

## Education Cannot Wait First Emergency Response (FER) Application

Overview				
<b>Title</b>				
<b>Country/Context</b>				
<b>Criteria<sup>1</sup> for application (check all that apply)</b>	<input type="checkbox"/> Escalation of an existing crisis <input type="checkbox"/> New or sudden on-set emergency <input type="checkbox"/> New displacement <input type="checkbox"/> Anticipatory Action			
<b>Contacts of Agency/Agencies responsible for coordinating grant application:</b>	Focal Point Name and Email: Agency: Role in Coordination: [e.g., Cluster Co-Lead etc.]  Focal Point Name and Email Agency: Role in Coordination: [e.g., Cluster Co-Lead etc.]			
<b>Resident/Humanitarian Coordinator</b>	[Name, title, email]			
<b>FER Funding Request</b>	USD \$			
<b>Duration</b>	# months			
<b>Percentage of current funding gap to be financed by ECW</b>	%			
ECW FER Grantee Details				
Organization	Girls and Boys to be reached <sup>2</sup>	Intervention zones	Funding allocation	Planned Cost per child <sup>3</sup>
			USD\$	USD\$
			USD\$	USD\$
			USD\$	USD\$
			USD\$	USD\$
			USD\$	USD\$

<sup>1</sup> As defined on page 47 FER Crisis Selection Criteria ECW Operational Manual

<sup>2</sup> Detailed target breakdown by grantee found in the Head Count annex

<sup>3</sup> This is calculated as: Total Target Divided by Total Budget

## 1. EDUCATION RESPONSE: NEEDS OVERVIEW [max 500 words]

These are immeasurably very uncertain times for Afghanistan and for the Afghan people, as the future of many of the institutions which development and humanitarian actors have long supported is now uncertain. Since August 15, 2021 the security situation appears tenuous, leading many Afghans to leave their home, seeking safety in different region. INGO have found it challenging to accurately track migration flows. Thus this FER is unique in that UNICEF and Save the Children are seeking funding based on prior estimates. Additionally, this FER is uniquely poised to respond to an unprecedented crisis by being especially flexible and agile in order to respond to shifting migration patterns.

Prior to August 15, 2021 insecurity across Afghanistan led to mass displacements, disruption of learning and destruction of educational infrastructure. Afghanistan's EiE WG estimates that approximately 400,000 school-aged children have been displaced since January 2021. Given the rapid escalation in need during the second half of August 2021, funding for education is desperately needed, particularly in the larger cities where displaced people have sought refuge from conflict leading up to Taliban control and may have no means to return home.

Displaced families face multiple, intersecting needs, which impact their ability to send their children to school in host communities and increase the likelihood of permanent school dropout. Through this FER UNICEF and Save aim to provide a holistic response to people in need and to remove demand and supply side barriers to children accessing education.

At present, cold climate classes remain closed due to COVID-19, while warm climate classes are closed for summer holidays. When schools reopen, parents and caregivers may be reluctant to send their children back to school, even without economic barriers, as the Taliban's position on girls' education has historically been unfavourable. EiE partner mobilisation and community outreach is key to preventing a lost generation of learners.

On the supply side, the EiE WG remains committed to advocating for and facilitating the enrolment of IDP children in public schools, where applicable. However, UNICEF and Save recognise that additional resources are needed to equip host community public schools to safely accommodate additional students. These resources will include teaching and learning materials, teacher salaries (where recruitment is necessary), supplementary WASH materials, and additional

Prior to August 15, 2021 Afghanistan's sector plan focused on expanding access to education. However at this time, the sector is now focused on preserving prior gains, especially for adolescent girls and displaced children.

On August 28, 2021 UNICEF reported that the de-facto authorities (Taliban) have appointed new education authorities at provincial and district level at director's level. In many instances, lower level officials remained in their position, including women. As there is no clarity on how the Ministry of Education will function, decision making is done at provincial and/or district level. Therefore, different practices can be observed: in the Northern Regions, schools are open for grade 1-12, while in other regions only up to grade 6.

As of August 28, 21, UNICEF reported that schools still seem to operate under the existing national curriculum. In some provinces, partners have reported that they were allowed to continue distributing previous MoE's textbooks for the time being. However, a clear stand on the content of the curriculum by the de facto authorities hasn't been announced yet. First reports from the field indicate that a revision of some of the textbooks' contents is taking place and additional time is given for Islamic studies. At this stage, it's not clear how many teachers are reporting back to schools --- especially female teachers. Still, in most of the provinces, the de-facto authorities announce that all teachers for primary education should report back to work.

