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ECW Multi-Year Resilience Programme

CAMEROON

2022-2025

Table of Contents

Programme Summary	2
1. Situational and Institutional Analysis.....	3
1.1. Country Context.....	3
1.2. Education Needs Overview.....	5
1.3. Aligned Strategies and Plans.....	7
1.4. Ensuring Humanitarian-Development Coherence	9
1.5. Funding Context and Funding Gaps for Education.....	10
1.6. Stakeholder Consultation Process.....	10
2. Programme Description	12
2.1 Theory of Change	12
2.2 Programmatic Outcomes	13
2.3 Gender Equity and Inclusion.....	17
2.4 Prioritizing the Most Disadvantaged	18
3. Leveraging Resources to Scale-Up MYRP Results.....	19
3.1 Resource Mobilization and Advocacy.....	19
3.2 ECW Seed Fund Scale-up Strategy	20
4. Monitoring, Evaluation and Learning	21
4.1 Monitoring, Evaluation and Joint Reporting	21
4.2 Learning Outcome Measurement	22
5. Implementation Arrangements.....	22
5.1 Governance Structure of the MYRP	22
5.2 Grantee Selection Process	23
5.3 Child Safeguarding & PSEA/PSH.....	24
Annex A: Map.....	25
Annex B: MYRP Programme and ECW Seed Fund Budget	26
Annex C: Results Framework.....	28
Annex D: Gender with Age-Marker Report	30
Annex E: Risk Matrix.....	30

ECW Multi-Year Resilience Programme for Cameroon

Programme Title	Multi-Year Resilience Programme for Cameroon	
Duration	2022-2025	
Girls and Boys to be Reached	227,000 Boys and Girls	
Funding Overview	MYRP Total requirement	US\$ 75 million
	ECW Seed Funding Investment	US\$ 25 million
	Required Resources	US\$ 50 million

Programme Summary

This Multi-Year Resilience Programme (MYRP) for Cameroon is a multi-sectoral intervention in selected municipalities affected by various crises, to enhance the access to quality inclusive education for school aged boys and girls. The overarching objective of the programme is to provide an integrated and holistic support package. This will include education, Water, Sanitation and Hygiene (WASH), protection, mental health and psychosocial support (MHPSS), gender, nutrition and agriculture-related activities. The MYRP will promote continuous and inclusive access to quality education in safe and protective environments for children and adolescents of school age affected by the three crises in Cameroon (including internally displaced children, returnees, refugees and children living with disabilities). The MYRP aims at creating and demonstrating successful and replicable models to enhance – through education and protection – human capital in the selected communities.

The programme focuses on improving the equitable access to safe learning by responding to situations where infrastructure is insufficient or in need of rehabilitation, including adaptations to make learning spaces inclusive. Thanks to the progress made on digital learning before and during the COVID-19 crisis, access to learning in Cameroon intends to reach beyond the classroom (as digital learning platforms are available for out of school children) as well as to complement teaching in the classroom. In all communities, children with disabilities who already access formal learning will be supported by the programme to stay in school, excel in their studies and be motivated to become productive members of their communities. Children who are still hard to reach, and out of school, will be pro-actively identified through ECW support, and will be given access to relevant education and training opportunities. Beyond the field-based interventions on inclusive education, the programme will also influence and support the finalization of national policies towards inclusive education.

Additionally, the MYRP aims to improve learning outcomes in basic subjects as well as the acquisition of life-skills by boys and girls in pre-primary, primary and secondary schools. In the formal education structures, teachers will receive professional development and teaching, learning and vocational training materials will be distributed. Special action will be undertaken to support girls to enrol and remain in appropriate learning opportunities. The impact of improved learning outcomes will be measured in formal and non-formal settings to generate knowledge on successful packages of interventions in targeted municipalities and inform scaling up of successful models elsewhere.

The MYRP also aims to influence and support the creation of protective learning environments. In selected municipalities, holistic interventions will be implemented using the school as a platform. The MYRP will also support identifying, with key stakeholders, the protection needs of the communities surrounding the targeted schools. The main bottlenecks which constrain access to education and learning (including birth registration, violence against children, early marriage and early pregnancies) will be addressed by multi-sectoral programming in communities.

Specific MHPSS support will be provided to educators who are most affected by the crises. The MYRP will support the implementation of the Global Coalition to Protect Education from Attack guidance, and the implementation of the Safe Schools Declaration endorsed by the Cameroonian government in 2018. The programme will support the Government with its efforts to prevent cyber-bullying and other online dangers, as well as empower adolescents in Cameroon to make positive use of online learning opportunities.

Lastly, the MYRP will increase the planning, coordination, and monitoring and evaluation of education services in the targeted intervention zones by strengthening local capacity to produce decentralized quality education data and evidence, by strengthening local school and vocational centre administrations, and by developing the central and decentralized capacities to plan and manage education programmes, including in emergencies.

The MYRP strategically proposes a communal approach to develop and give visibility to model municipalities where access to formal and vocational education, learning, protection and education governance are enhanced through a multi-sectoral convergent approach. All categories of children in selected communities will be reached by the interventions that overall offer a protective environment to in and out of school boys and girls. The MYRP aims at developing the resilience of the education and vocational sector in Cameroon supporting the wellbeing of students, teachers, and parents in communities. It also addresses the important emergency-related bottlenecks as well as the structural challenges that negatively impact the access to quality education for the most vulnerable children in Cameroon.

Programme Outcomes

Outcome 1	ACCESS - Girls and boys aged 4 to 17 affected by crises in the North-West, South-West, Lake Chad Basin and from the Central African Republic gain greater access to equitable and inclusive education
Outcome 2	QUALITY - Girls and boys aged 4 to 17 affected by crises North-West, South-West, Lake Chad Basin and from the Central African Republic improve their life skills and core disciplines
Outcome 3	PROTECTION - Girls and boys aged 4 to 17 affected by crises North-West, South-West, Lake Chad Basin and from the Central African Republic benefit from protective mechanisms and inventions favourable to their teaching/learning conditions
Outcome 4	GOVERNANCE - The education system has increased capacities to plan, monitor, coordinate, provide and finance inclusive, equitable, quality educational response in crisis-affected areas

1. Situational and Institutional Analysis

1.1. Country Context

Cameroon has faced multiple shocks over the past decade, as the country has experienced numerous complex and prolonged humanitarian crises and population movements that have caused devastating effects on the host, internally displaced and refugee communities.

The decade 2010-2020 was marked by the influx of refugees from the Central African Republic in the Eastern and Adamawa Regions, and Nigerian refugees in the Far North Region. This was compounded by the socio-political crisis that has plagued the North West and South West Regions since 2016, the direct consequence of which has been migratory movements to Nigeria and internal displacements to the neighbouring Coastal, West, Central and Southern Regions. In addition to this precarious situation, the COVID-19 health crisis, aggravated an already saturated system by introducing restrictive social distancing measures (wearing a mask, social distancing, daily hand washing, etc.). In recent years, flooding, in particular in the Far North region, has exacerbated the situation causing destruction of educational infrastructures, impacting the agriculture sector and increasing food insecurity.

As a result, more than 1.9 million school-aged children in Cameroon were identified as in need of humanitarian assistance in education in 2021. These needs have been exacerbated mainly by the violence, threats and attacks

on education, as well as population movements and the weak capacity of the schooling systems and communities to absorb additional students. More than 1.2 million school-aged children are in need of humanitarian assistance in the North and South West alone. About 400,000 school-aged children affected by the crisis (47% of whom are girls) need assistance in the education sector in the Far North.

This humanitarian situation is taking its toll on local communities and infrastructures. It has increased pressure on resources and basic social services, in particular in areas that are already impoverished and underserved. The effects of these shocks impact the physical and mental well-being, living standards, resilience and recovery capacity of people living in Cameroon. An estimated 4.4 million people are in need of humanitarian assistance in the country, in addition to over 450,000 refugees from neighbouring countries who reside mainly in regions of the Far North, North, Adamawa and East. Cameroon hosts 1,978,070 persons of concern to UNHCR: 458,901 refugees and asylum seekers; 1,052,591 Internally Displaced Persons (IDPs) - 321,886 in the Far North and 711,056 in the North West and South West regions; and 466,578 returnees (former IDPs).

Approximately 60% of the displaced populations reside in the Littoral and Western regions with host families. In addition to these official figures, thousands of displaced persons of concern have not registered and are difficult to estimate in terms of numbers (International Crisis Group, May 2019). Among these displaced populations, 53% are women and 46% are children.

In the Francophone urban context, the situation of displaced persons of concern in the English-speaking regions is often difficult. Deprived of their ordinary means of subsistence, displaced families are struggling to meet their basic needs. Employment in both formal and informal sectors is limited, and the humanitarian aid received is insufficient to meet their needs.

Various reports underline high protection needs for women and children in these localities, who suffer the most profound and damaging negative effects of these crises. Forced to prioritize survival strategies, girls and boys in Cameroon become the potential target of various forms of exploitation and violence. Faced with their parents' lack of income, they can no longer attend school and are called upon to contribute to household chores or household income. COVID-19 amplified these negative coping mechanisms. Forced to stay at home, children are more exposed to various types of violence: domestic, psychological, sexual and gender-based violence and child labour (for example as street vendors or in markets, work in the fields, in mines, etc.).

Families lack the capacity to support children's education due to extreme poverty and food insecurity compounded by physical insecurity and the impact of their displacements. The disruption of food and nutrition markets and services due to violence and the COVID-19 epidemic is negatively impacting the quality of diets and nutritional practices, resulting in increased mortality, morbidity and malnutrition among population groups with higher nutritional needs, especially children. The introduction of school feeding in selected localities in the Far North, North West and South West regions has enabled many children to continue to access educational services. The WFP-supported school meals activity promotes access to quality education and supports returning children to school in crisis-affected areas through in-kind transfer modalities and / or food vouchers in the East, Adamaoua, Far North, North West and South East regions.

The adolescent cohort is estimated at 7.7 million or 35% of the total Cameroonian population. The education situation for this cohort is even more worrisome as it is marked by illiteracy or low literacy rates in addition to unemployment, and social protection concerns (including early and forced marriages). As a result of the insecurities, young Cameroonians are exposed to high protection risks related to delinquency, radicalization, and recruitment into armed groups.

Adolescents resort to negative coping mechanisms because of poverty and limited civic engagement in the country. On the demand side, the system is characterized by inadequate learning spaces, limited capacities and lack of qualified personnel providing technical and vocational trainings. The displacement has exacerbated the already weak infrastructure of youth centres (*Centres Multifonctionnels de Promotion des Jeunes*) that do not meet the demands for quality vocational education. The government has initiated efforts in engaging municipalities in the promotion of youth programmes and supporting partner organizations in the provision of trainings in youth centres. It has also set up nonformal civic education and crime prevention programmes, however the system to date fails to respond to the growing educational needs due to its limited resources and poor infrastructure.

1.2. Education Needs Overview

The Education and Vocational sector in Cameroon is managed by 5 ministries: Ministry of Basic Education, Ministry of Secondary Education, Ministry of Higher Education, Ministry of Employment and Vocational Training and Ministry of Youth Affairs and Civic Education. Each ministry is in charge of implementing and developing government policies and programmes in their relevant domains. Vocational education alone is managed by diverse ministerial departments. While the Ministry of Employment and Vocational Training is the main public actor in this field, other ministries are responsible for the development of training courses - such as the Ministry of Youth and Education.

The current centralized coordination structure at the Ministry of Secondary Education does not support evidence-based budget allocations and prioritization of needs, as the actual data that informs decision-making is collected and analyzed by the regional services at decentralized level. Starting in 2022, budgets will be allocated to the Regional Councils to inform evidence-based policies based on needs.

A diverse set of bottlenecks hinder access to equitable and inclusive quality education for boys and girls in Cameroon, among which protection related challenges require particular attention. While systemic structural challenges - i.e. the lack of birth certificates for enrolled pupils - persist in the most vulnerable zones of the country, the ongoing crises have exacerbated protection risks for school-aged girls and boys, hindering their access to basic services. As families continue to suffer from displacement and poverty and host communities carry the burden of the influx of the displaced populations, risks are increased of sexual exploitation, and violence, particularly against young Cameroonian girls. The teaching workforce of the North West and South West is greatly impacted due to the displacement, and the continuous threats against schools.

More than 700,000 children have been affected by school closures due to violence in the North West and South West regions of Cameroon, according to a recent analysis. Nine out of ten regions of Cameroon continue to be affected by one of three complex humanitarian crises: The North West and South West crisis; the refugee and IDP crisis in the Far North; and a refugee crisis involving people who have fled the Central African Republic.

Attacks on schools in the Northwest and Southwest have forced thousands of children and young people to abandon their schooling. Insecurity and threats of violence, kidnapping and forced recruitment force them to flee their homes in search of safer places. Added to this is the COVID-19 pandemic which exacerbated economic and protective vulnerabilities especially for young girls who are forced into early marriage, survival sex, street trading and/or child labour to support their families. Outside the protective environments of schools, young girls are more exposed to violence and abuse of all forms. As a result of the COVID-19 pandemic, many schools and community learning spaces closed, with the exception of some schools in a few urban areas which were operating at less than 60% of their capacity. School closures have increased the protection risks for children such as juvenile delinquency and drug use. Protection risks are even higher in refugee settings, due to the expiration of their documents.

