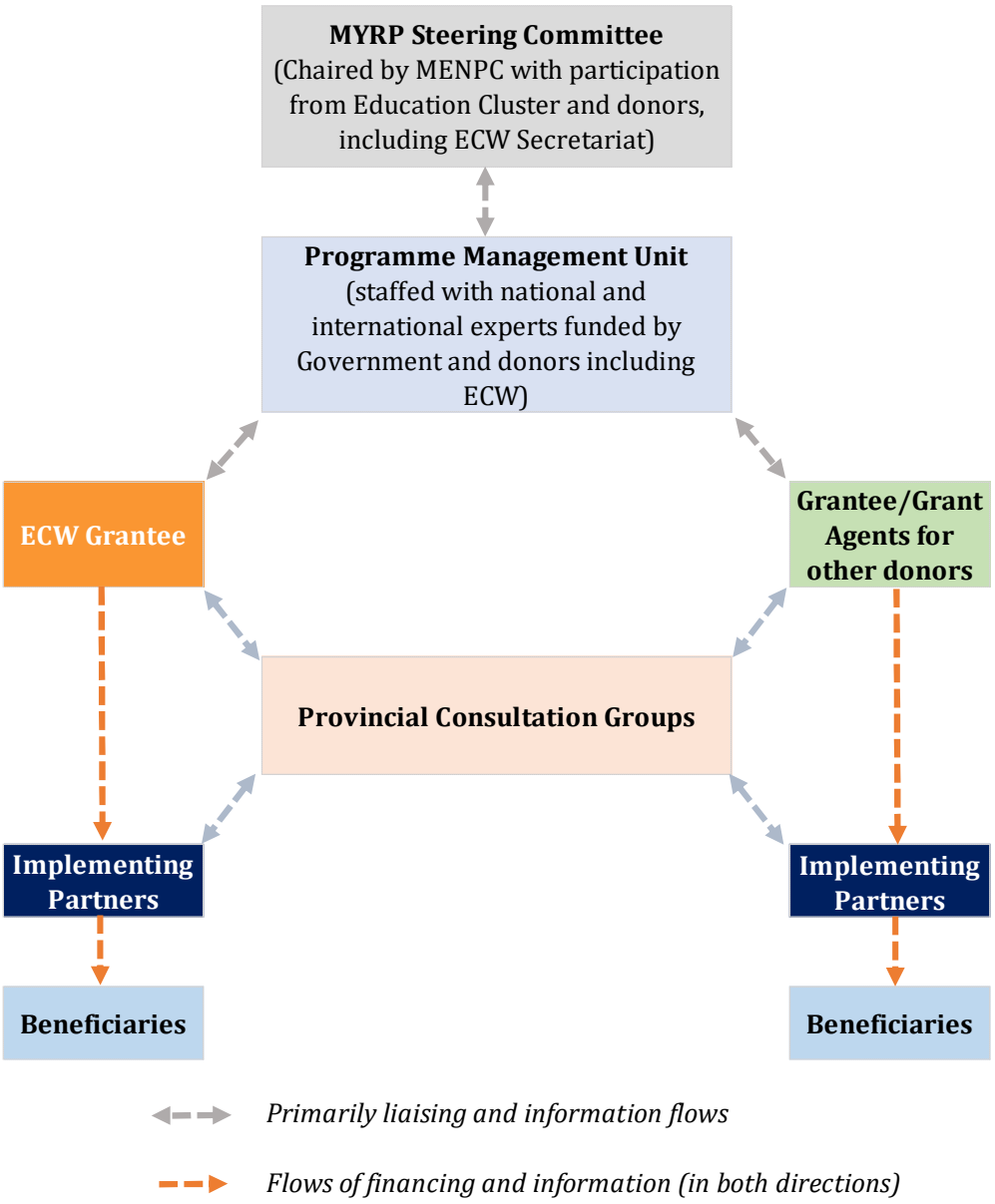
Championing (Score 4)	Established (Score 3)	Initiating (Score 2)	Weak (Score 1)
Data Quality and Timeliness. Reliable and **relevant** education data are collected and used by decision makers. EMIS data (or statistical yearbook) are ready to be used **less than 6 months after the beginning of the school year**.	**Data Quality and Timeliness. Reliable** and **relevant** education data are collected. EMIS data (or statistical yearbook) are ready to be used **less than 3 months after the end of the school year**.	**Data Quality and Timeliness.** Education data are of **questionable reliability** and are not all relevant. EMIS data (or statistical yearbook) are ready to be used **less than one year after the end of the school year**.	**Data Quality and Timeliness.** Education data are **irregularly** collected or even **absent**, and the quality of the data is **poor**. When they are collected, EMIS data (or statistical yearbook) are ready to be used **more than one year after the end of the school year**.
Comprehensiveness. There is **100%** response rate from schools (public + private) in returning the school census questionnaires.	**Comprehensiveness.** There is **over 90%** response rate from schools (public + private) in returning the school census questionnaires. Response rates and the assumptions used for estimating data of the missing schools are **clearly indicated** in the statistical yearbooks.	**Comprehensiveness.** There is **between 50% and 90%** of schools (public + private) responding to the census questionnaire. Response rates **are not published** in the statistical yearbooks.	**Comprehensiveness.** Response rates are not known or there are **fewer than 50%** of schools responding to the census questionnaire.
Disaggregation. EMIS annually collects data on: **children's family income/assets**, gender, urban/rural (consistently with the definition from national statistical office), children's disabilities with **at least 5 different types of disability** (and using ICF based definitions of disability) and on **schools' physical environment and assistive devices for children with disabilities**	**Disaggregation.** EMIS annually collects data on: gender, urban/rural, and children's disabilities with **at least 3 different types of disability** but not on children's family income/assets.	**Disaggregation.** EMIS collects data on **gender**, **urban/rural** but not on children's family income/assets, children's disabilities or schools' physical environment and assistive devices for children with disabilities.	**Disaggregation. No data** are collected on gender, disability, children's family income/assets or urban/rural.

4. IMPLEMENTATION

4.1 Governance Structure

The following section outlines the proposed structure of governance and management. The table on the next page sets out the roles and responsibilities for each body with respect to governing and managing the programme. Governance and management arrangements are structured in a way to ensure inclusive participation of relevant stakeholders holding decision-making authority within the programme.

Proposed Governance Structure



The roles and responsibilities of each of these bodies is described in the table below.

Governance Body	*Roles and Responsibilities*
MYRP Steering Committee	A specific MYRP Steering Committee for the programme will be set up to oversee the planning and implementation and to take decisions on any major action required to address programme performance. The committee will be consulted by the grantee to provide its guidance on the choice of organizations that will be implementing the MYRP. In addition, a detailed plan for the use and distribution of funds between the implementing partners and the grantee will be reviewed and validated by the Committee. This high-level committee will meet once a year before the start of that year's activities, to review progress against implementation of the programme from the previous year, analyse bottlenecks and propose corrective actions to ensure the achievement of the proposed results. The composition of this committee will be based on the Technical Committee that was established to support the development of the MYRP itself. Members will include: The Education Cluster, Child Protection Sub-Cluster, WASH Cluster and Gender-Based Violence Sub-Cluster, Donors, Thematic Group representatives and members, Beneficiary Representatives, Provincial Delegates, Mayors of Beneficiary Provinces and the National Federation of Parent Teachers' Associations in Chad. The committee will meet in N'Djamena under the chairmanship of the General Directorate of the Ministry of Education. Other ministries involved in education, as well as other donors, may be invited to the Steering Committee in an advisory capacity.
MYRP Programme Management Unit	The Programme Management Unit will provide support services to enable effective management of the overall MYRP and will regularly interact with in country partners, grantees (both of ECW and other donors), the Steering Committee and with MYRP donors at their HQ level. It will initially consist of: a Programme Manager, a Gender Specialist and a Compliance and Risk Management Specialist. They will be recruited and remunerated from the ECW programme budget to start with. As other financing from other sources is secured, this unit may be strengthened with additional posts as necessary. Overall the PMU will ensure the day-to-day management of all MYRP activities and provide quality assurance and control of the programme. The unit will keep minutes of meetings, signed project documents and budget revisions between grantees and implementing partners. It will also interact with the programmatic and operational sections of the Grantees as well as their respective donors and ensure timely and accurate submission of reports to the Steering Committee and donors as necessary. The head of the programme support unit also has the responsibility to mobilize and help align additional resources for the implementation of the multi-year programme and ensure these are recorded and

Governance Body	*Roles and Responsibilities*
	tracked accordingly. The PMU will also take responsibility for the costing and supporting the implementation of cross-cutting programme activities related to advocacy, capacity and systems development, information management, monitoring, coordination and accountability.
MYRP Grantee / Grant Agent	The Grantee (as it is called in the case of ECW) or Grant Agent (used by other donors) is accountable for overall effective, efficient and timely financial disbursement, fiduciary management, programmatic oversight and reporting, including on child safeguarding. Grantees /Grant Agents need to disburse funds to their associated implementing partners in line with their own accountability and risk management requirements. For UNICEF (as the ECW Grantee in the case of the Chad MYRP) this will mean using the UN Harmonized Approach to Cash Transfers. Grantees/Grant Agents are also responsible for the consolidation of periodic and final financial reports and statements from their implementing partners and conducting external audits as necessary. Grantees/Grant Agents need to coordinate closely with the Programme Management Unit and support them in the compilation of annual work plans, consolidation of programmatic reports and monitoring of implementing partners. In order to manage contentious materials, UNICEF has a risk management plan both at global and country level. In addition, the organisation has procurement mechanisms including insurance and quality control. Purchase of material are handled between the education sector and a dedicated Supply Unit, that ensures an efficient service delivery for the beneficiaries.
MYRP Implementing Partners	The selected implementing partners INGO, NGOs and UN agencies assume full programmatic and financial accountability for funds disbursed by their Grantee / Grant Agent. They will directly implement the activities spelled out in the programme cooperation agreements signed with the Grantee / Grant Agent and contribute to the achievement of common targets within the MYRP. In addition to carrying out interventions, implementing partners will conduct field-level monitoring of their own actions and provide reports as stipulated by the respective cooperation agreements and based on the agreed project-specific results and M&E frameworks. Decision on implementation partners will be informed by their track record in delivering gender-responsive and inclusive education programming.
Provincial Consultation Groups	Provincial Consultation Groups in each target MYRP province will organize reviews at provincial level twice a year. These groups will provide a forum for information exchange and for interacting with programme stakeholders at the provincial level. The aim of these groups is to help plan and coordinate interventions amongst the various education actors in each province and to help resolve any difficulties encountered. The specific objectives of these provincial reviews will be to:

Governance Body	*Roles and Responsibilities*
	• Present progress made in implementing the programme to stakeholders in each province; • Identify bottlenecks and learn from the implementation of the programme with stakeholders and involve them in the search for solutions. These meetings will be chaired by the Provincial Education Delegates in the target provinces. Relevant actors such as local authorities (at commune level), beneficiaries, PTAs, sub-clusters present in the province, etc., will be regularly invited to these reviews to reinforce the accountability aspect at the decentralized level.
Ad hoc Technical Groups	Technical groups advising on specific areas of implementation such as integration of gender, inclusion in all cycles of programming will be created on an ad hoc/need basis. These groups will mobilize expertise that provides counsel on delivering results in the outcome areas of the MYRP.

4.2 Programme Management

The Programme Management Unit (PMU) will initially be staffed with the positions below funded to begin with through funds from ECW. Still, it is important to note that these are indicative positions. The actual composition and funding of the PMU will be determined during the development of the more detailed implementation plan which will accompany this programme document:

- **The Programme Manager (International)** will be responsible for overall direction, coordination, quality assurance and risk management of the programme's activities, and will be a key point of contact for all stakeholders of the programme. The Programme Manager acts as a key interface between the various entities outlined in section 4.1, particularly the Steering Committee and the various Grantees/Gant Agents. The programme manager will ensure advocacy and resource mobilization for the unfunded activities of the multi-year programme. They will be responsible for identifying organizations / donors for new funding activities and / or new partnerships related to specific technical areas which are not covered by other positions listed below, for example protection and psychosocial support. Although this position will be funded by ECW through the initial seed funding grant (and will be recruited by UNICEF as the selected Grantee), it will support the whole of the MYRP programme (not just the interventions funded by ECW as part of the overall MYRP). This will be particularly important as additional funds are secured and potentially other grantees/grant agents come on board.