Education is an integral part of resilience, equipping children to think critically and to develop skills to help them thrive as adults. As many national and international organisations stay and deliver critical aid to families during this uncertain period. Additionally, in Afghanistan, education is consistently in the top three priorities for displaced families -- as it helps to build the foundation for a better life. Therefore, UNICEF and Save the Children in Afghanistan prioritize the following activities for immediate funding assistance, in line with the EiEWG adapted EiE Response Strategy (August-December 2021):

- a. Provide learning opportunities for displaced and at-risk girls and boys – including adolescent girls and boys – through the provision of a variety of flexible and alternative learning programmes offered in community based temporary learning spaces (with the objective of the education they receive being recognized and feeding back into the formal system)
- b. Promoting and protecting the mental health and psychosocial wellbeing of conflict-impacted girls and boys – including adolescents and the most marginalized (e.g. adolescent girls, children living with disabilities, etc.)
- c. Resource mobilization to tap into continued support learning and emergency education

These priorities—which are in line with the Humanitarian Response Plan, but which have escalated in importance— will enable partners to respond to the changing landscape and keep children engaged in learning, as families flee their homes in search of safety. Both as a tool for better learning outcomes, child protection and as a source of stability, education in such an emergency is needed now, more than ever.

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- *Please highlight the immediate needs of all girls, boys and adolescents, in all relevant diversity (age group, gender, disabilities , geography, ethnicity, faith, sexual orientation, displacement and statelessness status). Also, please discuss the differentiated needs of teachers, particularly female teachers. Importantly, the needs overview has to highlight the differentiated learning needs of girls and boys at the **pre-primary, primary, and secondary level**.*
- *All inputs can be drawn for existing documents, including secondary data from CP, Gender, GBV sub-sectors. Where existing gaps exist in data and information, please highlight this and how said gaps will be addressed during implementation (e.g.: data gaps on girls and boys with disabilities, information gaps on out-of-school adolescent girls,).*
- *When describing the need of children, please be specific and instead of ‘children’, **spell out “girls and boys, including adolescents”***
- **Specific considerations for the gender analysis:** *Kindly use the guiding questions in the [IASC GAM Tip Guide](#) (Needs Analysis Set) to conduct a gender analysis and identify the differentiated needs of girls, boys, women, and men, and identify the gender-specific barriers and bottlenecks (economic, social and cultural, safety/protection-GBV-, and education service barriers), faced by girls and boys, including adolescent girls from different groups (host community, IDPs, and refugees). Data should be disaggregated by sex, age, and disability and gender secondary data from gender/GBV sub-sectors should be referred to. For more support and guidance, please use the EiE Genkit (pages 55-57). Ensure you have completed the online [IASC GAM self-assessment tool to support your needs analysis](#).*
- **Specific considerations for the disability inclusion needs analysis:** *please highlight key (in)direct barriers to access and learning that **boys and girls, including adolescents with disabilities**, and their families, experience? Please consider the full spectrum of disabilities (physical, intellectual, mental and sensorial). Importantly, highlight the data source and methodology used to define the target (%) of boys and girls with disabilities reached (i.e. self-report or from parents, based on list of medical conditions, functioning screenings, observation, Washington Group Tools or any other). If data/methodology partially cover the disability spectrum (i.e. mobility only) or are self-reported, please plan and budget an assessment to ensure the FER can meet all needs and do not put children at risk of harm.*
- **Specific considerations for the [MHPSS and child protection](#) needs analysis:** *describe the specific **mental health and psychosocial** support (MHPSS) needs and wellbeing of girls, boys, adolescents and teachers in the specific context. A MHPSS needs assessment is not required to complete this section. What are the child protection risks and challenges as well as the specific needs of highly marginalized subsets of children/adolescents in your context (for example unaccompanied minors, boys at risk of being recruited into armed groups, etc.).*

Please visit the following link for in depth guidance on Gender and MHPSS programming guidance:  
<https://www.dropbox.com/sh/plkyk02jyv3uv2e/AAA7HdZJzt0AvlQGfevVYqgra?dl=0>

## 2. INTERVENTION STRATEGY [max 750 words]

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- Please outline a clear description of the programme results, outlining the key outcomes and outputs ensuring that this is aligned with the Results Framework. Where details about the intervention may not yet be known, please explain how this will be addressed during implementation. **This can begin with an introduction and then organized by Outcomes and Outputs. Outcomes and Outputs should match exactly across this Narrative, the Budget and the Results Framework.**
- This section should not highlight the individual activities of specific grantees but written as an overall strategy on how to achieve the results. As needed, grantees can be identified. Grantee specific interventions are highlighted in the Budget, Collective Results Framework and Headcount sheet.
- Describe the intervention strategy to achieve them so to address the priority needs highlighted in Section 1 of the targeted beneficiary groups (out of school children, forcibly displaced children, girls and adolescent girls, children with disabilities, youngest learners,...), disaggregated by sex, age and disability, for the **Pre-primary, Primary and Second Level**. ECW aims to ensure that the overall programme targets **10% of children at the Pre-primary level and 20% at the secondary level** and teachers.