In 2019, the Cameroonian school-aged population was estimated at 10.1 million, a significant increase of 36% from 2005 - an average annual increase of 2.3%. By 2030, it is expected to reach 12.5 million, according to the Central Bureau of the Census and Population Studies projections, representing 40% of the total population.

Vis-a-vis the increasing demands on education, the capacities of the education system have also been challenged. The security crisis has led to the closure of several schools and educational enterprises that provide formal and non-formal education services (including vocational training) to children and youth, thus depriving access to education for thousands of school-age learners. Teachers were directly affected by school closures and limited mobility, affecting the ability of educational system to respond to the needs. If not mitigated, the situation will jeopardize Cameroon's ability to achieve the Sustainable Development Goals for education by 2030.

Despite the country's efforts to provide education services for all children by the academic year 2019-2020, only 6.9 million children and adolescents were enrolled in basic (pre-school and primary) and secondary (lower and upper) education, which together reflects a participation rate of only 68%. In addition, the crises have particularly affected the education and vocational training sectors in the Far North, North, Adamawa, East, North-West and

South-West regions, as well as in the regions adjacent to these areas (Littoral and West) and the main urban areas in the East and South regions.

To date hundreds of thousands of school-aged children lack access to basic services including food security, health, water, hygiene and sanitation and education services. Those affected by violence and displacement are also lacking protection and humanitarian support, particularly in the area of mental health and psychosocial support. Food and drinking water are the priority needs of the displaced populations, affecting their access to health and education services. It is estimated that 1.9 million people in Cameroon were food insecure for the period from June – August 2021, with the North West, South West and Far North regions having the highest food insecurity rates of 19%, 16% and 15%, respectively.

Reference to reports from participatory assessments, monitoring reports and studies conducted in refugee hosting areas (Yaoundé and Douala urban areas as well as Far North, North, Adamawa and East regions) by UNHCR Cameroon and partners, highlights that access to education is constrained for school-aged children, especially for adolescents. In the regions of East-Adamaoua-North of Cameroon, quarterly reports of the last school year 2020-2021, indicate that only 3% of children (1,485 of whom 386 are girls) at secondary level were enrolled. As a result, most refugee adolescents are still exposed to numerous protection risks and engaged in negative coping mechanisms in order to address their immediate needs. Despite ongoing efforts by UNHCR and partners, and according to the Humanitarian Needs Overview and Humanitarian Response Plan, the needs have increased due to continuous displacement of the population, the reduction of services and the COVID-19 pandemic.

Indications globally are that vulnerable children are most at risk of experiencing severe learning losses and not returning to school. Markers of vulnerability in Cameroon include displacement, but also protection, gender and disability. These are outlined in more detail in Sections 2.3 and 2.4 below.

The capacities of secondary schools are not sufficient to receive refugees and forcibly displaced children. This constitutes an institutional barrier to increase access and promote transition of refugee and displaced children at the secondary level. As girls and boys progress through higher levels of primary and secondary education, there is a decline in enrolment. Refugee absenteeism is caused partly by the return of families to their country of origin. For those who stay and complete the first five grades of primary, entering the sixth and final grade is still a challenge, given the financial and regulatory requirements for entry. Entrance to primary school is free, but completion requires families to pay school fees to transition to secondary. The assistance provided by UNHCR and its partners does not cover all refugee students. The lack of a birth certificate remains a challenge to access schools in particular in the northern part of the country, where births are rarely registered.

The demand for education is mainly affected by economic barriers for refugee families who cannot afford to cover tuition fees to enrol in (secondary) schools and rely instead on their children for financial support. The vulnerabilities among the refugee communities have increased over the past three years, given the decrease in the level of humanitarian funding. The direct and indirect costs associated with education are no longer affordable by refugee households. As a result, refugee children drop out from school, temporarily or for longer periods, in order to financially support their families and make ends meet. Refugee girls are mostly affected as they are forced to marry (mainly for financial reasons).

Unlike primary, access to secondary schools is not open to everyone, in part because of the low absorption capacity of schools at this level. The regions of East and Adamawa, which are home to most refugees, are particularly affected. In the supply of public secondary schools, which nationally stands at 2,465, East and Adamawa represent only 5.8% and 4.5%, with 144 and 110 schools, respectively. The departments where the sites are located have on average half the number of schools than the administrative centres, which makes some areas inhabited by refugees “educational deserts” where provision is very sparse. In these areas, the major problem that makes access to secondary education difficult or impossible is the large distances between the sites of secondary schools. Distance issues do not just limit access, they also affect retention. Measures that parents take to overcome the problem of distance only work for boys, as girls are almost systematically excluded. Parents in areas inhabited by refugees cannot send their daughters to study tens of kilometres away, in a locality other than where they live. As the education of young girls is not highly valued in specific contexts, it becomes very challenging to overcome in contexts outside of parental control and in contexts the isolation of girls makes them vulnerable to non-school “associates”.

Another leading cause of absenteeism is hunger. Schools generally lack a canteen causing children to withdraw from classes throughout the day or not attend at all.

In addition to the economic barriers, dropouts are also linked to cultural constraints. By the time they reach the age of puberty, children are expected to assume their role in the traditional division of labour assigned to them by family members according to their gender. Boys are called upon to support the family economically and girls are expected to support with household chores. In urban areas, young adolescent girls stay at home to take care of her younger siblings thus dropping out from school while the mother goes out to work. Parents of some ethnic/religious groups are more reluctant to educate girls and place less importance on girls' education. For some Muslim parents, girls are at risk of pregnancy out of wedlock, which is seen as a source of shame for the family - unmarried pregnant teenagers bring dishonour on their families and tarnish their reputations which seriously compromise their chances of finding a husband. Many are forced into early forced marriages, which causes them to withdraw from school (in particular at secondary level).

In addition to the financial and socio-cultural barriers, psychological barriers also impact access to education for many refugee children who decide to leave school early. There can be a sense of embarrassment and humiliation for children that have repeated a grade and therefore are older than their peers. The barriers that affect refugee access and retention in school are numerous and diverse and vary between urban and rural settings. While economic, cultural and psychological constraints affect the demand to education, institutional and environmental constraints also limit the offer (supply) in terms of quantity, quality and accessibility of education services for refugee children and youth.

The security crisis had displaced 40,000 adolescents registered in secondary schools, most of which are concentrated in the major metropolises of the West, Littoral and Central regions. Although displaced adolescents benefit from socio-educational and recreational (sports) activities, the availability is insufficient. Refugee and displaced boys and girls in Cameroon are more likely to be out of education. More work is required to ensure this group of children has access to learning, either in formal schools or through non-formal access routes.

These compounded crises have intensified the humanitarian needs and increased the vulnerability of the populations most affected; thus, jeopardizing their long-term recovery and resilience. The rights of thousands of vulnerable children to a quality, inclusive and gender-sensitive education in a safe environment as well as children and adolescents who are out of school are compromised as a result. The MYRP is designed around how the education system, led by the Ministries of Education and Vocational Training, and a broad coalition of national and international education sector partners, can address the multiple sources of vulnerability experienced by a growing number of learners in Cameroon.

1.3. Aligned Strategies and Plans

Relevant Plans and Strategies

There are a large number of global, regional and country level strategies and plans which have informed the development of this MYRP. Careful attention has been paid to ensure coherence and complementarity with these over-arching documents.

The proposed interventions therefore align with priorities defined in:

- Agenda 2030 & Sustainable Development Goals 4 & 5
- Agenda 2063 of the African Union
- National Development Strategy (2020- 2030) for the Government of Cameroon – Pillar 2 – Development of human capital and wellbeing
- United Nations Sustainable Development Cooperation Framework for Cameroon – Strategic pillar 2 – *Quality, Equitable and inclusive human and social development*

- Global Compact for Refugees
- The National Youth Policy 2019-2023
- The Government of Cameroon Education and Vocational Sector Strategy (2022-2030) - *currently under validation*
- The National Education in Emergencies Strategy
- The National Social Protection Policy
- The National strategy for combating gender-based violence
- The Action Plan to fight against Female Genital Mutilation

All these national policies promote equitable education, prevention against violence, empowerment and dignity of girls and adolescents who are targeted under the MYRP.

The MYRP's Added-Value

The MYRP's focus on tackling the impact of a range of vulnerabilities that children in Cameroon are exposed to expresses the unique situation of the current context in country. While the national strategies and sector plans are structured around the global goals for education, the MYRP considers the main threats to the continued resilience of the education system in light of the increasingly complex vulnerabilities across the school-age cohort in Cameroon. At the systems level, the available supply of education services, in schools and in non-formal settings has the potential to be overwhelmed because of multiple emergencies. Tackling the root causes of these vulnerabilities to enable learning will require developing the resilience of the education and vocational sector in Cameroon by addressing the important emergency-related bottlenecks as well as the structural challenges that negatively impact access to inclusive quality education for the most vulnerable children.

The Cameroonian Government has adopted a National Development Strategy for the period 2020-2030. It includes a pillar on Development of Human Capital. The political commitments included in this strategy have been formalized under the Education and Vocational Sector Strategy 2022 – 2030 (currently being finalized) which aims to operationalize the vision of the National Development Strategy in the education and training sector.

The MYRP aligns with this national strategy and stresses the importance of focusing on the vulnerabilities set out under outcome 2 (Quality) as well as on the quality of investments made in Cameroon so far. The MYRP aligns with the development of human capital pillar in order to capture the demographic dividend, in particular: Objective 2) to ensure quality education and vocational training for all through an inclusive, better adapted, coherent and functional education system; and Objective 3) promote gender equality. Taking action to improve learning outcomes is one of the cornerstones of the programme.

Building on previous efforts, the MYRP will provide an integrated and holistic set of services (education, WASH, protection, mental health and psychosocial support, gender, nutrition, agriculture) that promotes continued and inclusive access to quality education in a safe and protective environment for girls and boys (including displaced populations, returnees and refugees and children with disabilities) and adolescents.

In line with the United Nations Sustainable Development Cooperation Framework, the Global Compact for Refugees and the Sustainable Development Goal 4, UNHCR Cameroon will work closely with the Ministry of Basic Education, the Ministry of Secondary Education, and other members of the Local Education Group to ensure inclusion of refugee children and adolescents in a sustainable and equitable way in the national education system (from pre-primary through secondary education). This will foster safe and supportive learning environments for all students from displaced and host communities regardless of their legal status, gender or disability and to enable all refugee students in Cameroon to realise a sustainable future through participation in quality education.

1.4 Ensuring Humanitarian-Development Coherence

Cameroon moved from a position of stability to three concurrent crises in the last five years (Lake Chad Basin Crisis, Central African Republic crisis and the crisis of the North West-South West). This required development actors to evolve their approach to the deepening crises as well. Cameroon featured in an Inter-Agency Standing Committee study on financing the nexus, presenting opportunities to build on these findings. Cameroon is a priority country for the UN Joint Steering Committee to Advance Humanitarian and Development Collaboration and also for the Humanitarian Development Peace Initiative – a joint initiative of the UN and World Bank emerging from a commitment made at the World Humanitarian Summit in 2016.

The humanitarian needs are compounded by structural development deficits and chronic vulnerabilities that further challenge the long-term recovery of affected people. Resources used to address the insecurity in the Far North, East, the North-West and South-West regions lead to even less state funding for the development of basic social services. Spending in Education has been relatively low compared with other countries in Africa.

The country has benefited from both humanitarian and developmental interventions aimed at strengthening the capacities of the education system and addressing resilience. This includes support from organisations such as: the World Bank; U.S. Agency for International Development; U.S. Department of Agriculture; U.S. Department of State Bureau of Population, Refugees, and Migration; UNICEF; UNHCR; French Development Agency; Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ); KfW Development Bank; High Commission of Canada; Plan International; UNESCO; World Food Programme; the European Union; the Islamic Development Bank; the African Development Bank and the Norwegian Refugee Council. Main interventions supported by these partners include: construction of school infrastructure; support for the recruitment of teachers; in-service training of teachers; distribution of textbooks; school feeding; social safety nets and strengthening of the information system for the management of education.

There is considerable potential to integrate and scale up a variety of these interventions currently being implemented by various actors. The MYRP presents an opportunity to support the implementation of national education frameworks and strategies. Outcome 4 of the MYRP takes into account the existing and already planned interventions to ensure harmonization in the response.

An example of the interventions proposed under the MYRP that make the link between humanitarian aid and development programming is school feeding. This programme is structured as a social safety net to achieve development goals in education, nutrition, agriculture and the economy, including food security. It aims to improve educational outcomes, improve school health and nutrition, as well as support small-scale agricultural production by vulnerable communities.

Furthermore, the COVID-19 pandemic has been an opportunity to bring together many actors and partners from the emergency and development sectors in the search for solutions to an unprecedented national health crisis.

The various programmes and projects underway are all aimed at increasing the ability to support targeted populations, given the deteriorating situation in the areas affected by the crises. As reflected in the implementation of the 2020 and 2021 Humanitarian Response Plan for education and the COVID-19 response, the MYRP aims to optimize capacity and comparative advantage of the interventions and adapt to the needs of the beneficiaries for sustainable delivery of quality education in the long term.