- **The Programme Specialist: Gender and Inclusion in Education (National)** will provide technical support to the MYRP on gender equality and inclusion of other marginalized groups in education. They will also provide technical guidance for promoting the active and quality participation of women, youth, and other marginalized groups in education. They will support gender integration, girls and women empowerment and inclusion throughout programming with a special emphasis on protection risks associated with participation of specific groups in education. In addition, they will oversee the provision of technical guidance and/or quality control to

proposals and project design by implementing partners, particularly regarding gender-sensitive and gender-responsive approaches, and social inclusion and act as technical lead/writer or subject matter expert for reports. The Gender and Inclusion Specialist will support the Programme Manager in identifying organizations/donors on possible new funding activities and/or partnerships related to gender and social inclusion in education. Lastly, they will work with the Monitoring and Evaluation Specialist (see below) to identify learning needs/opportunities related to gender and social inclusion in education among implementing partners and design learning initiatives on the same.

- **The Monitoring and Evaluation (M&E) Programme Specialist (national)** will develop the detailed results framework and common indicators for intervention results and targets in the inception phase of the programme. The M&E Programme Specialist will ensure coordination and oversight for consolidated M&E processes. The Specialist will provide quality assurance to all periodic and final reports submitted to donors (including ECW) and will oversee M&E activities of implementing partners ensuring best practice is adopted across all MYRP partners. The Specialist will be guided by the overarching Results Framework and will provide coordination and oversight on mid and end evaluation processes.

- **The Finance and Operations Manager (national)** will supervise all grant management and reporting on grant performance as well as provide financial and technical management to ensure best use of resources by preparing sound budgets, monitoring project expenses, and ensuring timely preparation of donor financial reports. More specifically, she/he monitors budgets to ensure that spending occurs as planned and that variances are anticipated, noted, and corrected; ensure that key program personnel are aware of budgetary resources and are able to monitor their budgets respectively; reviews and consolidates monthly financial reports to ensure accuracy and provides regular feedback as well as for distribution to senior management; prepares any budget revisions and projections and respond to any questions; confirms availability of funds for all requests for payment or charges to grants; prepares quarterly reports, projections, and any other required donor submissions; prepares a consolidated annual fiscal report, including a cumulative life of programme report; ensures that an appropriate segregation of duties exists to ensure effective support of field operations and protects the integrity of the country office finance and administrative operations; prepares and revises finance and operation guidelines in order that they adhere to ECW and other donors requirements.

- **The Risk and Compliance Manager (International)** is responsible for ensuring that the policies and procedures comply with the regulatory and ethical standards set by the stakeholders in the administrative and financial management and child-safeguarding aspects of the MYRP. This position will support the organization of audits and will design control systems to minimize risks. The Risk and Compliance Manager will help develop and implement relevant policies and regulations and oversee all compliance-related accounting and financial operations, including policies, investments and procedures and monitors control systems to address violations of legal and internal policies. They will regularly assess the effectiveness of control systems and recommend effective improvements and will review and assess procedures and reports to identify hidden risks or common problems. They will also plan and ensure undertaking of periodic audits and lead training sessions for relevant staff on legal, risk and compliance issues.

5. PROGRAMMATIC APPROACH

5.1 Cross-Cutting Themes

Cross-cutting themes such as gender, inclusion and protection are priorities in the development of this MYRP. In an emergency context, it is very important to take into account certain variables such as age, sex, race, ethnicity, disability and religion in the implementation of humanitarian actions otherwise, there are great risks of exclusion of the most vulnerable, including those who are marginalized. In order to take into account these parameters in the programming, the Islamic Relief Worldwide (IRW) intersectionality analysis framework was chosen for its simplicity. The development of this framework leads to the following points:

- *In the analysis*: The analyses were done using Tool N° 15 developed by the Regional Thematic Group on Gender for West and Central Africa. A literature review and additional field data collection provided disaggregated information on age, gender, race, ethnicity, disability, religion etc.

- *For adapted assistance*: the collection of additional data was an opportunity to organize focus groups with the target beneficiaries of this programme. These interviews, which were administered in separate groups, made it possible to collect the specific needs of each target group. The specific needs of each target group have been developed into a table which was then made available to MYRP thematic groups for further analysis.

- *Attention to negative effects*: risk analysis and mitigation actions have been carried out in collaboration with the various actors in order to minimize the possible harmful effects on the communities. This analysis is shown in Annex 2.

- *For effective participation*: girls and women, boys and men of all ages, including those with disabilities, have been consulted and have actively participated in the development process of this programme. Interviews were organized with them and they also took part in some validation workshops.

- *Accountability*: A accountability mechanism has been developed and incorporated into this programme document. This arrangement effectively envisions safe and accessible complaints mechanisms, accessible information and systems to address the differentiated needs of women, men, girls and boys of all ages and abilities. Organizations implementing this programme will be advised to reflect on their own practices, policies and codes of conduct to ensure increased accountability.

- *Capacities needed*: In the process of selecting the organizations that will implement this multi-year programme, arrangements will be made for organizations with trained programme staff to take into account inclusion, protection and accountability.

5.2 Inter-Sectoral Linkages

The three thematic groups which were constituted to develop this MYRP comprise members who are aware of issues of inclusion, gender, gender-based violence, protection, etc. The MYRP has been designed taking into account the priorities of all these actors involved in school environments. During the analyses by the thematic groups, these actors used the content of the complementary data collection report, which resulted in a classification of data

specific to each target group benefiting from the programme in terms of WASH, health, nutrition, protection, livelihoods, etc. The following collaborations between the multiannual programme and the different sectors have been agreed

Collaboration with the Child Protection Sector

1. To streamline and maximize funding, the child protection component will use schools as a platform to provide protection services as much as possible. This includes promoting dual use of learning spaces (in situations where there is no schooling in the afternoon) to carry out child protection activities. Child Friendly Spaces will also be explored to see if they can be used as pre-school education centres - combined efforts with the child protection sector are needed to increase the supply of pre-school supervision in emergency areas.
2. Psychosocial interventions to promote child well-being and learning outcomes: A working group will be established for this purpose.
3. The strengthening of the child protection system will be based on community prevention and response mechanisms through which community involvement and the participation of children themselves will be encouraged. Joint committees of parents (six people at equal parity) in charge of prevention through awareness of the community on the various aspects and issues of the protection of children will be set up. The joint committees of parents of pupils will also intervene in the response through the collection of information on the cases of violation, the participation in certain activities of counselling and support to the people at risk. One of the principles of the committees is that women are called upon to deal specifically with women's and girls' cases to facilitate their management, taking into account cultural sensitivities. Joint parent committees will be linked to the teacher protection focal points, the girls' clubs and the peer educators (mixed student clubs within the schools). The partners in charge of setting up a school protection system will report to the Education cluster and the latter will develop collaborations with the child protection sub-cluster to ensure that holistic responses are given.

Collaboration with the GBV and Gender sub-cluster

1. Coordination with GBV and gender sub-clusters is planned to agree on key messages for awareness raising and prevention of GBV. Their outreach teams will involve communities and schools in advocacy and prevention of GBC, sexual and GBV, including prevention practices in schools.
2. Collaboration will also be developed with the GBV and gender sub-clusters for the distribution of menstrual hygiene kits to adolescent girls in schools. Outreach teams will advise girls on the use of the kits and on reproductive health.

Collaboration with the WASH Cluster

1. The WASH and Education Clusters will work in collaboration with MENPC by establishing a joint WASH Working Group in schools to develop, adopt and respect common standards.
2. Sectors will coordinate with regard to WASH standards in schools and will regularly share 4W data aligned with EMIS school codes.
3. In general, key messages relating to national policies and texts will be disseminated in schools and awareness-raising activities will be supported by the programme at school level.

5.3 Accountability to Affected Populations

The MYRP will adhere to the following guidelines to ensure that stakeholders are involved in the design, implementation, monitoring, reporting and evaluation of the programme.

Assessment and needs analysis

Complementary data collection in target provinces as part of the design of the MYRP made it possible to consult communities[17] through separate group interviews with girls, women, boys and men. This enabled beneficiary needs to be identified in a participatory way as well as the threats and obstacles that children face in accessing educational services.

Strategy development and prioritization

Working sessions and workshops were held with stakeholders to develop strategies, objectives, targeting, planning, priority activities, expected results and multi-year programme budgeting.
The programme will also work to establish an accessible, effective, confidential and secure complaints mechanism.

Implementation

The MYRP Programme Management Unit will provide communities with the following information:

- the contact details of the programme focal point;
- the process of handling complaints and queries;
- general information on the organization of the implementation of the project; and
- the code of conduct of the organization. They will also ensure that school personnel sign the code of conduct, including child protection and safeguarding procedures.

Monitoring

During follow-up monitoring activities, the Programme Management Unit will:

- organize at least one focus group in each school to discuss with children (girls and boys separately) and communities during the project to collect complaints or comments.
- share the addresses of the project focal points in the field with the representatives of the Parents Teachers' Associations so that they can contact the humanitarian actors in case of any questions or suggestions. The Education Cluster has already initiated reflection on a complaints system. It will be important that complaints can directly reach the Education Cluster level.
- ensure that programme managers communicate regularly with focal points in the field so that complaints and reactions are shared and discussed;
- share experiences at cluster meetings

Evaluation

During the evaluation phase, the Programme Management Unit will:

- carry out a survey on the beneficiaries' satisfaction,
- conduct a survey on the satisfaction of cluster members.

In general terms, the MYRP will develop, in collaboration with communities and other actors, accountability mechanisms to ensure that donors, partners, community organizations, women, men, boys, girls and women, including individuals with disabilities, will be able to participate,

[17] This including local authorities, local leaders, parents' associations, associations of mothers educators, teachers, girls, boys, teenagers, children with disabilities, refugees, IDPs, returnees, host communities

receive and share information, provide their opinions and make claims in the context of the interventions. Measures will be put in place to ensure confidentiality. The information disseminated to the target population will be accessible and comprehensible to all ages, sexes and different language groups.

5.4 Coordination and Collaboration

To support a comprehensive response to affected populations and in line with the alignment principle, coordination of the MYRP will be ensured through two coordination mechanisms; one at the central level and the other at the provincial level. The Steering Committee and the MYRP Programme Management Unit have a joint responsibility for the establishment and effective functioning of these programme coordination mechanisms.

- **At the central level**, the coordination of the programme will be done through the Steering Committee chaired by the Ministry of Education with support from the Education Cluster. The operation of this Steering Committee is outlined above in Section 4.1. In addition, the Committee will organize annual joint missions to strengthen collaboration among programme stakeholders. The joint mission will be an opportunity for representatives of the Steering Committee, including donor representatives and civil society, to go out into the field to observe the programme's achievements and meet with partners in the field.

- **At the provincial level**, the coordination of the programme will be done through the Provincial Consultation Groups. These groups will provide a framework for informing and interacting with programme stakeholders at the provincial level. The operation of these groups is outlined in Section 4.1 above.

5.5 Addressing the Nexus

The notion of the humanitarian-development nexus, which is currently the subject of much discussion in various international fora, refers to the link between humanitarian aid and development. The aim is to consolidate complementarities between humanitarian and development services in order to better understand crisis situations. Whether recurring conflicts or chronic natural disasters, these crises, which last for several years or even decades, often struggle to ensure the contiguity of emergency and development approaches. Undertaking development actions in an emergency context may seem inappropriate at the same time as being limited to the emergency humanitarian response seems inadequate. In Chad, several actors have already put humanitarian-development nexus as one of their priority strategic actions.

The interventions of the Chad MYRP focus mainly on emergency education in crisis-affected areas. However, the programme will strengthen linkages and collaboration with development actors, including members of the GLPE. Indeed, these actors have been involved in all stages of the development of this programme. In its planning, the MYRP took into account the PIET and PREAT planning documents that guide development interventions in education in Chad. On the basis of a mapping of humanitarian and developments interventions in the education sector, the programme, has undertaken complementarity analyses and identified areas of possible convergence. This has made it possible to plan for maximum synergies in the medium and long term in activities that involve parents of students to strengthen community resilience in emergency contexts, and to design and implement programmes that respond specific needs (accelerated programs for non-formal basic education, short-term vocational training, etc.)

In order to promote recovery, the programme will work to strengthen MENPC's capacity through targeted training at central and decentralized levels as well as decentralized communities, involving them in coordination, planning, implementation and monitoring. The partners ensure they jointly prepare and organize monitoring-evaluation missions with the central and provincial level education authorities.

Pedagogical training of community teachers is essential to ensure the continuity and quality of education in areas where state teachers are not present. The partners will also support the PTAs and Mothers' Associations in these localities in terms of strengthening their capacity to take charge of and manage community schools. In addition, in order to strengthen ownership and sustainability with regard to gender and disability-sensitive school infrastructure, education partners will use a community-based participation approach.

In the development of this MYRP, actors from both the humanitarian and development fields were involved throughout the process. This started with a needs assessment and was followed by several workshops. The involvement of the GLPE, clusters and sub-clusters in the design of the programme has minimized the duplication of interventions and capitalised upon opportunities for harmonization with humanitarian-development efforts. The identification of programme objectives and interventions also took into account those of PIET and PREAT. Potential donors have obtained the information necessary to make decisions regarding their technical and financial contributions to the operationalization of the programme. In this context, joint missions to monitor programme activities in the field are planned.