### **Specific considerations for a gender-responsive intervention strategy:**

**Clearly highlight how the intervention strategy adopts a two-pronged approach to address the gender needs identified in the gender analysis through: gender mainstreamed in all outcomes/outputs** (equal access and gender-responsive learning environment (e.g.: menstrual hygiene management, GBV risk mitigation); gender-responsive teaching and learning (e.g.: sexual and reproductive health and rights education); and **tailored gender-targeted interventions addressing the needs of a specific group** (young mothers, out-of-school adolescent girls, female teachers' recruitment and support.) **in a specific output**. Note that the overall programme targets **60% girls** and that specific attention should be paid to the barriers face by **adolescent girls'** enrolment and retention.

- Please ensure that the Result Framework indicators are all disaggregated by sex, age, disability (as relevant) and gender specific indicators reflecting gender results are captured in the result framework (as per point #2), gender-targeted interventions are costed. The key gender indicators for FERs are highlighted in the [ECW Gender Policy](#) (pp15-17).
- For more guidance on gender-responsive interventions for FERs, kindly refer to the [EiE Genkit](#), pp116-188.

### **Specific considerations for disability inclusion:**

- Please describe how barriers in Section 1 are to be addressed for the 10% of girls and boys, including adolescents with disabilities that ECW aims to target through this FER. In doing this, try to both embed considerations on disability inclusion in all components of the programme along with targeted activities for boy and girls, including adolescents with disabilities. Particularly highlight efforts to enhance accessibility of the learning environment, and reasonable accommodation for children with disabilities (i.e. assistive devices). Also, key interventions include capacity development on inclusive teaching methodologies and outreach activities to (re-)enrol out-of-school children with disabilities and engage their parents and local organizations in implementation. Engagement should be possibly promoted during proposal development.
- **Specific considerations for MHPSS and child protection integration:**  
As MHPSS is part and parcel of quality education, please describe specific interventions to provide MHPSS to girls, boys, adolescent girls, adolescent boys, female teachers, as well as highly vulnerable subsets of



children/adolescents mentioned in the needs section. Proposed interventions should be logically linked to the issues mentioned in the needs section. Please avoid one-off and/or one size fits all approaches as meaningful MHPSS should be on-going and tailored to meet the needs of various subgroups. ECW encourages grantees to use structured, evidence-informed, goal-oriented interventions. Please refer to ECW's [MHPSS in EiEPC Technical Guidance Note](#) for ideas and a menu of intervention options. Please ensure indicators to monitor MHPSS measure at minimum, knowledge change – but more ideally, behaviour change. Indicators that only count attendance will need to be redrafted. Please see ECW's [MHPSS in EiEPC Indicator Library](#) for suggested indicators.

#### **Specific considerations for EiE:**

- Clearly highlight how the intervention strategy addresses access (immediate access to safe, secure and protected learning environment to affected pre-school and school-aged children in target areas), quality (Support increased access to protective, life sustaining and quality learning), and capacity development, (Strengthen the education system and capacity of the communities and contribute to reducing risk and vulnerabilities linked to emergencies and strengthening coordination), as per the [INEE Minimum Standards](#).
- How will the proposed **ECW Grantees coordinate the implementation of their respective projects?**
- Explain clearly how **coordination and referrals with other sectoral actors, namely child protection, GBV, gender, PSEA, and disability working group/agencies, will take place** to strengthen collaboration and support delivery of inclusive, quality education.
- Highlight clearly how consultation with girls, boys, men, and women, in all their diversity (disability, adolescent girls, refugee, IDP, out-of-school, will take place to ensure meaningful participation and accountability to affected populations