2022 represents an opportunity for the education partners in Cameroon to further strengthen the development of the sectoral strategy for education and training by ensuring the inclusion of long-term solutions that improve the resilience of communities affected by the crises, strengthen intersectoral coordination, and promote sustainability.

The MYRP lays out the groundwork for coordinated financing that supports the effective and efficient implementation of the National Education in Emergencies Strategy. The management tools that will be developed under the MYRP will also be used at national level for monitoring and evaluation of education in emergencies programmes and other education interventions planned by the sector in general.

1.5 Funding Context and Funding Gaps for Education

In Cameroon, the allocation of budgetary resources towards the education sector is strongly impacted both by the security crisis in the North West-South West regions and far North, as well as the health crisis linked to COVID-19. In 2020, the education and vocational sector benefited from special funding to maintain the continuity of learning despite the constraints related to COVID-19 in schools and universities. The Ministry of Basic Education received an additional US\$10.6m, corresponding to nearly 3% of its usual operating budget. The trend towards increased funding for education can be seen in the light of the efforts made, in particular, in the context of the gradual stabilization of the security situation, the overall control of the harmful effects of the health crisis and the search for efficiency gains in the financing of the sector.

The 2021 Humanitarian Response Plan was funded at 31% for all sectors combined. At the level of education, only 2% of the needs of the sector's humanitarian appeal was funded. Three areas of interventions were included in the 2021 response plan, including the area affected by the crisis in the Lake Chad Basin, the Central African Republic crisis-affected areas and the North West and South-West regions.

UNHCR's interventions in education (as an example) aim to improve access and quality of education. Due to UNHCR's efforts, 21% of refugee children were able to access school, at all levels, in the 2020-2021 school year. ECW's resources will cover the gaps that are not addressed by currently available resources.

ECW seed funding will cover the educational needs of school-aged children that are planned to be addressed within the framework of basic education. The MYRP aims to address the remaining funding gaps through a solid strategy that capitalizes on the country's existing resources and potential new partners including with the private sector.

This dire funding situation highlights both the urgency of responding to the needs of refugees, returnees and displaced populations, but also the need to support host communities to alleviate the pressure they are under, hence limiting the risks of increasing vulnerabilities (further impoverishment, violence or illegal trafficking of all kinds, etc.) in the long run.

1.6 Stakeholder Consultation Process

Following the ECW scoping mission that took place in July 2021, Cameroon convened a Task Force coordinated by the Technical Secretariat to advise on the development and implementation of the MYRP. The Taskforce included representation from the government from the five ministries of education (Ministry of Basic Education; Ministry of Secondary Education; Ministry of Higher Education; Ministry of Employment and Vocational Training; and the Ministry of Youth Affairs and Civic Education), UN agencies (UNICEF, UNHCR, WFP), as well as Plan International and Jesuit Refugee Services.

The taskforce's role was to ensure a coordinated planning of the MYRP development in Cameroon via an inclusive, transparent and participatory process that emphasized partnership development with national and international education stakeholders (NGOs), and ensured the final programme is a result of a consultative approach of the sector as a whole.

Once activated, members of the Task Force started sharing relevant background documentation necessary for the drafting of the MYRP, to support the production of the MYRP annexes, in collaboration with the MYRP consultant, and to manage and coordinate the tasks required for the development of the MYRP.

The Taskforce was actively involved in all stages of the development of the MYRP including:

- Developing the communication approach
- Consulting with all actors involved in the education and training sector at the decentralized level in the areas affected by the crises

- Targeting of the most vulnerable municipalities and priority interventions for children affected by these crises
- Developing the theory of change, logical framework and budget
- Drafting of the MYRP document and related annexes

Weekly meetings between Task Force members and the ECW Secretariat allowed for regular monitoring of the MYRP development process. The specific expertise of the Task Team members is summarised below.

Plan International was designated as the organization responsible for mainstreaming gender in the MYRP in Cameroon. As part of its responsibilities, Plan International set up a gender task force composed of organizations with extensive expertise in gender mainstreaming at the national and international level. The taskforce carried out a gender analysis of the differentiated needs of girls, boys and adolescents (especially adolescent girls) in the design phase of the MYRP. Moving into implementation, Plan International will ensure that gender capacity strengthening, monitoring and coordination is prioritized by all partners and that gender equality and empowerment of women and girls is clearly articulated in the annual report and annual performance assessments conducted with the ECW Secretariat. In addition, a full-time gender specialist will be recruited to ensure the implementation of the programme's gender deliverables, ensuring that the intervention strategies identified for the MYRP comply with ECW standards. During the grantee selection process, a gender lead organisation was identified to spearhead this work during the implementation phase and mainstream gender into all interventions. To ensure neutrality, GenCap sat on the Grantee Selection Committee.

The Government has counsellors deployed in schools who provide counselling services and guidance in addressing psychosocial and emotional needs of children inside the school premises. UNICEF supports the government in strengthening its mental health services in formal education, by providing technical assistance (via a specialist on MHPSS). UNHCR strives for the integration of MHPSS in medical services for refugees and advocates for the inclusion of refugees into national mental health systems. UNHCR's MHPSS programming develops the capacity of local health staff and communities and supports the management of mental, neurological and substance use conditions in health facilities. UNESCO organizes and provides support to the formal system through a capacity development initiative for teachers and other educational personnel on how to provide psychosocial support and socio-emotional learning services, focusing on the identification and referral of students who show signs of psychological issues.

The NGO, Jesuit Refugee Service, known for its psychosocial support interventions in Cameroon assists refugee and forcibly displaced children, girls and women. Particularly, in terms of 1) psychosocial support for girls and women affected by violence and displacement; 2) capacity development of the teaching staff in social emotional learning, detection and management of students in need of MHPSS support; 3) MHPSS support WhatsApp group for teachers and parents during COVID-19; and 4) the implementation of support activities for children such as healing groups and clubs in crisis areas.

UNICEF, UNHCR, UNESCO and JRS were highly engaged with the development of the MYRP.

2. Programme Description

2.1 Theory of Change

Boys and girls aged 4 to 17 affected by population movement crises (NWSW, CAR, LCB) learn in a quality educational environment that is safe and protective															
ACCESS				QUALITY				PROTECTION				GOVERNANCE			
Girls and boys aged 4 to 17 affected by crises in the North-West, South-West, Lake Chad Basin and from the Central African Republic gain greater access to equitable and inclusive education				Girls and boys aged 4 to 17 affected by crises North-West, South-West, Lake Chad Basin and from the Central African Republic improve their life skills and core disciplines				Girls and boys aged 4 to 17 affected by crises North-West, South-West, Lake Chad Basin and from the Central African Republic benefit from protective mechanisms and inventions favourable to their teaching/learning condition				The education system has increased capacities to plan, monitor, coordinate, provide and finance inclusive, equitable, quality educational response in crisis-affected areas			
Accommodation capacities of the schools most affected by the crises are improved and increase				The educational monitoring and supervision system is improved				Girls and boys affected by crises have school and didactic materials conducive to their learning				Education services at the central/ decentralized level have the tools and skills for planning, and managing the education system			
Crisis-affected girls and boys access equitable and inclusive quality education				Financial, material, school feeding support improve school retention				Girls and boys affected by crisis access alternative education offers				The resources necessary for the implementation of the MYRP 2022-2025 are fully mobilized			
Disaggregated and quality data are available on time and used for planning, steering and management of schools and the education system				The implementation of the multi-year resilience program are coordinated, monitored and evaluated				Adolescent girls affected by crises are better retained in the school system and their dignity preserved				Disaggregated and quality data are available on time and used for planning, steering and management of schools and the education system			
Access to education is strengthened and more resilient to emergencies				The quality of education at each level is improved				The school environment is safe and protective				The system is improved in its ability to plan and respond to emergencies			
Strengthening absorption capacities through the construction of inclusive school infrastructures				Improvement of the working conditions teachers, administrators and education personnel				Girls, boys, parents and communities affected by crises benefit from psychosocial support				MYRP implementation is coordinated, monitored and evaluated. Referral mechanisms to mental health services are strengthened			
Engaging stakeholders in a social dialogue that promotes the schooling of girls and boys, including children with disabilities				Girls and boys at secondary level acquire the academic skills, life skills, socio-emotional skills, and knowledge of reproductive health rights				Strengthening of birth registration mechanisms/issuance of birth certificates				Mobilization of resources to ensure the scale-up of the programme			
Reducing economic barriers to access to education for children affected by crises				Educators have improved subject knowledge, life skill, skills related to curriculum, GBV/planning, pedagogy, MHPSS, supervision of children				Awareness raising for communities on the rights and protection of the child, GBV, impact of MHPSS				Implementation of policies/plans/frameworks that promote inclusive education.			
Improving MHPSS well-being through socio-cultural, artistic and sports activities in schools				Provision of menstrual care kits, feminine hygiene kits or similar assistance to adolescent girls				Moral, civic and entrepreneurial education children conducted				Annually MYRP stakeholder hold joint annual reviews			
Integrating inclusive education in policies and education programmes				Sensitization of parents and young adolescents on the dignity of girls on the prevention of stigma and abuse of children especially girls				Schools have a Functional School Management Committee and/or Parent-Teacher Association				The flows of human, financial and material resources all education actors are managed in an effective, efficient and flexible way to increase their resilience to shocks			
Support for school construction /rehabilitation to increase the number of places available				Systematic consultation with women's and girls' groups in the communes for the establishment of temporary learning spaces				Schools have increased capacities for the planning, steering and management of educational institutions and systems				Stakeholder conduct coordinated monitoring initiatives			
Households, communities are committed to the education of their children				Teaching and learning materials adapted to respond to GBV and MHPSS of children				Implementation of the mitigation plan for gender-based violence risks				Schools have a Functional School Management Committee and/or Parent-Teacher Association			
Schools and other educational structures receive support for school feeding				Gender-sensitive digital platforms are set up for alternative education initiatives				Schools have increased capacities for the planning, steering and management of educational institutions and systems				The flows of human, financial and material resources all education actors are managed in an effective, efficient and flexible way to increase their resilience to shocks			
Local strategies to mitigate violence based on the environment (prevention, mitigation, care) are implemented				Systematic consultation with women's and girls' groups in the communes for the establishment of temporary learning spaces				Schools have increased capacities for the planning, steering and management of educational institutions and systems				Stakeholder conduct coordinated monitoring initiatives			
Barriers/Problems/Needs: A diverse set of long-standing and recent barriers hindering access to education for all children in Cameroon, including: funding limitations; the rapid increase in demand to education; limited supply ; lack of teachers; inequalities in accessing education among students; lack of (adapted) infrastructure; culture and psycho-socio-cultural constraints; insecurities and protection risk affecting children on the way to and inside schools															

2.2 Programmatic Outcomes

Outcome 1 - ACCESS: Girls and boys aged 4 to 17 affected by crises in the targeted areas gain greater access to equitable and inclusive education

ECW Thematic Priorities: Access, Gender Equality & Continuity

The first outcome for the MYRP is to achieve and sustain stability for access on an equitable basis and offer continuity to learners. This means ensuring that every child targeted in the selected municipalities can access education on an equitable basis without discrimination. This will be achieved using several approaches as follows:

Improved inclusive infrastructural capacity: To promote access to learning opportunities for school-aged boys and girls in Cameroon, the capacities of the public schools that are most affected by the crises in North West-South West, East and Far North will be increased. Rehabilitation of schools (classrooms, equipment, gender separated latrines and water points) will be undertaken. Rehabilitation of schools and safe temporary learning spaces will comply with regulations for WASH and gender equity standards, and accessibility for students with physical disabilities. Additional new classrooms, including temporary learning spaces and boreholes will also be constructed based on needs-assessments, to increase the availability of spaces and better equip the schools to accommodate larger number of students, including children with disabilities.

Provision of gender responsive alternative and distance learning opportunities: The MYRP aims to continue expanding alternative mechanisms to widen access to education beyond formal schooling. Complementary, alternative, and flexible pathways to learning need to be examined and made available to out of school girls and boys, taking into account gendered barriers. This will include the finalization of the development and revision of pedagogical content (specifically level 2 and 3 fundamental lessons) in both English and French languages, as well as the use of innovative technology to promote access to different forms of remote learning through digital devices (tablets, mobile centres equipped with nano servers, nano projectors and solar batteries), radio programmes (via solar radio, and USB keys), print and other media. It will also entail the construction and equipping of safe temporary learning spaces for the provision of gender-responsive non-formal education for learners and educators in the regions most affected by the crises.

Improving the offer of inclusive education and promoting free access: Inclusive education strategies remove barriers, create safe learning environments for all children and promote free access for all children regardless of nationality, legal status, gender or disability. Barriers to enrolment include the stigma regarding children with disabilities that leads to social exclusion. The MYRP aims to support the government with the finalization and implementation of the national policy for inclusive education in Cameroon, to increase access to learning for children with all types of disabilities. The initiative aims to develop the capacity of the public school system, by training teachers and education personnel, and educators in learning spaces on inclusive education and ensuring their active involvement in the referral of children and adolescents with disabilities (using the child functioning model).