Strengthening the capacities of communities, decentralized services, staff of decentralized government structures and of the educational community in general through the planned activities of the programme will contribute to the sustainability of these efforts. The MYRP explicitly states the objective of mobilizing more funds to strengthen MENPC's capacity to contribute to the coordination and monitoring of humanitarian and development interventions. The programme will support strengthening the EMIS system so that it fully takes into account all the data from education in the crises zones. It will also contribute to a national gender analysis and will participate in the revision / production of gender-sensitive data collection tools that take into account inclusion. This in turn will contribute to the implementation of the MENPC Gender Action Plan and capacity building for pedagogical managers and supervisors on gender and inclusion. The implementation of all these actions under the programme will positively influence the orientation of systematic prevention, mitigation, preparedness and response activities in emergency situations in Chad and help contribute to addressing the humanitarian-development nexus.

During the inception phase, there will be more elaboration on the issue of humanitarian-development nexus with respect to the targeted areas. This will be done through the baseline study which will be conducted. To ensure a smooth exit strategy, the provincial and district systems targeted under the MYRP will benefit from consistent capacity strengthening. Attention will be given to accountability at the provincial level through strengthened planning and oversight systems. UNICEF will promote communities' capacities to drive decisions by ensuring participation of stakeholders in decision-making processes (decentralised level) and reinforcing sectoral provincial coordination mechanisms. Resilience will be reinforced through community-based interventions notably through the APEs, AME and COGES and the implementation of AGRs - facilitating a gradual take-over by local structures of the approach, including in terms of contributing to mobilising local resources for some of the upkeep and maintenance. These interventions are key to support the durability of services and community mechanisms at the end of the Project. UNICEF will also use the education interventions as an entry point for the provision of nutrition services (school feeding programmes) and WASH.

5.6 Added Value of ECW

The MYRP is the only official government programme that has been explicitly designed from the outset to be gender-responsive and inclusive throughout all its interventions. For example, the programme will provide beneficiaries with gender-sensitive and disability-adapted latrines inspired by the model proposed in INEE's Guidance Note on Gender. The MYRP seeks at mainstreaming gender policies gradually into national frameworks and at reinforcing the Gender Unit in the education sector.

In addition to the added value that ECW has brought by advocating for a gender-responsive multi-year programme that prioritizes those children and adolescents left furthest behind, and the emphasis on ensuring a continuum of support between immediate humanitarian responses and medium-long term development actions (as described in section 5.5 above), a significant added value is in relation to resource mobilisation. Whilst the ECW seed funds generates momentum and interest around supporting the MYRP, it is the ability to use these funds themselves to mobilise other resources for the programme that is unique to ECW and will contribute substantially in the quest to raise additional funds for education in the crisis-affected areas.

Furthermore, the MYRP is not only fully aligned with relevant national strategies, policies and frameworks such as the PIET, the PREAT, the HRP and the CRRP, but also it fills in the gaps embedded in those programs. Indeed, the PIET which is mostly financed by the PREAT, has a funding gap of about 60 million USD and mainly focuses on the distribution of school manuals in the overall country and the payment of teacher's subsidies in the South and the western provinces. It therefore does not fully address the needs of the refugees and displaced populations. The MYRP seeks to bridge the humanitarian-development nexus by completing the PIET and PREAT and delivering effective access and quality education in emergencies settings.

ECW also has a vital role to play in promoting the concept of collective outcomes and, in this regard, to working with donors in both the humanitarian and development fields to harmonize and consolidate performance indicators. The MYRP provides an ideal vehicle by which to articulate the need to coalesce around an agreed set of standard indicators and to reduce the burden on grantees and their implementing partners by having to report on multiple sets of different indicators at different periods throughout the year.

5.7 Child Protection Systems Strengthening

Strengthening child protection systems will be at the heart of this MYRP. A child protection risk assessment in Chad was conducted as part of the development of the programme. In addition, each grantee and implementing partner was asked to submit their safeguarding measures as part of the selection process. Several partners have developed community-based protection approaches to child protection and these types of approaches will be explored and scaled up as appropriate. In general, they are based on the establishment and permanent reinforcement of community-level committees which support prevention and response mechanisms. These committees also intervene in responses through the collection of information on cases of violation and participation in certain counselling and support activities for people at risk. One of the principles of the committees is that women are called upon to deal specifically with women's and girls' cases.

These approaches also help to identify teachers whose capacities can be strengthened so that they become focal points for the protection of children in schools with the aim of combating and reducing protection risks in these environments. These teachers identify and refer cases

and conduct information and awareness sessions on the rights of the child and the importance of creating a school environment without violence. These protection focal points become resource persons to whom the children can refer and confide in case of need. They are committed to educating their peers, including the prohibition of student-teacher sex and the use of corporal punishment as a school-based education practice. As peer educators, focal point teachers will receive stress management training to provide support to the colleagues who seek their help.

The creation of girls' clubs in schools can also help to deal with the violence they often suffer by creating a safe space where they can meet, talk freely, be guided, advised and supported. These clubs are active both in schools and refugee camps and also support awareness-raising activities and the celebration of days related to the rights of children and girls in particular. They are also a powerful channel for identifying and reporting cases of protection that affect girls and all children in general.

Moving forward, joint committees of children, called Protective Peers, will be set up and will work closely with the senior committees. Their role will be the identification of cases in environments frequented by children and their referral to the senior committee. The training of all these people is at the heart of ensuring prevention and responses to child protection cases.

In collaboration with UNHCR, a framework for information sharing is being developed to avoid duplication, better focus resources and maximize synergies of actions. Similarly, a mapping of stakeholders in the field of child protection and their roles is currently being revised. It aims to better organize the coordination of activities and increase the efficiency of the case referral system.

6. PROGRAMME BUDGET

	2020	2021	2022	TOTAL
PROGRAMME COSTS				
OUTCOME 1: The school environment is inclusive, secure and conducive to equitable access for crisis-affected girls and boys alike	**$12,128,575**	**$12,610,251**	**$5,475,785**	**$30,214,611**
Output 1.1 Preschool, primary and lower secondary school children benefit from school feeding programmes to increase access, attendance and retention of girls at school	$ 5,706,561	$ 5,738,476	$ 3,103,323	$ 14,548,360
Output 1.2 Parents enrol boys and girls (including children with disabilities) at the appropriate level and / or at the appropriate age	$ 312,517	$ 240,177	$ 93,990	$ 646,685
Output 1.3 Households have enough financial resources to keep girls and boys in school, including children with disabilities, or receive adequate assistance if they do not (e.g. training on income generating activities, cash transfers, etc.)	$ 1,974,471	$ 1,514,896	$ 1,514,896	$ 5,004,262
Output 1.4 Schools and learning centres are equipped with gender-responsive infrastructures (including WASH facilities), adapted to different types of disabilities	$ 3,346,259	$ 2,719,082	$ -	$ 6,065,341
Output 1.5 *Teenage Girls Participate in Girls' Club*	$ 780,597	$ 755,065	$ 763,576	$ 2,299,237
Output 1.6 Preschool centres and Child Friendly Spaces with trained coaches are available to provide early childhood care for children	$ 8,170	$ 1,642,555	$ -	$ 1,650,726
OUTCOME 2: Out-of-school girls and boys affected by crises are reintegrated into learning or training cycles	**$ 327,871**	**$ 399,252**	**$ 312,606**	**$ 1,039,729**
Output 2.1 Out-of-school and out-of-school girls and boys aged 9 to 14 receive non-formal basic education and pre-qualifications to develop life skills	$ 101,808	$ 180,426	$ 88,218	$ 370,452
Output 2.2 Adolescents and youth aged 15 to 17 are fully literate and develop life skills	$ 226,063	$ 218,826	$ 224,388	$ 669,278
OUTCOME 3: The quality of education and inclusiveness of school environments are improved for girls and boys affected by crises	**$ 4,379,075**	**$ 3,889,934**	**$ 3,345,297**	**$ 11,614,306**
Output 3.1 Teachers and community teachers, animators and master craftsmen are trained both in their subjects and in gender-sensitive practices, provision of psychosocial support, basics of child protection, peace education, *inclusion and disaster risk reduction*	$ 1,514,448	$ 636,675	$ 424,811	$ 2,575,934
Output 3.2 Learning spaces (including spaces for early childhood education) are equipped to deliver a minimum package of services conducive for equitable learning	$ 2,545,189	$ 3,018,160	$ 2,686,023	$ 8,249,372
Output 3.3 teachers' and animator wellbeing are developed	$ 319,438	$ 235,099	$ 234,463	$ 789,000
OUTCOME 4: Effective gender responsive and inclusive management and governance of the education system in emergencies is improved	**$ 1,392,167**	**$ 407,700**	**$ 243,733**	**$ 2,043,600**
Output 4.1 Structures at the central and deconcentrated levels are capable of undertaking planning, monitoring and evaluation actions, taking into account gender and inclusion	$ 1,077,743	$ 152,000	$ 124,203	$ 1,353,947
Output 4.2 The APEs, AMEs and COGES are revitalized to strengthen their activities in the schools of the targeted areas, including with child protection mechanisms	$ 314,423	$ 255,700	$ 119,530	$ 689,653
OUTCOME 5: The Chad Multi-Year Resilience Programme funding gap is reduced	**$ 20,000**	**$ -**	**$ -**	**$ 20,000**
Sub-total for Programme Costs	**$ 18,247,687**	**$ 17,307,137**	**$ 9,377,422**	**$ 44,932,246**
OPERATIONAL COSTS				
Sub-total for Operational Costs	**$ 1,244,623**	**$ 1,200,066**	**$ 962,175**	**$ 3,406,864**
Total for Programme and Operational Costs	**$ 19,492,310**	**$ 18,507,203**	**$ 10,339,596**	**$ 48,339,110**
Progamme Support Costs (@7%)	**$ 1,364,462**	**$ 1,295,504**	**$ 723,772**	**$ 3,383,738**
GRAND TOTAL	**$ 20,856,772**	**$ 19,802,707**	**$ 11,063,368**	**$ 51,722,847**

7. MONITORING & LEARNING FRAMEWORK

7.1 Monitoring plan

The monitoring mechanism to be put in place under this MYRP will ensure regular monitoring of the progress made in the execution of programme (and associated project) interventions and will allow the dissemination of results through a dynamic and continuous consultation with the actors involved. It will also ensure good decision-making regarding programme operation, achievement of results and quality of interventions. It will provide reliable information to the various stakeholders, including the impact of actions and decisions taken. It will also capitalize on good experiences and practices and provide corrective action where appropriate. Finally, it will facilitate continuous improvement through a process of sharing and learning.

Specifically, the mechanism to be put in place (through the support of the Monitoring and Evaluation Specialist position within the Programme Management Unit) will:

1. Develop and regularly update data collection tools to monitor the results of programme activities;
2. Organize and collect data measure progress against the planned activities and their overall impact;
3. Centralize data and control the reliability of the information;
4. Produce and disseminate quarterly, half-yearly and annual reports on progress made and level of achievement of expected results;
5. Create favourable conditions for the various actors involved in programme implementation to participate in systematic reviews and opportunities for learning and to then reformulate strategies as a result

The monitoring and evaluation system will also provide ongoing support for planning that requires standards throughout this MYRP and ensure that tasks are identified, quantified in terms of time, expenses or resources. The planning tools include the annual work plan and budget. In terms of monitoring tasks, four levels are identified, namely: monitoring of activities, monitoring of outputs or products, monitoring of outcomes or effects and monitoring of impact. At the same time, monitoring will be done on administrative, financial, institutional and organizational strengthening.

7.2 Evaluation Strategy

With regards to evaluations, it is envisaged that:

1. a reference study will be undertaken that will enable the values of the indicators to be fixed and the monitoring tools to be established;
2. the mid-term evaluation will make it possible to measure the progress made, to capitalize on the achievements, to evaluate what remains and to propose corrective measures, if necessary, to guarantee the achievement of the set objectives; and
3. the objectives of the final evaluation will measure the level of achievement of the results and objectives at the end of the programme, to verify that the resources mobilized have been used to produce the results and objectives achieve and to capitalize on the achievements and consider the possible continuation of the programme.

Chad's education cluster will maintain a 5W matrix (who does what, where, when and for whom) that monitors the activities corresponding to this monitoring and evaluation mechanism implemented according to the Education Cluster Strategy.

7.3 Documentation & dissemination of good practices

The culture of accountability and the value of learning will be at the heart of the monitoring and evaluation system of MYRP. The capitalization, dissemination and use of the information generated by the monitoring, evaluation and research initiatives will be based on the identification of relevant and innovative experiences, lessons learned and good practices.