### **3. GENDER, (DISABILITY) INCLUSION AND INTERSECTING INEQUALITIES APPROACH [max 500 words]**

- Please **expand on Section 2 and summarize the overall approach** of the investment with regard to gender and (disability) inclusion. Also highlight whether and how the programme addresses intersecting inequalities that lead to worse education outcomes among IDPs, refugees and those with ethnic minority status, as well as adolescent girls, ensuring that the approach safeguards the dignity of affected populations and increases their meaningful participation. Highlight what gender-targeted intervention is supported in the FER intervention strategy (for instance, gender-responsive vocational training for out-of-school adolescent girls) Highlight how women-led organisations are engaged in the design of the FER and/or in the implementation phase. Highlight how gender and disability data gaps will be addressed during the implementation phase.
- Please describe in this section how Gender-Based Violence prevention, mitigation, and response/will be addressed. To the extent possible, address all three components: prevention, mitigation, and response. Note that the FER needs to include 1 GBV risk mitigation indicator and budget line for at least 1 GBV risk mitigation measure.
- Please apply the [Gender with Age Marker](https://www.iascgenderwithagemarker.com/en/home/) for the entire investment by following this link: <https://www.iascgenderwithagemarker.com/en/home/>. Please describe the process to use the online IASC GAM self-assessment and add the reference number
- Please highlight how the programme aims to engage, during implementation, with local groups and organizations of parents/caregivers, women, and persons with disabilities.

(Mandatory text) In line with the ECW requirement for all grantees to apply the IASC Gender and Age Marker, the Education Cluster completed the IASC GAM self-assessment tool. The report can be accessed here (ECW will insert the link. Please send the report with your final submission)

#### 4. EDUCATION SECTOR COORDINATION MECHANISMS [max 200 words]

- Please briefly explain the Education Coordination mechanism that is used in the response, including which agencies are leading/co-leading as well as other agencies which are participating.
- How has the Local Education Group (LEG), Donor and Development groups been involved?
- Highlight coordination with other relevant in-country coordination actors, including Child Protection, Gender and Gender-based Violence in Emergencies, Health, WASH, etc. As applicable, explain how the grantees will coordinate with other entities in country (i.e. GPE, other EiE funded projects, etc.)

#### 5. GRANT APPLICATION DEVELOPMENT PROCESS [max 300 words]

- Describe the process for developing the proposal. Please outline important dates of when coordination group members were notified, meetings held, and decisions made.
- Please indicate other groups that were notified and included in the process, including government, Local Education Group, and donor and development partner groups
- Highlight engagement of local groups and organizations of parents/caregivers, women-led organisations, and persons with disability in the development of the proposal. Similarly, please indicate which local/national MHPSS organizations/stakeholders were consulted during the FER development process.
- All information related to the grantee selection process should be outlined in Section 6.

#### 6. GRANTEE SELECTION PROCESS [max 300 words]

- Please outline the process for selecting the proposed Grantees, including dates of when the process was started, when decisions were made and the length of time for organizations to develop proposals.
- It is important to highlight how the process was inclusive, transparent, open, and avoided any conflict of interest.
- Explain how the independent selection committee was established, how membership was decided upon and who the members are.
- Explain what selection criteria was used and how the solicitation process was managed. Explain how decisions and results were communicated and how challenges were adjudicated.
- Send to ECW meeting minutes and relevant email communications as supporting documentation of the process.
- The **selected grantee(s) must complete the form** via the following link. This form requests basic information for the Grantee Confirmation Letter. This is only once the grantee has been selected.  
<https://form.jotform.com/210832830021340>

#### 7. JOINT MONITORING AND REPORTING [max 200 words]

**Lead Grantee** (Insert organization name)

- Please explain how the FER results (outcomes and outputs) will be jointly monitored by all grantees. The process of data collection, aggregation/analysis, and storing of information and data is to be explained. It is about frequency of monitoring each result level, suggested tools to be used, and the responsible organisation for each outcome and output indicator. Please also explain if and how local/national organizations with expertise in gender, disability and MHPSS are engaged when monitoring.

- *Connect to existing data systems.*
- *It will be expected that one joint report will be submitted to ECW according to the reporting calendar in the Grant Confirmation letters. Instruction will be provided in the reporting template ECW recommends identifying a lead grantee that can coordinate and facilitate joint monitoring and reporting of the FER on behalf of the other grantees.*

#### **Annex A: Map of ECW Grantee interventions**

Insert map here

##### *Guidance*

Identify the location(s) for ECW interventions within the country. If there is more than one grantee, identify where each grantee will work.

#### **Annex B: Collective Results Framework and Headcount**

Send as a separate Excel file

#### **Annex C: Budgets**

Send as a separate Excel file

#### **Annex D: Risk, Child Safe-Guarding and PSEA**

Please send the Excel version with the application.

Please note that the Risk matrix has two sheets: 1) Risk Matrix, and 2) CSG and PSEA