The MYRP also entails initiatives that address the mental health and psychosocial needs of those affected by the crises, following a three-tiered model that responds to: 1) The individual psychosocial needs of girls and boys affected by the crises; 2) The needs (knowledge and awareness) of the communities surrounding them (teachers, educators and parents); and 3) The capacities of the formal and non-formal schooling system to mainstream psychosocial support in learning spaces and provide safe and protective environments for children to learn, in accordance with the Safe Schools Declaration.

Socio-cultural, artistic and sports/recreational activities are planned through clubs/groups, to improve the psychosocial well-being of children, using play as a means of exploration. Concepts and attitudes of wellness, sports and local arts, such as theatre and dance will be available in schools to help children to relax, develop and enhance their cultural identity and sense of belonging. Through fun activities and experiential learning (theatre, role-playing games, sports) in schools, the MYRP aims to create healing classrooms and help children affected by crises to improve their well-being and mental health.

Inclusive education demand increases: MYRP aims to address social stigmatization by raising awareness among communities on inclusive education rights, opportunities, and the importance of school-family collaboration. This will be achieved through the creation of a social dialogue with communities on inclusive schooling. To facilitate

the integration of children with disabilities into the national system, children will benefit from the provision of appropriate educational material adapted to their disability, age and educational level. The MYRP will also allocate funding to support children with disabilities to pursue their education through scholarships.

Financial and material support for the most vulnerable: Cash transfer programmes will be rolled out as additional support to the most vulnerable families geared towards reducing household reliance on negative coping strategies affecting children, including child labour and early marriage. This includes cash transfers to boys and girls, adolescents and families in ECW-supported communities, to promote schooling and training of children as well as bonuses as incentives for excellence for adolescent girls in the North West-South West. School capitation grants will also be provided directly to schools and training institutions to support enrolment.

School feeding programmes will be introduced to improve the health and nutritional outcomes and reduce dropout rates for the most vulnerable children in schools, while also supporting the development of small-scale local farmers in vulnerable areas of the vicinity of the schools. A new approach will be adopted through the promotion of local products grown by vulnerable rural populations and supporting schools with cash to buy goods from the farmers.

Given the current levels of chronic malnutrition and food insecurities in the targeted localities, the programme, in partnership with the Regional Public Health Delegation, will include meals rich with micronutrients (vitamins and minerals), to improve micronutrient intake for the most vulnerable. The school canteen/ meals prepared inside schools are intended to support the attendance of school-age boys and girls by reducing their socio-economic vulnerabilities, reducing their morbidity and increasing their learning potential.

Outcome 2 - QUALITY: Girls and boys aged 4 to 17 affected by crises in the targeted areas improve their life skills and core disciplines

ECW Thematic Priorities: Quality and Gender Equality

The second outcome of the MYRP is centred around the provision of quality education services to improve life-skills, employability and resilience of girls and boys, including adolescents affected by the crises in Cameroon, which – based on the theory of change – will contribute to improving their learning outcomes. The following strategic actions will be implemented:

Improvement of gender-responsive school monitoring systems and pedagogical supervision: Teachers and educators have a critical role in delivering quality, meaningful and grade-appropriate learning for children and adolescents. Improving the working conditions of teachers working in areas difficult to access (through the provision of a retention bonus for example) is paramount in the context of Cameroon, particularly female teachers and educators. Teachers, education personnel and educators in Cameroon will be capacitated to apply learner-centred pedagogical practices in schools and temporary learning spaces. Gender-equitable teacher professional development modules will address capacities for classroom management, pedagogical and professional supervision, positive discipline, as well as life skills and adaptation of national standards for vocational trainings to harmonize the provision of vocational education. Teachers' working conditions and learning spaces will also be improved inside schools to promote their retention, taking into account the specific needs of female teachers.

A series of **trainings in psychosocial support for counsellors** (education staff inside schools) will address the mental health needs of students affected by crises. These trainings will help teachers apply their knowledge of psychosocial support in the classroom during their daily teaching. The aim is to create a culture of empowerment and positive change in formal teaching and learning and to design a healthy and protective learning environment for children. The presence of MHPSS focal points in schools aims to strengthen formal capacities in MHPSS. **A well-being plan for teachers and education staff** is under development, specifically to recognize and alleviate the stress and psychosocial needs of teachers (particularly women) affected by crises. By integrating mental health and psychosocial support into learning/teaching, the well-being of educators, as well as their ability to protect and promote the well-being of learners, is enhanced. The MYRP will also support the development of an educational manual/guide (*Le Cahier de Charges du Conseiller d'Orientation*) that will guide counsellors to implement activities promoting children's well-being. By capacitating teachers in MHPSS and increasing their ability to meet the psychosocial needs of learners, the MYRP aims to enhance the quality of education provided in schools.

Distribution of teaching and learning materials in schools: Teaching and learning materials (including notebooks, pens, slates, pencils, bags, etc.) will be provided to enrolled students, as well as didactic kits, training

kits (tutorial, teaching materials) and materials for practical work (wood, fabrics, etc.) on a case/vulnerability basis, in order to support their retention.

Psychosocial support for learners: The school closures and the multiple crises that have occurred during the past years have affected the health and psychological well-being of all children in Cameroon. It has, therefore, become urgent to create safe learning environments that engage students and foster their well-being by meeting their physical, emotional and intellectual needs. Being indispensable for learning and essential to academic achievement, psychosocial wellbeing content will be embedded in the teacher training modules rolled out to teachers and educators, to support boys and girls aged 4 to 17 affected by the crises with their mental health development.

Special support to improve learning outcomes and retention of adolescent girls: For education and training personnel (teachers included), a combination of training packages will be rolled out to enhance the learning, and retention of girls in school. The trainings will be centred on gender-sensitive teaching methods and the prevention, risk mitigation and response to gender-based violence in schools and communities.

In addition, the MYRP will include **trainings for adolescent girls on sexual and reproductive health and life skills** to promote their self-esteem and protection from early pregnancy and child marriage. Hygiene and dignity kits will be distributed to adolescent girls to improve menstrual care and prevent school absences and dropouts.

Outcome 3 - PROTECTION: Girls and boys aged 4 to 17 affected by crises in the targeted areas benefit from protective mechanisms and inventions favourable to their teaching/learning conditions

ECW Thematic Priorities: Protection and Gender Equality

The strategy under the MYRP addresses the bottlenecks related to protection that hinder access to quality education for girls and boys, and their retention in school. The strategy aims to reduce vulnerabilities and strengthen resilience of communities affected by crises by establishing safe and conducive protective environments inside schools as well as in the surrounding communities. The strategy aims at creating 'model municipalities' that actively engage in the protection and empowerment of children of all ages through multi-sectoral actions. The protective environment will also be promoted at central and policy level, through strategic alliances that include the elimination of violence against children and women, the elimination of child marriage, and the protection of education from attacks amongst others. The protection strategies put in place in this MYRP are:

Creation and reinforcement of protective mechanisms in communities: The MYRP will promote both the legal and physical protection of children in targeted municipalities. Processes related to birth registration/birth certificate issuance mechanisms will be strengthened and facilitated in ad-hoc situations. The involvement of communities and parents of students will contribute to the social protection of boys and girls aged 4 to 17 affected by crises. For this reason, the communities affected by the North West/South West crisis will also receive psychosocial support to assist people traumatized by the conflict. Adolescents will also receive an **education for the responsible use of internet** that includes media and information literacy, to prevent cyber-bullying, other negative behaviours and enhance cyber-safety.

Support for the implementation of the Safe Schools Declaration in order to ensure safe protective environments for children to learn, specifically in zones of high insecurity and conflict. The MYRP will advocate for protective mechanisms to be put in place at school and community levels.

Direct support to communities affected by the three crises, particularly to teachers is also envisaged under this pillar. The provision of psychosocial support is planned to improve the mental health and well-being of children, teachers and parents traumatized by violence caused by the conflict. Psychosocial support activities aim to heal, recover, and strengthen the resilience and confidence of children affected by crises in not only schools, but also local communities, to promote social cohesion and inclusion. The psychosocial support activities will be developed, adapted, and contextualized on the basis of participatory and child-centred approaches. Through participation, play, experimentation and socialization, these activities aim to develop the capacities of students including on self-awareness, confidence and self-esteem, etc. These psychosocial support services will be offered to girls, boys and adolescents who require specialized mental health support. The latter will be offered both at the individual level (active listening, counselling, and referral to a psychologist) and at the community level via discussion groups and mobile exchanges, "peer help", art therapy, etc. Psychosocial support agents (members of the community) will be

identified from the communities to form mobile teams tasked to disseminate information and raise awareness among the communities on issues of mental health and psychosocial support.

Sensitization and mobilization of Parents/caregivers as well as peer to peer sensitization campaigns will focus on positive discipline classes as well as child protection rights to increase awareness and capacity of community members around mental health.

The MYRP also incorporates a moral, civic, and entrepreneurial engagement of learners. The objective of this activity is to restore the morals, citizenship and civic engagement of young Cameroonian citizens affected by the socio-political crises. By acquiring the knowledge and skills necessary to understand, challenge and engage in democratic societies, adolescents will learn to mitigate/reduce conflict and violence, develop a sense of trust with their peers and create a culture of peace and tolerance among their communities.

Outcome 4 - GOVERNANCE: The education system has increased capacities to plan, monitor, coordinate, provide and finance inclusive, equitable, quality educational response in crisis-affected areas

ECW Thematic Priorities: Quality, Access and Gender Equality

The MYRP seeks to promote a systemic shift to progress towards a stabilization and development agenda in the context of the protracted, compounded crises in Cameroon. Strengthening governance and national institutional technical capacity in the delivery of education programming is therefore the crux of the fourth outcome of the MYRP. This outcome will be achieved through:

Capacity building of Ministries of Education and Training for the improvement of the education system at the central and decentralized levels. This result will improve the existing capacities of the education system to further develop governance at the centralized and decentralized levels. Under this framework, the MYRP will support the education authorities and municipalities at regional level to set up and strengthen school councils in schools and training centres, with a strong representation of women. This strategic approach aims to promote community participation and active parenting aimed at improving the performance of schools.

Schools will receive financial and material resources they need for the **effective functioning of school councils**. Budget allocations and material resources will be provided to implement school initiatives and improve the students' learning outcomes. These allowances and materials will be made on the basis of the needs' assessments of the most disadvantaged institutions. Implementation of this programme will occur iteratively over the three years of implementation with standards to effectively deliver performance milestones set for planning, human resource management, financial frameworks, and procurement processes.

The MYRP aims to develop and **strengthen referral mechanisms to mental health** services (for severe cases). This will be made possible by strengthening coordination with the Ministry of Health as well as mental health partners who receive referrals and support children with their psychosocial support needs. By expanding and strengthening the network of partnerships with agencies providing psychosocial support services, the MYRP aims to ensure that children with severe mental health problems will receive the help they need and have access to education in a safe and protective environment, in accordance with the Safety Declaration in schools.

Enhanced gender responsive data generation for planning, steering and management of schools and the education system. The MYRP will support gender responsive data collection, processing, analysis and sharing of quality data on school-aged children, disaggregated by age, gender, displacement status, level of education, region and disability. It will also promote effective coordination and set in place a robust gender responsive monitoring and evaluation system to monitor education data. Studies on dropouts will be carried out to inform evidence-based programming that meets the needs of the most vulnerable children. Data analysis will focus on tracking children's learning outcomes, perceptions of safe schools, evidence-based planning and measurements of progress. Ministry focal points at central and decentralized levels will be trained on education coordination, information management and Minimum Standards on Education in Emergencies in order to generate such data crucial for planning.

Key resource staff will be recruited (Gender, Monitoring and Evaluation specialists, Resource and Mobilization experts, Project Manager, Auditor) based on needs to support the implementation of the MYRP activities, including those addressing gender. The gender equality specialist will support the delivery of the MYRP's commitments in relation to gender equity and will contribute to the global MYRP Cameroon strategy aiming to

provide an integrated and holistic support package (education, WASH, protection, mental health and psychosocial support, gender, nutrition, agriculture) for girls and boys affected by the three crises (including internally displaced, returnees, refugees and children living with disabilities). The specialist will provide technical leadership on programmes that are gender inclusive and will capitalize on opportunities presented by the MYRP to design and implement context specific approaches on gender mainstreaming, bridging the nexus of humanitarian and development efforts in order to enhance the access to quality inclusive education for all children.

An **experience sharing mission** is also planned with countries implementing ECW funds. This mission will be carried out mid-way through the programme to learn and benefit from the experiences of other countries that have already implemented ECW programmes, identify potential solutions to problems encountered in the implementation of the MYRP, and identify new possible areas of intervention that could be adapted to the context in Cameroon.

Effective coordination, monitoring and evaluation of the MYRP interventions. Coordination mechanisms will be designed and managed under the MYRP to ensure a coordinated and collaborative implementation of the programme and monitor progress against the outcomes and results. Under the leadership of the Technical Secretariat of the Sectoral Strategy, working groups or sub-committees will be formed – per the required project - with UN agencies, donors, NGOs, and/or academic institutions. The MYRP Taskforce will ensure inter-departmental coordination within the ministries so that the implementation of MYRP is guided by coherent decisions from education institutions. The coordination of programme implementation as well as for monitoring and evaluation of the outcomes will be supported and enhanced to ensure that progress is made in achieving expected results in the implementation of the strategy. The MYRP will seek to promote a strengthened policy base and establish durable partnerships that are crucial for the delivery of successful education programming.