In terms of innovation, the program will use existing initiatives in technological innovation, including the use of the Edutrac RapidPro platform set up by UNICEF with the support of ECW. Likewise, the program will take into consideration models and approaches suggested in the Guidance Note on Gender (gender sensitive latrines, menstrual hygiene management). Still in terms of innovation, the program will be one of the first to use modules on the management of disability in schools. The NGO Humanity and Inclusion just completed the experimentation of their new modules on these topics in the Lake province and the MYRP will contribute to scaling up the use of these modules by schools. Furthermore, the INEE Minimum Standards will be adapted to the context of Chad with the support of an international expert.

A clear communication strategy will be established to disseminate information to girls and boys, communities, other actors and the staff of organizations involved in the implementation of the programme with a focus on gender and inclusion. The monitoring and evaluation budget will take into account these activities.

The website of the grantees and implementing partners will be used for the dissemination of the results of the programme as well as any other channel identified in consultation with the Steering Committee of the programme

ANNEX 1 – MYRP Development Process

The Chad MYRP is a gender-responsive and inclusive programme. This has been achieved by involving a wide variety of actors involved in education throughout its development. The genesis of this programme dates back to May 2018 following a mission from ECW to monitor progress on its Initial Investment in Chad which started in 2017. During this visit, MENPC and partners advocated for a broader and better funded programme to address the challenges of the provision of quality, inclusive education to all children affected by humanitarian crises in Chad. ECW subsequently confirmed it would follow up its Initial Investment through support to developing a multi-year programme, to which it would provide some seed funding.

In June 2018, a meeting of partners helped to clarify the following points in starting the process:

- The government will lead the development of the programme through a transparent and inclusive process with its partners.
- The programme will address the development-humanitarian nexus by creating synergies and complementarities by aligning with the PIET, PREAT, CRRP, HRP and Education Cluster Strategy.
- The design of the programme will take into account national needs and priorities, but it will not simply be a collection of activities and replicate business as usual approaches. It will need to put forward innovative strategies to achieve better, more cost-effective and quicker results in crisis-affected areas.
- The technical content of the programme will be decided locally and will fall entirely within the priorities to be defined by the MENPC and its partners.
- There will be flexibility in the implementation: the geographical coverage will be extended or reduced according to the availability of the funds.
- ECW will help facilitate the process, supporting the MENPC in its lead role. It will provide some seed funding to the overall programme and expects other donors to commit and align new financing behind the MYRP
- The selection of the ECW Grantee will be a transparent process led by the MENPC

Following this meeting, under the lead of MENPC, supported by the Education Cluster, an overall Technical Team and three Working Groups were subsequently set up. The Working Groups produced analyses on access to education, the quality of education and the governance and management of the system. In addition, a secondary data review was conducted to review the state of education in crisis-affected areas.

To assist the MENPC and the aforementioned Technical Team and Working Groups in the development of the MYRP, ECW agreed to fund an international consultant to be based in country. The international consultant was supported by a national consultant funded by UNICEF.

The work of the international consultant began in mid-2019, starting with a mission to collect data in a sample of the crisis-affected areas in the east of the country and in the Lake province. Intended beneficiaries of this programme were consulted and they had the opportunity to express their needs and key priorities. The outputs of this mission were organized in both zones and a third meeting was organized in N'Djamena to present the key findings education stakeholders. Work then continued between July and October of 2019 to develop the MYRP

based on the existing plans and strategies, the analysis of secondary data and the outputs of these field-based missions. A participatory and transparent process of developing the MYRP was undertaken which involved meetings of the Technical Team and the Working Groups as well as specific workshops to discuss and agree the theory of change and the subsequent strategies, results framework and budgets. The selection of the ECW Grantee is outlined in Annex 2 below.

Throughout the process of developing the MYRP, significant efforts have been made to ensure the participation and inputs from a wide variety of stakeholders from both the humanitarian and development fields, including other government ministries, civil society organisations, international and national NGOs, donors and UN agencies including stakeholders working on gender specific issues (See Table 7).

Table 7: List of Stakeholders (organizations and agencies) Contributing to the Document

Institution	Title	Geographic Area of Expertise	Technical Area of Expertise
MENPC	Ministry of National Education and Civic Promotion	All Provinces	Planification; Gender; Inclusion; Evaluation; Monitoring
MFPPESN	Ministry of Women, Early Childhood Protection and National Solidarity	All Provinces	Planification; Gender; Inclusion; Evaluation; Monitoring
ACRA	Fondazione ACRA	Hadjer Lamis, Chari Baguirmi, Mayo Kebbi Est, Mayo Kebbi Ouest, Mandoul, Logone Oriental, Logone Occidental, Moyen Chari, Salamat	Planification; Gender; Inclusion; Evaluation; Monitoring
HI	Humanity and Inclusion	Lac, N'Djamena, Logone Occidental, Borkou	Planification; Gender; Inclusion; Evaluation; Monitoring
RET			Planification; Gender; Inclusion; Evaluation; Monitoring
JRS	Jesuit Refugee Service	Sila, Ouaddai, Wadi Fira, Ennedi Est	Planification; Gender; Inclusion; Evaluation; Monitoring
COOPI	Cooperazione Internazionale	Lac, Ouaddai, Sila, Salamat, N'Djamena	Planification; Gender; Inclusion; Evaluation; Monitoring
UNICEF	United Nations Children's Fund	Lac, Mandoul, Logone Oriental, Batha, Hadjer Lamis, Kanem, Sila, Chari Baguirmi, Salamat, Ouaddaï, Barh El Gazal, Guera, Logone Occidental, Tandjile, Moyen Chari, Ennedi Est, Ouaddai,	Planification; Gender; Inclusion; Evaluation; Monitoring

UNESCO	United Nations Education, Science and Cultural Organization	Lac, Mandoul, Logone Oriental, Batha, Hadjer Lamis, Kanem, Sila, Chari Baguirmi, Salamat, Ouaddaï, Barh El Gazal, Guera, Logone Occidental, Tandjile et Moyen Chari	Planification; Gender; Inclusion; Evaluation; Monitoring
UNHCR	United Nations High Commissioner for Refugees	Lac, Logonne Occidental, Logone Oriental,Mandoul, Ennedi Est, Wadi Fira,	Planification; Gender; Inclusion; Evaluation; Monitoring
WFP	World Food Programme	Ennedi Est, Wadi Fira, Ouaddai, Sila, Batha, Bahr El gazal, Kanem, Guera, Lac, Hadjer Lamis	Planification; Gender; Inclusion; Evaluation; Monitoring
FENAPET	National Federation of Parents' Associations in Chad	All Provinces	Inclusion
OHPIDEL	Humanitarian Organization for the Promotion of Local Development Initiatives		Planification, Evaluation; Monitoring
SECADEV	Catholic Relief for Development		Planification, Evaluation; Monitoring
UNOCHA	United Nations Office for the Coordination of Humanitarian Affairs	Lac, Ouaddai, Logone Oriental, N'Djamena	Planification; Gender; Inclusion; Evaluation; Monitoring
CELIAF	Liaison and Information Unit of Associations and Women's Groups	Logone Oriental, Moyen Chari, Mayo Kebbi Est, Ouaddai,	Planification; Gender; Inclusion; Evaluation; Monitoring
ECHO	European Commission Humanitarian Aid & Civil Protection	N'Djamena	Planification; Gender; Inclusion; Evaluation; Monitoring
WB	World Bank	N'Djamena	Planification; Gender; Inclusion; Evaluation; Monitoring
	CARE	N'Djamena	Planification; Gender; Inclusion; Evaluation; Monitoring
ECW	Education Cannot Wait	N'Djamena	Planification; Gender; Inclusion; Evaluation; Monitoring

Particular emphasis has been placed on highlighting the fact that this MYRP supports MENPC's overall education strategy, the PIET and thus aligns and complements the interventions which it outlines. In addition, the MYRP was aligned where relevant to other

policy documents that guide the implementation of national and international commitments of the government of Chad.

Legislative and Policy Documents

1. Chad's Education Cluster Strategy (2019);
2. Chad's Humanitarian Response Plan (2019)
3. National Strategy for Water, Sanitation and Hygiene in Schools (EAHMS);
4. Summary of the National EAHMS Strategy;
5. The Ministry of Education's Gender Action Plan;
6. Chad's National Gender Policy;

Chad – Assessments/Analysis Documents

7. The statistical yearbook (2016-2017);
8. Recommendation of the Chad case study on strengthening the knowledge base for education in emergencies;
9. The conclusions of the education sector review;
10. The report produced by the additional information gathering mission;

Regional Documents

11. The declarations/charters of the ministers of education and development at the G7 Sahel conference held in Paris
12. The conclusions of the international conference on girls' education and women's training in French-speaking countries

General Guidance

13. International Guidelines on Sexuality Education;
14. Gender mainstreaming in development programmes;
15. The Gender Handbook;
16. Unicef booklet: Including Children with Disabilities in Humanitarian Action;
17. Concept note for the 2020 Global Education Monitoring Report on inclusion;
18. INEE Pocket Guide to Gender;
19. Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action;
20. UNICEF Strategy to Prevent and Respond to Sexual Exploitation and Abuse and Sexual Harassment;
21. INEE Guidance Notes on Gender (2019);
22. Mental health and counselling in emergencies: what humanitarian health actors need to know.

ANNEX 2 – ECW Seed Funding Proposal

A2.1 ECW Funding Priorities

One of the many challenges in operating in Chad is the scale of the problems facing the crisis-affected zones, set against an overall context of fragility compounded by capacity constraints at every level. This MYRP has made strenuous efforts to put forward an ambitious yet feasible three-year programme which attempts to tackle the fundamental problems facing access to gender-sensitive and inclusive quality education in the crisis-affected areas of the country.

The strategic approach outlined in Section 3 above, is therefore about supporting a core package of interventions at school level which will transform the access to, and quality of, education for all children in that catchment zone – host communities as well as displaced children. The rationale behind this approach is that this comprehensive, holistic approach is the only way to ensure that children who are currently not able to access education services, can do so, and that once they do, they receive quality, relevant education which equips them to pursue future opportunities. Without any immediate innovations on the horizon which reduce significantly the costs of such an approach, the implication is that it will cost more per child than the ECW global estimation of $114 per year.

A first step in this process would normally be the development of a contextualised version of the Inter-agency Network of Education in Emergencies (INEE) Minimum Standards for Chad which would define in detail what this core package should be and how much it would cost to implement. Parallel to this, it is important to ensure the rapid implementation of interventions so that children do not continue to lose out on their education whilst this contextualisation process is underway. Thus, the development of the contextualised INEE minimum standards and the implementation of the core package will happen simultaneously. Once the Minimum Standards for Chad have been agreed, the core package will be revised and updated accordingly.

The initial gender-responsive and inclusive core package in every school will:

1) Ensure that buildings / learning spaces are safe and adequate, sensitive to gender and disability and that there is sufficient water and sanitation;
2) Establish a school feeding programme;
3) Offer scholarships or similar to the poorest families to reduce tuition fees with a focus on the most marginalized including girls and children with disabilities;
4) Based on identification of immediate needs for professional development, provide ongoing training for teachers including psychosocial support interventions;
5) Provide learning spaces and children with school supplies

As described in section 2 above, out of the five priority provinces targeted by this MYRP, ECW will support two provinces, namely Lac and Logone Orientale. The aim is that the core package outlined above will be rolled out across these two provinces and that it will subsequently provide a model which can be scaled up in the remaining three provinces as additional funds are mobilised.

The ECW-specific results framework beginning on the following page unpacks this core package into the elements needed under each objective.

A2.2 ECW Results Framework[18]

Results	Indicators (disaggregated by location, sex, school level, IDP vs. refugee vs. other affected children, disability status)[19]	Baselines (to be confirmed during inception phase)	Targets	Means of Verification
GOAL **All girls and boys in communities affected by emergencies receive quality education and training for their well-being in an inclusive, equitable, secure and gender-sensitive learning environment**	Number of children and youth aged 3 to 17 reached with ECW assistance	TBC	126,298	Programme reports
OUTCOME 1 **The school environment is inclusive, secure and conducive to equitable access for crisis-affected girls and boys alike**	Net enrolment rate in targeted locations, if available; failing that: Number of children in targeted locations with access to learning spaces that meet national standards [if available] or international standards for safety, hygiene and sanitation	58%	78%	UNHCR Education & Data Statistics Yearbook
	Completion rate of primary education in target areas	TBD during inception	TBD during inception	Program Reports & EMIS

[18] To some extent, the results framework will be reviewed and refined during the inception phase (baseline /target)
[19] Desired disaggregation may not always be possible.