2.3 Gender Equity and Inclusion

The MYRP mainstreams gender with a critical focus on addressing and incorporating cross-cutting issues, such as disability, inclusion and vulnerability of girls and boys in all their diversities. Meeting the needs of those traditionally not included within education systems and priorities comprises a primary focus within this programme with a particular focus on the prevention of gender-based violence and the prevention of sexual exploitation and abuse to ensure that all children particularly girls and children with disabilities are safe from any form of abuse.

Plan International was designated as gender lead organisation during the MYRP development process by the MYRP development team at country level. Under this role, the gender lead organization appointed a Gender Task Team to ensure wider participation and gender-responsive programming. A secondary data review has also been carried out. The planned data collection system will be gender responsive.

Evidence shows that gender is a primary marker of vulnerabilities affecting access and retention in school and other non-formal education programmes for children and adolescents in Cameroon. To advance gender equity and inclusion, the MYRP will focus on the following priority areas of intervention:

- Strengthening coordination among key actors in the Local Education Partners Group, working on both development programmes and humanitarian emergencies.
- Strengthening the capacities of education actors at all levels for the contribution and advocacy for a healthy, safe and protective school environment through the implementation of the Safe Schools Declaration that was adopted by Cameroon in 2018. Actors in the same vein need to be strengthened for the implementation of COVID-19 health protocols and all other 'clean schools' strategies.
- Strengthening the capacities of education actors and in particular decentralized local authorities in their roles and responsibilities in the decentralized management of schools taking into consideration of gender and inclusion in municipal development plans.
- Strengthening the capacities of teachers in the practice of equity in the classroom, through gender-sensitive pedagogy, disability-sensitive pedagogy, the detection of gender-based violence and its management, including through psychosocial support, community awareness-raising and the promotion of equal participation between girls and boys in all their diversities.

- The improvement of the legal and judicial framework for the protection of children through the establishment of a system guaranteeing each child holistic protection.
- Capacity development and advocacy for girls' education, working with families, community members, youth and the media, persons with disabilities, girls, boys, mothers' associations for girls' education and child protection networks.
- Promoting equal opportunities between women and men in the fields of economy and employment with the aim of strengthening the entrepreneurial capacities of women and girls for their economic empowerment.
- Promotion of a socio-cultural environment conducive for girls and women's rights, with the objectives of reducing the prevalence rate of violence against women and girls, providing support to victims and perpetrators of gender-based violence, including in times of humanitarian crisis.
- The establishment of birth certificates for the most vulnerable children in school and children outside school, including children with disabilities in rural areas
- Improved hygiene and discipline in schools: Sanitary conditions in schools, particularly at the secondary level, clearly have a detrimental effect on the school participation of young adolescent girls. The presence of a water point and toilets reserved for girls and regularly cleaned is important as well as the provision of hygiene kits for adolescent girls at level 3 of primary school and those at secondary level to facilitate the management of their menstruation and encourage them to stay in school even in environments that do not always have water amenities, hygiene and sanitation. Girls in alternative learning spaces should also receive kits as incentives.
- Improving the accessibility of institutions (adapted ramps and toilets, mobility assistance, safe access taking into account gender equity).
- Support for the poorest families to cover the school fees of girls, especially those with disabilities, through cash transfers and the financial allocation of schools and communities for income-generating activities.
- Capacity development of actors involved in gender-based violence prevention and referral pathways, survivor resilience, access to justice and effective enforcement of the existing legal framework.
- The establishment of a statistical tool and transparent and anonymous reporting mechanisms for proven cases and sanctions applied against perpetrators of child marriage and sexual violence.
- Strengthening the capacities of teachers in innovative methodologies including technological teaching and assessment of skills aimed at boosting performance, increasing learning outcomes and minimizing dropouts during primary schooling and the transition to middle school.
- Mitigating gender-based violence risks within the intervention of the programme

2.4 Prioritizing the Most Disadvantaged

The Cameroon MYRP identifies the following groups as the most affected by crisis in the country and are prioritized for support by partners:

Girls and Adolescent girls: Girls and especially adolescent girls face several systemic and crisis-related barriers to access education from pre-primary to secondary level. Once girls are participating, the barriers do not disappear, and new challenges emerge that require on-going support to mitigate and address. A strong focus on girls' education will be ensured through; a) awareness raising and sensitization of parents and community leaders; b) cash voucher assistance; c) gender-segregated WASH facilities; d) sensitization on available local referral pathways on gender-based violence; and e) developing and sharing gender-sensitive teaching and learning materials with educators; f) sexual and reproductive health and rights education; and g) menstrual kits for adolescent girls. Plan International will serve as the gender lead organization with responsibility to mainstream gender throughout implementation.

Children with disabilities: Children with disabilities are at higher risk of not having access to educational services and exhibit low enrolment rates at both primary and secondary levels. Although inclusive education is not yet formally anchored in the national systems, the government has placed particular emphasis, in its national strategy, on ensuring inclusive access to children and youth with special needs in all levels of education and vocational trainings. The MYRP places a specific emphasis on reaching this extremely vulnerable group of learners, primarily by mainstreaming interventions addressing their needs across the first three outcomes under the programme.

Refugees and forcibly displaced girls and boys: The situation for refugee and displaced boys and girls is more alarming as it is associated to very low levels of schooling. Refugees from Nigeria, Central African Republic and other nationalities residing in the urban centres of Douala and Yaoundé as well as in the East, Adamaoua and North regions and the Far North, were included in the Cameroonian education system after enrolling in temporary learning and child protection spaces. The pressure caused by increasing educational needs has created bottlenecks in the system, especially the transition from primary to secondary school. Refugee and displaced children will be supported to access non-formal education and transition to formal. For those in formal education, additional support will be provided to ensure their retention including financial and material support to transition from primary to secondary education. Refugees will also receive additional support regarding documentation needed to access education and other social services.

3. Leveraging Resources to Scale-Up MYRP Results

3.1 Resource Mobilization and Advocacy

Cameroon's total MYRP budget is estimated at US\$75 million over three years (2022-2025), of which US\$25 million, or approximately a third of the funds, will be provided by ECW in the form of seed funding. A total of US\$50 million will therefore need to be mobilized to ensure the scale-up of the programme. The harmonization of common objectives among stakeholders is essential for resource mobilization. In Cameroon, there is great synergy in the stated intentions of a number of donors to help meet the needs of the millions of girls, boys and adolescents who are currently deprived of quality education.

The development of this programme has facilitated further discussions with potential donors on key areas of importance and funding priorities in the current crisis situation in the country. With a wide range of donors present, Cameroon has the opportunity to advance resource mobilization efforts among traditional and emerging donors, building on the strong partnerships already formed by implementing partners with donors in the country. OCHA largely leads humanitarian funding coordination efforts through the OCHA Financial Tracking Service, while development funds are directly monitored by government and partners. Ensuring a diversified resource base, including potential partnerships with the private sector or financial institutions, will help secure additional funding necessary for the full implementation of the MYRP.

The approach will be based primarily on the development of a concrete resource mobilization strategy. One of the first activities planned is a briefing/meeting organized by the Steering Committee for potential donors, to explain the added value of ECW and the need to invest in the MYRP. The briefing is scheduled at the launch of the programme and will be followed by other annual briefings during the presentation of the progress of the implementation of the programme.

Donors who showed interest in financing the MYRP include the World Bank, Swiss Cooperation, ECHO, Canada and Japan. A mobilization and advocacy plan will be a top priority for the MYRP Steering Committee. The human resources planned to be recruited during the first year will support with the development and implementation of the strategy, in a consultative and collaborative approach, in order to secure the funds needed for successful implementation of the MYRP.

Under the framework of this strategy, the MYRP aims to **recruit an external auditor** who will monitor and assess the implementation of funds mobilized to ensure the efficient use of the funds disbursed, traceability of resources, and conformity of funds with the planned activities. This approach will promote transparency in the implementation of ECW funds and will support the successful mobilization of resources to secure funding from donors.

The **communications plan** is also one of the specific outcomes envisaged under the MYRP. Communication and visibility will be essential to support resource mobilization and to ensure the continued alignment of MYRP interventions and activities with other existing emergency education programmes and the sector plan. The MYRP Steering Committee will follow up the implementation of the communication and visibility plans and the advocacy campaign, on a quarterly basis and actively participate to the advocacy activities.

3.2 ECW Seed Fund Scale-up Strategy

To achieve the funding objectives outlined above, the resource mobilization approach will be twofold:

Secure and align education funding in emergencies and protracted crises.

Discussions on the preparation of this programme document have identified several potential donors who are interested in complementing ECW's technical and financial contributions. These include AFD, DEVCO, World Bank, the Islamic Development Bank, the Global Partnership for Education, GIZ, JICA, KOICA, the African Development Bank, TIKA, the European Union and USAID.

It is important to note that there is already alignment with the education in emergencies and the sector plan with several existing/future funding to be considered in the development of the MYRP. The Technical Secretariat will lead and develop partnerships with potential donors during the launch phase of the MYRP. The resource mobilization approach will be refined and operationalized through the development of tailor-made engagement plans for key target donors, with the support of experts who will be recruited in the initial phase.

Ensuring the sustainability of education financing in emergencies and protracted crises

The MYRP will develop a sustainable resource mobilization mechanism within the Technical Secretariat for education in emergencies. This will involve the validation of a procedures manual that will outline the roles and responsibilities of the MYRP and the national emergency education strategy, and thus how the additional funds will be mobilized and then channelled.

Outcome 4 of the MYRP results framework, under Governance, makes specific reference to the need to ensure adequate financing is available. The indicators for monitoring this specific result are (i) the number of new partners (technical and/or financial); and (ii) the funding gap of the MYRP over the three years of implementation and, by extension, of the national emergency education strategy.

A complete and comprehensive communication, visibility plan and an advocacy campaign will be developed during the inception phase of activities implemented with ECW seed funds. Visibility activities will include the dissemination of quarterly newsletters through social media and digital platforms, public events, videos, human stories, and the sharing of monitoring and evaluation data to inform and improve the work of other education programmes. Organizations receiving seed funds will disseminate information about their activities through their networks and contribute to ECW communications as requested. This may be on a regular, planned basis as well as ad-hoc requests from the ECW Secretariat.

Recipient organizations and contractors (if applicable) will ensure that the use of personal stories and photos conforms to UNICEF principles and ethical guidelines for reporting on children. All partners will ensure that the written consent of parents or guardians is obtained before a child participates in communication and visibility work, and that children and young people participate in decision-making regarding their involvement in campaigns and research. Parents and caregivers will be informed that they can withdraw their consent at any time. External visitors and journalists will be informed and required to sign the policies and codes of conduct of implementing partners on child protection.

4. Monitoring, Evaluation and Learning

4.1 Monitoring, Evaluation and Joint Reporting

To ensure proper monitoring of the implementation of the programme, a monitoring and evaluation framework will be developed which integrates the results of the outcomes and indicators selected in the logical framework. This will specify the methods of calculation of the indicators, data sources, disaggregation, the targeted areas as well as the frequencies of the activity reports.

Data to inform these indicators will be generated as implementation progresses in accordance with the monitoring and evaluation plan that will be administered by the grantees and the ministries in charge of education and training in collaboration with the ECW Secretariat.

Within the framework of the Local Group of Education Partners (GLPE/ LEG), sectoral consultation meetings at the technical level will be held on a regular basis to monitor the implementation of the programme to detect difficulties in time and propose corrective measures. In addition, in order to guide decisions to improve the achievement of the results, the information will be periodically updated using reliable and disaggregated data. This data will be collected, processed, analyzed and shared by the implementing partners on a regular basis. They will also be compiled through joint missions carried out on the ground and which will make it possible to assess progress in relation to the expected results and to compare the information of the reports with the reality on the ground. All mission reports and recommendations will be organized and made accessible, as a knowledge management base of the MYRP.

At the level of the targeted regions and municipalities, the selected grantees and their implementing partners will work closely with the administrative and school authorities (mayors, sectoral delegates, inspectors, etc.), including community representatives. Stakeholder engagement will play a key role in the successful implementation and monitoring of interventions. Through increased participation, ownership and therefore sustainability of MYRP interventions will be guaranteed. The town halls of targeted municipalities, regional delegations in charge of education and training as well as the Ministry of Water and Energy and the Ministry of Social Affairs will collect information on the progress of implementation thanks to their proximity monitoring. The regional delegates will produce two reports per year (back-to-school and end-of-year reports), on the development of the education system at local and regional level.

Annual reviews will be organized focusing on achievements in relation to planned activities and highlighting constraints and opportunities to increase performance. In addition, these reviews will determine the extent to which the implementation of planned activities has contributed to the achievement of expected results and adjustments will be made for the following year accordingly. Once validated, the results and lessons learned from the implementation of the year will be shared transparently with all stakeholders.

To ensure coherence and continuity, the members of the MYRP Task Force will support the Technical Secretariat of the Education and Training Sector Strategy to ensure the effective implementation of this monitoring plan.

Two major reviews will be organized, including a first in the middle of the second year of implementation of the MYRP and a final evaluation at the end. Students' performance on core disciplines as well as teachers', parents' and students' perceptions of safety inside and outside schools and training institutions will be measured through two studies, one at the beginning of the implementation of the MYRP and a second at the end of the MYRP. Grantees will ensure no double counting takes places as part of these monitoring activities.

In order to ensure gender equality and inclusion within the monitoring and evaluation framework, the IASC GAM monitoring tool will be used on an annual basis, and lessons learnt collectively identified to strengthen implementation for the following year.

4.2 Learning Outcome Measurement

Learning outcomes reflect the quality of education, the relevance of teaching and the performance/skills of students. Cameroon no longer depends solely on international assessments. It has set up the School Achievement Unit (UAS) which conducts surveys that take into account the situation of bilingualism in Cameroon and the coexistence of the two subsystems.

The UAS uses international PASEC and EGRA/EGMA tests to assess students' skills in the core language and mathematics disciplines. This flexibility makes it possible to evaluate both incoming pupils (at level 2), i.e. newly enrolled in the third year of primary cycle, as well as those at the end of the primary and secondary levels. To avoid distortions and biases, the latter will be chosen from those in similar contexts, including proximity to the schools benefiting from the programme.

The EGRA/EGMA test will assess the level of acquisition of basic skills of pupils at the end of level 1 of the primary cycle, i.e. pupils who have completed level 1 of the primary cycle and who were enrolled in elementary classes at the beginning of the school year in the target schools of the programme.

The PASEC test will assess the level of acquisition of students at the beginning of level 3, i.e. students who have completed primary school and who were enrolled in the at the beginning of the year.

The UAS will be responsible for the development of evaluation frameworks, the construction of measurement tools, sampling, data collection and the production of results. These generally take into account gender, levels, areas of residence and the status of the schools and make comparisons aimed at highlighting the performance factors and the inhibitory elements on which programme enhancements can be made.

An evaluation will be done at the beginning of the programme and a second at the end to measure the impact. The latter will involve control schools that will be chosen from among those with similarities, including proximity to the schools benefiting from the programme.

Between these two assessments, teachers will also be supervised and monitored by inspectors for good diagnostic-formative-summative-certificate assessments planned by the school system aimed at improving learning by detecting difficulties and implementing corrective measures during the coverage of the new competency-based programmes.

5. Implementation Arrangements

5.1 Governance Structure of the MYRP

Programme Management Level

- The **MYRP Steering Committee** (*Comité de Pilotage*) will function as the main advisory body of the MYRP and will be co-chaired with main actors from the education and vocational training sector. UNICEF, UNHCR, Plan International and JRS will serve as members. The committee will maintain oversight functions for the strategy and results of the MYRP and will be responsible for the coordination of the programme and provision of strategic direction and guidance throughout the process. Importantly, the Steering Committee will ensure that a harmonized joint programme is delivered by all of the grantees. Details of the Steering Committee and grantee coordination will be addressed during the inception phase of the programme.

Implementation Level

The MYRP will be implemented as a joint programme and the ECW Grantees will ensure harmonized coordination using the following coordination mechanisms:

- **Local Education Group, Education in Emergencies Working Group, Refugee Coordination, Child Protection.** The MYRP will ensure cross-sectoral linkages with these sectoral and sub-sectoral coordination groups and complementarity in the response to the educational and protection needs of children affected by the crises.
- **The Education Cluster in the North West/South West** is responsible for coordinating the Education in Emergencies sector in these regions, in collaboration with the Protection Cluster, and plays an important role in ensuring that the programme addresses the needs of children who are out education/learning due to displacement and school closures.
- **Working Group at Lake Chad Basin and Working Group for the Central African Republic crisis:** The working groups, in collaboration with the Protection Cluster, interacts with the other coordination mechanism to ensure that the response addresses the needs of children affected by the crises in their respective areas.

The governance structure is pivotal to the sustainability of interventions planned under MYRP and seeks to improve the regulatory framework and the monitoring schemes that will enable strong synergies and coordinated platforms in the delivery of education programming. These embedded structures will provide quality services aligned with the needs articulated in the MYRP within clear and formal reporting lines and work processes. Close coordination with ECW Secretariat will be critical for the achievement of key milestones in the development of the sector, placing a special focus on impacts/results and accountability at all levels.

5.2 Grantee Selection Process

A grantee selection committee was established by the Technical Secretariat, in coordination with the UN Office of the Resident Coordinator. The committee's role was to identify and update the roster of organizations that would be considered eligible to provide educational and related services under the MYRP over the coming three years (2022 - 2025). The selection of the committee was carried out following a large survey launched by the Resident Coordinator's Office and administered by the Taskforce. The selection committee had representation from the Ministry of Decentralization and Local Development, Local representatives of the Ministries in charge of Education and Training, the World Bank, the Swiss Confederation, the Directorate-General for European Civil Protection and Humanitarian Aid Operations as well as UN OCHA and the Gender Expert (without the right to vote). The selection committee had three main responsibilities:

1. Define eligibility criteria for the selection of grantees who are responsible for the implementation of the programme. The committee approved, documented and disseminated the criteria to all stakeholders;
2. Review expressions of interest and pre-screen eligible organizations who applied to the call for expression of interests; and
3. Review the complete application files and make recommendations regarding the selection of beneficiary organizations.

The organizations who wished to apply to be grantees excluded themselves from the process and halted any communication with the selected committee members in order to minimize the potential for conflicts of interest and to protect themselves from any perception that the external interests and affiliations of the committee members might interfere with their ability to apply as grantees. The committee adapted the ECW grantee selection guidelines to the context of Cameroon. The guidelines included a predefined template that organizations used to apply.

The grantee selection process was launched on 15 December 2021. Three applications were received and evaluated on the basis of a set of predefined scoring criteria. The Selection Committee then assessed the proposals against the agreed criteria and released the results of its deliberations on 21 March 2022.

The selected grantees are a consortium composed of two international NGOs (NRC and Plan International) and four United Nations agencies (UNICEF, UNESCO, UNHCR and WFP).

5.3 Child Safeguarding & PSEA/PSH

Child Safeguarding

All grantees in the consortium will adopt and apply child safeguarding policies to their operations and programmes – in line with the Policy Promoting the Protection and Safeguarding of Children 2016 (UNICEF) and the Child Protection Policy 2010 (Enfants du Monde).

The grantees will ensure that their staff will be aware of and adhere to their child safeguarding requirements, including through applying a code of conduct and disciplinary sanctions linked to employment/appointment contracts. To ensure management of risks of harm to children, the grantees will develop a safeguarding risk assessment and management plan in conjunction with implementing partners and their child safeguarding focal points, which will be periodically reviewed. This will include identification of activity and site-specific risks and measures, for example protocols to safeguard children with disabilities.

Each of the grantees has well-established incident reporting mechanisms in place. They will work with stakeholders to identify ways to establish or strengthen existing reporting and referral mechanisms to receive incident notifications and programme-related feedback from anyone, including staff, beneficiaries, community members and other aid workers. A MYRP-specific protocol will be developed to guide in the management of child safeguarding incident notifications. This will include a clear framework on investigative practice, confidentiality and data privacy.

The grantees will be responsible for ensuring that all implementing partners have necessary child safeguarding measures in place, including: a child safeguarding policy; code of conduct; disciplinary sanctions linked to employment contracts; reporting and referral mechanisms; child safeguarding training for staff, volunteers and associates; investigative capacity; and that enhanced risk mitigation measures are used when volunteers are involved in MYRP activities. Requirements will be clearly articulated in agreements with sub-grantees, contractors and suppliers.

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

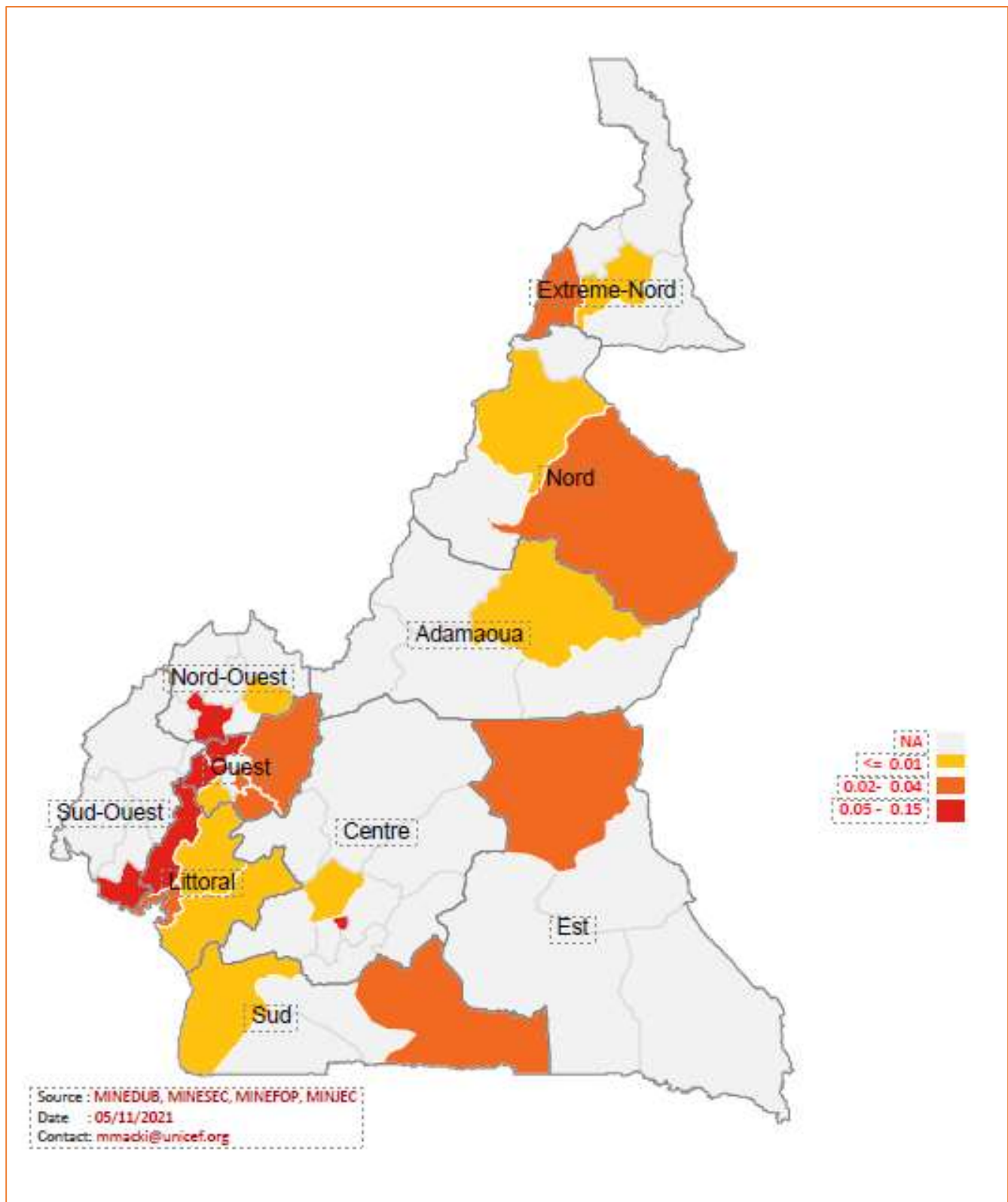
The UN and affiliated organizations have a zero-tolerance approach to the sexual exploitation and abuse, and sexual harassment, of any person. In 2019 UNICEF adopted its Strategy to Prevent and Respond to Sexual Exploitation and Abuse and Sexual Harassment. Implementation of this strategy is supported through a robust regulatory framework.

All grantees and implementing partners are required to undergo a PSEA assessment under UNICEF's 2020 PSEA assessment regime. The grantees will ensure that implementing partners have adopted and apply all necessary policies and procedures to protect children, adolescents and adults (including their staff and associates) from sexual exploitation and abuse, and sexual harassment. This will include ensuring access to incident reporting mechanisms, affording protection to individuals under whistle-blower policies, and referral of survivors to appropriate services in line with the UN Victim Assistance Protocol. The grantees will support implementing partners with studies and surveys as needed.

The MYRP will require its implementing partners to make and honour unequivocal commitments on the PSEA. Failure to comply with these standards will be grounds for terminating the agreements. One of the essential criteria for organizations applying for funds will be the existence of an adequate safeguarding policy and strategy - one that includes training for all staff, a code of conduct to be respected, the implementation of controls, the use of reporting and referral channels in the event of an incident of abuse, exploitation or damage at all levels. Grantees and their implementing partners will be requested to establish and adhere to the complaints mechanism for abuse and exploitation, in alignment with IASC policy and its prevention and response mechanisms.

Mapping of appropriate referral services and strengthening of reporting mechanisms will be undertaken in conjunction with the Protection Cluster and PSEA network members to support a survivor-informed response to incident notifications. Staff, volunteers and associates of the grantees and their implementing partners will be trained on the IASC guidelines on gender-based violence and community outreach on PSEA will be undertaken.