Results	Indicators (disaggregated by location, sex, school level, IDP vs. refugee vs. other affected children, disability status)[19]	Baselines (to be confirmed during inception phase)	Targets	Means of Verification
OUTPUT 1.1 Preschool, primary and lower secondary school children benefit from school feeding programmes to increase access, attendance and retention of girls at school	Number of children benefiting from school feeding programs in targeted locations	28,268	40,000	MAP Program & Statistics Report
OUTPUT 1.2 Parents enrol boys and girls, including children with disabilities, in school at the appropriate level and/or age	Net intake rate to Grade 1 of primary education in targeted locations	TBD during inception	TBD during inception	Program Reports & EMIS
OUTPUT 1.3 Households have enough financial resources to keep girls and boys in school, including children with disabilities, or receive adequate assistance if they do not (e.g. IGA[20] training, cash transfers, etc.)	% of household spending on education	TBD during inception	TBD during inception	Household survey / Post-distribution monitoring survey
	Number of households who received a) cash transfers; b) support for the development of IGAs or c) both	TBD during inception	TBD during inception	Post-distribution monitoring survey
OUTPUT 1.4 Output 1.4 Schools and learning centres are equipped with gender-	Number of learning spaces a) built and b) rehabilitated that meet sub-cluster protection standards	Both a) and b) TBD during inception	Both a) and b) TBD during inception	Field mission reports

[20] Income-generating activities

Results	Indicators (disaggregated by location, sex, school level, IDP vs. refugee vs. other affected children, disability status)[19]	Baselines (to be confirmed during inception phase)	Targets	Means of Verification
responsive infrastructures (including WASH facilities), adapted to different types of disabilities	Number of girls aged 3-17 that gained access to safe WASH facilities through ECW direct support	TBD during inception	24,000, 50% girls	Program Report & Education Statistics Yearbook
OUTPUT 1.5 Teenage girls use menstrual hygiene kits	Proportion of girls receiving menstrual kits in targeted schools	0	100%	Programme report
OUTPUT 1.6 Day nurseries with well-trained staff are functional for childcare	Number of supervisors (women and men) of nurseries trained	TBD during inception	TBD during inception	Programme report
	Number of female and male nursery operators trained	TBD during inception	TBD during inception	Programme report
	% of functional nurseries [criteria of functionality TBD during inception phase]	TBD during inception	100%	Programme report
OUTCOME 2 **Out-of-school girls and boys affected by crises are reintegrated into learning or training cycles**	Number of children identified by the MYRP who complete a non-formal education programme [by type of NFE program]	N/A	2400, 50% girls	Program Report & Education Statistics Yearbook
OUTPUT 2.1 Out-of-school and out-of-school girls and boys aged 9 to 14 receive non-formal basic	Number of out-of-school children enrolled in courses at MYRP-supported centers	N/A	1200, 50% girls	Programme report
	% of learners aged 9 to 14 who pass the final exam	N/A	80%, 50% girls	Programme reports

Results	Indicators (disaggregated by location, sex, school level, IDP vs. refugee vs. other affected children, disability status)[19]	Baselines (to be confirmed during inception phase)	Targets	Means of Verification
education and pre-qualification to develop life skills.	Number of learners aged 9 to 14 using the learning materials provided by MYRP	N/A	1200, 50% girls	Programme report
	Number of instructors trained to deliver NFE	TBD during inception	TBD during inception	Programme reports
OUTPUT 2.2 Adolescents and youth aged 15 to 17 are fully literate and develop life skills.	Number of adolescents and young people aged 15 to 17 enrolled in MYRP-supported centers	N/A	1200, 50% girls	Programme report
	% of young people aged 15 to 17 who completed the relevant literacy & life skills program	N/A	80%, 50% girls	Programme report
OUTCOME 3 **The quality of education and of the learning environment is improved for girls and boys affected by crises**	% of children in crises who have successfully completed the national / formal school system examination at the target level	TBD during inception	TBD during inception	Programme report
	% of children a) in years 2 and 3; b) at the end of primary school; and (c) at the end of the first cycle of secondary education, who have attained at least a minimum proficiency level in literacy, numeracy and SEL	TBD during inception	TBD during inception	Programme report

Results	Indicators (disaggregated by location, sex, school level, IDP vs. refugee vs. other affected children, disability status)[19]	Baselines (to be confirmed during inception phase)	Targets	Means of Verification
OUTPUT 3.1 Teachers and community teachers, animators and master craftsmen are trained both in their subjects and in gender-sensitive practices, provision of psychosocial support, basics of child protection, peace education and disaster risk reduction	% of operators [over total trained] who have demonstrated improved practices in class following ECW supported training	TBD during inception	TBD during inception	Pedagogical supervision report
	% of female teachers in ECW-supported schools who report that they feel that their school environment is safe for women, gender-neutral and supportive to female teachers	TBD during inception	TBD during inception	Programme report
	Number of girls and boys aged 3 to 17 receiving lessons from teachers and facilitators trained in psychosocial support	TBD during inception	148380	Programme report
	% of referred protection, GBV, trauma cases (girls and boys aged 3 to 17) adequately handled	TBD during inception	TBD during inception	Programme report
	Percentage of children in targeted communities who demonstrate an improvement in their psychosocial well-being	TBD during inception	TBD during inception	Survey on well-being
OUTPUT 3.2 Learning spaces (including spaces for early childhood	Number of learning spaces enabled to deliver education according to MYRP/national standards	0	52	Programme report

Results	Indicators (disaggregated by location, sex, school level, IDP vs. refugee vs. other affected children, disability status)[19]	Baselines (to be confirmed during inception phase)	Targets	Means of Verification
education) are equipped to deliver a minimum package [if possible, locally acquired] of services conducive of equitable learning	Number of pre-school girls and boys using learning materials provided by MYRP	0	20,000, 50% girls	Programme report
	Number of primary school aged girls and boys using kits provided by MYRP	0	180,000, 50% girls	Programme report
OUTPUT 3.3 Teachers' and animator wellbeing is improved	% of teacher in targeted communities who report an improvement in their wellbeing on the workplace	TBD during inception	TBD during inception	Report of the survey on welfare being
OUTCOME 4 **The governance of the education system in emergency situations is improved and made more gender sensitive and inclusive**	Rating of planning, monitoring and evaluation systems in EiE (1)	Grade 1 (weak)	Grade 3 (established)	TBD during inception
	Rating of EMIS in provision of disaggregated data that allow identification of barriers and bottlenecks that inhibit the realization of the right to education (2)	Weak (Score 1)	Established (Score 3)	
OUTPUT 4.1 National stakeholders at the central and decentralized levels are able to undertake planning, monitoring and evaluation actions,	% of decentralized structures in MYRP areas whose capacities have been strengthened in gender and inclusive planning	TBD during inception	100%	

Results	Indicators (disaggregated by location, sex, school level, IDP vs. refugee vs. other affected children, disability status)[19]	Baselines (to be confirmed during inception phase)	Targets	Means of Verification
taking into account the themes of gender and inclusion				
OUTPUT 4.2 The APEs, AMEs and COGES are revitalized to strengthen their activities in schools in the targeted areas	# of Parents' committees/AME/COGES operational in targeted areas	TBD during inception	TBD during inception	Programme report
	# of focal points amongst Parents' committees /AME /COGES with increased capacity to tackle child protection issues	TBD during inception	TBD during inception	Programme report
OUTCOME 5 MYRP partners contribute to mobilize resources in EiE	% of funding of MYRP budget (in addition to ECW seed funding)	43%	100%	ECW financial tracking sheet

A2.3 ECW Budget

	Unit	Unit cost	Quantity	2020	2021	2022	TOTAL
PROGRAMME COSTS							
OUTCOME 1: The school environment is inclusive, secure and conducive to equitable access for crisis-affected girls and boys alike							
Output 1.1 Preschool, primary and lower secondary school children benefit from school feeding programmes to increase access, attendance and retention of girls at school							
Awareness raising of APEs, AMEs and COGES on the creation and management of school canteens	Meeting	$ 426	10	$ 2,128	$ 2,127.66	$ -	$ 4,255
Training of APEs, AMEs and COGES on the creation and management of school canteens	DSA	$ 17	200	$ 1,702	$ 1,702	$ -	$ 3,404
Establishment of local production activities (school fields and gardens) by APEs, AMEs and COGES	School	$ 13,617	50	$ -	$ -	$ 680,852	$ 680,852
Rehabilitation of canteen infrastructures (shop, kitchens, canteens)	School cantine	$ 5,106	20	$ -	$ 76,596	$ 25,532	$ 102,128
Procurement of food (locally if possible)	Student	$ 68	40,000	$ 1,361,704	$ 1,361,704	$ -	$ 2,723,408
Purchase non-food items (locally if possible)	Student	$ 9	32,500	$ 170,213	$ 106,383	$ -	$ 276,596
Training of cooks in food hygiene	DSA	$ 17	400	$ 3,404	$ 3,404	$ -	$ 6,809
Support to the cooks through packages	Stipend	$ 51	400	$ 10,213	$ 10,213	$ -	$ 20,426
Cash transfers to households of teenage girls attending school	Girl	$ 68	14,715	$ 333,958	$ 333,958	$ 333,958	$ 1,001,874
Sub-total				**$1,883,322**	**$1,896,088**	**$1,040,342**	**$ 4,819,751**
Output 1.2 Parents enrol boys and girls (including children with disabilities) at the appropriate level and / or at the appropriate age							
Dissemination of texts that promote the rights of children in general and their rights to education in particular	School	$ 51	420	$ 7,149	$ 7,149	$ 7,149	$ 21,447
Provision of adequate resources for children with physical disabilities to go to places of learning	Child	$ 170	1,100	$ 136,170	$ 25,532	$ 25,532	$ 187,234
Sub-total				**$ 143,319**	**$ 32,681**	**$ 32,681**	**$ 208,681**
Output 1.3 Households have enough financial resources to keep girls and boys in school, including children with disabilities, or receive adequate assistance if they do not (e.g. training on income generating activities, cash transfers, etc.)							
Identification of vulnerable households / children and those engaged in AGR	DSA	$ 85	120	$ 3,404	$ 3,404	$ 3,404	$ 10,213
Formation of vulnerable households on the development of AGR	DSA	$ 17	1,200	$ 17,021	$ 1,702	$ 1,702	$ 20,426
Cash transfers to vulnerable households to support children's schooling	Student	$ 68	12,000	$ 272,341	$ 272,341	$ 272,341	$ 817,022
Cash transfers to vulnerable households to develop AGR	Household	$ 255	600	$ 102,128	$ 25,532	$ 25,532	$ 153,192
Sub-total				**$ 394,894**	**$ 302,979**	**$ 302,979**	**$ 1,000,852**
Output 1.4 Schools and learning centres are equipped with gender-responsive infrastructures (including WASH facilities), adapted to different types of disabilities							
Identification of appropriate infrastructure facility sites (WASH, fence, etc.)	DSA	$ 68	80	$ 5,447	$ -	$ -	$ 5,447
Construction of gender-friendly latrines easily accessible to children with disabilities	Latrine	$ 1,977	180	$ 355,932		$ -	$ 355,932
Construction and equipment of classrooms easily accessible to children with disabilities	Classroom	$ 16,326	40	$ 326,510	$ 326,510	$ -	$ 653,020
Construction of manual water points accessible to children with disabilities	Water Point	$ 5,932	20	$ 118,644	$ -	$ -	$ 118,644
Construction of mecanical water points accessible to children with disabilities	Water Point	$ 16,102	19	$ 144,915	$ -	$ -	$ 144,915
Fence construction with hedgerows (plants)	Fence	$ 8,511	40	$ 170,213	$ 170,213	$ -	$ 340,426
Creation of spaces for sports activities	Space	$ 1,702	40	$ 34,043	$ 34,043	$ -	$ 68,085
Sub-total				**$1,155,704**	**$ 530,766**	**$ -**	**$ 1,686,470**
Output 1.5 Teenage Girls Participate in Girls' Club							
Distribution of MHM kits	MHM Kit	$ 17	16,794	$ 95,285	$ 95,285	$ 95,285	$ 285,856
Training of trainers on local manufacturing of MHM kits	DSA	$ 17	400	$ 5,106	$ -	$ 1,702	$ 6,809
Trainings on life skills for girls (teach them about school-related violence including gender equality, GBV, adolescent sexual and reproductive health (ASRH), and HIV/AIDS)	DSA	$ 17	16,794	$ 95,285	$ 95,285	$ 95,285	$ 285,856
Maintenance of MHM-related equipment	Latrine	$ 26	540	$ 4,596	$ 4,596	$ 4,596	$ 13,787
Sub-total				**$ 200,273**	**$ 195,166**	**$ 196,868**	**$ 592,307**
Output 1.6 Preschool centres and Child Friendly Spaces with trained coaches are available to provide early childhood care for children							
Situation analysis of existing preschool and EAE centers	DSA	$ 68	100	$ 6,809	$ -	$ -	$ 6,809
Workshop to present the results of the study	DSA	$ 34	40	$ 1,362	$ -	$ -	$ 1,362
Construction of preschools and EAE	Centre	$ 59,575	5	$ -	$ 297,873	$ -	$ 297,873
Contractualization of facilitators for newly created preschool and EAE centers	Salary	$ 1,532	20	$ -	$ 30,638	$ -	$ 30,638
Sub-total				**$ 8,170**	**$ 328,511**	**$ -**	**$ 336,681**