Annex A: Map



Annex B: MYRP Programme and ECW Seed Fund Budget

Overall MYRP Budget

	2022-23	2023-24	2024-25	TOTAL
PROGRAMME COSTS				
Outcome 1 ACCESS: Girls and boys aged 4 to 17 affected by crises in the North-West, South-West, Lake Chad Basin and from the Central African Republic gain greater access to equitable and inclusive education	\$ 9,808,546	\$ 9,059,693	\$ 8,577,473	\$ 27,445,712
Outcome 2 QUALITY: Girls and boys aged 4 to 17 affected by crises North-West, South-West, Lake Chad Basin and from the Central African Republic improve their life skills and core disciplines	\$ 10,563,356	\$ 4,059,327	\$ 4,141,145	\$ 18,763,829
Outcome 3 PROTECTION: Girls and boys aged 4 to 17 affected by crises North-West, South-West, Lake Chad Basin and from the Central African Republic benefit from protective mechanisms and inventions favourable to their teaching/learning conditions	\$ 1,596,458	\$ 1,527,273	\$ 1,390,909	\$ 4,514,640
Outcome 4 GOVERNANCE: The education system has increased capacities to plan, monitor, coordinate, provide and finance inclusive, equitable, quality educational response in crisis-affected areas	\$ 3,137,487	\$ 2,473,825	\$ 2,543,011	\$ 8,154,324
Sub-total Programme Costs	\$ 25,105,848	\$ 17,120,119	\$ 16,652,539	\$ 58,878,505
Operational Costs	\$ 4,692,807	\$ 3,283,791	\$ 3,238,355	\$ 11,214,953
Total Programme & Operational Costs	\$ 29,798,655	\$ 20,403,910	\$ 19,890,894	\$ 70,093,458
Programme Support Costs (7%)	\$ 2,085,906	\$ 1,428,274	\$ 1,392,363	\$ 4,906,542
GRAND TOTAL	\$ 31,884,560	\$ 21,832,183	\$ 21,283,256	\$ 75,000,000

ECW Seed Fund Budget

PROGRAMME COSTS								
Outcome	Output	UNHCR	NRC	UNESCO	UNICEF	WFP	Plan International	TOTAL
Outcome 1 ACCESS: Girls and boys aged 4 to 17 affected by crises in the North-West, South-West, Lake Chad Basin and from the Central African Republic gain greater access to equitable and inclusive education	Output 1.1: The accommodation capacities of the schools most affected by the crises (NWSW, CAR, LCB) are improved and increased	\$ 999,431	\$ 420,364	\$ -	\$ 1,872,412	\$ -	\$ 390,231	\$ 3,682,437
	Output 1.2: Girls and boys aged 4-17 affected by the NWSW, LCB, CAR crisis access alternative education offers	\$ 60,000	\$ 27,502	\$ 847,218	\$ -	\$ -	\$ 20,500	\$ 955,220
	Output 1.3: Education programs are inclusive	\$ 27,407		\$ 495,404	\$ -	\$ -	\$ -	\$ 522,811
	Output 1.4: Crisis-affected girls and boys ages 4-17 (NWSW, CAR, LCB) living with disabilities access equitable and inclusive quality education	\$ 156,639	\$ 168,415	\$ 185,626	\$ 860,507	\$ -	\$ 219,010	\$ 1,590,197
	Output 1.5: Vulnerable girls and boys aged 4 to 17 affected by crises (NWSW, CAR, LCB) benefit from the support (financial, material, school feeding) necessary for their schooling	\$ 214,545	\$ -	\$ -	\$ 107,144	\$ 2,516,640	\$ -	\$ 2,838,330
Outcome 2 QUALITY: Girls and boys aged 4 to 17 affected by crises North-West, South-West, Lake Chad Basin and from the Central African Republic improve their life skills and core disciplines	Output 2.1: The educational monitoring and supervision system is improved	\$ 921,286	\$ -	\$ 335,534	\$ -	\$ -	\$ 42,684	\$ 1,299,504
	Output 2.2: Girls and boys aged 4 to 17 affected by crises (NWSW, CAR, LCB) have school and didactic materials conducive to their learning	\$ 785,167	\$ 459,527	\$ -	\$ 1,392,343	\$ -	\$ 266,100	\$ 2,903,138
	Output 2.3: Crisis-affected girls and boys ages 4-17 (NWSW, CAR, LCB) access a healthy, safe and protective learning environment	\$ 227,455	\$ 480,916	\$ -	\$ -	\$ -	\$ -	\$ 708,371
	Output 2.4: Adolescent girls affected by crises (NWSW, CAR, LCB) are better retained in the school system and their dignity preserved	\$ 125,000	\$ 297,536	\$ -	\$ 228,986	\$ -	\$ 25,995	\$ 677,517
Outcome 3 PROTECTION: Girls and boys aged 4 to 17 affected by crises North-West, South-West, Lake Chad Basin and from the Central African Republic benefit from protective mechanisms and inventions favourable to their teaching/learning condition	Output 3.1: Girls and boys and teachers affected by crises benefit from protection mechanisms and inventions favorable to their teaching/learning conditions	\$ 583,215	\$ 157,091	\$ -	\$ 458,351	\$ -	\$ 81,893	\$ 1,280,550
Outcome 4 GOVERNANCE: The education system has increased capacities to plan, monitor, coordinate, provide and finance inclusive, equitable, quality educational response in crisis-affected areas	Output 4.1: Schools and education services at the central and decentralized level have the tools and skills for planning, steering and managing schools and the education system	\$ 113,636	\$ 38,369	\$ 75,946	\$ 143,178	\$ -	\$ 848,299	\$ 1,219,428
	Output 4.2: Disaggregated and quality data are available on time and used for planning, steering and management of schools and the education system	\$ 179,863	\$ 193,271	\$ 343,438	\$ -	\$ -	\$ -	\$ 716,572
	Output 4.3: The implementation of the interventions of the multi-year resilience program are coordinated, monitored and evaluated	\$ -	\$ -	\$ 472,740	\$ 220,324	\$ -	\$ 597,500	\$ 1,290,564
	Output 4.4: The resources necessary for the implementation of the MYRP 2022-2025 are fully mobilized	\$ -	\$ -	\$ -	\$ 28,867	\$ -	\$ -	\$ 28,867
Sub-totals		\$ 4,393,645	\$ 2,242,991	\$ 2,755,906	\$ 5,312,112	\$ 2,516,640	\$ 2,492,212	\$ 19,713,505

OPERATIONAL COSTS								
Operational costs	\$ 840,000	\$ 560,748	\$ 515,123	\$ 1,043,029	\$ 206,364	\$ 498,442	\$ 3,663,706	
Total Programme and Operational costs	\$ 5,233,645	\$ 2,803,738	\$ 3,271,028	\$ 6,355,140	\$ 2,723,005	\$ 2,990,654	\$ 23,377,210	
Indirect support costs in percentage (max 7%)	\$ 366,355	\$ 196,262	\$ 228,972	\$ 444,860	\$ 176,995	\$ 209,346	\$ 1,622,790	
Total budget	\$ 5,600,000	\$ 3,000,000	\$ 3,500,000	\$ 6,800,000	\$ 2,900,000	\$ 3,200,000	\$ 25,000,000	