OUTCOME 2: Out-of-school girls and boys affected by crises are reintegrated into learning or training cycles							
Output 2.1 Out-of-school and out-of-school girls and boys aged 9 to 14 receive non-formal basic education and pre-qualifications to develop life skills							
Information and awareness raising amongst the population on non-formal education & literacy-vocational training offers	Meeting	$ 426	40	$ 8,511	$ 8,511	$ -	$ 17,021
Contractualization of operators, craftsmen and / or non-formal Basic Education Centers	Salary	$ 68	3,934	$ 65,906	$ 133,369	$ 68,574	$ 267,849
Training of contracted operators and artisans in the use of teaching materials	DSA	$ 34	198	$ 3,295	$ -	$ 3,429	$ 6,724
Sub-total				**$ 77,712**	**$ 141,880**	**$ 72,003**	**$ 284,871**
Output 2.2 Adolescents and youth aged 15 to 17 are fully literate and develop life skills							
Development of training modules (integrating the way children work)	DSA	$ 68	75	$ 5,106	$ -	$ -	$ 5,106
Contractualization of operators, craftsmen and / or literacy and vocational training centers	Salary	$ 68	2,966	$ 65,906	$ 67,462	$ 68,574	$ 201,943
Training contracted operators and artisans in the use of teaching materials	DSA	$ 34	198	$ 3,295	$ -	$ 3,429	$ 6,724
Provision of vocational induction kits to literacy centers	Kit	$ 170	1,200	$ 68,085	$ 68,085	$ 68,085	$ 204,256
Sub-total				**$ 142,393**	**$ 135,548**	**$ 140,088**	**$ 418,029**
OUTCOME 3: The quality of education and inclusiveness of school environments are improved for girls and boys affected by crises							
Output 3.1 Teachers and community teachers, animators and master craftsmen are trained both in their subjects and in gender-sensitive practices, provision of psychosocial support, basics of child protection, peace education, inclusion and disaster risk reduction							
Training of pedagogical supervisors on pedagogical innovations (culture of peace, peaceful cohabitation, use of teaching / learning materials and inclusion)	DSA	$ 68	200	$ 13,617	$ -	$ -	$ 13,617
Training of teachers and community teachers, animators and master craftsmen on pedagogical innovations (culture of peace, peaceful cohabitation, use of teaching / learning materials)	DSA	$ 17	6,740	$ 114,724	$ -	$ -	$ 114,724
Support for the organization of pedagogical days	DSA	$ 17	18,000	$ 102,128	$ 102,128	$ 102,128	$ 306,383
Teacher Training on Disaster Risk Prevention, Protection, inclusion and Management	DSA	$ 17	6,740	$ 114,724	$ -	$ -	$ 114,724
Training of community teachers and teachers, facilitators and master craftsmen to deliver accelerated education and / or psychosocial support programmes	DSA	$ 17	6,740	$ 114,724	$ -	$ -	$ 114,724
Training of community teachers, teachers and teachers on the integration of psychosocial support in schools	DSA	$ 17	6,740	$ 114,724	$ -	$ -	$ 114,724
Elaboration of a strategy to meantream PSS, risks reduction and disasters management and protection in the curiculum used in public schools	DSA	$ 68	150	$ -	$ 10,169	$ -	$ 10,169
Implementation of the additional solid PSS component	Lump sum	$ 33,898	3	$ 33,898	$ 33,898	$ 33,898	$ 101,695
Individual support and individualized educational project for children with disabilities	Student	$ 4,237	200	$ 211,864	$ 211,864	$ -	$ 423,729
Training supervisors, facilitators and master craftsmen on life skills (peace education, leadership, mental health, etc.	DSA	$ 51	194	$ 9,886	$ -	$ -	$ 9,886
Sub-total				**$ 830,288**	**$ 358,060**	**$ 136,026**	**$ 1,324,374**
Output 3.2 Learning spaces (including spaces for early childhood education) are equipped to deliver a minimum package of services conducive for equitable learning							
Provision of newly created preschool and EAE centers with adapted equipment (tables, chairs, mats, etc.)	Centre	$ 2,553	5	$ -	$ 12,766	$ -	$ 12,766
Provision of preschool and EAE centers with play materials	Centre	$ 1,702	99	$ 56,170	$ 56,170	$ 56,170	$ 168,511
Printing and distribution of educational manuals (trade training reference books, booklets and introductory booklets for trades in Chadian languages)	Learner	$ 85	15,736	$ 329,532	$ 666,845	$ 342,869	$ 1,339,246
Printing and distribution of teaching guides (trade training reference books, booklets and introductory booklets for trades in Chadian languages)	Learner	$ 85	593	$ 24,715	$ -	$ 25,715	$ 50,430
Printing and distribution of educational manuals (trade training reference books, functional literacy booklets and introductory booklets for trades in Chadian languages)	Learner	$ 85	11,864	$ 329,532	$ 337,312	$ 342,869	$ 1,009,714
Printing and distribution of teaching guides (trade training reference books, functional literacy booklets and introductory booklets for trades in Chadian languages)	Learner	$ 85	693	$ 24,715	$ -	$ 34,287	$ 59,002
Provision of school kits (notebooks, pens, pencils, eraser, rulers, compact, etc.) to students	Solar Kit	$ 9	295,852	$ 814,614	$ 839,051	$ 864,224	$ 2,517,889
Sub-total				**$1,579,279**	**$1,912,144**	**$1,666,135**	**$ 5,157,558**
Output 3.3 teachers' and animator wellbeing is improved							
Acquisition of solar lamps for teachers and animator	Solar lamp	$ 34	1,869	$ 46,407	$ 8,475	$ 8,475	$ 63,356
Advocacy actions to allow teachers and facilitators receive their subsidies timely	Session	$ 636	2	$ 636	$ 636	$ -	$ 1,271
Implementation of the additional welfare solid components for teachers and animators	Lump sum	$ 45,198	3	$ 45,198	$ 45,198	$ 45,198	$ 135,593
Sub-total				**$ 92,240**	**$ 54,308**	**$ 53,672**	**$ 200,220**

OUTCOME 4: Effective gender responsive and inclusive management and governance of the education system in emergencies is improved							
Output 4.1 Structures at the central and deconcentrated levels are capable of undertaking planning, monitoring and evaluation actions, taking into account gender and inclusion							
Training of planners and school directors at the deconcentrated level on data collection	DSA	$ 68	1,800	$ 122,553		$ -	$ 122,553
Provision of computer equipment (computers, printers and accessories) for the reinforcement of EMIS	Equipment	$ 2,043	30	$ 61,277	$ -	$ -	$ 61,277
Provision of solar kits to provinicial education authorities	Solar Kit	$ 1,702	30	$ 51,064	$ -	$ -	$ 51,064
Support to the operation of provincial education authorities	Op. Cost	$ 187	6	$ 374	$ 374	$ 374	$ 1,123
Recruitment of a consultant to elaborate a gender analysis at the national level	DSA	$ 339	45	$ 15,254	$ -	$ -	$ 15,254
Recruitment of a consultant to contextualise the Inter-agency Network of Education in Emergencies (INEE) Minimum Standards for Chad.	DSA	$ 20,000	30	$ 20,000	$ -	$ -	$ 20,000
Recruit an international expert to train the Gender Unit and central level staff on mainstreaming disability, gender and psychosocial support in planning, monitoring, evaluation and advocacy actions.	DSA	$ 20,000	1	$ 20,000	$ -	$ -	$ 20,000
Training of the Gender Unit and central level staff on mainstreaming disability, gender and psychosocial support in planning, monitoring, evaluation and advocacy actions.	DSA	$ 68	240	$ 16,271	$ -	$ -	$ 16,271
Support the implementation of the gender action plan of the MENPC	Lump sum	$ 150,000	1	$ 150,000	$ -	$ -	$ 150,000
Support for the operation of the Education Cluster (at the central and provincial levels)	Op. Cost	$ 51,064	3	$ 51,064	$ 51,064	$ 51,064	$ 153,192
Recrutement of an Information Manager (NOB) for the Education Cluster	Op. Cost						
Sub-total				**$ 507,858**	**$ 51,438**	**$ 51,438**	**$ 610,734**
Output 4.2 The APEs, AMEs and COGES are revitalized to strengthen their activities in the schools of the targeted areas, including with child protection mechanisms							
Training of APEs, AMEs, COGES on school management (including the development of AGRs to finance themselves) and the monitoring of teachers in community schools	DSA	$ 17	1,818	$ 30,945	$ -	$ -	$ 30,945
Designation and training of focal points within APEs, AMEs and COGES dealing with child protection issues in crisis-affected communities	DSA	$ 17	8,431	$ 71,756	$ 71,756		$ 143,512
Organization of quarterly work meetings and sharing experiences between APEs, AMEs and COGES and existing Community Child Protection Mechanisms	DSA	$ 17	10,118	$ 57,405	$ 57,405	$ 57,405	$ 172,214
Sub-total				**$ 160,105**	**$ 129,161**	**$ 57,405**	**$ 346,671**
OUTCOME 5: The Chad Multi-Year Resilience Programme funding gap is reduced							
Recruitment of an international consultant to develop the strategy for mobilizing additional resources*	DSA	$ 20,000	1	$ 20,000	$ -	$ -	$ 20,000
Sub-total				**$ 20,000**	**$ -**	**$ -**	**$ 20,000**
Sub-total for Programme Costs				**$7,195,558**	**$6,068,729**	**$3,749,637**	**$17,007,200**
OPERATIONAL COSTS							
Monitoring and evaluation (3%)	Op. Cost	-	1	$ 215,867	$ 182,062	$ 112,489	$ 510,418
Cost of Program Management and Coordination**	Op. Cost	$ 680,852	3	$ 680,852	$ 680,852	$ 680,852	$ 2,042,556
Recruitment of a national consultant to do a baseline and develop data collection tools	DSA	$ 272	60	$ 16,340	$ -	$ -	$ 16,340
Sub-total				**$ 913,059**	**$ 862,914**	**$ 793,341**	**$ 2,569,314**
Sub-total for Operational Costs				**$ 913,059**	**$ 862,914**	**$ 793,341**	**$ 2,569,314**
Total for Programme and Operational Costs				**$8,108,617**	**$6,931,643**	**$4,542,979**	**$19,576,514**
Progamme Support Costs (@7%)				**$ 567,603**	**$ 485,215**	**$ 318,008**	**$ 1,370,356**
GRAND TOTAL				**$8,676,220**	**$7,416,858**	**$4,860,987**	**$20,946,870**

A2.4 Selection of ECW Grantee

ECW committed to providing seed funding to support this MYRP at USD $7 million per year over three years. Following this announcement, MENPC issued a call for expressions of interest in order to select one or more agencies / organizations to manage the ECW funds as part of the contribution to the collective results outlined in Section 3 above. Applications were welcomed from all levels of organisations, including local and international NGOs, consortia, private sector and UN agencies. Interested agencies/organizations/consortia were invited to submit a concept note containing the following elements:

1. Brief presentation of the agency/organization/consortium
2. An analysis of the risks of non-compliance with the child protection policy adopted by the agency/organization/consortium
3. The provinces in which the agency/organization/consortium is currently present
4. The experience of the agency/organization/consortium in the design and implementation of education programs, including gender-responsive programming and inclusion and also indicating the current amount of the education programme budget of the agency/organization/consortium in Chad.
5. An analysis of the child protection policy adopted by the agency/organization/consortium with a clear commitment to protect children from harm
6. A brief description of the agency's/organization's/consortium's monitoring and evaluation mechanism.
7. Other elements that the agency/organization/consortium would like to present as assets for their application

In addition to these elements, the basic qualifying criteria for applying to be the ECW grantee were:

- To be an agency/organization legally registered in Chad. For consortia-based applications all the applying agencies/organisations need to be legally registered in Chad.
- To be an agency/organization/consortium with proven experience in the field of Emergency Education, Gender-responsive and inclusive education programming
- To be agency/organization/consortium with an operational presence in the targeted areas.

A total of 13 applications were received under this Expression of Interest. A panel made up of agencies and institutions that did not express their interest (and had no conflict of interest with those agency/organization/consortia who did apply) was formed, chaired by MENPC. The panel then independently scored each of the applications based on the criteria above and then met to review the combined scores. After close review of the scores and detailed deliberation over each application, UNICEF was selected as the recipient agency for the ECW funding.