Annex C: Results Framework

Outcome / output numbering	Level (Outcome/ Output)	Result statement	ECW Standard Indicator	Grantor's Own Program Specific Indicator	Alignment indicators	Contributing agencies	Date indicator is proposed	Unit of measurement	Means of Verification	BASELINE				TARGETS			
										Year of baseline	Baseline Total	Baseline Female	Baseline Male	Year of Target	Target Total	Target Female	Target Male
1	Outcome	Access: ACCESS: Girls and boys aged 4 to 17 affected by crises in the North-West, South-West, Lake Chad Basin and from the Central African Republic gain greater access to equitable and inclusive education		Number of crisis-affected girls, boys and adolescents (4-17 years old) (NWSW, CAR, LCB) supported by ECW who are (a) of primary school age, (b) of age to attend lower and upper secondary general and vocational education	RRP	UNICEF & UNHCR & WFP & NRC & UNESCO & Plan International	01-Apr-22	Number #	Rapports MINEDUB, MINESEC, MINEFOP, MINIEC, rapports de missions, rapports des revues	2021	0	0	0	2025	227,000	127,624	99,376
1.1	Output	The accommodation capacities of the schools most affected by the crises (NWSW, CAR, LCB) are improved and increased	Number of classrooms (including) in temporary learning spaces) built or rehabilitated		RRP	UNICEF & UNHCR & NRC & Plan International	01-Apr-22	Number #	Rapports MINEDUB, MINESEC, MINEFOP, MINIEC, rapports de missions, rapports des revues	2021	0	0	0	2025	110	0	0
1.1	Output	The accommodation capacities of the schools most affected by the crises (NWSW, CAR, LCB) are improved and increased	Number of boreholes drilled or rehabilitated		RRP	UNICEF & UNHCR & NRC & Plan International	01-Apr-22	Number #	Rapports MINEDUB, MINESEC, MINEFOP, MINIEC, rapports de missions, rapports des revues	2021	0	0	0	2025	55	0	0
1.1	Output	The accommodation capacities of the schools most affected by the crises (NWSW, CAR, LCB) are improved and increased	Number of gender-responsive and inclusive latrines constructed or rehabilitated		RRP	UNICEF & UNHCR & WFP & NRC & UNESCO & Plan International	01-Apr-22	Number #	Rapports MINEDUB, MINESEC, MINEFOP, MINIEC, rapports de missions, rapports des revues	2021	0	0	0	2025	55	0	0
1.1	Output	The accommodation capacities of the schools most affected by the crises (NWSW, CAR, LCB) are improved and increased	Number of buildings built for teachers working in difficult areas		RRP	UNHCR & NRC & Plan International	01-Apr-22	Number #	Rapports MINEDUB, MINESEC, MINEFOP, MINIEC, rapports de missions, rapports des revues	2021	0	0	0	2025	20	0	0
1.2	Output	Girls and boys aged 4-17 affected by crises (NWSW, LCB, CAR) crisis access alternative education offers	Number of girls and boys aged 4 to 17 affected by crises who benefit from alternative education offers		RRP	NRC & UNESCO	01-Apr-22	Number #	Rapports MINEDUB, MINESEC, MINEFOP, MINIEC, rapports de missions, rapports des revues	2021	0	0	0	2025	46,000	34,000	12,000
1.3	Output	Education programs are inclusive	Number of teachers, facilitators, and other supervisory staff trained in inclusive education		RRP	UNHCR & UNESCO	01-Apr-22	Number #	Rapports MINEDUB, MINESEC, MINEFOP, MINIEC, rapports de missions, rapports des revues	2021	0	0	0	2025	400	200	200
1.3	Output	Education programs are inclusive	Number of girls and boys aged 4 to 17 affected by crises who benefit from socio-cultural, artistic and sports activities to improve their psychosocial well-being		RRP	UNESCO	01-Apr-22	Number #	Rapports MINEDUB, MINESEC, MINEFOP, MINIEC, rapports de missions, rapports des revues	2021	0	0	0	2025	227,000	127,624	99,376
1.4	Output	Crisis-affected girls and boys ages 4-17 (NWSW, CAR, LCB) living with disabilities access equitable and inclusive quality education	Number of girls and boys living with disabilities affected by crises (NWSW, CAR, LCB) who access equitable, inclusive and quality education		RRP	UNICEF & UNHCR & WFP & NRC & UNESCO & Plan International	01-Apr-22	Number #	Rapports MINEDUB, MINESEC, MINEFOP, MINIEC, rapports de missions, rapports des revues	2021	0	0	0	2025	25,700	14,000	11,700
1.5	Output	Vulnerable girls and boys aged 4 to 17 affected by crises (NWSW, CAR, LCB) benefit from the support (financial, material, school feeding) necessary for their schooling	Number of boys, girls, and adolescents in ECW-supported communities receiving cash transfers for education		RRP	WFP	01-Apr-22	Number #	Rapports MINEDUB, MINESEC, MINEFOP, MINIEC, rapports de missions, rapports des revues	2021	0	0	0	2025	6,000	4,500	1,500
1.5	Output	Vulnerable girls and boys aged 4 to 17 affected by crises (NWSW, CAR, LCB) benefit from the support (financial, material, school feeding) necessary for their schooling	Number of conflict and/or crisis affected boys, girls and adolescents (3-18 year olds) who receive ECW-supported school feeding		RRP	WFP	01-Apr-22	Number #	Rapports MINEDUB, MINESEC, MINEFOP, MINIEC, rapports de missions, rapports des revues	2021	0	0	0	2025	19,050	8,891	10,159
2	Outcome	QUALITY: Girls and boys aged 4 to 17 affected by crises North-West, South-West, Lake Chad Basin and from the Central African Republic improve their life skills and core disciplines		Number of crisis-affected girls, boys and adolescents (4-17 years old) (NWSW, CAR, LCB) supported by ECW who achieve minimum proficiency in (i) reading and/or (ii) in mathematics.	RRP	UNHCR, NRC & UNESCO	01-Apr-22	Number #	Rapports MINEDUB, MINESEC, MINEFOP, MINIEC, rapports de missions, rapports des revues	2021	0	0	0	2025	45,467	24,933	20,533
2.1	Output	The educational monitoring and supervision system is improved	Number of teachers and supervisors (n/f) trained in subject knowledge, curriculum/planning or pedagogy.		RRP	UNHCR, NRC & UNESCO	01-Apr-22	Number #	Rapports MINEDUB, MINESEC, MINEFOP, MINIEC, rapports de missions, rapports des revues	2021	0	0	0	2025	500	250	250
2.1	Output	The educational monitoring and supervision system is improved	Number of teachers / administrators recruited / financially supported.		RRP	UNHCR	01-Jul-22	Number #	Rapports MINEDUB, MINESEC, MINEFOP, MINIEC, rapports de missions, rapports des revues	2021	0	0	0	2025	400	200	200
2.1	Output	The educational monitoring and supervision system is improved	Number of teachers / administrators trained		RRP	UNHCR & NRC & UNESCO	01-Jul-22	Number #	Rapports MINEDUB, MINESEC, MINEFOP, MINIEC, rapports de missions, rapports des revues	2021	0	0	0	2025	550	275	275
2.2	Output	Girls and boys aged 4 to 17 affected by crises (NWSW, CAR, LCB) have school and didactic materials conducive to their learning	Number of conflict and/or crisis affected boys, girls and adolescents (3-18 year olds) reached with individual learning materials		RRP	UNICEF & UNHCR & NRC & Plan International & UNESCO	01-Jul-22	Number #	Rapports MINEDUB, MINESEC, MINEFOP, MINIEC, rapports de missions, rapports des revues	2021	0	0	0	2025	227,000	127,624	99,376
2.3	Output	Crisis-affected girls and boys ages 4-17 (NWSW, CAR, LCB) access a healthy, safe and protective learning environment	Number of ECW-supported learning spaces with DRR systems / processes / measures in place		RRP	UNHCR & NRC	01-Jul-22	Number #	Rapports MINEDUB, MINESEC, MINEFOP, MINIEC, rapports de missions, rapports des revues	2021	0	0	0	2025	200	0	0
2.3	Output	Crisis-affected girls and boys ages 4-17 (NWSW, CAR, LCB) access a healthy, safe and protective learning environment	Number of ECW-supported learning spaces featuring MHPSS activities for children and adolescents that are a) structured, b) goal-oriented, c) evidence-informed, d) targeted and tailored to different sub-groups		RRP	UNHCR & NRC	01-Jul-22	Number #	Rapports MINEDUB, MINESEC, MINEFOP, MINIEC, rapports de missions, rapports des revues	2021	0	0	0	2025	200	0	0
2.3	Output	Crisis-affected girls and boys ages 4-17 (NWSW, CAR, LCB) access a healthy, safe and protective learning environment	Number of teachers and supervisors trained in PSS, DRR and risk management		RRP	NRC	01-Apr-22	Number #	Rapports MINEDUB, MINESEC, MINEFOP, MINIEC, rapports de missions, rapports des revues	2021	0	0	0	2025	750	375	375
2.4	Output	Adolescent girls affected by crises (NWSW, CAR, LCB) are better retained in the school system and their dignity preserved	Number of ECW-supported teachers (n/f) trained in gender-sensitive teaching and/or learning methods		RRP	NRC & Plan International	01-Apr-22	Number #	Rapports MINEDUB, MINESEC, MINEFOP, MINIEC, rapports de missions, rapports des revues	2021	0	0	0	2025	400	200	200
2.4	Output	Adolescent girls affected by crises (NWSW, CAR, LCB) are better retained in the school system and their dignity preserved	Number of adolescent girls affected by conflict and/or crisis supported by ECW who receive menstrual Care kits, feminine hygiene kits or similar assistance		RRP	UNHCR & NRC	01-Apr-22	Number #	Rapports MINEDUB, MINESEC, MINEFOP, MINIEC, rapports de missions, rapports des revues	2021	0	0	0	2025	29,000	29,000	0
3	Outcome	PROTECTION: Girls and boys aged 4 to 17 affected by crises North-West, South-West, Lake Chad Basin and from the Central African Republic benefit from protective mechanisms and interventions favorable to their teaching/learning condition		Number of girls, boys and adolescents (4-17 years old) affected by crises (NWSW, CAR, LCB) who feel safer in learning spaces, schools and training centers supported by the ECW	RRP	UNICEF & UNHCR & Plan International	01-Apr-22	Number #	Rapports MINEDUB, MINESEC, MINEFOP, MINIEC, rapports de missions, rapports des revues	2021	0	0	0	2025	93,000	20,000	19,000
3.1	Output	Girls and boys and teachers affected by crises benefit from protection mechanisms and interventions favorable to their teaching/learning conditions	Number of ECW-supported teachers and coaches who report improvements in psychological well-being/self-care		RRP	NRC	01-Apr-22	Number #	Rapports MINEDUB, MINESEC, MINEFOP, MINIEC, rapports de missions, rapports des revues	2021	0	0	0	2025	750	375	375
3.1	Output	Girls and boys and teachers affected by crises benefit from protection mechanisms and interventions favorable to their teaching/learning conditions	Number of girls, boys, adolescents (4-17 years old) and teachers affected by crises (NWSW, CAR, LCB) with increased ability to manage difficult emotions and/or stress via targeted STAPS		RRP	UNICEF & UNHCR	01-Apr-22	Number #	Rapports MINEDUB, MINESEC, MINEFOP, MINIEC, rapports de missions, rapports des revues	2021	0	0	0	2025	39,750	20,375	19,375
3.1	Output	Girls and boys and teachers affected by crises benefit from protection mechanisms and interventions favorable to their teaching/learning conditions	Number of community homes built for refugees for the promotion of peace, peaceful cohabitation, GBV listening center, MHPSS		RRP	UNHCR	01-Apr-22	Number #	Rapports MINEDUB, MINESEC, MINEFOP, MINIEC, rapports de missions, rapports des revues	2021	0	0	0	2025	1	0	0
4	Outcome	GOVERNANCE: The education system has increased capacities to plan, monitor, coordinate, provide and finance inclusive, equitable, quality educational response in crisis-affected areas		Evidence of any policies/plans/frameworks that promote inclusive education for (refugees and/or IDPs; girls and women, children with disabilities) technically validated supported by ECW	RRP	UNESCO	01-Apr-22	Number #	Rapports MINEDUB, MINESEC, MINEFOP, MINIEC, rapports de missions, rapports des revues	2021	0	0	0	2025	1	0	0
4.1	Output	Schools and education services at the central and decentralized level have the tools and skills for planning, steering and managing schools and the education system	Number of ECW-supported schools that have a functioning School Management Committee and/or parent-teacher association		RRP	UNHCR & Plan International	01-Apr-22	Number #	Rapports MINEDUB, MINESEC, MINEFOP, MINIEC, rapports de missions, rapports des revues	2021	0	0	0	2025	450	0	450
4.1	Output	Schools and education services at the central and decentralized level have the tools and skills for planning, steering and managing schools and the education system	Number of women actively participating in school management committees		RRP	UNHCR & Plan International	01-Apr-22	Number #	Rapports MINEDUB, MINESEC, MINEFOP, MINIEC, rapports de missions, rapports des revues	2021	0	0	0	2025	1,350	1,350	0
4.2	Output	Disaggregated and quality data are available on time and used for planning, steering and management of schools and the education system	Number of executives at the central and decentralized level trained in the coordination and management of education information in emergency situations		RRP	UNESCO	01-Apr-22	Number #	Rapports MINEDUB, MINESEC, MINEFOP, MINIEC, rapports de missions, rapports des revues	2021	0	0	0	2025	10	5	5
4.3	Output	The implementation of the interventions of the multi-year resilience program are coordinated, monitored and evaluated	Number of biannual reviews organized		RRP	UNESCO	01-Apr-22	Number #	Rapports MINEDUB, MINESEC, MINEFOP, MINIEC, rapports de missions, rapports des revues	2021	0	0	0	2025	6	0	0
4.3	Output	The implementation of the interventions of the multi-year resilience program are coordinated, monitored and evaluated	Number of joint missions (government, Grante, PI) organized		RRP	UNICEF & UNHCR & WFP & NRC & UNESCO & Plan International	01-Apr-22	Number #	Rapports MINEDUB, MINESEC, MINEFOP, MINIEC, rapports de missions, rapports des revues	2021	0	0	0	2025	6	0	0
4.3	Output	The implementation of the interventions of the multi-year resilience program are coordinated, monitored and evaluated	% of MYRP funded by 2024		RRP	UNICEF & UNHCR & WFP & NRC & UNESCO & Plan International	01-Apr-22	Number #	Rapports MINEDUB, MINESEC, MINEFOP, MINIEC, rapports de missions, rapports des revues	2021	0	0	0	2025	1	0	0
4.4	Output	The resources necessary for the implementation of the MYRP 2022-2024 are fully mobilized	% of additional resources mobilized		RRP	UNICEF & UNHCR & WFP & NRC & UNESCO & Plan International	02-Apr-22	Percentage %	Rapports MINEDUB, MINESEC, MINEFOP, MINIEC, rapports de missions, rapports des revues	2021	0.0%	0.0%	0.0%	2025	10000.0%	0.0%	0.0%

CHILDREN AND ADOLESCENTS REACHED JOINTLY

TOTALS		AUTO				AUTO				MANUAL			
227,000	TARGET	Grant reference number: AUTO (for individual reporting only)		GRN Pending		Grantee organization: (auto)		Multiple Grantees		Date of reporting update: (dd-mmm-yy)			
-	CHILDREN AND ADOLESCENTS REACHED	LEVEL OF EDUCATION AND SEX BREAKDOWN											
		Pre-Primary		Primary		Secondary		Unknown level of education		Total			
		F	M	F	M	F	M	F	M	F	M	Total	
FORMAL EDUCATION													
Number of girls, boys, and adolescents (3-18 years old) reached with ECW assistance through formal education	Refugee	Target	2,864	2,417	9,000	11,000	9,169	9,269	1,500	1,200	22,533 (49%)	23,886	46,419
		Reached									-	-	-
	IDP	Target	3,756	3,034	11,157	12,977	6,096	3,794	831	746	21,840 (52%)	20,551	42,391
		Reached									-	-	-
	Other affected populations (including Host populations)	Target	5,292	6,939	25,000	21,000	17,359	13,289	1,600	1,711	49,251 (53%)	42,939	92,190
		Reached									-	-	-
	Type of beneficiary unknown (choose only if you don't know the category of beneficiaries)	Target									-	-	-
		Reached									-	-	-
	TOTAL	Target	11,912	12,390	45,157	44,977	32,624	26,352	3,931	3,657	93,624 (52%)	87,376	181,000
		Reached	-	-	-	-	-	-	-	-	-	-	-
	Children with disabilities (cross-cutting: for all type of beneficiaries)	Target	2,700	1,800	6,500	5,500	3,000	2,800	-	-	12,200 (55%)	10,100	22,300
		Reached									-	-	-
NONFORMAL EDUCATION													
Number of girls, boys, and adolescents (3-18 years old) reached with ECW assistance through non formal education	Refugee	Target	-	-	4,000	2,400	-	-	-	-	4,000 (63%)	2,400	6,400
		Reached									-	-	-
	IDP	Target	-	-	20,000	7,000	-	-	-	-	20,000 (74%)	7,000	27,000
		Reached									-	-	-
	Other affected populations (including Host populations)	Target	-	-	10,000	2,600	-	-	-	-	10,000 (79%)	2,600	12,600
		Reached									-	-	-
	Type of beneficiary unknown (choose only if you don't know the category of beneficiaries)	Target									-	-	-
		Reached									-	-	-
	TOTAL	Target	-	-	34,000	12,000	-	-	-	-	34,000 (74%)	12,000	46,000
		Reached	-	-	-	-	-	-	-	-	-	-	-
	Children with disabilities (cross-cutting: for all type of beneficiaries)	Target	-	-	1,800	1,600	-	-	-	-	1,800 (53%)	1,600	3,400
		Reached									-	-	-

Annex D: Gender with Age-Marker Report

To access the Gender with Age Marker, please click on the following link:

<https://acrobat.adobe.com/link/track?uri=urn:aaid:scds:US:1afd803b-58a6-4133-b1ed-f8094d4dbbf0>

Annex E: Risk Matrix

To access risk assessment matrices for the MYRP and each grantee, please click on the following links:

Full MYRP:

<https://acrobat.adobe.com/link/track?uri=urn:aaid:scds:US:351b4970-ec54-44c1-a811-8909017cd8bd>

NRC:

<https://acrobat.adobe.com/link/track?uri=urn:aaid:scds:US:ce4039fe-a826-4ebb-9029-27e2763d1838>

Plan International:

<https://acrobat.adobe.com/link/track?uri=urn:aaid:scds:US:d17ea0ab-d30d-4315-be19-a0f1c6baf3d>

UNESCO:

<https://acrobat.adobe.com/link/track?uri=urn:aaid:scds:US:57ac2e49-34a9-4ccb-98e6-0ed267f1ab97>

UNHCR:

<https://acrobat.adobe.com/link/track?uri=urn:aaid:scds:US:71c079bd-8d78-470f-a928-20cf6745aaa7>

UNICEF:

<https://acrobat.adobe.com/link/track?uri=urn:aaid:scds:US:ec9d7032-44c9-4a79-9782-ee9d8b2130ac>

WFP:

<https://acrobat.adobe.com/link/track?uri=urn:aaid:scds:US:3a9c0e26-1176-48c5-bec3-d7b6e26a032d>