A call for proposals will be published later by UNICEF to select the agencies / organizations that would like to submit projects (specifically budgeted concept notes) for the operational implementation of the MYRP itself.

A2.5 Communications & Visibility

An overall communication plan, the objective of which will be to achieve a simple, effective mechanism to promote visibility of all the activities of the programme and ECW's contribiution to them will be conceived. This plan will also ensure better ownership of the programme by the affected-populations and highlight the different levels of communication, including the various meetings and their frequencies and the reporting flows, etc.

A guide aimed at improving the visibility of the ECW logo has been developed. An orientation session for the ownership of the content of this guide will be organized for the benefit of the recipients and implementing partners of the multi-year programme. UNICEF, as the selected Grantee, will also ensure compliance with ECW's global-level visibility guidelines.

In the same way, in order to optimize the awareness and the presence of the various stakeholders in the multiannual programme and ECW, the following actions will be considered:

- Identity of a name of the programme in the national language
- Display / use of the ECW logo on vehicles, multi-year programme premises, all communication media and administrative documents and other communication media
- ECW special promotion during the launch ceremony of the programme in the presence of technical partners, administrative authorities, media and other donors etc.
- Use of traditional media, digital media and social networks for communication about the activities and highlights of the multi-year programme with emphasis on the ECW logo
- Produce Human Interest Stories showcasing results in improving the record on marginalization for gender and children with disabilities.

ANNEX 3 – Risk Matrix

Part 1: Risk Matrix

Overall, risk is assessed as: HIGH

TOTAL RISK			RESIDUAL RISK			Risk Owner
Description of risk	**Probability**	**Impact**	**Mitigation measures**	**Probability**	**Impact**	
Context						
C.1. Deterioration of the humanitarian situation *Causes*: Political tensions and terrorism in countries bordering Chad (Sudan, Libya, Nigeria, Central African Republic and Niger). Inter-community violence, including conflicts related to the use of natural resources (farmers-livestock farmers, etc.) *Effects*: New influxes of refugees. Pressures on school rolls. Difficult cohabitation with host communities. Displaced populations are not enrolled in school. Teacher flight. Children suffering psychosocial distress due to insecurity and change of environment.	High	Major	1. Precautions must be taken to facilitate the integration of any new displaced/refugee population. 2. Temporary learning spaces are established in displaced person sites and housing for teachers is built in schools in refugee camps. 3. Teachers and educational supervisors are trained in conflict and disaster risk reduction. 4. Psychosocial care is provided for affected children. 5. Teachers are trained in education for peace and peaceful coexistence and pass this on to pupils in learning spaces.	Low	Medium	UNHCR Community & Local Authorities Education Cluster Members MENPC Ministry of Vocational Training and Small Trades

TOTAL RISK			RESIDUAL RISK			Risk Owner
Description of risk	**Probability**	**Impact**	**Mitigation measures**	**Probability**	**Impact**	
C.2. Resurgence of movements demanding arrears and social rights *Causes*: Weak economic recovery preventing compliance with agreements between trade unions and the authorities. Non-payment of allowances to community teachers *Effects*: Discontinuation of academic activities. Failure to complete school programmes. Poor academic performance. School drop-outs.	High	Moderate	1. Partners provide support to maintain dialogue between stakeholders. 2. Better consideration of the needs expressed by APICED is taken in the Ministry's budget preparation and resource mobilization process. 3. Parents are involved in finding solutions and awareness of the importance of education is raised.	Low	Low	Education Partners Trade Unions Government MENPC FENAPET
C.3. Schools in refugee camps face operational difficulties *Cause*: Failure to allocate (sufficient) resources to schools in refugee camps *Effects*: New entrants face limited access to the system. School drop-outs. Poor quality of teaching offered	Low	Low	1. Support is provided for the authorities to take ownership of education in emergencies. 2. The authorities grant funding to schools in refugee camps on the same basis as other schools in the country.	Very low	Negligible	CRRP Partners MENPC Ministry of Vocational Training and Small Trades
C.4. Insufficient resources allocated for education *Causes:* Low level of revenue mobilized given the faltering economic recovery. Non-	Low	Major	1. Space is created in the budget for financing social sectors, and particularly education. 2. Advocacy for education funding is conducted with partners.	Very low	Medium	MFB MENPC GLPE UNICEF, UNESCO, ECW, GPE

TOTAL RISK			RESIDUAL RISK			Risk Owner
Description of risk	**Probability**	**Impact**	**Mitigation measures**	**Probability**	**Impact**	
compliance with international commitments to social sectors *Effects:* Lack of school supplies. Absenteeism among teachers and pupils. Poor quality of teaching offered. School drop-outs			3. Partner support is provided to the education sector			
C.5. It becomes increasingly hard for those leaving the education system to integrate into the workforce *Causes*: Limited availability of jobs due to the economic situation. Imbalance between workforce supply and demand. Lack of merit-based promotion culture. *Effects*: Pupils and their parents are discouraged/demotivated. School drop-outs. Juvenile delinquency. Socio-economic tensions.	High	Low	1. Vocational training is strengthened and developed in line with market needs. 2. Merit-based promotion and increased transparency is introduced to recruitment procedures in the civil service and the private sector. 3. Non-formal basic education (NFBE) is developed to support out-of-school children with a view to integrating them into the workforce.	Low	Negligible	Ministry of Vocational Training and Small Trades ONAPE Ministry of the Civil Service, Labour and Social Dialogue
Realization						
R.1 Parents' and mother educators' associations do not have sufficient resources to support and/or manage schools independently	High	Medium	1. Members of parents' and mother educators' associations are trained in school management and share their experiences. 2. Parents' and mother educators' associations involved in income	Low	Low	Education Cluster HACT/UNICEF

TOTAL RISK			RESIDUAL RISK			Risk Owner
Description of risk	**Probability**	**Impact**	**Mitigation measures**	**Probability**	**Impact**	
			generating activities (IGAs) are financially supported by cash transfer.			
R.2. Lack of warehouses for the proper storage of food products for schools	High	Low	1. Food product storage and conservation areas must be provided in schools in provinces that have school canteens. 2. Food hygiene is essential in schools with school canteens.	Low	Negligible	Education Cluster WFP Nutrition Cluster
R.3. Stock-outs in the supply of hygiene kits (sanitary towels) for girls *Cause:* Supply chain failure *Effects:* Absence of girls from school during their periods. Poor performance by girls. School drop-outs.	Low	Major	1. Young girls are trained in the local manufacture of sanitary towels. 2. Areas are set up in learning spaces where girls can change their towels. 3. Awareness-raising and training activities for young girls on sexual and reproductive health, gender and human rights are introduced.	Very low	Major	MENPC Education Cluster Members UNFPA MENPC
R.4. The system set up to train and monitor teachers and supervisors is not operational *Causes:* The system is heavily centralized. Challenges related to the deployment of staff for data collection and monitoring	Low	Medium	1. Capacity-building for local education authorities in the training and monitoring of teaching staff is carried out. 2. Adequate resources are allocated to facilitate the operation of this system.	Very low	Low	Education Cluster DAPRO/MENPC MENPC

TOTAL RISK			RESIDUAL RISK			Risk Owner
Description of risk	**Probability**	**Impact**	**Mitigation measures**	**Probability**	**Impact**	
Effects: Teachers are absent from their place of work. Poor academic performance by pupils. School drop-outs						
Protection						
P.1. Opinion leaders, religious leaders and parents do not support the fight against cultural practices that are harmful to children's education, especially girls' education *Causes:* Life in the society is governed by codes and challenging these codes is not tolerated on the grounds of tradition or religion or for economic reasons *Effects:* Children, and in particular school-age girls, are deprived of their right to education. Illiteracy among women worsens and affects the education of their children.	Very high	Major	1. The community, including opinion and religious leaders, is made aware of the importance of girls' education. 2. Legislation (Act 29, Ordinance 06, Convention on the Rights of the Child, etc.) aimed at promoting the schooling of children, particularly girls, must be widely applied.	High	Major	FENAPET Ministry of Justice MENPC UNICEF
P.2. Risk of pupils dropping out of school, including children with disabilities, due to the lack of a sufficiently safe environment *Causes:* Adoption of drastic measures by	Low	Medium	1. Acts of violence are punished in accordance with existing legislation to act as a deterrent. 2. Measures must be taken at the local level to reassure pupils' parents. 3. Infrastructure built under the Multi-Year Resilience	Very low	Low	Ministry of Justice Ministry of Internal Security MATGL MENPC MENPC

TOTAL RISK			RESIDUAL RISK			Risk Owner
Description of risk	**Probability**	**Impact**	**Mitigation measures**	**Probability**	**Impact**	
parents/guardians in anticipation of or in response to acts of violence that have gone unpunished. Parents view the school environment as not safe enough (long distances to travel, unstable safety conditions, etc.) *Effects:* Children who are not in school are highly vulnerable**.** Development of juvenile delinquency.			Programme (MYRP) must be made operational and access must be made available to all pupils, without exception.			
P.3. Reluctance to have women as teachers in schools in some localities *Cause:* Existence of stereotypes about the role of women and men in society, with women supposed to take care of the home. *Effects:* Children are not in school. Withdrawal of children from school. Girls show a lack of interest in school/are demotivated due to the absence of female role models	High	High	1. Awareness-raising is conducted within the community on the importance of the role of women teachers in addressing some of the specific needs of schoolchildren, especially girls, to ensure their full development for the benefit of the entire community 2. Teacher recruitment must take the representation of women fully into account.	Low	Medium	UNICEF FENAPET MENPC
P.4. Low demand for childcare services in nurseries *Cause:* Fathers refuse to allow their child(ren) to be	High	Medium	1. Support is provided for young mothers who wish to attend remedial education classes (especially for learning trades).	Low	Medium	Education Cluster CELIAF Ministry of Women Ministry of Women FENAPET

TOTAL RISK			RESIDUAL RISK			Risk Owner
Description of risk	**Probability**	**Impact**	**Mitigation measures**	**Probability**	**Impact**	
looked after in nurseries. Parents' incomes do not allow them to pay for childcare services. *Effects:* Young mothers are unable to attend (remedial) classes. Increased vulnerability of young mothers.			2. Awareness is raised of the need for men and women to support the policy of developing nurseries to provide childcare.			
P.5. Risks related to rains and high winds *Causes:* Poor rainfall. Flooding. Storms. Soil erosion/landslide. *Effects:* Destruction of school and water infrastructure. Deterioration of the school environment, which is no longer safe	High	Medium	1. Teachers and educational supervisors are trained in conflict and disaster risk reduction. 2. The construction of infrastructure (schools, water, sanitation and hygiene facilities, etc.) must take into account the site conditions (soil, air, rainfall, etc.). 3. A specialist civil engineering firm is recruited to verify the compliance of built and/or refurbished infrastructure	Low	Negligible	Education Cluster Members Ministry of Infrastructure and Transport General Inspectorate of Education MENPC
Operational						
O.1. Poor leadership in the Education Cluster *Effects:* This will have a significant impact on cluster coordination. The support expected from partners will not be forthcoming.	Low	Medium	1. The division of tasks between the Lead and the Co-lead is unambiguous. 2. The Lead and Co-lead fully assume their roles and communicate regularly with each other and with	Very low	Low	UNICEF MENPC

TOTAL RISK			RESIDUAL RISK			Risk Owner
Description of risk	**Probability**	**Impact**	**Mitigation measures**	**Probability**	**Impact**	
			the other members of the cluster			
O.2. Delay in data collection and production of evidence to influence educational outcomes *Causes:* Lack/inadequacy of technical skills to monitor and evaluate activities. Insufficient financial resources. *Effects:* Corrective actions will not be taken in a timely manner. The expected outcomes are not achieved or only achieved to a limited extent. The internal efficiency of the education system will be negatively affected.	High	Medium	1. The people in charge of monitoring and evaluating the Ministry's activities have the minimum technical skills required to play their role in full. 2. The Education Cluster has the technical expertise to support the Ministry with monitoring, evaluation and reporting activities 3. The Government and partners must mobilize and allocate significant resources to data collection, monitoring and evaluation of activities and the production of evidence in a timely manner to influence educational outcomes.	Low	Negligible	MENPC UNICEF MENPC UNICEF ECW GPE
Fiduciary						
F.1. Households do not use the assistance received for the education of children *Causes:* Poverty prompts parents to use the resources received for other purposes. The decision-making authority in the couple does not hold a favourable view of schooling.	High	Medium	1. Assistance paid to households for the education of their children should either be indirect or targeted at mothers, who are more inclined to invest the funds received appropriately 2. Parents of pupils are made aware of the need to make	Low	Low	HACT/UNICEF FENAPET UNICEF WFP

TOTAL RISK			RESIDUAL RISK			Risk Owner
Description of risk	**Probability**	**Impact**	**Mitigation measures**	**Probability**	**Impact**	
Effect: Children are deprived of their right to education, leading to an increase in their vulnerability.			joint decisions regarding their children's education and encouraged to do so. 3. Households have a minimum level of resources to meet their food needs in provinces affected by the food insecurity and malnutrition crisis.			
F.2. Higher than expected rate of loss of teaching materials *Causes:* Sale of teaching materials (guides and textbooks) by school officials and/or teachers**.** Poor storage conditions for teaching materials. *Effects:* Poor quality of teaching. Poor pupil performance/poor academic results. Significant financial loss.	High	Medium	1. Schools are equipped with libraries and trained librarian(s) and keep a record of educational materials taken out and returned. 2. Disciplinary action must be taken against school officials and teachers involved in the sale of teaching materials once the facts have been confirmed.	Very low	Low	MENPC Education Cluster General Inspectorate of Education
F.3. The responses envisaged and implemented do not effectively meet the needs of the targets *Causes:* Lack of disaggregated data (at least by sex and age) including on disability and other specific	Low	Medium	1. Capacity-building is provided for Ministry executives in the collection and production of data disaggregated by sex, age and type (disability, other specific needs). 2. Adequate human and financial resources are mobilized and allocated to	Very low	Negligible	Education Cluster DAPRO/MENPC Education Cluster Members MENPC UNICEF

TOTAL RISK			RESIDUAL RISK			Risk Owner
Description of risk	**Probability**	**Impact**	**Mitigation measures**	**Probability**	**Impact**	
needs of children**.** Delay in the production of such data. *Effects:* Poor targeting of people in need, especially people with disabilities and those with specific needs.			the Ministry for the production of gender-sensitive data.			
F.4. Larger or smaller amounts paid to implementing partners, who use the funds for other purposes *Causes***:** Lack of coordination of implementation procedures. Limited spot checks**.** Management of funds by small NGOs. *Effects:* Poor reputation of cluster members among beneficiaries, donors and government. Impact on programme results.	Low	Major	1. Capacity-building is provided for education partners including NGOs and work is carried out in partnership with NGOs. 2. Smaller organizations with a high risk of mismanagement of funds should be monitored on programmatic and financial aspects under the supervision of United Nations agencies.	Very low	Medium	Education Cluster Steering Committee/ Education Cluster Members

Part 2: Child Safeguarding Risk Assessment

Activity/Factor	Child protection risk identified	Level (Extreme/High/Medium/Low)	Prevention or mitigation measures/actions	Manager(s) and risk monitoring frequency/interval
Teachers and other staff will have direct contact with children in schools and other learning environments with limited supervision	Staff may act inappropriately towards children (verbally, physically, emotionally, through negligence) and abuse their trust	Probability – Possible Impact – Major **Level = High**	• All implementing partners must provide training on child safeguarding to teachers and others in direct contact with children • Learning environments should provide for group teaching spaces rather than individual interaction between teachers and pupils • Teaching schedules will be arranged in such a way as to avoid individual lessons • The programme will require that staff be supervised and responsible for monitoring child safeguarding	Implementing partner's management team At the beginning of the programme, and then on a quarterly basis
Teachers and other staff will have to deal with children who have suffered abuse or are victims of trauma/conflict/natural disasters	Staff may not adequately meet the needs of these children, who are likely to be in psychosocial distress and suffering from mental health issues	Probability – Probable Impact – Extreme **Level = High**	• Staff training in psychosocial care is essential for all those in direct contact with children • Changes in social relationships, behaviour, physical, emotional and spiritual reactions caused by children's exposure to conflict, natural disasters or being held in detention, are well managed to ensure a safe learning environment	Project staff At the beginning of the programme and on an ongoing basis during project implementation
The project requires staff/volunteers to provide support for children (income generating activity (IGA) support, transport, community follow-up,	Staff/volunteers may commit acts of violence, abuse, exploitation and neglect towards children	Probability – Unlikely Impact – Major Level = Medium	• Staff/volunteers responsible for supporting children are trained in child safeguarding standards/measures and in mechanisms for reporting harm to children	Project staff At the beginning of the project

Activity/Factor	Child protection risk identified	Level (Extreme/High/Medium/Low)	Prevention or mitigation measures/actions	Manager(s) and risk monitoring frequency/interval
etc.) who may have no guardian/parent			• The issue of child safeguarding must be an integral part of the recruitment process for support staff • Family tracing and reunification as well as temporary or long-term care should be considered as responses to separation • Arrangements must be made for support activities to be carried out with a group of children in order to avoid any situation where children might be individually exposed to the risk identified	
Children and young people are interviewed and filmed by the media	Images of children taken at school or in their village for the production of donor reports or fundraising materials that may contain identifying information, which could be used by malicious persons to commit acts of violence, abuse and exploitation	Probability – Probable Impact – Major **Level = High**	• Project staff and journalists and photographers outside the project are required to have knowledge and/or experience of child safeguarding issues • Staff/journalists and photographers are required to respect the dignity of girls and boys and their best interests and safety • Staff/journalists and photographers must ensure that the external perception of children is protected • The implementing partner's responsibility for communication/advocacy and media must be clearly defined	Project staff At the beginning of the project and regular monitoring
The project is implemented in remote, unenclosed or public areas	Children may be abducted, attacked, subjected to gender-based violence	Probability – Probable Impact – Major	• The community is trained in child safeguarding and in reporting acts of violence to the implementing partner.	Project staff

Activity/Factor	Child protection risk identified	Level (Extreme/High/Medium/Low)	Prevention or mitigation measures/actions	Manager(s) and risk monitoring frequency/interval
	(GBV) or abused when going to learning environments and/or other places to benefit from the project	**Level = High**	Community focal points will be appointed for this purpose • Local structures comprising groups of individuals are set up to ensure that children are protected and to promote their well-being • The implementing partner must make provision for children travelling long distances to be accompanied • Learning environments are properly enclosed and inequalities in access to education must be reduced by creating schools close to communities that do not have them	Actions to be taken at the beginning of the project

This matrix is used to determine the risk level of the risk factors identified:

	CONSEQUENCE				
LIKELIHOOD	Insignificant (1)	Minor (2)	Moderate (3)	Major (4)	Extreme (5)
Rare (1)	Low	Low	Low	Low	Low
Unlikely (2)	Low	Low	Low	Medium	Medium
Possible (3)	Low	Low	Medium	Medium	Medium
Likely (4)	Low	Medium	Medium	High	High
Almost certain (5)	Low	Medium	Medium	High	Extreme

Annex 4 – Child Safeguarding Measures

Part 1: Child safeguarding checklist

Safe-guarding Measures	Yes	Description	Status
Child safeguarding policy – contains a clear commitment to protect children from harm.	Yes	Policy of conduct to promote the protection and safeguarding of children Key commitments for children in humanitarian situations	Applicable 1.07.2016 Applicable 1.08.2019
Code of conduct for staff, volunteers, interns, associates / others.	Yes	UNICEF staff members and non-staff personnel[21] are given a copy of and expected to comply to the policy of conduct to promote the protection and safeguarding of children. This is taken into account in UNICEF's hiring and selection of UNICEF staff members and non-staff personnel, as well as selection of individual consultants and contractors. Code of Conducts (UN 2018 Staff Regulations and Rules, Standards of Conduct for International Civil Service, oath of Office) are signed by each UNICEF staff member before taking office.	
Safe recruitment practices (e.g. background checks, verbal reference checks, targeted behaviour-based interview questions for child-focused roles).	Yes	Specific procedure for the selection and recruitment of UNICEF Staff members and non-staff personnel	Applicable 1.07.2016
Established reporting mechanism.	Yes	Reports required under the Child Safeguarding Policy are to be made to the Director, Office of Internal Audit and Investigations (OIAI).	
Case management protocols, including on survivor-centred responses and investigation practices.	No		

[21] As stated in the UNICEF's Policy on Conduct Promoting the Protection and Safeguarding of Children, the policy applies to UNICEF staff members and non-staff personnel. It also applies to individual consultants engaged by UNICEF. A "UNICEF staff member" is a person holding a Letter of Appointment to UNICEF signed under the authority of the UNICEF Executive Director. "Non-staff personnel" are persons working with UNICEF as United Nations Volunteers; under Stand-by Personnel arrangements in emergencies; under a reimbursable loan, internship or volunteer arrangement or through an employment agency or any similar arrangement; and non-staff spokespersons for UNICEF such as Goodwill Ambassadors and the like. An "individual consultant or contractor" is a person engaged by UNICEF as a consultant or contractor.

Training / briefings for staff, volunteers, interns, associates / others on safeguarding requirements.	Yes	UNICEF annually develops joint work plans with MENPC and other partners and collection related to the implementation of activities via mobile technology (EduTrac), Situation Report as well as semi-annual and annual program reviews with different partners UNICEF uses the Results Assessment Module for monitoring indicators List of mandatory courses for UNICEF Staff Members and Non-Staff Personnel: 1) the safety of staff and third parties; 2) Ethics and integrity at UNICEF; 3) prevention against sexual exploitation and abuse; 4) prevention of harassment, sexual harassment and abuse of authority; 6) the UN with us - HIV in the workplace; 7) fraud awareness; 8) results-based management; (9) United Nations human rights accountability In addition to these mandatory courses, UNICEF will provide a briefing on the Child Safeguarding Policy to Staff Members and Non-Staff Personnel	Quarterly and annually
Methods for communicating reporting mechanisms with beneficiaries and community members.[22]	Yes	UNICEF Policy on Disciplinary Procedure and Discipline UNICEF procedure for consultants and individual contractors	Applicable 31.01.2019 Applicable 1.07.2018
Risk identification and management tools.	Yes	United Nations Code of Conduct for Suppliers The Office has an ERP (Emergency Response Preparedness) platform to enable risk analysis and mitigation measures to be put in place UNICEF has a Risk management Policy UNICEF has a Guidance on Risk-informed Programming	Applicable 6.12.2017 Platform launched in Dec 2017. Applicable 30.03.2018 Applicable in 2015 Issued in 2018
Monitoring indicators, tools and plans.	Yes	UNICEF Country Office and Regional Office Country Partnerships Process with CSOs UNICEF also uses Strategic Monitoring Questions or Strategic Monitoring Questions for monitoring	Applicable 15.02.2019
HR disciplinary sanctions and termination rights for code of conduct breaches.	Yes	UNICEF Country Office and Regional Office Country Partnerships Process with CSOs UNICEF Policy on Disciplinary Procedure and Discipline for UNICEF Personnel	Applicable 15.02.2019 Applicable

[22] During the Inception phase, a communication strategy with beneficiaries will be developed

			31.01.2019
Audit and termination rights under grant agreements and supplier / vendor contracts for child safeguarding breaches.	Yes	UNICEF Country Office and Regional Office Country Partnerships Process with CSOs UNICEF PCA template for CSOs and UNICEF Contracts template for Suppliers and Vendors include clear procedures for audits and termination rights in case of child safeguarding breaches	Applicable 15.02.2019

Part 2: Strengthening the capacities of implementing partners

UNICEF's safeguarding program focuses on identifying and managing risks for children and vulnerable people through its own UNICEF staff members and non-staff personnel as well as the personnel of its partners and the way programs are designed and delivered, through fundraising or research activities, by collecting and maintaining sensitive data on individuals and communities.

UNICEF's policy on promoting the protection and protection of children affirms its commitment to the protection and protection of children; promotes universal understanding that the best interests of the child are of paramount importance, in accordance with the UN Convention on the Rights of the Child; prohibits behaviors that compromise the protection and safeguarding of children. The current practice within UNICEF is to ensure that project documents as well as those of its implementing partners provide information on safeguarding as part of risk management and that partners have put in place measures to combat the abuse and exploitation of children.

As part of the implementation of the MYRP, UNICEF will ensure that implementing partners are able to protect children by:

- adopting a child protection policy and a code of conduct for their personnel (Staff, Associates, interns, and board members)
- making them commit to protecting children from abuse and exploitation;
- supporting them in setting up the reporting mechanism (determining how alleged abuse and exploitation notifications will be managed and processed, how confidential information will be processed and stored, etc.)
- UNICEF will require implementing partners to put in place rigorous and appropriate child protection policies and procedures to be overseen and monitored by UNICEF
- UNICEF and its implementing partners will provide child protection training for all staff involved in the implementation of the multi-year program.
- All UNICEF staff and non-staff personnel working with UNICEF and its partners will receive a copy of the child protection policy and must comply with the policy and code of conduct throughout the period of their involvement in the implementation of the multiannual program.
- For organizations selected to work in partnership with UNICEF, there will be agreement early on in partnerships to include child protection issues as an appropriate component of monitoring, evaluation and reporting.